2023 School Improvement Plan for North Ingle School.

NORTH INGLE SCHOOL
ACHIEVING TOGETHER

STEP 1
Analyse and prioritise
Begin in term 4 each year to inform the next plan

STEP 2
Determine challenge of practice
Begin in term 4 each year to inform the next plan

STEP 3
Plan actions for improvement
Begin in term 4 each year to inform the next plan and monitor across the year

STEP 4
Improve practice and monitor impact
Occurs throughout terms 1 to 4 each year

STEP 5
Review and evaluate
Begin in term 3 to determine what's been achieved and implications for the next plan

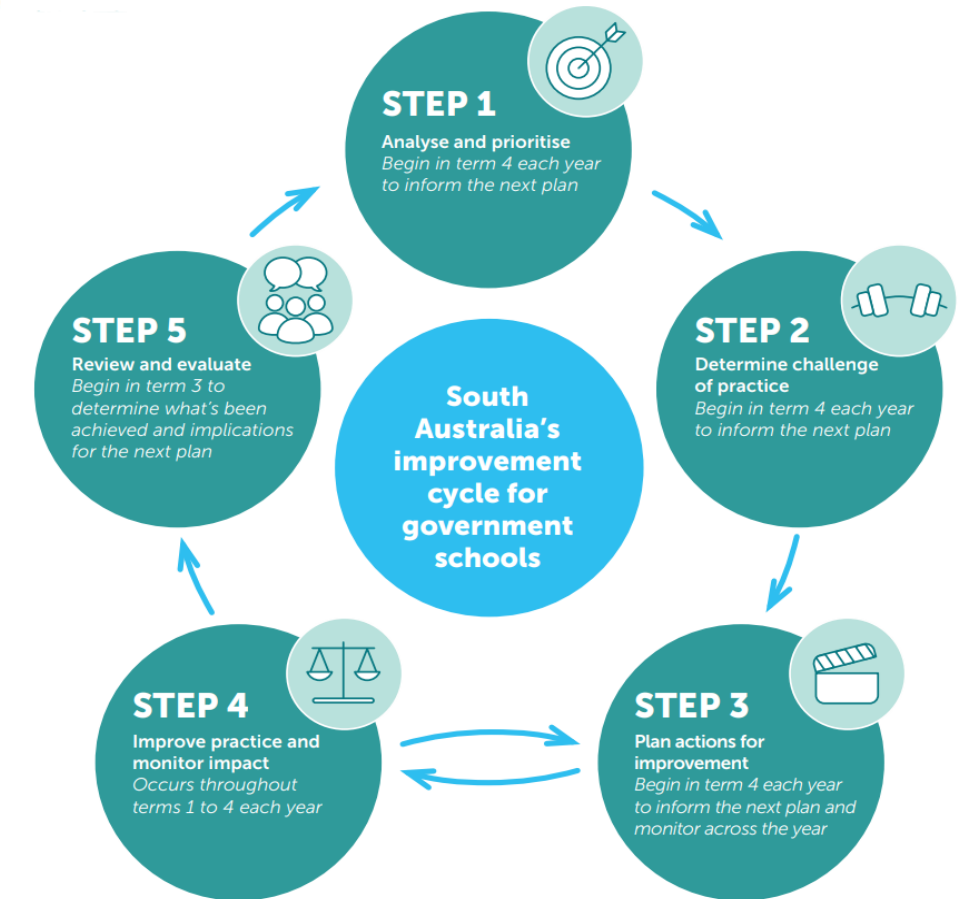**South Australia's improvement cycle for government schools**

Vision Statement:
High quality teaching and learning to empower all learners to maximise their potential.

Government of South Australia
Department for Education

2022 - 2024

2023 School Improvement Plan for North Ingle School.

Completing the template:

- The document will open as 'Read Only' so will need to be saved prior to editing.
- Note that Steps 1, 2 and your Actions in Step 3 will auto-populate in the corresponding sections in Steps 4 and 5 of the template once you have completed them.
- Once you have typed in your ESR Directions next to Goal 1 they will auto-populate to the corresponding section for the other two goals in the template.
- Please note, editing will not be possible whilst the template is in Teams. Whilst it can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes.
- Click 'View' and then click 'Navigation Pane' to display a table of contents on the left-hand side.

Complete every step - The School Improvement Planning Handbook explains how to do this. In addition, your Local Education Team will provide support.

- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 9, Term 4 (16 December 2022).
- Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your Summary page on your school website by Friday of Week 4, Term 1 (24 February 2023).
- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact).
- Use the template in Term 4 of each year to capture Step 5 work (Review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

For further information and advice, contact:
Review, Improvement and Accountability
Phone: 8226 1284
education.RIA@sa.gov.au

STEP 1 Analyse and Prioritise

Site name: North Ingle School.

Goal 1: To increase achievement for every child in Reading.

ESR Directions:
Direction 1: Ensure the implementation of agreed SIP goals lead to the development and embedding of agreed evidence-based structures and processes that track student performance and informs teaching practice.
Direction 2: To ensure authentic student influence in learning, develop teacher knowledge in task design which is informed by formative assessment cycles and includes evidence-based data, student influence and intentional learning strategies that are sustained over time.

Achievement towards Goal in 2022:	Target 2023:	2024:
NAPLAN **Year 3** 89% (17 out of 19) students achieved the SEA in NAPLAN Reading. **TARGET – Year 3 in 2022 - 61% (11 out of 18)** 26% (5 out of 19) students achieved HB in NAPLAN Reading **Year 5** 81% (21 out of 26) students achieved the SEA in NAPLAN Reading. **TARGET -75% (18 out of 24)** 35 % (9 out of 26) students achieved HB in NAPLAN Reading. **TARGET - 21% (5 out of 24)** **Milestones:** • **Reception: 81% (21/26) of students achieved Level 5 in Running Records by Term 4, Week 4. TARGET - Reception- 41% (11/27)** • **Year 1 – 71% (17 out of 24) students achieved 28+ in Phonics Screening Check. TARGET- Year 1 43% (10 out of 23)** • **Year 2 – 41% (7/17) students achieved Level in 21 Running Records by Term 4, Week 4. TARGET- 60% (9 out of 15)** • **Year 4 – 88.5% (23 out of 26) students achieved a scale score of at least 106 in PAT-R. TARGET - 81% (21 out of 26) From PHO 90.9%, 20/22 Achieved SEA** • **Year 6 – 75% (9 out of 12) students achieved a scale score of 118 in PAT-R. TARGET - 69% (9 out of 13) From PHO 88.9%, 8/9 achieved SEA**	**NAPLAN (year level cohort based on previous years data)** 75% of Year 3 students (12 out of 16 students) to achieve SEA in NAPLAN Reading 31% of Year 3 students (5 out of 16 students) to achieve HB in NAPLAN Reading 85% of Year 5 students (18 out of 21 students) to achieve the SEA in NAPLAN Reading. 66% of Year 5 students (14 out of 21 students) to achieve HB in NAPLAN Reading. 76% of Year 7 students (10 out of 13 students) to achieve the SEA in NAPLAN Reading. 23% of Year 7 students (3 out of 13 students) to achieve HB in NAPLAN Reading **Milestones 2023:** **Year 1 Phonics Screening Check** 83% of Year 1 students (20 out of 24 students) to achieve the SEA of 28+ in the Phonics Screening Check **PAT R** 75% of Year 3 students (12 out of 16 students) to achieve a scale score of 95 in Reading. 88% of Year 4 students (15 out of 17 students) to achieve a scale score of 106 in Reading 85% of Year 5 students (18 out of 21 students) to achieve a scale score of 112 in Reading 80% of Year 6 students (17 out of 21 students) to achieve a scale score of 118 in Reading. **A-E Grades** 63% of Aboriginal students (5 out of 8 students) to achieve SEA in English.	Click or tap here to enter text.

STEP 2 Challenge of practice

Challenge of Practice:
    If we explicitly teach reading by using evidence-based Reading Comprehension strategies, then we will increase achievement for every child in Reading.

STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):	**How and when will this be monitored, tracked and measured?**
Reading Viewing & Comprehending v9	**How and When:**
Reception students will read decodable texts, using developing phonics, and monitor meaning using context and emerging grammatical knowledge (**AC9EFLY04**) when we record anecdotal notes of conversations about texts that students have listened to, viewed or read independently.	Teachers will meet in Professional Learning Teams (PLT's) for 90 minutes in Weeks 3, 5 and 8 each term using a Disciplined Dialogue process to track, monitor and plan next steps for ALL students working **Below,** *At and Above* **SEA** from assessment data sets.
Year 1 students will read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge (**AC9E1LY04**)when we assess reading.	**Assessment Data for PLT meetings:**
	Reception -Year 2 PLT: Running Records, PASM, Heggerty, Letters & Sounds - Phases of Assessment, DIBELS Modelled/Guided Reading anecdotal observations, planning and notes
Year 2 students will read texts with phrasing and fluency, using phonic and work knowledge, and monitoring meaning by re-reading and self-correcting (**AC9E2LY04**) when we assess reading.	Literacy Progressions for Phonic Knowledge & Word Recognition and Understanding Texts
	Reading and viewing | The Australian Curriculum (Version 8.4)
Year 3 students will use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (**AC9E3LY05**) when we assess formative & summative literacy tasks.	**Years 3 -6 PLT:** Running Records, Heggerty/Kilpatrick PAST, DIBELS Maze, NAPLAN Reading & PAT R Modelled/Guided Reading - anecdotal observations, planning and notes
Year 4 students will use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts (**AC9E4LY05**) when we assess formative & summative literacy tasks.	Literacy Progressions for Phonic Knowledge & Word Recognition and Understanding Texts
	Reading and viewing | The Australian Curriculum (Version 8.4)
Year 5 students will use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas (**AC9E5LY05**) when we assess formative & summative literacy tasks.	v9.Australian Curriculum
Year 6 students will use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources (**AC9E6LY05**) when we assess formative & summative literacy tasks.	

What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
All teachers will explicitly teach Before During and After Reading Comprehension strategies using a rich mentor text.	Term 1, 2023	**Each teacher will:** • explicitly teach BDA Reading Comprehension Strategies (Prior Knowledge, Predicting, Questioning, Visualizing, Inferencing, Making Connections, Retelling & Summarising) during modelled and guided reading. • explicitly teach Tier 2 and 3 words • visually display the learning intention and articulate clear success criteria during modelled and guided reading sessions. • track and monitor reading progress for every child by keeping anecdotal notes in decoding, fluency & reading comprehension and assessment data • engage in PLT disciplined dialogue in Weeks 3, 5, and 8 to discuss student progress and plan for next steps in teaching • celebrate teaching and learning successes with staff, students and parents using feedback and communication platforms **Leaders will:** • schedule weekly classroom walkthroughs during modelled and guided reading sessions with an intentional purpose communicated to teachers • provide regular feedback using informal and formal processes • design a Professional Learning Program and PLT focus each term aligned to the SIP goals • co-develop PLT norms and professional expectations	scope-sequence-primary-v9-english.pdf scope-sequence-primary-v9-english-3-6.pdf ACARA V.9 Comprehension: Best Advice Paper Primary Literacy Guidebook - Actions for Teachers - Actions for Leaders Literacy Guidebooks Professional Development: - Introduction to Reading Comprehension - Introduction to Reading Comprehension: Essential BDA Steps Text Reading Video by Mandy Nayton (YouTube) *Resources Page 4, Leaders*

		• organise and/or co-lead Professional Learning in BDA, DIBELS, Learning Intentions & Success Criteria • develop one year operational plans for each PLT • celebrate teaching and learning successes with staff, students and parents using feedback and communication platforms	*Guidebook* - Inspire Literacy Guidebook Page 3 John Hattie: https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=f29cf3a5-eac3-48c7-bfa2-ae3ce9cdaa9e
All teachers will use formative and summative assessment data to differentiate teaching and learning.	Term 2, 2023,	**Each R-6 teacher will:** • engage in DIBELS Professional Learning • co-design individual reading goals with students based on decoding, fluency and reading comprehension data twice a term • design and communicate Wave 2 and Wave 3 intervention with SSO's **Each R-2 teacher will:** • practice administering DIBELS assessment and analysing results within PLT's in Term 1 • administer DIBELS assessment 1:1, three times per year (Week 5 in Terms 2, 3 and 4). • Analyse the DIBELS data and plan the next steps in teaching and learning in Week 8 PLT **Each 3-6 teacher will:** • practice administering DIBELS assessment and analysing results within PLT's in Term 1 • administer the Maze component of the DIBELS assessment three times per year (Week 5 in Terms 2, 3 and 4). This will be conducted as a whole class assessment. • Analyse the DIBELS data and plan the next steps in teaching and learning in Week 8 PLT **Leaders will:** • schedule DIBELS training during Staff Meeting and Student Free Days • design a PLT structure for staff to review formative and summative assessment data to plan next steps for learning and teaching • refine the whole school digital literacy assessment system • review the data assessment schedule	DIBELS Assessments SPELD Training $500 Online DIBELS training @80.00 x10 = $800 Term 1 – 0.1 Teacher Rolling Release to conduct DIBELS assessments
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

🎯 **STEP 1 Analyse and Prioritise**	**Site name: North Ingle School.**
Goal 2: To increase achievement for every child in Spelling.	**ESR Directions:** **Direction 1:** Ensure the implementation of agreed SIP goals lead to the development and embedding of agreed evidence-based structures and processes that track student performance and informs teaching practice. **Direction 2:** To ensure authentic student influence in learning, develop teacher knowledge in task design which is informed by formative assessment cycles and includes evidence-based data, student influence and intentional learning strategies that are sustained over time.

Achievement towards Goal in 2022:	**Target 2023:**	**2024:** **Consider PAT spelling assessments**

|		
Year 3 **84% (16 out of 19) students achieved the SEA in Spelling** **37% (7 out of 19) students achieved HB in NAPLAN Spelling** **Year 5** **76% (19 out of 25) students achieved the SEA in Spelling** **36% (9 out of 25) students achieved HB in NAPLAN Spelling**	**Year 3:** 87% (14/16) students will achieve SEA in NAPLAN Spelling 31% (5/16) students will achieve HB in NAPLAN Spelling **Year 5** 85% (18 out of 21) students achieved the SEA in NAPLAN Spelling 33% (7 out of 21) students achieved HB in NAPLAN Spelling	

STEP 2 Challenge of practice

Challenge of Practice:
If we explicitly teach linguistic knowledge by consistently implementing a scope and sequence, then we will increase achievement for every child in Spelling.

STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):

Sub-strand: Phonics and word knowledge v9

Reception students will use knowledge of letters and sounds to spell words (ACELY13) and understand that words are units of meaning and can be made of more than one meaningful part (AC9EFLY15) when we discuss phonology and analyse student work samples.

Year 1 students will recognise and know how to use grammatical morphemes to create word families (ACEL1YL15) when we analyse student writing samples.

Year 2 students will build morphemic word families using knowledge of prefixes and suffixes (ACE9E2LY12) when we analyse student writing samples.

Year 3 students will understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words (AC9E3LY10) when we compare pre and post assessment results.

Year 4 Students will understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words (AC9E4LY10) when we compare pre and post assessment results.

Year 5 Students will build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations (AC9E5LY09) when we compare pre and post assessment results.

Year 6 Students will use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words (AC9E6LY09) when we compare pre and post assessment results.

How and when will this be monitored, tracked and measured?

Each Reception teacher will lead small group, guided literacy sessions weekly for all students. During this session they will build student knowledge and understanding through explicit teaching, questioning and independent tasks. Teachers will track students and measure student growth by collecting work samples, recording anecdotal notes and taking photo evidence.

Example Reception Assessment: Record on a checklist and collect photo evidence of children who can record a word containing focus phonemes.

Each Year 1-2 teachers will explicitly teach morphology, following the evidence-based, Year 1-6 spelling and morphology sequence twice per week. Teachers will engage students in a Morphology Sprint for 3 weeks, to build student understanding. Teachers will collect pre-assessment data at the beginning of the unit of work, then analyse post assessment data, alongside moderating student work samples to track and measure student growth.

Example Year 1 and 2 teachers: Collate student responses to the following questions:
- What is a suffix?
- Can you write an example of a word with a suffix/prefix?
- Can you underline the suffix/prefix?
Summarise data on a checklist.

Each Year 3-6 teachers will explicitly teach morphology, following the evidence-based, Year 1-6 spelling and morphology sequence twice per week. Teachers will engage students in a Morphology Sprint for 3 weeks, to build student understanding. Teachers will collect and then analyse pre-assessment data at the beginning of the unit of work and analyse post-assessment data, using data to inform next steps for learning for each student.

Example Year 3-6: Collate student responses to the following questions:
 - What is a suffix/prefix?
- Can you write an example of a word with a suffix/prefix?
- Can you underline the suffix/prefix?
Summarise data on a checklist.

Each Specialist teacher will explicitly teach Tier 3 technical vocabulary to build linguistic understanding within their subject area. Teachers will collect pre and post vocabulary data at the beginning of the unit of work and analyse student growth to inform next steps for teaching and learning.

	Specialist Teachers: Pre-Assessment- Students to record their vocabulary knowledge (word and definitions) on the upcoming focus content. Post-Assessment- Students to record their vocabulary knowledge (word and definition) in the form of a mind map or within a summary of their learnt content.

What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
Each teacher will explicitly and systematically teach the 4 Spelling Knowledges.	Term 3, 2023, Staff Professional Development and Trialling processes Term 3, 2023 site wide implementation	**Each teacher will:** • collaboratively develop a whole site Spelling agreement inclusive of a scope and sequence, instructional routine and assessment. • use a common language when implementing the agreed instructional routine **Each Reception teacher will:** • explicitly teach synthetic, systematic phonics, building students segmenting and blending capabilities to encode CVC words. • introduce prefixes and suffixes according to the site wide scope and sequence. **Each 1-6 teacher will:** • explicitly teach synthetic, systematic phonics, building students segmenting and blending capabilities to encode words containing prefixes and suffixes. • use the Morphology card deck to include 3 suffixes/prefixes and meanings during daily flips in 3-week sprints**.** • engage in week 3 and week 8 check-ins to review data (dictation) and set next Sprint and learning/intervention. Click or tap here to enter text. L**eaders will:** • facilitate a collaborative process to develop a whole site agreement for Spelling provide time in staff meetings to plan and review sprints for spelling. • schedule weekly classroom walkthroughs and engage with students and teachers within the classroom spelling programs, providing specific feedback • timetable regular PLT meetings, support PLT's to establish an agreed purpose, set data-informed goals, • promote teacher champions to co-lead professional learning	Satellite groups Morphology Card Deck LGU (Print resources) MORPHOLOGY CARD DECK.docx RSiS-Morphology-Scope-and-Sequence.pd Year 1 Definition Posters - A4.pdf PD structure 1-6 Jolly spelling and grammar scope and sequence ACARA Version 9 Department Scope and Sequence for R-2
All teachers will use formative and summative assessment data to differentiate teaching and learning in Spelling.	Term 3, 2023, Staff Professional Development and Trialling processes Term 3, 2023 site wide implementation	**Each teacher will:** • collect, assess and collaboratively moderate spelling assessment data and writing samples in Professional Learning Teams. • collaboratively develop and administer summative assessments for morphology (twice per term.) • collect, assess and collaboratively in PLT's plan next steps for differentiated teaching and Wave 2 and 3 intervention **Each leader will:** • provide time, in staff meetings, for all teaching staff to design and moderate summative assessment pieces. • ensure PDP meetings are data informed and provide next steps for building teacher capacity in linguistic knowledges. • provide time in staff meetings to moderate spelling data, twice per term.	Graphic Organiser – Building Foundations Literacy Handbook – Reading – Primary Page 19 *Can be found in all stages throughout the handbook* Primary Literacy Guidebook - Actions for Teachers - Actions for Leaders Professional Learning Teams (PLT's) ACARA Version 9

Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text. Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text. Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text. Click or tap here to enter text.	Click or tap here to enter text.

STEP 1 Analyse and Prioritise

Site name: North Ingle School.

Goal 3: Click or tap here to enter text.

ESR Directions:

Direction 1: Ensure the implementation of agreed SIP goals lead to the development and embedding of agreed evidence-based structures and processes that track student performance and informs teaching practice.

Direction 2: To ensure authentic student influence in learning, develop teacher knowledge in task design which is informed by formative assessment cycles and includes evidence-based data, student influence and intentional learning strategies that are sustained over time.

Achievement towards Goal in 2022: Click or tap here to enter text.	**Target 2023:** Click or tap here to enter text.	**2024:** Click or tap here to enter text.

STEP 2 Challenge of practice

Challenge of Practice:

Click or tap here to enter text.

STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand): Click or tap here to enter text.	**How will this be monitored, tracked and measured?** Click or tap here to enter text.

What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice			
Actions	**Timeline**	**Roles & Responsibilities** – How will this be done?	**Resources**
Click or tap here to enter text.	Click or tap here to enter text.	**Each teacher will…** **Each leader will…**	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	**Each teacher will…** **Each leader will…**	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	**Each teacher will…** **Each leader will…**	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	**Each teacher will…** **Each leader will…**	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	**Each teacher will…** **Each leader will…**	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	**Each teacher will…** **Each leader will…**	Click or tap here to enter text.

North Ingle School.

2023 School Improvement Plan for North Ingle School.

Step 4 – Improve practice and monitor impact

Step 5 – Review and evaluate

Completing steps 4 and 5

- Step 4 is about tracking, reflecting on and adjusting your actions. After careful planning, you need to act to improve your teaching and leadership practice.
- Step 5 is the review and evaluation process to determine the next steps for your school.

- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact).
- Use the template in Term 4 of each year to capture Step 5 work (Review and evaluate).

- Complete every step - The School Improvement Planning Handbook explains how to do this. In addition, your Local Education Team will provide support.

Goal 1: To increase achievement for every child in Reading.

⚖️ **STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Student Success Criteria	🟢 Yes 🟡 Needs attention/work in progress 🔴 Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
Reading Viewing & Comprehending v9 **Reception students will read decodable texts, using developing phonics, and monitor meaning using context and emerging grammatical knowledge (AC9EFLY04) when we record anecdotal notes of conversations about texts that students have listened to, viewed or read independently.** **Year 1 students will read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge (AC9E1LY04)when we assess reading.** **Year 2 students will read texts with phrasing and fluency, using phonic and work knowledge, and monitoring meaning by re-reading and self-correcting (AC9E2LY04) when we assess reading.** **Year 3 students will use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (AC9E3LY05) when we assess formative & summative literacy tasks.** **Year 4 students will use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts (AC9E4LY05) when we assess formative & summative literacy tasks.** **Year 5 students will use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas (AC9E5LY05) when we assess formative & summative literacy tasks.** **Year 6 students will use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources (AC9E6LY05) when we assess formative & summative literacy tasks.**	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	🟢 90% embedded 🟡 Needs attention/work in progress	Evidence Are we doing what we said we would do?	What are our next steps? Potential adjustments?

	● Not on track	**Are we improving student learning?** **How do we know which actions have been effective?**	
All teachers will explicitly teach Before During and After Reading Comprehension strategies using a rich mentor text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All teachers will use formative and summative assessment data to plan, differentiate and review teaching and learning of phonics and comprehension.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All teachers will use formative and summative assessment data to plan, differentiate and review teaching and learning of phonics and comprehension.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All teachers will use formative and summative assessment data to differentiate teaching and learning.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: To increase achievement for every child in Spelling.

⚖️ **STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Student Success Criteria	● Yes ● Needs attention/work in progress ● Not on track	**Evidence** **Are we improving student learning?** **How are we tracking against our student success criteria?**	**What are our next steps?** **Potential adjustments?**

Sub-strand: Phonics and word knowledge v9

Reception students will use knowledge of letters and sounds to spell words (ACELY13) and understand that words are units of meaning and can be made of more than one meaningful part (AC9EFLY15) when we discuss phonology and analyse student work samples.

Year 1 students will recognise and know how to use grammatical morphemes to create word families (ACEL1YL15) when we analyse student writing samples.

Year 2 students will build morphemic word families using knowledge of prefixes and suffixes (ACE9E2LY12) when we analyse student writing samples.

Year 3 students will understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words (AC9E3LY10) when we compare pre and post assessment results.

Year 4 Students will understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words (AC9E4LY10) when we compare pre and post assessment results.

Year 5 Students will build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations (AC9E5LY09) when we compare pre and post assessment results.

Year 6 Students will use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words (AC9E6LY09) when we compare pre and post assessment results.

	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Actions	🟢 90% embedded 🟡 Needs attention/work in progress 🔴 Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Each teacher will explicitly and systematically teach the 4 Spelling Knowledges.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All teachers will use formative and summative assessment data to differentiate teaching and learning in Spelling.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 3: Click or tap here to enter text.

⚖️ STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Student Success Criteria	🟢 Yes 🟡 Needs attention/work in progress 🔴 Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	🟢 90% embedded 🟡 Needs attention/work in progress 🔴 Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: To increase achievement for every child in Reading.

STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

Targets 2023:
NAPLAN (year level cohort based on previous years data)
75% of Year 3 students (12 out of 16 students) to achieve SEA in NAPLAN Reading
31% of Year 3 students (5 out of 16 students) to achieve HB in NAPLAN Reading

85% of Year 5 students (18 out of 21 students) to achieve the SEA in NAPLAN Reading.
66% of Year 5 students (14 out of 21 students) to achieve HB in NAPLAN Reading.

76% of Year 7 students (10 out of 13 students) to achieve the SEA in NAPLAN Reading.
23% of Year 7 students (3 out of 13 students) to achieve HB in NAPLAN Reading

Milestones 2023:
Year 1 Phonics Screening Check
83% of Year 1 students (20 out of 24 students) to achieve the SEA of 28+ in the Phonics Screening Check
PAT R
75% of Year 3 students (12 out of 16 students) to achieve a scale score of 95 in Reading.

Results towards targets:
Click or tap here to enter text.

88% of **Year 4** students (**15 out of 17** students) to achieve a scale score of 106 in Reading 85% of **Year 5** students (**18 out of 21** students) to achieve a scale score of 112 in Reading 80% of **Year 6** students (**17 out of 21** students) to achieve a scale score of 118 in Reading. **A-E Grades** 63% of Aboriginal students (5 out of 8 students) to achieve SEA in English.	
Challenge of Practice: **If we explicitly teach reading by using evidence-based Reading Comprehension strategies, then we will increase achievement for every child in Reading.**	**Evidence -** has this made an impact? Click or tap here to enter text.
Success Criteria: **Reading Viewing & Comprehending v9** **Reception students will read decodable texts, using developing phonics, and monitor meaning using context and emerging grammatical knowledge (AC9EFLY04) when we record anecdotal notes of conversations about texts that students have listened to, viewed or read independently.** **Year 1 students will read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge (AC9E1LY04)when we assess reading.** **Year 2 students will read texts with phrasing and fluency, using phonic and work knowledge, and monitoring meaning by re-reading and self-correcting (AC9E2LY04) when we assess reading.** **Year 3 students will use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (AC9E3LY05) when we assess formative & summative literacy tasks.** **Year 4 students will use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts (AC9E4LY05) when we assess formative & summative literacy tasks.** **Year 5 students will use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas (AC9E5LY05) when we assess formative & summative literacy tasks.** **Year 6 students will use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources (AC9E6LY05) when we assess formative & summative literacy tasks.**	**Evidence -** did we improve student learning? how do we know? Click or tap here to enter text.

Evaluate our actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year? *Click or tap here to enter text.*	
Review our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps? *Click or tap here to enter text.*	

Goal 2: To increase achievement for every child in Spelling.

STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

Targets 2023: **Year 3:** 87% (14/16) students will achieve SEA in NAPLAN Spelling **31% (5/16) students will achieve HB in NAPLAN Spelling** **Year 5** **85% (18 out of 21) students achieved the SEA in NAPLAN Spelling** **33% (7 out of 21) students achieved HB in NAPLAN Spelling**	**Results towards targets:** *Click or tap here to enter text.*
Challenge of Practice: **If we explicitly teach linguistic knowledge by consistently implementing a scope and sequence, then we will increase achievement for every child in Spelling.**	**Evidence -** has this made an impact? *Click or tap here to enter text.*

Success Criteria:	Evidence - did we improve student learning? how do we know?
Sub-strand: Phonics and word knowledge v9 **Reception students will use knowledge of letters and sounds to spell words (ACELY13) and understand that words are units of meaning and can be made of more than one meaningful part (AC9EFLY15) when we discuss phonology and analyse student work samples.** **Year 1 students will recognise and know how to use grammatical morphemes to create word families (ACEL1YL15) when we analyse student writing samples.** **Year 2 students will build morphemic word families using knowledge of prefixes and suffixes (ACE9E2LY12) when we analyse student writing samples.** **Year 3 students will understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words (AC9E3LY10) when we compare pre and post assessment results.** **Year 4 Students will understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words (AC9E4LY10) when we compare pre and post assessment results.** **Year 5 Students will build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations (AC9E5LY09) when we compare pre and post assessment results.** **Year 6 Students will use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words (AC9E6LY09) when we compare pre and post assessment results.**	Click or tap here to enter text.

Evaluate our Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?

Click or tap here to enter text.

Review our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?

Click or tap here to enter text.

Goal 3: Click or tap here to enter text.

STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

Targets 2023: Click or tap here to enter text.	**Results towards targets:** Click or tap here to enter text.
Challenge of Practice: Click or tap here to enter text.	**Evidence -** has this made an impact? Click or tap here to enter text.
Success Criteria: Click or tap here to enter text.	**Evidence -** did we improve student learning? how do we know? Click or tap here to enter text.

Evaluate our Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?

Click or tap here to enter text.

Review our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?

Click or tap here to enter text.