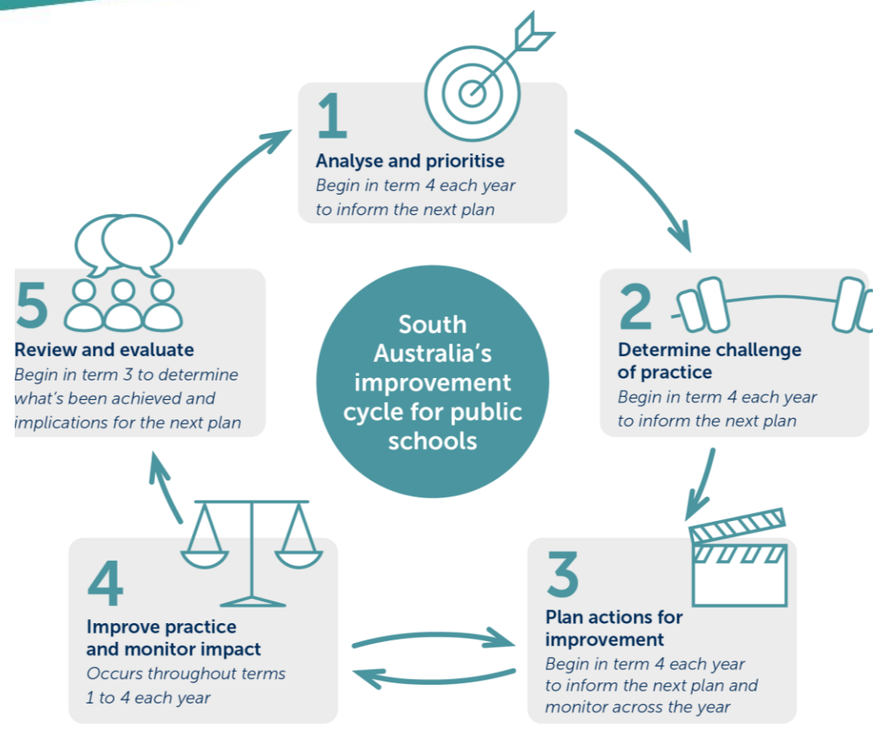
2022 - 2024

School Improvement Plan for

Site Number:
0760



Vision Statement:
DREAM BELIEVE LEARN ACHIEVE

Government of South Australia
Department for Education

2022 – 2024

School Improvement Plan for

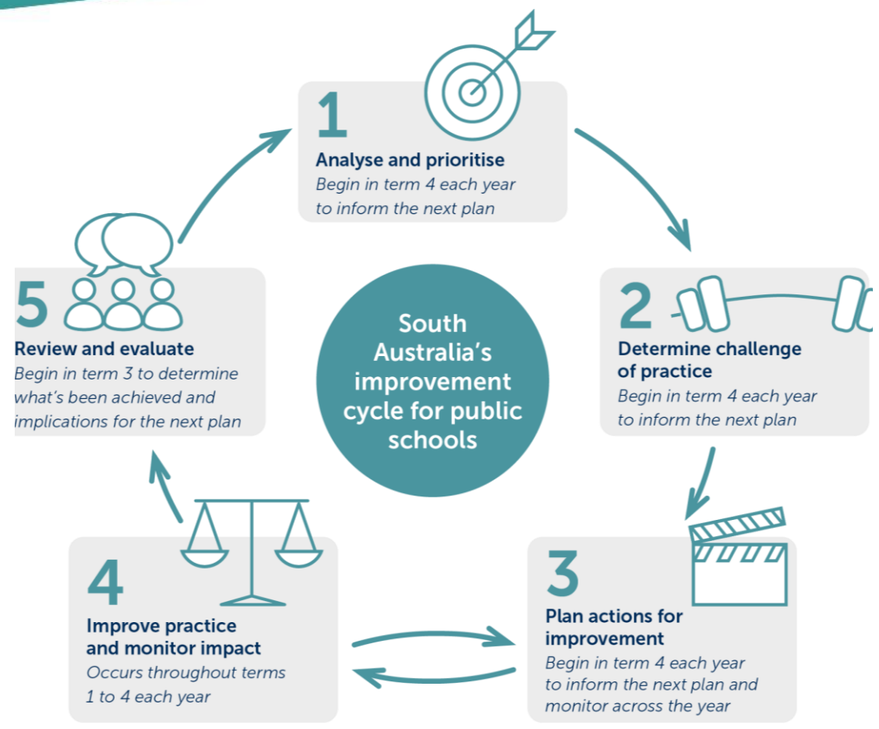
Completing the template:

- 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.

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 (10 December 2021).
- 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 (25 February 2022).
- 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



Government of South Australia
Department for Education

STEP 1 Analyse and Prioritise

Site name:

Goal 1: Increase high level student achievement in reading		**ESR Directions:** 1) Enable all teachers to use data to inform practice through collaboratively building capacity to analyse and interrogate data. 2) Improve student outcomes, by ensuring pedagogical coherence and behavior consistency through building teacher capacity to further enable differentiation in focused PLCs and a strategic coaching model. 3) Strengthen culture by collaboratively creating a clear vision which is student-centred, aspirational and improvement focused, which is understood and enacted by staff.
Target 2022: **Year 1 Running Records HB – 11/35 (31%) Level 16 and above** **Year 2 Running Records HB – 13/47 (27%) Level 23 and above** **Year 3 HB NAPLAN Reading – 14/34 (41%)** **Year 4 PAT R Between 110-119 – 21/33 (63%)** **Year 5 HB NAPLAN Reading – 15/35 (42%)** **Year 6 PAT R Between 130-139 – 21/39 (53%)**	**2023:**	**2024:** Click or tap here to enter text.

STEP 2 Challenge of practice

Challenge of Practice:
If we continue to embed synthetic phonics and reciprocal reading practices consistently, we will increase student achievement in reading and comprehension.

Student Success Criteria (what students know, do, and understand):
We will see students in R – 2, recognise letters of the alphabet, high frequency words and apply phonics principles to pseudo words when we review InitiaLit assessments.
We will see and hear students demonstrating use of key reading comprehension skills, including: predicting, clarifying, questioning and summarising, when participating in Reciprocal Reading tasks.
We will see students explain and answer questions relating to literal and implied meanings, select and use evidence from texts, connect information, ideas and events to their own lives and find facts and details when using the QAR technique.

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Teachers will use InitiaLit program to embed synthetic, systematic phonics in Reception, Year 1 and Year 2. Teachers will utilise Heggarty (Phonological Awareness) and Decodable readers in Reception, Year 1 and Year 2.	Ongoing	Teachers continue to collaborate to ensure best practice in implementing InitiaLit. Data to be shared with leadership to identify growth and students requiring additional support. Coordinator to monitor data, update Data Wall and school data files (R: Drive) Teachers to continue to collaborate to ensure best practice in implementing use of Heggarty and Decodable Readers. Teachers to utilitse data create booster groups. Early finish times. Leadership will engage and develop understanding of classroom teaching and learning through walkthroughs. Teachers will plan using consistent overviews – that will be stored electronically. Teachers to engage in peer observations of reading lessons – to build understanding of best practice. Teacher PDP goals and PDP conversations will be explicitly linked to SIP goals and improvement.	SSO support for 1 * daily per R – 2 class for InitiaLit. 30 lessons * 40 weeks. 30@SSO1 ($44.52) $53424 Big 6 of Reading Use of early finish time. Now we're talking? Justin Baeder PDP templates Time for peer observations.

Each Teacher will engage in professional learning to build conceptual understanding and consistent teaching strategies in Reciprocal Reading and QAR.	Week O – QAR refresher. Staff Meeting Week 5 T1: LGU Reciprocal Reading refresher. Thursday Early Finish: Review and share. Staff Meeting Week 9 T1: LGU – check in.	Leadership to coordinate training with LGU. Staff to participate in training of Reciprocal Reading roles and QAR techniques to ensure upskilling and consistency of delivery across 3 -6. CIL and Curriculum Lead to support use of units of work. Teachers will use LPS Statement of Practice to ensure consistency. Teachers engage in peer observations to support consistency and upskilling. Leadership to support with release where appropriate. Leadership will engage and develop understanding of classroom teaching and learning through walkthroughs. Teachers to engage in peer observations of reading lessons – to build understanding of best practice.	Nelson texts, work of Sheena Cameron, DfE Units of Work. LPS Statement of Practice. Literacy Guarantee Unit. Use of early finish time. DfE Best advice papers.
Each Teacher will participate in shared data analysis, monitoring of data and identifying of targeted students. This will lead to collaborative planning and moderation of student work.	Week 0 and ongoing SIP group work.	Teachers will work in SIP teams to identify target and ATSI students in each year level, identify areas for improvement and plan for differentiated learning. Teachers will use DfE Units of work to support planning – collaboration to build on task design and achievement outcomes. Assessment processes to ensure task enables students to achieve an 'A' grade. Teachers will plan using consistent overviews – that will be stored electronically. Teacher PDP goals and PDP conversations will be explicitly linked to SIP goals and improvement.	Tackling the Data booklet PAT & NAPLAN data. Previous teacher – ongoing data information. Now we're talking? Justin Baeder PDP templates Time for peer observations.
Each Teacher will engage in Professional learning to select and implement high quality texts to support high level student achievement in reading.	Student Free Day, 28/03/22	Following professional learning, teachers will use quality mentor texts to plan for explicit teaching of comprehension, vocabulary, grammar and sentence construction. Teachers will ensure guaranteed and viable curriculum through use of DfE Units of work – engaging in high quality texts.	Misty Adenouis - $3500
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: Increase high level student achievement 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?
We will see students in R – 2, recognise letters of the alphabet, high frequency words and apply phonics principles to pseudo words when we review InitiaLit assessments. **We will see and hear students demonstrating use of key reading comprehension skills, including: predicting, clarifying, questioning and summarising, when participating in Reciprocal Reading tasks.** **We will see students explain and answer questions relating to literal and implied meanings, select and use evidence from texts,**	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

connect information, ideas and events to their own lives and find facts and details when using the QAR technique.			
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?**
Teachers will use InitiaLit program to embed synthetic, systematic phonics in Reception, Year 1 and Year 2. Teachers will utilise Heggarty (Phonological Awareness) and Decodable readers in Reception, Year 1 and Year 2.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each Teacher will engage in professional learning to build conceptual understanding and consistent teaching strategies in Reciprocal Reading and QAR.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each Teacher will participate in shared data analysis, monitoring of data and identifying of targeted students. This will lead to collaborative planning and moderation of student work.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each Teacher will engage in Professional learning to select and implement high quality texts to support high level student achievement in reading.	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: Increase high level student achievement 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 2022: **Year 1 Running Records HB – 11/35 (31%) Level 16 and above** **Year 2 Running Records HB – 13/47 (27%) Level 23 and above** **Year 3 HB NAPLAN Reading – 14/34 (41%)** **Year 4 PAT R Between 110-119 – 21/33 (63%)** **Year 5 HB NAPLAN Reading – 15/35 (42%)** **Year 6 PAT R Between 130-139 – 21/39 (53%)**	**Results towards targets:** **Click or tap here to enter text.**

Challenge of Practice: **If we continue to embed synthetic phonics and reciprocal reading practices consistently, we will increase student achievement in reading and comprehension.**	**Evidence -** has this made an impact? Click or tap here to enter text.
Success Criteria: **We will see students in R – 2, recognise letters of the alphabet, high frequency words and apply phonics principles to pseudo words when we review InitiaLit assessments.** **We will see and hear students demonstrating use of key reading comprehension skills, including: predicting, clarifying, questioning and summarising, when participating in Reciprocal Reading tasks.** **We will see students explain and answer questions relating to literal and implied meanings, select and use evidence from texts, connect information, ideas and events to their own lives and find facts and details when using the QAR technique.**	**Evidence -** did we improve student learning? how do we know? Click or tap here to enter text.

Reflection on 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.

Reflection on 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.

STEP 1 Analyse and Prioritise

Goal 2: Increased student achievement in Maths.		**ESR Directions:** 4) Enable all teachers to use data to inform practice through collaboratively building capacity to analyse and interrogate data. 5) Improve student outcomes, by ensuring pedagogical coherence and behavior consistency through building teacher capacity to further enable differentiation in focused PLCs and a strategic coaching model. Strengthen culture by collaboratively creating a clear vision which is student-centred, aspirational and improvement focused, which is understood and enacted by staff.
Target 2022: **Year 2 PAT M – 30/47 (63%) 95 or above** **Year 3 HB NAPLAN Numeracy – 23/35 (65%)** **Year 4 PAT M Between 115-124 – 12 /34 (35%)** **Year 5 HB NAPLAN Numeracy – 19/41 (46%)** **Year 6 PAT M Between 125-134 – 24/40 (60%)**	**2023:**	**2024:**

STEP 2 Challenge of practice

Challenge of Practice:
If teachers design learning tasks which build conceptual understanding through problem solving, then we will increase student achievement in maths.

Student Success Criteria (what students know, do, and understand):
We will see students use a common scaffolded structure when we review problem solving samples.
We will observe students taking risks and seeking challenge and demonstrating higher order thinking when they engage in regular, consistent, high quality Number Talks.
We will see students use manipulatives, visualisation and create multiple representations when they investigate an idea or problem solve.
We will hear students using correct mathematical language when they engage in mathematics.

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Teachers will improve their capacity to build students' conceptual understanding and consistent teaching strategies in Problem Solving through participation in Professional Learning.	Ongoing	Leadership to facilitate training with MASA to support development of common problem solving approach. Staff to participate in training of common problem solving approach, number talks CIL and Curriculum Lead to support use of units of work. Teachers to contribute to development of guaranteed and viable curriculum, differentiated where appropriate, supported by DfE Units of work and regular engagement with Van de Walle text. Teachers engage with best advice papers – 'Setting up positive norms in the Maths Class'. Teachers engage in peer observations to support consistency and upskilling. Leadership to support with release where appropriate. Line of Site into classrooms maintained through explicit, SIP linked PDP processes.	'Tackling the Data' booklets, PAT M results and resources. Maths Association of SA (Helen Booth). Van de Walle texts. DfE Units of work. Funding to support MASA training and development. SSO 1 * 12 lessons per week * 37 weeks - $19766.88: Literacy & Numeracy Funds. DfE Best Advice papers – Beliefs and Attitudes about Mathematics. You Cubed – Jo Boaler Justin Baeder – Now We're Talking.

		Leadership will conduct regular walkthroughs and discuss learning with students.	
Each Teacher will participate in shared data analysis, monitoring of data and identifying of targeted students. This will lead to collaborative planning and moderation of student work.	Week 0, Week 1 and ongoing.	Leadership to facilitate Term 1 staff meeting – PAT & NAPLAN analysis – looking at next steps, using resources to plan and 'missed tackles'. Teachers working in SIP teams to identify target and ATSI students in each year level, identify areas for improvement and plan for differentiated learning. Teachers will use DfE Units of work to support planning – collaboration to build on task design and achievement outcomes. Assessment processes to ensure task enables students to achieve an 'A' grade. Teachers will use analysis of data to identify students who are still demonstrating misconceptions in maths. Teachers will utilise SSO support, grouping students to continue to build challenge and stretch or to work with them to eliminate misconceptions.	PAT results, NAPLAN results, Tackling the Data Books. Previous teacher, ongoing data information. Misconceptions in Maths. Ancillary support.
Each Teacher will incorporate number talks into weekly mathematics planning, ensuring questioning is challenging and promotes higher order thinking.	Early finish Thursdays.	Teachers will work collaboratively to develop a bank of relevant and engaging number talks. DfE Units of Work will be utilised to support this work. Staff will utilise text 'Making Number Talks Matter', as reference to ensure Best Practice. Staff will use number talks that value students different ways of seeing maths and solving problems. Teachers engage in peer observations to support consistency and upskilling. Leadership to support with release where appropriate. Line of Site into classrooms maintained through explicit, SIP linked PDP processes. Leadership will conduct regular walkthroughs and discuss learning with students.	Helen Booth – MASA – T & D: LPS to engage with MASA for ongoing training. Making Number Talks Matter. Jo Boaler – You Cubed Justin Baeder – Now We're Talking.
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: Increased student achievement in Maths.

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?
We will see students use a common scaffolded structure when we review problem solving samples. **We will observe students taking risks and seeking challenge and demonstrating higher order thinking when they engage in regular, consistent, high quality Number Talks.**	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

We will see students use manipulatives, visualisation and create multiple representations when they investigate an idea or problem solve. **We will hear students using correct mathematical language when they engage in mathematics.**			
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?**
Teachers will improve their capacity to build students' conceptual understanding and consistent teaching strategies in Problem Solving through participation in Professional Learning.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each Teacher will participate in shared data analysis, monitoring of data and identifying of targeted students. This will lead to collaborative planning and moderation of student work.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each Teacher will incorporate number talks into weekly mathematics planning, ensuring questioning is challenging and promotes higher order thinking.	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 2: Increased student achievement in Maths.

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

Targets 2022: **Year 2 PAT M – 30/47 (63%) 95 or above** **Year 3 HB NAPLAN Numeracy – 23/35 (65%)** **Year 4 PAT M Between 115-124 – 12 /34 (35%)** **Year 5 HB NAPLAN Numeracy – 19/41 (46%)** **Year 6 PAT M Between 125-134 – 24/40 (60%)**	**Results towards targets:** **Click or tap here to enter text.**

Challenge of Practice: **If teachers design learning tasks which build conceptual understanding through problem solving, then we will increase student achievement in maths.**	**Evidence -** has this made an impact? Click or tap here to enter text.
Success Criteria – did we improve student learning? **We will see students use a common scaffolded structure when we review problem solving samples.** **We will observe students taking risks and seeking challenge and demonstrating higher order thinking when they engage in regular, consistent, high quality Number Talks.** **We will see students use manipulatives, visualisation and create multiple representations when they investigate an idea or problem solve.** **We will hear students using correct mathematical language when they engage in mathematics.**	**Evidence -** did we improve student learning? how do we know? Click or tap here to enter text.

Reflection on 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.

Reflection on 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.

STEP 1 Analyse and Prioritise

Goal 3: Click or tap here to enter text.	**ESR Directions:** 6) Enable all teachers to use data to inform practice through collaboratively building capacity to analyse and interrogate data. 7) Improve student outcomes, by ensuring pedagogical coherence and behavior consistency through building teacher capacity to further enable differentiation in focused PLCs and a strategic coaching model. Strengthen culture by collaboratively creating a clear vision which is student-centred, aspirational and improvement focused, which is understood and enacted by staff.

Target 2022:	**2023:**	**2024:**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

STEP 2 Challenge of practice

Challenge of Practice:
Click or tap here to enter text.

Student Success Criteria (what students know, do, and understand):
Click or tap here to enter text.

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
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 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 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 2022: Click or tap here to enter text.	**Results towards targets:** Click or tap here to enter text.
SIP template Click or tap here to enter text.	**Evidence -** has this made an impact? Click or tap here to enter text.
Success Criteria – did we improve student learning? Click or tap here to enter text.	**Evidence -** did we improve student learning? how do we know? Click or tap here to enter text.

Reflection on 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.

Reflection on 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.

LPS SIP NOTES:
Target Information:

2022 Targets – from the following 2021 Information.

Year 1 – from 2021Reception RR – students achieving Level 8 and above

Year 2 – from 2021 Year 1 RR – students achieving Level 16 and above

Year 3 – from 2021 Year 2 RR – students achieving levels 30 & 31

Year 3 – from 2021 PAT R: 105 or above

Year 5 – from 2021 PAT R: 120 or above

Maths Targets:

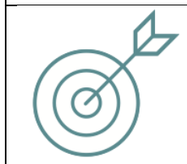
Year 3 NAPLAN – From Year 2 PAT M results – 100 and above

Year 4 – from 2021 PAT M 110 or above (Year 3)

Year 5 – from 2021 PAT M 120 or above (Year 4)

Year 6 – from 2021 PAT M 123 or above

Next Steps



Step 1 – What are our goals for improvement?

- PAT M & PAT R – Year 5s too. Upper and Junior Primary
- Writing
- Reading (comprehension – not phonics) – a lot of SSO focused on phonics only, not the comprehension.
- Improved PAT R & PAT M
- Creating foundation skills in maths to improve Year 5 results
- Writing – NAPLAN results indicating a strong need to improve in this area
- Writing through quality literature
- Storybook
- Problem solving
- Lesson structure for maths
- More consistent reciprocal reading structure
- Consistent problem solving in maths
- Reading program more consistent (reciprocal reading terminology and roles)
- English: best practice meta-language

Step 2 – What areas of practice should we focus on improving to reach our goals?

- PAT M continue to select target students & plan for improvement / intervention.
- Training / time to look at units
- Reciprocal reading
- Developing reading stamina to get through (more texts – 4/5 texts in a lesson)
- Best practice lesson structure (maths)

Step 3 – What actions should we take to improve our practice and reach our goals?

- PD, self-reflection, collaboration, observation, feedback.
- Time for teachers to access units
- SSO support in reciprocal reading
- Provide time to extend the length of time they can sustain reading for.
- Observations
- PD
- Working on Department units of work
- Development of whole school maths agreement
- Time to work on units and developing rubrics for assessment
- Units of work (Maths, English) Year 3 up
- Whole school posters and documents

Step 4 – What evidence do we have that we are making progress towards our improvement goals? What do we need to do differently?

- SIP goal 10 Year 5 above SEA – achieved: 9/10.
- NAPLAN
- PAT reading
- Implementing units
- Time to tweak & delve into units in like year levels (particularly in English).
- Lots of Year 6 & 7 students in HB
- Students making lots of progress in PAT M

Step 5 – Have we achieved our improvement goals? What have we learned and what are our next steps?

- Mostly. How to read data & plan for improvement. Next steps, continue to review & collect data, target students for improvement and to close gaps.

NOTES:

- Extending students in the higher groups
- When reading focus on punctuation, use some non-fiction
- Start sentence dictation earlier, getting students to put words / tricky workds in their own sentences.