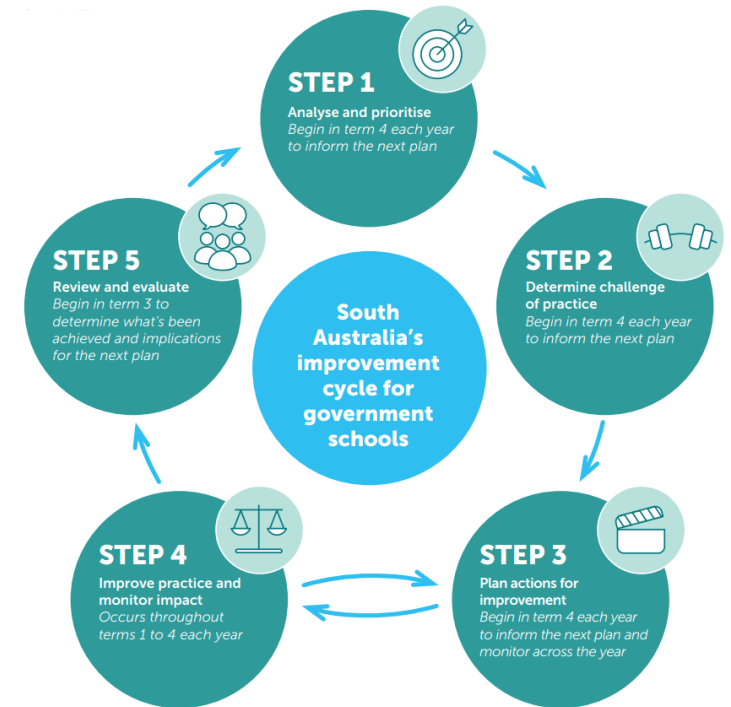


2022 - 2024

# 2023 School Improvement Plan for Flinders View Primary School

Site Number:  
1396



## Vision Statement:

*"Learning Together for a Better Future."*

At Flinders View Primary School, we provide quality teaching and learning experiences that are inclusive and celebrate cultural identity. Positive relationships and high expectations drive our commitment to improving the learning outcomes for all.

# 2022 - 2024

## 2023 School Improvement Plan for Flinders View Primary 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

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 8, Term 4 (9 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



**Government of South Australia**  
Department for Education

 **STEP 1 Analyse and Prioritise** **Site name: Flinders View Primary School**

**Goal 1:** Increase number of students meeting SEA and above in Numeracy, and Literacy across F-6.

**ESR Directions:**

**Direction 1** Narrow the focus of the SIP and strengthen the alignment and precision of the challenge of practice with the actions and success criteria.

**Direction 2** Build staff capacity to embed common pedagogical practices that explicitly teach reading, writing and mathematics to improve teaching practice and student achievement.

**Direction 3** Continue to build staff capacity to analyse data to inform planning of explicit teaching strategies to address the student instructional needs in wave 1, 2 and 3.

**Achievement towards Goal in 2022:**

**Mathematics**

- **TARGET:** 10/24 (41.6%) of YEAR 3 students will achieve SEA or above in NAPLaN.  
**ACTUAL RESULT:** 9/19 (47.3%) of YEAR 3 students achieved SEA or above NAPLaN (**Target Achieved**).
- **TARGET:** 7/23 (30.5%) of YEAR 1 students will achieve SEA or above in PAT-M .  
**ACTUAL RESULT:** 17/20 (85%) of YEAR 1 students achieved SEA or above in PAT-M (**Target Achieved**).

**Reading**

- **TARGET:** 8/20 (40%) of YEAR 4 students will achieve SEA or above in PAT-R.  
**ACTUAL RESULT:** 12/22 (55%) of YEAR 4 students will achieve SEA or above in PAT-R (**Target Achieved**).
- **TARGET:** 12/15 (80%) of Reception students will achieve SEA or above in PASM.
- **ACTUAL RESULT:** 13/16 (82%) of Reception students will achieve SEA or above in PASM (**Target Achieved**).

**Writing**

- **TARGET:** 8/24 (33.33%) of YEAR 3 students will achieve SEA or above in NAPLaN.  
**ACTUAL RESULT:** 11/18 (61%) of YEAR 3 students achieved SEA or above in NAPLaN (**Target Achieved**).

**Target 2023:**

**Mathematics**

- In 2023, 7/23 (30%) of **YEAR 4** students will achieve SEA or above in PAT-M.
- In 2023, 10/22 (45.5%) of **YEAR 2** students will achieve SEA or above in PAT-M.

**Reading**

- In 2023, 13/24 (54%) of **YEAR 5** students will achieve SEA or above in PAT-R.
- In 2023, 10/19 (52.6%) of **YEAR 1** students will achieve SEA or above in Phonics Screening Check.

**Writing**

- In 2023, 12/24 (50%) of **YEAR 5** students will achieve SEA or above in NAPLaN.
- In 2023, 8/16 (50%) of **YEAR 3** students will achieve SEA or above in NAPLaN.

**2024:**

**Mathematics**

- In 2024, X/X (X%) of **YEAR 5** students will achieve SEA or above in NAPLaN.
- In 2024, X/X (X%) of **YEAR 3** students will achieve SEA or above in NAPLaN.

**Reading**

- In 2024, X/X (X%) of **YEAR 6** students will achieve SEA or above in PAT-R.
- In 2024, X/X (X%) of **YEAR 2** students will achieve SEA or above in PASM.

**Writing**

- In 2024, X/X (X%) of **YEAR 5** students will achieve SEA or above in NAPLaN.
- In 2024, X/X (X%) of **YEAR 3** students will achieve SEA or above in NAPLaN.

## STEP 2 Challenge of practice

### Challenge of Practice:

If we consistently and rigorously implement the Explicit Instruction Model, then we will increase the number of students meeting SEA (and achieving in higher bands) in Literacy and Numeracy F-6.



## STEP 3 Plan actions for improvement

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

When we listen to students READ, and TALK with students about what they read, students are able to:

- *Actively listen* to answer specific questions or retrieve key information.
- *Orally* navigate the Registry of Language continuum with increasing confidence (i.e. can code-switch between formal language/SAE and informal language)
- *Decode* unfamiliar words using their knowledge of the alphabetic code
- *Read for meaning* and use a range of strategies to engage in the complex thinking needed to fully *comprehend* a text.

When we evaluate samples of student WRITING, and TALK with students about their writing, they are able to:

- Talk confidently about the topic they are writing about experimenting with technical and topical vocabulary.
- Create imaginative, informative and persuasive texts for different purposes and audiences
- Demonstrate controlled use of sentence structure (grammar and punctuation).
- Use Success Criteria to up level their work using the writing process (i.e. Plan, draft, revise, edit, publish)

When we review students' MATHEMATICS work, and TALK to students about mathematics, they are able to:

- Explain their thinking using mathematical language and vocabulary.
- Use a range of strategies to solve different mathematical tasks in multiple ways.
- Demonstrate confidence, automaticity and understanding manipulating and using numbers.
- Fluently use mathematical number processes.

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

Teachers will:

- Collect and analyse reading data (phonics, PASM, decodables/RR/Lexile Levels) using the whole school data book once per term
- Collect evidence during small instructional groups through their use of checklists, observations and/or anecdotal notes to measure progress in students' ability to decode and use a variety of strategies to comprehend texts. Discuss progress in team meetings twice per term.
- Collect evidence of students' use of vocabulary and oral language progress using checklists/rubrics and will meet to discuss progress once per term in their team meetings.
- Collect and review pre and post writing samples using the writing success criteria checklist once per term and use this to monitor children's writing progress.
- Collect and measure maths progress using students' pre and post assessments, work samples and their anecdotal notes once per term.
- Collect and moderate Mathematics and English learning portfolios in Term 2 & 4. These are a cumulative body of evidence of students work and assessments and are moderated by teachers (Term 2, Term 4).

Leaders will:

- Collect and measure students' progress in maths through the use of walkthrough data once per term.
- Provide teachers time through staff/team meetings to analyse student reading, maths and writing data.

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
<p>Develop Teacher understandings about the Explicit Instruction Model (EIM) and what each component of the model entails- including common misconceptions and High Impact Teaching Strategies (HITS). (2023: Quality Indicator: Expert Teaching – Effective Pedagogy, Design &amp; Differentiate Learning)</p>	<p><i>Professional Learning to develop Teacher Capacity re: EIM and HITS will be developed over the 3 years</i></p> <p style="text-align: center;">2022</p> <p><i>EIM: Introduction to the EIM, Warm-ups, Learning Intentions and Success Criteria</i>  <i>HITS: Explicit Instruction, Structuring Lessons, Setting Goals</i></p> <p style="text-align: center;">2023</p> <p><i>EIM: KNOWING (I Do); PRACTISING (We do)</i>  <i>HITS: Worked Examples, Metacognitive Strategies, Differentiated Teaching, Multiple Exposures</i></p> <p style="text-align: center;">2024</p> <p><i>EIM: APPLYING (You Do); REFLECTION (Ploughback)</i>  <i>HITS: Collaborative Learning, Feedback, Questioning</i></p> <p style="text-align: center;">Survey's to staff after each Component of EIM completed through PL *See Operational Plan</p> <p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Ongoing* See operational Plan</p>	<p><b>Leaders will...</b></p> <ul style="list-style-type: none"> <li>• Provide collaborative Professional Learning (PL) and access to a shared text to develop uniform understandings of:             <ul style="list-style-type: none"> <li>○ What the Explicit Teaching Model is</li> <li>○ How the Explicit Instruction Model (EIM) differs from Explicit Instruction.</li> <li>○ The components of the EIM (and how HITS are embedded through this).</li> <li>○ Common Misconceptions of the EIM</li> <li>○ How SEL can be embedded throughout the EIM</li> <li>○ Where Aboriginal Pedagogies fit within the EIM</li> </ul> </li> <li>• Design PL that is broken down into manageable components to support teachers developing understanding of the EIM and where core HITS feature within this.</li> <li>• Monitor the impact of PL (through staff feedback/ observations) to ensure:             <ul style="list-style-type: none"> <li>○ A narrow and deep focus on the EIM</li> <li>○ Responsiveness to identified needs</li> <li>○ Awareness of teacher workloads</li> </ul> </li> <li>• Support teachers through instructional coaching to develop their understandings of the EIM (HITS).</li> <li>• Provide access to external PL that supports the EIM and/or the development of HITS.</li> </ul>	<p><b>Consultancy/ Professional Learning:</b></p> <ul style="list-style-type: none"> <li>• <b>John Fleming:</b> Coaching and consultation</li> </ul> <p><b>Salary/Staffing:</b></p> <ul style="list-style-type: none"> <li>• <b>Instructional Coach (0.4)</b></li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• High Impact Teaching Strategies (HITS) <a href="https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx">https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx</a> (no cost)</li> <li>• <b>Visible Learning Resources:</b> High Impact Strategies (No cost) Website: <a href="https://visible-learning.org/">https://visible-learning.org/</a></li> <li>• <b>FVPS Teaching and Learning e-Guide:</b> Whole-school agreements etc. (No cost)</li> <li>• <b>FVPS Aboriginal Learner Achievement Resource:</b> Element 3</li> <li>• <b>SHARED TEXT:</b> Archer, A., &amp; Hughes, C., 2011, Explicit Instruction: Effective and Efficient Teaching- Purchase: \$1300</li> <li>• <b>Video clips</b> demonstrating the approach in real classrooms are available at the authors' website: <a href="http://www.explicitinstruction.org">www.explicitinstruction.org</a></li> <li>• <b>DfE Resources:</b> Including- Scope and Sequence/ Curriculum Resources/ Best Advice Papers/ Guidebooks (No cost)</li> </ul>

	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>From Sem 2, 2022</i></p> <p><i>Ongoing</i></p>	<p><b>All teachers will...</b></p> <ul style="list-style-type: none"> <li>• Commit to developing their understanding of the EIM and how the HITS are interwoven throughout each component of the EIM.</li> <li>• Actively participate in developing a shared understanding of the EIM and commitment to whole-school consistency.</li> <li>• Plan highlighting the core components of the EIM and how these improve student learning outcomes.</li> <li>• Work collaboratively with instructional coaches to develop teacher understandings/capacity.</li> </ul>	
<p><b>Develop consistent implementation of EIM across all classes.</b>  <b>(2023 Quality Indicator: Quality Leadership Instructional Leadership: -Effective teaching &amp; Learning)</b></p>	<p><i>Ongoing</i>  <i>2023/24</i></p> <p><i>EIM rubrics (pre/post) each year Term 1 and 4</i></p> <p><i>Ongoing</i></p> <p><i>From Term 1, 2022</i></p> <p><i>From Term 1, 2022</i></p> <p><i>Twice Annually</i></p> <p><i>Ongoing</i></p> <p><i>As required*</i></p> <p><i>Ongoing</i></p>	<p><b>Leaders will...</b></p> <ul style="list-style-type: none"> <li>• Provide ongoing Instructional Coaching to improve consistency of implementation of the EIM.</li> <li>• Provide opportunities for teachers to observe other sites who have Explicit Instruction Model embedded.</li> <li>• Monitor consistency of practice regarding implementation of the EIM through use of EIM rubrics, Observations (including peer observations); regular walk-throughs; self-Reflection (i.e. filming of practice).</li> <li>• Make the EIM and core focus HITS part of the professional dialogue of Performance Development Meetings.</li> <li>• <b>Structure school timetable</b> for year like level teachers to collaborate.</li> <li>• <b>Schedule regular team meeting time</b> allocated through staff meeting 3 per term- Team operational plans</li> <li>• <b>Align performance development processes</b> to components of EIM or HITS as per individual needs.</li> </ul> <p><b>All teachers will...</b></p> <ul style="list-style-type: none"> <li>• Commit to making the EIM and HITS part of their daily pedagogical practice and Personal Development Plans (PDP).</li> <li>• Use High Impact Teaching Strategies (HITS); embedded through EIM in practice; to encourage deep mastery of learning.</li> <li>• Explicitly teach success criteria and how to use success criteria to develop students as Assessment Capable Learners.</li> </ul>	<p><b><u>Salary/Staffing:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Instructional Coach (0.4)</b></li> </ul> <p><b><u>Release:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Peer Observations:</b> (Staff Release)</li> <li>• <b>Teacher Release:</b> 6<sup>th</sup> NIT (Complexity Funding)</li> <li>• <b>Teacher Release:</b> workload reduction (complexity funding)</li> <li>• <b>Instructional Coach (0.4)</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Use Impact Cycles to monitor/ reflect on the impact of practice on student learning outcomes and adjust as necessary.</li> <li>• Collaborate with like-years teachers through Teams/PLCs/ NIT to ensure consistency of practice.</li> <li>• Build teacher collective efficacy through collaboration with and observations (learning from each other).</li> <li>• Work collaboratively with instructional coaches to develop pedagogical practice.</li> </ul>	
<p>All teachers have a sound understanding of the critical content of their learning areas and how to teach this developmentally. (Quality Indicator: Expert Teaching—Quality Curriculum: Teacher Knowledge &amp; Coherence, Continuity and progression)</p>	<p>Click or tap here to enter text.</p>	<p><b>Leaders will...</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for teachers to plan collaboratively and develop professional understandings around Critical Content and how this aligns with the Australian Curriculum/ needs of our students.</li> <li>• Provide opt-in opportunities for teachers to work together in PLCs to develop their understandings of the critical content of Learning Areas.</li> <li>• Provide opportunities for teachers to develop their understandings around Critical Content (specifically English/ Mathematics) through in-house instructional coaching; PLCs; Like-Years Collaboration; Professional Learning and access to DfE Consultants and Coaches.</li> </ul> <p><b>All teachers will...</b></p> <ul style="list-style-type: none"> <li>• Use the 40/40/40 model to determine the Critical Content of their Learning Areas.</li> <li>• Explicitly Teach Critical Content developmentally until Mastery is attained</li> <li>• Opt in to PL opportunities provided around Critical Content that best suits their professional learning needs and the needs of their students (including exploring and trialling DfE Curriculum Resources)</li> <li>• Commit to developing a collective resource base of 'best-practice resources' and make the sharing of resources commonplace.</li> <li>• Explicitly teach at least two extended written texts per term to develop text, grammar and vocabulary knowledge.</li> <li>• Prioritise a daily, timetabled, reading program that integrates and explicitly teaches the Big Six Components.</li> </ul>	<p><b>Consultancy/ Professional Learning:</b></p> <ul style="list-style-type: none"> <li>• <b>Professional Learning: Stephen Graham (2x days)</b></li> <li>• <b>Professional Learning: Spelling Mastery</b></li> <li>• <b>DfE LID Instructional Coach:</b> Instructional coaching</li> <li>• <b>DfE Mathematics Consultants</b></li> </ul> <p><b>Salary/Staffing:</b></p> <ul style="list-style-type: none"> <li>• <b>Instructional Coach (0.4)</b></li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>DfE Resources:</b> Including- Scope and Sequence/ Curriculum Resources/ Best Advice Papers/ Guidebooks (No cost)</li> </ul>

		<ul style="list-style-type: none"> <li>Use the developmental sequence of the Big Ideas in Number to plan for and explicitly teach mathematical learning.</li> </ul>	
<p>All Teachers use data to inform practice and adjust next teaching steps when planning for Wave 1, 2 and 3 instruction ( 2023 Quality Indicator: Quality Leadership- Instructional Leadership: Processes and Use of Data)</p>	<p>2022-2024</p> <p>2022-2024</p> <p>Once Per Term (week 1)</p> <p>Each Term/ as required</p> <p>Once per Term (week 1)</p> <p>Ongoing</p> <p>Ongoing</p>	<p><b>Leaders will...</b></p> <ul style="list-style-type: none"> <li>Employ Intervention Specialists (Literacy/ Numeracy) to identify students for whom intervention is urgent and put strategies in place to target and address their learning needs according to diagnostic data (Wave 3: Individualised Intervention).</li> <li>Employ a Special Needs Coordinator to support teachers through the referral process and plan for student learning using required accommodations.</li> <li>Provide time for teachers to analyse their student achievement data and use it to plan for next steps in learning.</li> <li>Monitor the workload of teachers/ancillary staff regarding the collection of Student Achievement Data and provide support that is responsive to identified needs.</li> <li>Provide teacher release -6<sup>th</sup> NIT Complexity funding to reduce the workload and for teachers to develop , monitor and review OCOPs,</li> </ul> <p><b>All teachers will...</b></p> <ul style="list-style-type: none"> <li>Analyse student data to provide a differentiated approach to instruction and inform intervention processes (at Wave 1, 2, and 3 levels).</li> <li>Include considerations for Wave 1, 2 and 3 levels of instruction in planning.</li> <li>Work collaboratively with Intervention Specialists, Special Needs Coordinator and Instructional Coaches to use student achievement data to plan for next steps in learning and accommodate learner needs.</li> </ul>	<p><b>Salary/Staffing:</b></p> <ul style="list-style-type: none"> <li>Instructional Coach (0.4)</li> <li>Intervention Specialist- Mathematics (0.2)</li> <li>Intervention Specialist- Literacy (0.6)</li> <li>Special Needs Coordinator (0.6)</li> </ul>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Each teacher will...</p> <p>Each leader will...</p>	<p>Click or tap here to enter text.</p>



<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Each teacher will... Each leader will...</p>	<p>Click or tap here to enter text.</p>
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# 2023 School Improvement Plan for Flinders View Primary School

Goal 1 – Step 4



## 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.



**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?

**Goal 1:** Increase number of students meeting SEA and above in Numeracy, and Literacy across F-6.



Student Success Criteria	Yes	<b>Evidence</b> Are we improving student learning? How are we tracking against our student success criteria?	<b>What are our next steps?</b> Potential adjustments?
	Needs attention/work in progress		
	Not on track		
When we listen to students READ, and TALK with students about what they read, students are able to: <ul style="list-style-type: none"> <li>• <i>Actively listen</i> to answer specific questions or retrieve key information.</li> <li>• <i>Orally</i> navigate the Registry of Language continuum with increasing confidence (i.e. can code-switch between formal language/SAE and informal language)</li> <li>• <i>Decode</i> unfamiliar words using their knowledge of the alphabetic code</li> <li>• <i>Read for meaning</i> and use a range of strategies to engage in the complex thinking needed to fully <i>comprehend</i> a text.</li> </ul>			Click or tap here to enter text.

When we evaluate samples of student **WRITING**, and **TALK** with students about their writing, they are able to:

- Talk confidently about the topic they are writing about experimenting with technical and topical vocabulary.
- Create imaginative, informative and persuasive texts for different purposes and audiences
- Demonstrate controlled use of sentence structure (grammar and punctuation).
- Use Success Criteria to up level their work using the writing process (i.e. Plan, draft, revise, edit, publish)

When we review students' **MATHEMATICS** work, and **TALK** to students about mathematics, they are able to:

- Explain their thinking using mathematical language and vocabulary.
- Use a range of strategies to solve different mathematical tasks in multiple ways.
- Demonstrate confidence, automaticity and understanding manipulating and using numbers.
- Fluently use mathematical number processes.

<p><b>Actions</b></p>	<p> 90% embedded</p>	<p><b>Evidence</b></p> <p><b>Are we doing what we said we would do?</b></p> <p><b>Are we improving student learning?</b></p> <p><b>How do we know which actions have been effective?</b></p>	<p><b>What are our next steps?</b></p> <p><b>Potential adjustments?</b></p>
	<p> Needs attention/work in progress</p>		
	<p> Not on track</p>		
<p><b>Develop Teacher understandings about the Explicit Instruction Model (EIM) and what each component of the model entails- including common misconceptions and High Impact Teaching Strategies (HITS). (2023: Quality Indicator: Expert Teaching – Effective Pedagogy, Design &amp; Differentiate Learning)</b></p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p><b>Develop consistent implementation of EIM across all classes. (2023 Quality Indicator: Quality Leadership Instructional Leadership: -Effective teaching &amp; Learning)</b></p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p><b>All teachers have a sound understanding of the critical content of their learning areas and how to teach this developmentally. (Quality Indicator: Expert Teaching— Quality Curriculum: Teacher Knowledge &amp; Coherence, Continuity and progression)</b></p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

<b>All Teachers use data to inform practice and adjust next teaching steps when planning for Wave 1, 2 and 3 instruction ( 2023 Quality Indicator: Quality Leadership-Instructional Leadership: Processes and Use of Data)</b>	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 5 Review and Evaluate** - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

**Goal 1:** Increase number of students meeting SEA and above in Numeracy, and Literacy across F-6.

**Targets 2023:**

Mathematics

- In 2023, 7/23 (30%) of **YEAR 4** students will achieve SEA or above in PAT-M.
- In 2023, 10/22 (45.5%) of **YEAR 2** students will achieve SEA or above in PAT-M.

Reading

- In 2023, 13/24 (54%) of **YEAR 5** students will achieve SEA or above in PAT-R.
- In 2023, 10/19 (52.6%) of **YEAR 1** students will achieve SEA or above in Phonics Screening Check.

Writing

- In 2023, 12/24 (50%) of **YEAR 5** students will achieve SEA or above in NAPLaN.
- In 2023, 8/16 (50%) of **YEAR 3** students will achieve SEA or above in NAPLaN.

**Results towards targets:**

Click or tap here to enter text.

**Challenge of Practice:**

If we consistently and rigorously implement the Explicit Instruction Model, then we will increase the number of students meeting SEA (and achieving in higher bands) in Literacy and Numeracy F-6.

**Evidence - has this made an impact?**

Click or tap here to enter text.

**Success Criteria:**

When we listen to students READ, and TALK with students about what they read, students are able to:

- *Actively listen* to answer specific questions or retrieve key information.
- *Orally* navigate the Registry of Language continuum with increasing confidence (i.e. can code-switch between formal language/SAE and informal language)
- *Decode* unfamiliar words using their knowledge of the alphabetic code
- *Read for meaning* and use a range of strategies to engage in the complex thinking needed to fully *comprehend* a text.

When we evaluate samples of student WRITING, and TALK with students about their writing, they are able to:

- Talk confidently about the topic they are writing about experimenting with technical and topical vocabulary.
- Create imaginative, informative and persuasive texts for different purposes and audiences

**Evidence - did we improve student learning? how do we know?**

Click or tap here to enter text.

- Demonstrate controlled use of sentence structure (grammar and punctuation).
- Use Success Criteria to up level their work using the writing process (i.e. Plan, draft, revise, edit, publish)

When we review students' MATHEMATICS work, and TALK to students about mathematics, they are able to:

- Explain their thinking using mathematical language and vocabulary.
- Use a range of strategies to solve different mathematical tasks in multiple ways.
- Demonstrate confidence, automaticity and understanding manipulating and using numbers.
- Fluently use mathematical number processes.

**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.](#)



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

**Goal 2:** Click or tap here to enter text.

**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.

