

2022 - 2024

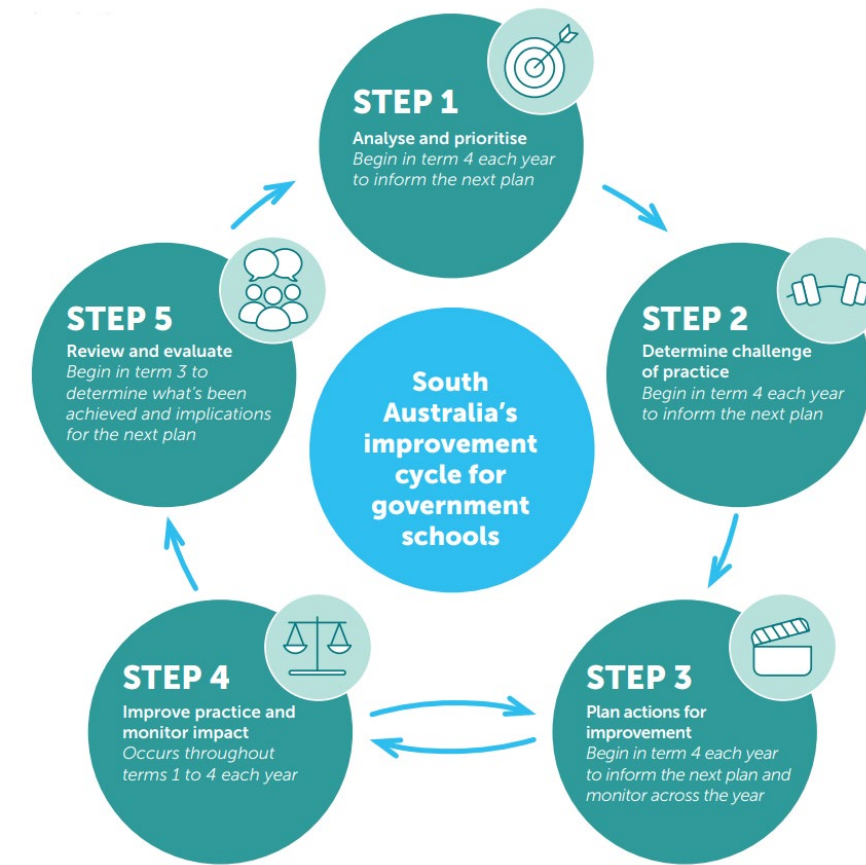
2024 School Improvement Plan for Paralowie R-12 School

Site Number:
1099



**Paralowie
R-12 School**

ACHIEVEMENT FOR ALL



Vision Statement:

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Broad vision for the whole of R-12 is to have all students reading at their chronological age across all the different text types and building on their reading ability in order to transfer their knowledge to the written context.



Government of South Australia

Department for Education

2022 – 2024

2024 School Improvement Plan for Paralowie R-12 School

Completing the template:

- **This template has been designed for combined primary and secondary schools (B-12, K-12 etc.)**
- If copying and pasting text from another document, paste as 'keep text only' or 'merge formatting'.
- 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 (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), and 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: Paralowie R-12 School

Goal 1: Increase achievement in writing R-12

ESR Directions:

1. Develop a system where all staff maximise the impact of the step 4 process and collaborate and reflect their practice against the success criteria to refine and adjust actions for improvement.
2. Develop a consistent classroom observation process, that includes peer observation with a focus on high impact teaching strategies.
3. Develop middle leaders' capacity to review and implement essential layers of the curriculum areas to ensure a collective understanding of a coherent school-wide approach is embedded at each year level.

Primary

Achievement towards Goal in 2023:

Writing is a continuing goal for Primary and Middle School
41.2% of year 3 students achieving at 'Strong' in NAPLAN Writing
35.4% of year 5 students achieving at 'Strong' in NAPLAN Writing

Target 2024:

60% of year 3 students achieving at 'Strong' in NAPLAN Writing
 40% of year 5 students achieving at 'Strong' in NAPLAN Writing

2024:

70% of year 3 students achieving at 'Strong' in NAPLAN Writing
 50% of year 5 students achieving at 'Strong' in NAPLAN Writing

 **STEP 2 Challenge of practice**

If we explicitly teach writing by embedding a whole school Teaching and Learning Cycle then we will increase achievement in writing R-12.

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

Students will demonstrate an understanding of the appropriate text structures and language features in their writing.

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

- Progress Checks every 5-6 weeks

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When we assess student writing samples through,

- **Moderation during learning teams 2X per term (Pre and Post assessment)- agreed and consistent rubrics scoring system, provided in advance**
- **Consistent formative assessment practices**

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

 **STEP 3 Plan actions for improvement**

Actions	Timeline	Roles & Responsibilities	Resources
Every teacher will explicitly teach written texts to develop text, grammar and vocabulary knowledge as outlined in the subject specific genre maps and through mentor texts.	Term 1 (week 1-6) <ul style="list-style-type: none"> • Exploration of the units and Mentor texts. • Formative assessment practices defined Term 1 (week 6-11) <ul style="list-style-type: none"> • Moderation practices utilised • Classroom observations begin (ongoing) Term 2 (Week 1-5)	Each teacher will... <ul style="list-style-type: none"> • Adapt and adopt the English curriculum units to support programming within the Literacy Block. • clarify the social purpose and intended audience • provide multiple models of the target genre • teach the structure of the genre • choose at least 2 specific language features at sentence level to allow students to develop complexity in their writing • use mentor texts to model how authors use language for specific purposes • model how to write the text using think alouds and joint constructions • differentiate the writing process, so that more capable learners can write with less support while others are provided with scaffolding as required • provide students with small group workshops including differentiated guided writing 	<ul style="list-style-type: none"> • Guidebooks/self-assessment tools • Subject specific genre maps (Department trial) • DfE English units R-6 • Genre mentor texts • Consistent genre frameworks as referenced by Stephan Graham • Rubrics and formative assessment tools specific to genre types • Best Advice papers

	<ul style="list-style-type: none"> Continued use of mentor texts (Pre assessment) <p>Term 2 (Week 6-10)</p> <ul style="list-style-type: none"> Post assessment for writing text. <p>Term 3</p> <ul style="list-style-type: none"> Continued use of mentor texts (Pre assessment) Term 3 (Week 6-10) <p>Post assessment for writing text.</p>	<p>Each leader will...</p> <ul style="list-style-type: none"> Provide opportunities for professional learning Build consistent practices within the PLC Share consistent frameworks to support teachers when programming 	
<p>Every teacher uses evidence of learning and ongoing feedback to plan and deliver the explicit teaching of writing.</p>	<p>Term 1 (week 1-6)</p> <ul style="list-style-type: none"> Exploration of genres and text types Formative assessment practices defined <p>Term 1 (week 6-11)</p> <ul style="list-style-type: none"> Exploration of the Teaching and Learning Cycle Classroom observations begin (Ongoing) <p>Term 2 (Week 1-5)</p> <ul style="list-style-type: none"> Continued use of the teaching and learning cycle to teach writing in English (Moderation will occur.) Term 2 (Week 6-10) Post assessment for writing text. <p>Term 3</p> <ul style="list-style-type: none"> Trialling explicit teaching of writing in one other subject area (moderation will occur) Term 3 (Week 6-10) <p>Post assessment for writing text.</p>	<p>Each teacher will...</p> <ol style="list-style-type: none"> Intentionally plan the teaching of writing using an agreed Teaching and Learning cycle in order to support students to transfer their knowledge to written texts. This includes: <ul style="list-style-type: none"> building topic or field knowledge supported reading through vocabulary building deconstructing model texts of the genre collaboratively composing parts of the text writing independently provide daily writing opportunities- over the course of the week this will include genre and handwriting <p>Each leader will...</p> <ul style="list-style-type: none"> Engage in the classroom observation process, including pre and post observation discussions Support teachers to implement the agreed Teaching and Learning Cycle and the Paralowie Literacy agreements in order to support student learning Ensure rigorous and targeted professional learning is offered to support teachers 	<ul style="list-style-type: none"> Stretch Literacy Guidebook (Primary) Literacy agreements Teaching and Learning agreement Teaching and Learning Cycle
<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>
<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>

Secondary

<p>Achievement towards Goal in 2022:</p> <ul style="list-style-type: none"> • Disciplinary Specific Literacy agreement developed and introduced to staff in Secondary <ul style="list-style-type: none"> ○ NAPLAN Writing Year 7 47.69% at SEA, Year 9 28.74% SEA • All Curriculum areas have identified the genres that need to be explicitly taught <p>SACE data is not yet available</p>	<p>Target 2023:</p> <p>70% of year 7 students achieving at 'Strong' in NAPLAN Writing 50% of year 9 students achieving at 'Strong' in NAPLAN Writing</p>	<p>Target 2024:</p> <p>70% of year 7 students achieving at 'Strong' in NAPLAN Writing 50% of year 9 students achieving at 'Strong' in NAPLAN Writing</p>
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STEP 2 Challenge of practice

If we explicitly teach writing by embedding a whole school teaching and learning cycle then we will increase achievement in writing R-12.

STEP 3 Plan actions for improvement

<p>Student Success Criteria (what students know, do, and understand):</p> <p>Students will demonstrate an understanding of the appropriate text structures and language features in their writing.</p>	<p>How and when will this be monitored, tracked and measured?</p> <p>When we assess student's writing samples for</p> <ul style="list-style-type: none"> • EALD LEAD (EALD students only in this sample) • 3L LEAP (Sample of students 7-12 in each learning area) • Drafts of Stage 2 written assessments • A-E grades
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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	Resources
<p>Every teacher uses evidence of learning to plan and deliver the explicit teaching of writing.</p>	<p>Term 1 (week 1-6)</p> <ul style="list-style-type: none"> • Exploration of genres and text types • Formative assessment practices defined (refer to teaching and learning cycle) <p>Term 1 (week 6-11)</p> <ul style="list-style-type: none"> • Exploration of the Teaching and Learning Cycle • Classroom observations begin (ongoing) <p>Term 2 (Week 1-5)</p> <ul style="list-style-type: none"> • Continued use of the teaching and learning cycle in all subjects – All teachers will have a writing sample for moderation purposes) <p>• Term 2 (Week 6-10)</p>	<p>Each teacher will... Intentionally plan the teaching of writing using an agreed Teaching and Learning cycle in order to support students to transfer their knowledge to written texts. This includes:</p> <ul style="list-style-type: none"> • building topic or field knowledge • supported reading through vocabulary building • deconstructing model texts of the genre • collaboratively composing parts of the text • writing independently <p>Each leader will...</p> <ol style="list-style-type: none"> 1. Engage in the classroom observation process, including pre and post observation discussions 2. Support teachers to implement the agreed Teaching and Learning Cycle and the Paralowie Literacy agreements in order to support student learning 3. Ensure rigorous and targeted professional learning is offered to support teachers 	<p>Shift Gear Literacy Guidebook – Disciplinary literacy agreement Teaching and Learning Cycle Instructional Frameworks DfE Unit of Work</p>

	<ul style="list-style-type: none"> • Moderation – as per SFD Schedule <p>Term 3</p> <ul style="list-style-type: none"> • LA leaders conducting classroom observations of writing practices across the disciplines • Observations continued 		
<p>Each teacher will explicitly teach the difference between academic, written language and spoken language.</p>	<p>Term 1 – Teaching staff to engage in professional development regarding Differentiation in writing instruction. b</p> <p>LA leaders to begin mentoring their faculties in 3L from Term 2 onwards with the support of the Literacy leader and Deputy.</p>	<p>Each teacher will...</p> <ol style="list-style-type: none"> 1. Develop purposeful and authentic assessment tasks where the intended audience for their writing is made obvious (Register Continuum) 2. Create brief opportunities for students to collaboratively and independently practise turning spoken language into the appropriate formal written language needed for the context, as they work on their major assessment tasks <p>Each Curriculum leader will...</p> <ol style="list-style-type: none"> 1. Engage in 3LWriting professional learning course (refresher) 2. Identify writing champions within the learning areas and support them to share and mentor others in best writing practice. 3. Engage in targeted observations to support differentiation of explicit writing instruction. 	<p>3L training Literacy Guidebooks Moderation Samples Best advice papers Sharing of best practice across the site LEAP levels Teaching and Learning Cycle Instructional Frameworks DfE Unit of Work</p>
Click or tap here to enter text.	Click or tap here to enter text.	<p>Each teacher will...</p> <p>Each leader will...</p>	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	<p>Each teacher will...</p> <p>Each leader will...</p>	Click or tap here to enter text.

**STEP 1 Analyse and Prioritise**

Site name: Paralowie R-12 School

Goal 2: Increase achievement in reading R-12**ESR Directions:**

1. Develop a system where all staff maximise the impact of the step 4 process and collaborate and reflect their practice against the success criteria to refine and adjust actions for improvement.
2. Develop a consistent classroom observation process, that includes peer observation with a focus on high impact teaching strategies.
3. Develop middle leaders' capacity to review and implement essential layers of the curriculum areas to ensure a collective understanding of a coherent school-wide approach is embedded at each year level.

Primary**Achievement towards Goal in 2023:****Reading**

45% of Year 1 students (31 out of 52) to achieve SEA in Phonics Screening Check.

Year 3 - 66.2% (45 out of 68) of students demonstrated at 'Developing' or greater in NAPLAN Reading

Year 5 - 75% (72 out of 96) of students demonstrated at 'Developing' or greater in NAPLAN Reading

Target 2024:

Target 60% of Year 1 students (out of 52 students) to achieve SEA in Phonics Screening Check.

Target - 75% of Year 3 students (35/50) to demonstrate at Developing or greater in NAPLAN Reading

Target - 80% of Year 5 students (out of 71 students) to demonstrate at Developing or greater in NAPLAN Reading

2025:

Target 70% of Year 1 students to achieve SEA in Phonics Screening Check.

Target - 80% of Year 3 students to demonstrate at Developing or greater in NAPLAN Reading

Target - 80% of Year 5 students to demonstrate at Developing or greater in NAPLAN Reading

STEP 2 Challenge of practice

If we use evidence-based practices (science of reading) and high impact teaching strategies, we will see increased achievement in student's reading in PSC, NAPLAN.

**STEP 3 Plan actions for improvement****Student Success Criteria** (what students know, do, and understand):

Students will decode with accuracy and fluency when reading a variety of texts. Students will identify language features and text structures when reading a variety of texts.

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

When we assess student understanding of text

- InitialLit Progress checks (across R-1)
- DIBELS
- Guided reading
- Oral language
- Student being able to articulate their reading goals

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	Resources
Each teacher will use evidence of learning to differentiate reading instruction.	Term 1 (week 1-6) <ul style="list-style-type: none"> • Reading assessments (as per data assessment map) conducted (ongoing throughout the year) Term 1 (week 6-11) <ul style="list-style-type: none"> • Teachers set up small group reading practices 	Each teacher will... <ul style="list-style-type: none"> • follow a small group structure with students of similar abilities • use data to monitor student decoding ability • use data to develop and communicate individual reading goals • Collaborating and analysing data to inform practice Each leader will... <ul style="list-style-type: none"> • Engage in classroom observation process • Support teachers to analyse and interpret reading data and set reading goals • Provide opportunities during learning teams to analyse data to inform differentiation. 	Guided Reading agreement Guidebooks Best Advice papers Guided Reading planners Decodable texts Levelled texts Continuation of LGU work Continued support through Curriculum and Learning team (if available) InitialLit

	<p>for their class using data to set reading goals</p> <p>Term 2 (Week 1-5)</p> <ul style="list-style-type: none"> Professional Learning occurs Classroom observation to observe differentiation of small group reading practices <p>Term 2 Week 6-10</p> <ul style="list-style-type: none"> Continued observations and team planning opportunities <p>Term 3</p> <ul style="list-style-type: none"> Professional Learning occurs Classroom observation to observe differentiation of small group reading practices <p>Term 3 Week 6-10</p> <ul style="list-style-type: none"> Continued observations and team planning opportunities 	<ul style="list-style-type: none"> Provide professional learning and opportunities for staff to engage in processes to differentiate Guided Reading <p>Building stamina and supporting students to do this.</p> <p>*Continuation of professional learning around Teaching and Learning Cycle and expectations (R-12)</p>	
<p>Each teacher will plan for explicit reading practices that deconstruct texts.</p>	<p>This work occurs alongside the Writing work and the timeline is the same.</p> <p>Term 1 (week 1-6)</p> <ul style="list-style-type: none"> Exploration of the units and Mentor texts. Formative assessment practices defined DIBELS assessment <p>Term 1 (week 6-11)</p> <ul style="list-style-type: none"> Moderation practices utilised Classroom observations begin (Ongoing) <p>Term 2 (Week 1-5)</p> <ul style="list-style-type: none"> Continued use of mentor texts (Pre assessment) Term 2 (Week 6-10) Post assessment for reading (eg. PASM, Dibels) <p>Term 3</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> Adapt and adopt the English curriculum units to support programming (contextualising) Explicitly teach the structure of individual text types as outlined in the Genre maps Use think alouds when exploring text features Teach text structures used by different curriculum areas Building vocabulary, language and discipline knowledge Engage in classroom observations at least twice a year <p>Each leader will...</p> <ul style="list-style-type: none"> Engage in the classroom observation process, including pre and post observation discussions – focused and negotiated with staff Provide opportunities for professional learning linked to classroom practice and PDP Support consistency through the development and implementation of new/refined agreements Provide frameworks to support planning 	<p>Genre Map (primary genre maps from DfE) DfE English units of work Modelled reading agreement Literacy Block Agreement InitiaLit Agreement InitiaLit Resources Guidebooks Modelled Reading Planner</p>

	<ul style="list-style-type: none">• Continued use of mentor texts (Pre assessment)• Term 3 (Week 6-10) Post assessment for reading		
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.

Secondary

<p>Achievement towards Goal in 2023: 65% of Year 7 students (131 out of 201) to achieve SEA in NAPLAN Reading in 2022.- Did not meet achieved 53% 50% of Year 9 students (91 out of 181) to achieve SEA in NAPLAN Reading in 2022. – Did not meet achieved 35%</p>	<p>Target 2023: 60% of Year 7 students and 50% of Year 9 students to achieve STRONG in NAPLAN Reading.</p>	<p>2024: TBA</p>
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STEP 2 Challenge of practice

If teachers consistently include explicit reading instruction as part of their classroom pedagogy, we will see growth as evidenced by students' reading in NAPLAN, PAT-R and SACE A-E Grades

STEP 3 Plan actions for improvement

<p>Student Success Criteria (what students know, do, and understand): Students understand the structural and linguistic features of texts (informative, persuasive and imaginative), as well as author's purpose.</p>	<p>How and when will this be monitored, tracked and measured?</p> <p>Assessed and monitored through Yr 7-8 students' engagement in DIBELS (ORF and MAZE) – this will be used to identify students at-risk.</p> <p>Assessed and monitored through PAT-R, NAPLAN, Australian Curriculum A-E Grades, and SACE achievement.</p> <p>Supported through anecdotal evidence collected through formal observations and classroom walkthroughs.</p>
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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	Resources
<p>All Year 7-9 teachers will explicitly teach reading through engaging and sophisticated (challenging/complex) texts.</p>	<p>Term 1 (week 1-6)</p> <ul style="list-style-type: none"> DIBELS conducted Yr 7-8 (as per data assessment map). Conducted three times throughout the year) <p>Term 2 (Week 1-5)</p> <ul style="list-style-type: none"> Classroom observation conducted and instructional coaching facilitated where required (LA Leaders). Use DIBELS data to co-construct and differentiate curriculum materials. <p>Term 2 Week 6-10</p> <ul style="list-style-type: none"> Continued observations and collaborative LA planning 	<p>Each teacher will....</p> <ul style="list-style-type: none"> facilitate explicit classroom reading instruction focused on Modelled Reading to support students' decoding, fluency and phrasing, and comprehension. will use DIBELS data (Yr 7-8) to monitor students' reading development. This will also be used to support the differentiation of Australian Curriculum materials (including assessment task design). <p>Each leader will...</p> <ul style="list-style-type: none"> build knowledge about reading through whole-school professional learning about evidence-based reading instruction work 1-to-1 with teachers who identify as needing support organise observation of classroom practice where teachers are successfully using evidence-based approaches assess and diagnose the needs of students with reading difficulties, then provide information to classroom teachers about these learners and help design differentiated instruction. 	<p>3L resources Disciplinary Literacy agreement Guidebooks Guided reading agreement/ planner (For English)</p>

	<p>Term 3</p> <ul style="list-style-type: none"> Classroom observation conducted and instructional coaching facilitated where required. <p>Term 3 Week 6-10</p> <ul style="list-style-type: none"> Continued observations and team planning opportunities 		
<p>In all learning areas, each teacher will focus reading instruction on the disciplinary purposes and features of texts.</p>	<p>Term 1 (week 1-6)</p> <ul style="list-style-type: none"> Using reading data to inform teaching and learning programs Exploring opportunities for reading instruction in the Teaching and Learning Cycle. <p>Term 1 (week 6-11)</p> <ul style="list-style-type: none"> Observation facilitated by Learning Area leaders. Focused on disciplinary-specific reading instruction. <p>Term 2 Week 6-10</p> <ul style="list-style-type: none"> Continued observations and collaborative planning opportunities – linked to the curriculum mapping documentation <p>Term 3</p> <ul style="list-style-type: none"> Classroom observation conducted and instructional coaching facilitated where required. <p>Term 3 Week 6-10</p> <ul style="list-style-type: none"> Continued observations and team planning opportunities – linked to curriculum mapping 	<p>Each teacher will...</p> <ul style="list-style-type: none"> Identify the genre to be explicitly taught within their subject Use the Teaching and Learning cycle to explore the disciplinary texts Identify the purpose, audience and context of the text that is being taught and plan the lesson accordingly. Implement the processes outlined in the Paralowie Disciplinary Literacy agreement. <p>Each leader will...</p> <ul style="list-style-type: none"> Senior Leaders will work to develop the capacity of curriculum leaders and curriculum leaders will work with teachers by using the following strategies <ul style="list-style-type: none"> make sure literacy professional learning: <ul style="list-style-type: none"> uses agreed meta-language is tailored to teachers' learning needs and builds on their current knowledge is explicitly focused on curriculum-specific pedagogical content and assessment knowledge builds skills over the long-term and involves experts and teachers working together supports site-specific and teacher-led professional learning tailored to local contexts (Humphrey 2017) uses classroom observation strategies to share expertise and feedback. Provide opportunities to observe best practice. 	<p>Genre maps Teaching and learning agreement Curriculum mapping documentation Disciplinary Literacy agreement</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>
<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>


STEP 1 Analyse and Prioritise

Site name: Paralowie R-12 School

Goal 3:**ESR Directions:**

1.

Primary**Achievement towards Goal in 2022:****Target 2023:**

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2024:

STEP 2 Challenge of practice

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

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

Click or tap here to enter text.


STEP 3 Plan actions for improvement
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	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.

Secondary

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

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 and when 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	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.

2024 School Improvement Plan for Paralowie R-12 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: Increase achievement in writing R-12
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?
Primary

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?
Students will demonstrate an understanding of the appropriate text structures and language features in their writing.	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?
Every teacher will explicitly teach written texts to develop text, grammar and vocabulary knowledge as outlined in the subject specific genre maps and through mentor texts.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Every teacher uses evidence of learning and ongoing feedback to plan and deliver the explicit teaching of writing.	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.

Secondary

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?
Students will demonstrate an understanding of the appropriate text structures and language features in their writing.	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?
Every teacher uses evidence of learning to plan and deliver the explicit teaching of writing.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each teacher will explicitly teach the difference between academic, written language and spoken language.	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?

Primary

<p>Targets 2024: 60% of year 3 students achieving at 'Strong' in NAPLAN Writing 40% of year 5 students achieving at 'Strong' in NAPLAN Writing</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If we explicitly teach writing by embedding a whole school Teaching and Learning Cycle then we will increase achievement in writing R-12.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Student Success Criteria: Students will demonstrate an understanding of the appropriate text structures and language features in their writing.</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>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.</p>	
<p>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.</p>	

Secondary

<p>Targets 2024: 70% of year 7 students achieving at 'Strong' in NAPLAN Writing 50% of year 9 students achieving at 'Strong' in NAPLAN Writing</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If we explicitly teach writing by embedding a whole school teaching and learning cycle then we will increase achievement in writing R-12.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Student Success Criteria: Students will demonstrate an understanding of the appropriate text structures and language features in their writing.</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>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.</p>	
<p>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.</p>	

Goal 2: Increase achievement in reading R-12



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?

Primary

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?
Students will decode with accuracy and fluency when reading a variety of texts. Students will identify language features and text structures when reading a variety of texts.	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 use evidence of learning to differentiate reading instruction.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each teacher will plan for explicit reading practices that deconstruct texts.	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.

Secondary

<p>Student Success Criteria</p>	<p>  Yes  Needs attention/work in progress  Not on track </p>	<p>Evidence Are we improving student learning? How are we tracking against our student success criteria?</p>	<p>What are our next steps? Potential adjustments?</p>
<p>Students understand the structural and linguistic features of texts (informative, persuasive and imaginative), as well as author’s purpose.</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>Actions</p>	<p>  90% embedded  Needs attention/work in progress  Not on track </p>	<p>Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?</p>	<p>What are our next steps? Potential adjustments?</p>
<p>All Year 7-9 teachers will explicitly teach reading through engaging and sophisticated (challenging/complex) texts.</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>In all learning areas, each teacher will focus reading instruction on the disciplinary purposes and features of texts.</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>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>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>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

Goal 2: Increase achievement in reading R-12



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

Primary

<p>Targets 2024: Target 60% of Year 1 students (out of 52 students) to achieve SEA in Phonics Screening Check.</p> <p>Target - 75% of Year 3 students (35/50) to demonstrate at Developing or greater in NAPLAN Reading</p> <p>Target - 80% of Year 5 students (out of 71 students) to demonstrate at Developing or greater in NAPLAN Reading</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If we use evidence-based practices (science of reading) and high impact teaching strategies, we will see increased achievement in student's reading in PSC, NAPLAN.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Student Success Criteria: Students will decode with accuracy and fluency when reading a variety of texts. Students will identify language features and text structures when reading a variety of texts.</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>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.</p>	

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.](#)

Secondary

Targets 2024:

60% of Year 7 students and 50% of Year 9 students to achieve STRONG in NAPLAN Reading.

Results towards targets:

[Click or tap here to enter text.](#)

Challenge of Practice:

If teachers consistently include explicit reading instruction as part of their classroom pedagogy, we will see growth as evidenced by students' reading in NAPLAN, PAT-R and SACE A-E Grades

Evidence - has this made an impact?

[Click or tap here to enter text.](#)

Student Success Criteria:

Students understand the structural and linguistic features of texts (informative, persuasive and imaginative), as well as author's purpose.

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 3:



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?

Primary

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.

Secondary

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

Goal 3:
STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

Primary

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.
Student Success Criteria:	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.	

Secondary	
Targets 2023: Click or tap here to enter text.	Results towards targets:
Challenge of Practice: Click or tap here to enter text.	Evidence - has this made an impact? Click or tap here to enter text.
Student Success Criteria:	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.	