

# School Improvement Plan Summary

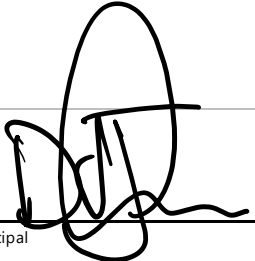
## EUDUNDA AREA SCHOOL

Goals	Targets	Challenge of Practice	Success Criteria
<p><b>Increase the number of students who achieve SEA in writing</b></p>	<p>2022: NAPLAN 2021 Year 9 AT SEA 57% HIGH BANDS 0% Year 7 AT SEA 79% HIGH BANDS 8% Year 5 AT SEA 23% HIGH BANDS 6% Year 3 AT SEA 40% HIGH BANDS 30%</p> <p>COHORT DATA 2022 Year 9 AT SEA 60% Year 7 AT SEA 65% Year 5 AT SEA 60% Year 3 AT SEA 50%</p> <p>2023: Year 9 AT SEA 70% Year 7 AT SEA 85% Year 5 AT SEA 55% Year 3 AT SEA 60%</p> <p>COHORT DATA (2021-2023) Year 7 (79%) to Year 9 AT SEA 82% Year 5 (23%) to Year 7 AT SEA 45% Year 3 (40%) to Year 5 AT SEA 60%</p> <p>2024: Year 9 AT SEA 75% Year 7 AT SEA 88% Year 5 AT SEA 60% Year 3 AT SEA 65%</p> <p>COHORT DATA (2022-2024) Year 7 (65%) to Year 9 AT SEA 70% Year 5 (60%) to Year 7 AT SEA 70% Year 3 (50%) to Year 5 AT SEA 60%</p>	<p>If we explicitly teach a common evidence-based approach to writing instruction to meet the subject specific genre demands of each curriculum area then we will increase percentage of students achieving SEA in writing.</p>	<p>We will see each student produce grammatically correct, structurally sound and meaningful sentences</p> <p>We will see each student write paragraphs that are focused on one idea or a set of like ideas, using correct paragraph structure (topic sentence, supporting details, concluding sentence)</p> <p>We will see each student demonstrate cohesion, threads and relationships through the whole text, subject specific vocab</p> <p>We will see each student use a single paragraph outline to organise their ideas</p> <p>We will see each student identify an individual writing goal and the next steps to achieve their goal</p> <p>We will see each student verbally describe and recognise the key language features of subject specific genres</p> <p>We will see each student use the correct text structure for specific subject genre</p>



<p><b>Increase the number of students achieving SEA in Reading</b></p>	<p>2022: NAPLAN 2021 Year 9 AT SEA 85% HIGH BANDS 7% Year 7 AT SEA 68% HIGH BANDS 6% Year 5 AT SEA 67% HIGH BANDS 6% Year 3 AT SEA 10% HIGH BANDS 50%</p> <p>COHORT DATA 2022 Year 9 AT SEA 60% Year 7 AT SEA 65% Year 5 AT SEA 60% Year 3 AT SEA 50%</p>	<p>If we explicitly teach and implement evidence-based comprehension strategies to all students across the curriculum we will increase the number of students achieving SEA</p>	<p>We will see each student use information from graphics, texts and personal experiences to anticipate what will be read/viewed/heard</p> <p>We will see each student generate questions (Literal, Putting it together and making connections) as they read</p> <p>We will see each student self-monitor their reading and employ fix up strategies to resolve problems or misunderstandings</p> <p>We will see each student visualise what is happening in a text that is read/viewed or heard</p> <p>We will see each student deduce, reason or work out what is happening in a text that is read/viewed or heard</p> <p>We will see each student identify the key points and main ideas in a text that is read/viewed or heard</p> <p>We will see each student use before, during and after reading as part of reciprocal teaching activities</p> <p>We will see each student verbally describe and recognise the key features of subject specific text types</p> <p>We will see each student improve their ability to comprehend subject specific text types and recall and use the information read</p> <p>We will see each student recognise the tier 3 vocabulary for each subject specific text type</p>
	<p>2023: Year 9 AT SEA 87% Year 7 AT SEA 70% Year 5 AT SEA 40% Year 3 AT SEA 50%</p> <p>COHORT DATA (2021-2023) Year 7 (68%) to Year 9 AT SEA 75% Year 5 (67%) to Year 7 AT SEA 75% Year 3 (10%) to Year 5 AT SEA 40%</p>		
	<p>2024: Year 9 AT SEA 90% Year 7 AT SEA 75% Year 5 AT SEA 60% Year 3 AT SEA 60%</p> <p>COHORT DATA (2022-2024) Year 7 (65%) to Year 9 AT SEA 70% Year 5 (60%) to Year 7 AT SEA 70% Year 3 (50%) to Year 5 AT SEA 60%</p>		

9/02/2022

X   
Principal

X \_\_\_\_\_  
Education Director

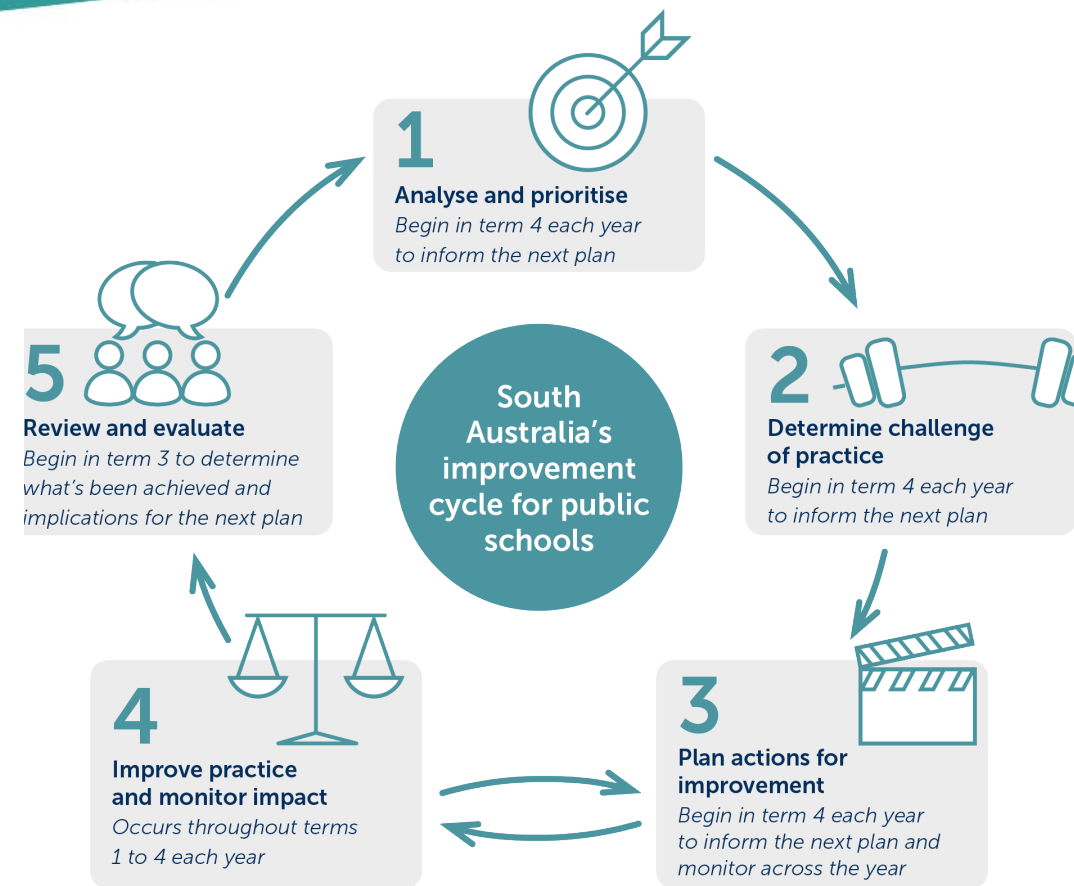
  
Governing Council Chair Person



# School Improvement Plan for



Eudunda Area School



**Vision Statement:**

Eudunda Area School is committed to providing opportunities that transform the lives of students and the wider community through a learning culture of challenge, rigour, engagement and care, providing diverse pathways, student ownership and wellbeing that allows them to become active global citizens.



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 (18 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 the number of students who achieve SEA in writing**

**ESR Directions:**  
 Direction 1 Develop structures and processes that build leadership density to drive improvement and all staff rigorously evaluate and measure actions, to embed effective strategies school wide.  
 Direction 2 Strengthen teachers’ capacity to design and implement learning experiences that enable differentiation, intellectual stretch and challenge to be an integral aspect of everyday learning for all.  
 Direction 3 Strengthen a culture of high expectations by building teachers’ capability to regularly share learning progressions, assessments and feedback with students to set SMARTAR goals and self-drive their own improvement.

<p><b>Target 2022:</b>  <b>NAPLAN 2021</b>                  Year 9 AT SEA 57% HIGH BANDS 0%                  Year 7 AT SEA 79% HIGH BANDS 8%                  Year 5 AT SEA 23% HIGH BANDS 6%                  Year 3 AT SEA 40% HIGH BANDS 30%</p> <p><b>COHORT DATA 2022</b>                  Year 9 AT SEA 60%                  Year 7 AT SEA 65%                  Year 5 AT SEA 60%                  Year 3 AT SEA 50%</p>	<p><b>2023:</b>                  Year 9 AT SEA 70%                  Year 7 AT SEA 85%                  Year 5 AT SEA 55%                  Year 3 AT SEA 60%</p> <p><b>COHORT DATA (2021-2023)</b>                  Year 7 (79%) to Year 9 AT SEA 82%                  Year 5 (23%) to Year 7 AT SEA 45%                  Year 3 (40%) to Year 5 AT SEA 60%</p>	<p><b>2024:</b>                  Year 9 AT SEA 75%                  Year 7 AT SEA 88%                  Year 5 AT SEA 60%                  Year 3 AT SEA 65%</p> <p><b>COHORT DATA (2022-2024)</b>                  Year 7 (65%) to Year 9 AT SEA 70%                  Year 5 (60%) to Year 7 AT SEA 70%                  Year 3 (50%) to Year 5 AT SEA 60%</p>
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 **STEP 2 Challenge of practice**

**Challenge of Practice:**  
 If we explicitly teach a common evidence-based approach to writing instruction to meet the subject specific genre demands of each curriculum area then we will increase percentage of students achieving SEA in writing.

**Student Success Criteria** (what students know, do, and understand):  
 We will see each student produce grammatically correct, structurally sound and meaningful sentences  
 We will see each student write paragraphs that are focused on one idea or a set of like ideas, using correct paragraph structure (topic sentence, supporting details, concluding sentence)  
 We will see each student demonstrate cohesion, threads and relationships through the whole text, subject specific vocab  
 We will see each student use a single paragraph outline to organise their ideas  
 We will see each student identify an individual writing goal and the next steps to achieve their goal  
 We will see each student verbally describe and recognise the key language features of subject specific genres  
 We will see each student use the correct text structure for specific subject genre

 **STEP 3 Plan actions for improvement**

Actions	Timeline	Roles & Responsibilities	Resources
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<p><b>Each teacher will explicitly teach sentence and paragraph structure to develop students writing capability</b></p>	<p>2022, Term 1, Week 2-10,</p>	<p>Teachers will adhere to agreed lesson structure template  All staff will participate in PLC based on a text about writing and commit to actions in their teaching practice and support  Leaders will monitor the implementation of this action through instructional leadership (PDP process)  Ashlee and other leadership staff to lead PLC  Teachers will use diagnostic testing to inform teaching practice  Teachers to collate work sample to share during PLC  Teacher programs will reflect the planning of this action</p>	<p>The Writing Revolution  Staff Meeting  Australian Curriculum  Writing Progression Maps  Guide Books  Agreed lesson structure template  Student work Samples  Diagnostic testing</p>
<p><b>Each teacher will explicitly teach planning/composing strategies to support students to organise ideas into structured sentences and paragraphs</b></p>	<p>2022, Term 2 Week 1-5</p>	<p>Teachers will adhere to agreed lesson structure template  All staff will participate in PLC based on a text about writing and commit to actions in their teaching practice and support  Leaders will monitor the implementation of this action through instructional leadership (PDP process)  Ashlee and other leadership staff to lead PLC  Teachers will use diagnostic testing to inform teaching practice  Teachers to collate work sample to share during PLC  Teacher programs will reflect the planning of this action</p>	<p>The Writing Revolution  Staff Meeting  Australian Curriculum  Writing Progression Maps  Guide Books  Agreed lesson structure template  NAPLAN Writing Rubric  Student work Samples  Diagnostic testing</p>
<p><b>Each teacher will use formative assessment and feedback to target differentiation and next steps in teaching writing</b></p>	<p>2022, Term 2 Week 5-10,</p>	<p>David to lead PD in formative assessment and feedback to all staff  Primary teachers to determine with students an individual writing goal and support them to achieve it  Secondary teachers to determine with students an individual writing goal within subject specific genre and support them to achieve it  Teachers will provide explicit feedback to students  All homegroups teachers will explicitly teach SMARTAR principles to help students develop writing goals</p>	<p>Agreed lesson structure template  Student OnePlans  Genre writing map (subject)  Power BI  Student Work Samples</p>
<p><b>Each teacher will explicitly teach subject specific vocabulary to build students knowledge and understanding</b></p>	<p>2022 Week 1, Term 1</p>	<p>All staff will explicitly teach Marzanos 6 step  Teacher programs will reflect the planning of this action  Leaders will monitor the implementation of this action through instructional leadership (PDP process)</p>	<p>Marzanos 6 Steps  Agreed lesson structure template</p>
<p><b>Each teacher will explicitly teach writing of subject specific genres</b></p>	<p>2022, Term 3 Week 1-10</p>	<p>Teachers will provide oral language activities to enable students to expand their knowledge of subject specific genres  Teachers will support students to write for specific purposes and audiences  Leaders will monitor the implementation of this action through instructional leadership (PDP process)</p>	<p>Agreed lesson structure template  Genre writing map (subject)</p>
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**Goal 1: Increase the number of students who achieve SEA in writing**



**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?**

<p><b>Student Success Criteria</b></p>	<p> <span style="color: green;">●</span> Yes  <span style="color: yellow;">●</span> Needs attention/work in progress  <span style="color: red;">●</span> Not on track                 </p>	<p><b>Evidence</b>  <b>Are we improving student learning?</b>  <b>How are we tracking against our student success criteria?</b> </p>	<p><b>What are our next steps?</b>  <b>Potential adjustments?</b> </p>
<p>                     We will see each student produce grammatically correct, structurally sound and meaningful sentences                      We will see each student write paragraphs that are focused on one idea or a set of like ideas, using correct paragraph structure (topic sentence, supporting details, concluding sentence)                      We will see each student demonstrate cohesion, threads and relationships through the whole text, subject specific vocab                      We will see each student use a single paragraph outline to organise their ideas                      We will see each student identify an individual writing goal and the next steps to achieve their goal                      We will see each student verbally describe and recognise the key language features of subject specific genres                      We will see each student use the correct text structure for specific subject genre                 </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>Actions</b></p>	<p> <span style="color: green;">●</span> 90% embedded  <span style="color: yellow;">●</span> Needs attention/work in progress  <span style="color: red;">●</span> Not on track                 </p>	<p><b>Evidence</b>  <b>Are we doing what we said we would do?</b>  <b>Are we improving student learning?</b>  <b>How do we know which actions have been effective?</b> </p>	<p><b>What are our next steps?</b>  <b>Potential adjustments?</b> </p>
<p><b>Each teacher will explicitly teach sentence and paragraph structure to develop students writing capability</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>Each teacher will explicitly teach planning/composing strategies to support students to organise ideas into structured sentences and paragraphs</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>Each teacher will use formative assessment and feedback to target differentiation and next steps in teaching writing</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>Each teacher will explicitly teach subject specific vocabulary to build students knowledge and understanding</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>

Each teacher will explicitly teach writing of subject specific genres	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 the number of students who achieve SEA in writing**



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

<p><b>Targets 2022:</b>  <b>NAPLAN 2021</b>  Year 9 AT SEA 57% HIGH BANDS 0%  Year 7 AT SEA 79% HIGH BANDS 8%  Year 5 AT SEA 23% HIGH BANDS 6%  Year 3 AT SEA 40% HIGH BANDS 30%</p> <p><b>COHORT DATA 2022</b>  Year 9 AT SEA 60%  Year 7 AT SEA 65%  Year 5 AT SEA 60%  Year 3 AT SEA 50%</p>	<p><b>Results towards targets:</b>  Click or tap here to enter text.</p>
<p><b>School Improvement planning template</b>  If we explicitly teach a common evidence-based approach to writing instruction to meet the subject specific genre demands of each curriculum area then we will increase percentage of students achieving SEA in writing.</p>	<p><b>Evidence - has this made an impact?</b>  Click or tap here to enter text.</p>
<p><b>Success Criteria:</b>  We will see each student produce grammatically correct, structurally sound and meaningful sentences  We will see each student write paragraphs that are focused on one idea or a set of like ideas, using correct paragraph structure (topic sentence, supporting details, concluding sentence)  We will see each student demonstrate cohesion, threads and relationships through the whole text, subject specific vocab</p>	<p><b>Evidence - did we improve student learning? how do we know?</b>  Click or tap here to enter text.</p>



**We will see each student use a single paragraph outline to organise their ideas**  
**We will see each student identify an individual writing goal and the next steps to achieve their goal**  
**We will see each student verbally describe and recognise the key language features of subject specific genres**  
**We will see each student use the correct text structure for specific subject genre**

**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: Increase the number of students achieving SEA in Reading

#### ESR Directions:

Direction 1 Develop structures and processes that build leadership density to drive improvement and all staff rigorously evaluate and measure actions, to embed effective strategies school wide.

Direction 2 Strengthen teachers' capacity to design and implement learning experiences that enable differentiation, intellectual stretch and challenge to be an integral aspect of everyday learning for all.

Direction 3 Strengthen a culture of high expectations by building teachers' capability to regularly share learning progressions, assessments and feedback with students to set SMARTAR goals and self-drive their own improvement.

#### Target 2022:

##### NAPLAN 2021

Year 9 AT SEA 85% HIGH BANDS 7%

Year 7 AT SEA 68% HIGH BANDS 6%

Year 5 AT SEA 67% HIGH BANDS 6%

Year 3 AT SEA 10% HIGH BANDS 50%

##### COHORT DATA 2022

Year 9 AT SEA 60%

Year 7 AT SEA 65%

Year 5 AT SEA 60%

Year 3 AT SEA 50%

#### 2023:

Year 9 AT SEA 87%

Year 7 AT SEA 70%

Year 5 AT SEA 40%

Year 3 AT SEA 50%

##### COHORT DATA (2021-2023)

Year 7 (68%) to Year 9 AT SEA 75%

Year 5 (67%) to Year 7 AT SEA 75%

Year 3 (10%) to Year 5 AT SEA 40%

#### 2024:

Year 9 AT SEA 90%

Year 7 AT SEA 75%

Year 5 AT SEA 60%

Year 3 AT SEA 60%

##### COHORT DATA (2022-2024)

Year 7 (65%) to Year 9 AT SEA 70%

Year 5 (60%) to Year 7 AT SEA 70%

Year 3 (50%) to Year 5 AT SEA 60%

## STEP 2 Challenge of practice

### Challenge of Practice:

If we explicitly teach and implement evidence-based comprehension strategies to all students across the curriculum we will increase the number of students achieving SEA

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

We will see each student use information from graphics, texts and personal experiences to anticipate what will be read/viewed/heard

We will see each student generate questions (Literal, Putting it together and making connections) as they read

We will see each student self-monitor their reading and employ fix up strategies to resolve problems or misunderstandings

We will see each student visualise what is happening in a text that is read/viewed or heard

We will see each student deduce, reason or work out what is happening in a text that is read/viewed or heard

We will see each student identify the key points and main ideas in a text that is read/viewed or heard

We will see each student use before, during and after reading as part of reciprocal teaching activities

We will see each student verbally describe and recognise the key features of subject specific text types

We will see each student improve their ability to comprehend subject specific text types and recall and use the information read

We will see each student recognise the tier 3 vocabulary for each subject specific text type

## STEP 3 Plan actions for improvement

Actions

Timeline







Roles & Responsibilities

Resources

<p><b>Each teacher will explicitly teach the comprehension strategies of previewing and predicting, making connections, clarifying, questioning, summarising and inferring within subject specific text types</b></p>	<p>2023, Term 1, Week 1-10,</p>	<p>Teachers will adhere to agreed lesson structure template  All staff will participate in PLC based on a text about comprehension strategies and the six stages of comprehension strategy instruction and commit to actions in their teaching practice and support  Leaders will monitor the implementation of this action through instructional leadership (PDP process)  David and other leadership staff to lead PLC  Teachers will use diagnostic testing to inform teaching practice  Teachers to collate work sample to share during PLC  Teacher programs will reflect the planning of this action</p>	<p>Comprehension Strategy Instruction – Self Regulated Strategy Development model  Staff Meeting  Australian Curriculum  Guide Books  Agreed lesson structure template  Student work Samples  Diagnostic testing</p>
<p><b>Each teacher will incorporate guided reading and reading conferences to explicitly teach comprehension strategies across the curriculum</b></p>	<p>2023, Term 2, Week 1-10,</p>	<p>Teachers will adhere to agreed lesson structure template  All staff will participate in PLC based on a text about comprehension strategies and the six stages of comprehension strategy instruction and commit to actions in their teaching practice and support  Leaders will monitor the implementation of this action through instructional leadership (PDP process)  David and other leadership staff to lead PLC  Teachers will use diagnostic testing to inform teaching practice  Teachers to collate work sample to share during PLC  Teacher programs will reflect the planning of this action</p>	<p>Agreed lesson structure template  Comprehension Strategy Instruction – Self Regulated Strategy Development model  Student Work Samples</p>
<p><b>Each teacher will incorporate reciprocal teaching across the curriculum to enable cooperative learning and review of comprehension strategies</b></p>	<p>2023, Term 3, Week 1-10,</p>	<p>Teachers will adhere to agreed lesson structure template  All staff will participate in PLC based on a text about comprehension strategies and the six stages of comprehension strategy instruction and commit to actions in their teaching practice and support  Leaders will monitor the implementation of this action through instructional leadership (PDP process)  David and other leadership staff to lead PLC  Teachers to collate work sample to share during PLC  Teacher programs will reflect the planning of this action</p>	<p>Agreed lesson structure template  Comprehension Strategy Instruction – Self Regulated Strategy Development model  Student Work Samples</p>
<p><b>Each teacher will use formative assessment and feedback to target differentiation and next steps in teaching</b></p>	<p>2022, Term 2 Week 5-10,</p>	<p>David to lead PD in formative assessment and feedback to all staff  Primary teachers to determine with students an individual comprehension strategy goal and support them to achieve it  Secondary teachers to determine with students an individual comprehension strategy goal within subject specific genre and support them to achieve it  Teachers will provide explicit feedback to students  Leaders will monitor the implementation of this action through instructional leadership (PDP process)</p>	<p>Agreed lesson structure template  Student OnePlans  Subject specific text map  Power BI  Student Work Samples</p>
<p><b>Each teacher will explicitly teach text structure and the characteristics of the text types used in their curriculum area and build subject specific vocabulary and subject specific knowledge</b></p>	<p>2022, Term 3 Week 1-10</p>	<p>All staff will explicitly teach Marzanos 6 step  Teacher programs will reflect the planning of this action  Teachers will provide oral language activities to enable students to expand their knowledge of subject specific genres  All staff will map the text types relevant to their subject areas  Leaders will monitor the implementation of this action through instructional leadership (PDP process)</p>	<p>Marzanos 6 Steps  Agreed lesson structure template  Exemplars of subject specific 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>



## 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	<b>Evidence</b> <b>Are we improving student learning?</b> <b>How are we tracking against our student success criteria?</b>	<b>What are our next steps?</b> <b>Potential adjustments?</b>
<p>We will see each student use information from graphics, texts and personal experiences to anticipate what will be read/viewed/heard</p> <p>We will see each student generate questions (Literal, Putting it together and making connections) as they read</p> <p>We will see each student self-monitor their reading and employ fix up strategies to resolve problems or misunderstandings</p> <p>We will see each student visualise what is happening in a text that is read/viewed or heard</p> <p>We will see each student deduce, reason or work out what is happening in a text that is read/viewed or heard</p> <p>We will see each student identify the key points and main ideas in a text that is read/viewed or heard</p> <p>We will see each student use before, during and after reading as part of reciprocal teaching activities</p> <p>We will see each student verbally describe and recognise the key features of subject specific text types</p> <p>We will see each student improve their ability to comprehend subject specific text types and recall and use the information read</p> <p>We will see each student recognise the tier 3 vocabulary for each subject specific text type</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>
Actions	 90% embedded  Needs attention/work in progress  Not on track	<b>Evidence</b> <b>Are we doing what we said we would do?</b> <b>Are we improving student learning?</b> <b>How do we know which actions have been effective?</b>	<b>What are our next steps?</b> <b>Potential adjustments?</b>
<p>Each teacher will explicitly teach the comprehension strategies of previewing and predicting, making connections, clarifying, questioning, summarising and inferring within subject specific text types</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 incorporate guided reading and reading conferences to explicitly teach comprehension strategies across the curriculum</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 incorporate reciprocal teaching across the curriculum to enable cooperative learning and review of comprehension strategies</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>

Each teacher will use formative assessment and feedback to target differentiation and next steps in teaching	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 text structure and the characteristics of the text types used in their curriculum area and build subject specific vocabulary and subject specific knowledge	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: Increase the number of students achieving SEA 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?

<b>Targets 2022:</b> <b>NAPLAN 2021</b> Year 9 AT SEA 85% HIGH BANDS 7% Year 7 AT SEA 68% HIGH BANDS 6% Year 5 AT SEA 67% HIGH BANDS 6% Year 3 AT SEA 10% HIGH BANDS 50%  <b>COHORT DATA 2022</b> Year 9 AT SEA 60% Year 7 AT SEA 65% Year 5 AT SEA 60% Year 3 AT SEA 50%	<b>Results towards targets:</b> Click or tap here to enter text.
<b>Challenge of Practice:</b> If we explicitly teach and implement evidence-based comprehension strategies to all students across the curriculum we will increase the number of students achieving SEA	<b>Evidence - has this made an impact?</b> Click or tap here to enter text.
<b>Success Criteria – did we improve student learning?</b> We will see each student use information from graphics, texts and personal experiences to anticipate what will be read/viewed/heard We will see each student generate questions (Literal, Putting it together and making connections) as they read We will see each student self-monitor their reading and employ fix up strategies to resolve problems or misunderstandings We will see each student visualise what is happening in a text that is read/viewed or heard	<b>Evidence - did we improve student learning? how do we know?</b> Click or tap here to enter text.

**We will see each student deduce, reason or work out what is happening in a text that is read/viewed or heard**

**We will see each student identify the key points and main ideas in a text that is read/viewed or heard**

**We will see each student use before, during and after reading as part of reciprocal teaching activities**

**We will see each student verbally describe and recognise the key features of subject specific text types**

**We will see each student improve their ability to comprehend subject specific text types and recall and use the information read**

**We will see each student recognise the tier 3 vocabulary for each subject specific text type**

**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:

Direction 1 Develop structures and processes that build leadership density to drive improvement and all staff rigorously evaluate and measure actions, to embed effective strategies school wide.

Direction 2 Strengthen teachers' capacity to design and implement learning experiences that enable differentiation, intellectual stretch and challenge to be an integral aspect of everyday learning for all.

Direction 3 Strengthen a culture of high expectations by building teachers' capability to regularly share learning progressions, assessments and feedback with students to set SMARTAR goals and self-drive their own improvement.

### Target 2022:

#### NAPLAN 2021

Year 9 AT SEA 62% HIGH BANDS 0%

Year 7 AT SEA 74% HIGH BANDS 0%

Year 5 AT SEA 67% HIGH BANDS 6%

Year 3 AT SEA 30% HIGH BANDS 20%

### 2023:

Click or tap here to enter text.

### 2024:

Click or tap here to enter text.



## STEP 2 Challenge of practice

### Challenge of Practice:

Click or tap here to enter text.

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

<b>Targets 2022:</b> <b>NAPLAN 2021</b> Year 9 AT SEA 62% HIGH BANDS 0% Year 7 AT SEA 74% HIGH BANDS 0% Year 5 AT SEA 67% HIGH BANDS 6% Year 3 AT SEA 30% HIGH BANDS 20%	<b>Results towards targets:</b> Click or tap here to enter text.
<b>School Improvement planning template</b> Click or tap here to enter text.	<b>Evidence - has this made an impact?</b> Click or tap here to enter text.
<b>Success Criteria – did we improve student learning?</b> Click or tap here to enter text.	<b>Evidence - did we improve student learning? how do we know?</b> Click or tap here to enter text.
<b>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?</b> 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.