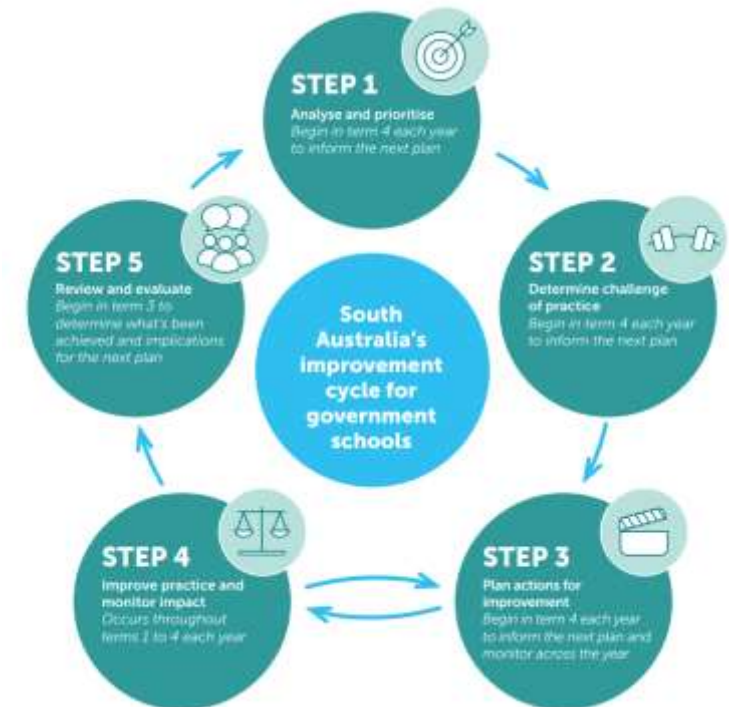


2022 - 2024

2023 School Improvement Plan for (Hewett Primary School)

Site Number:

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



Vision Statement:

Creating Our Future

2022 - 2024

2023 School Improvement Plan for (Hewett Primary School)

Completing the template:

- The document will open as 'Read Only' so will need to be saved prior to editing.
- If copying and pasting text from another document, paste as 'keep text only' or 'merge formatting'.
- 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), 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



Government of South Australia
Department for Education



STEP 1 Analyse and Prioritise

Site name: (Hewett Primary School)

Goal 1: Maintain and increase the number of students achieving SEA and in the Higher Bands of Reading by developing their knowledge to decode and make meaning of text.

ESR Directions:

Effective Teaching & Student Learning: Direction 2: Develop whole-school literacy and numeracy expectations that incorporate regular review and update that all staff implements consistently and with fidelity. Elaboration: 'Staff will collaborate to prioritise the evidence-based programs and pedagogies they will use to deliver quality teaching and learning, to provide greater engagement stretch and challenge for all students. There is also an opportunity to develop whole-school expectations that are consistently implemented by all staff across the school.'

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Achievement towards Goal in 2022:

Phonics Check: 75%

NAPLAN Reading: 81% of Year 3s and 83% of Year 5s will achieve the SEA in NAPLAN reading

Target 2023:

Year 1: Phonics Check 75%: Achieved: 83%

Year 2 PAT R: Achieved

SEA: 80%

HB: 24% (11 Students above SS115)

Year 3 PAT R: Achieved

SEA: 82%

HB: 40% (19 Students above 117)

Year 4 PAT R: SEA Not Achieved by 3% HB Target Achieved

SEA: 82%

HB: 37% (27 Students above 127)

Year 5 PAT R: Achieved

SEA: 91%

HB: 27% (17 Students above 132)

Year 6 PAT R: Achieved

SEA: 88%

HB: 44% (22 Students above 135)

2024:

Year 1: Phonics Check: 75% (33/44 Students)

Year 2 PAT R:

SEA: 75% (37/49 students)

HB: 20% (10 students above SS115)

Year 3 PAT R:

SEA: 75% (38/ 51)

HB: 21% (11 students above 117)

Year 4 PAT R:

SEA: 80% (60/73 students)

HB: 25% (18 students above 127)

Year 5 PAT R:

SEA: 75% (48/63 students)

HB: 30% (20 students above 132)

Year 6 PAT R:

SEA: 85% (44/52 students)

HB: 28% (15 students above 135)

STEP 2 Challenge of practice

Challenge of Practice:

If we embed an evidence-based approach that integrates the Simple View of Reading (Decoding x Language Comprehension = Reading Comprehension) to explicitly teach decoding, Fluency, Language Features and Comprehension we will maintain and increase the percentage of students achieving the SEA and in the Higher Bands in reading.



STEP 3 Plan actions for improvement

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

Reception: We will see and hear each student in reception read decodable texts using developing phonic knowledge to attempt to work out unknown CVC words and high-frequency words

Year 1: We will see and hear each student in year 1 increasingly apply their phonics knowledge to help them decode real words and pseudo words accurately.

Year 2: We will see and hear each student in year 2 read texts with fluency using phonics and morphemic knowledge. We will see and hear each student in the second semester demonstrating and articulating comprehension strategies

Year 3 and Year 4: We will see and hear all students in Years 3 – 4 demonstrating and articulating the use of key reading comprehension strategies including main idea, drawing conclusions and making inferences and author's purpose. We will see and hear students build literal and inferred meaning and explain their thinking using evidence from the text through oral discussions, multiple choice and written explanations.

Year 5 & Year 6: We will see and hear all students in Years 5 – 6 demonstrating and articulating the use of key reading comprehension strategies including main idea, drawing conclusions and making inferences and author's purpose. We will see and hear all students applying comprehension strategies to a variety texts types and with multiple exposures across curriculum areas. We will see and hear students build literal and inferred meaning and explain their thinking using evidence from the text through oral discussions, multiple choice and written explanations.

Reception - Year 6: We will see and hear all students in Years R – 6 develop and apply their knowledge and understanding of the features of Language Comprehension and use these to support their Reading Comprehension.

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

Reception: Decodable Trackers implemented after each 'set' of sounds are taught and reviewed as outlined by the Scope and Sequence. Data to be shared at PLCs. Data submitted to Senior Leader Week 9 each term for collation. Teaching Team will engage with Data and reflect using the questions 'What is this data telling me?' and 'What is my response?'

Year 1: Decodable Trackers implemented after each 'set' of sounds are taught and reviewed as outlined by the Scope and Sequence; Phonics Pre-Check Term One, Week 5 and Phonics Check Term Three, Week 6. Data to be shared at PLCs. Data submitted to Senior Leader Week 9 each term for collation. Teaching Team will engage with Data and reflect using the questions 'What is this data telling me?' and 'What is my response?'

Year 2: Decodable Trackers implemented after each 'set' of sounds as outlined by the Scope and Sequence are taught and reviewed as required; Dibels implemented to track and monitor oral reading fluency; PAT R Term Three, Week 7. Data to be shared at PLCs. Data submitted to Senior Leader Week 9 each term for collation. Teaching Team will engage with Data and reflect using the questions 'What is this data telling me?' and 'What is my response?'

Years 2/3 – 6: Reading Comprehension ongoing assessment through placement tests, pre tests, benchmarks and post tests across the year; Literacy Pro Testing once per term; NAPLAN Term One, Week 9; PAT R Term Three, Week 7. Data to be shared at PLCs. Data to be up entered into MarkIt in line with our 'Data to Inform Practice' document. Teaching Team will engage with Data and reflect using the questions 'What is this data telling me?' and 'What is my response?'

Years R – 6: Language Features ongoing assessments through pre and post tests across the year. Data to be shared at PLCs where the teaching Team will engage with Data and reflect using the questions 'What is this data telling me?' and 'What is my response?'

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>Teachers R – 6 will explicitly teach whole class Instructional Routines in line with the HPS adopted LGU Scope and Sequence to both revise previously taught sounds and spelling rules and explicitly introduce new concepts in line with the HPS Reading Framework. Teachers will use PASM data, phoneme/grapheme checks, decodable trackers, decodable readers and spelling inventories to inform practice and monitor progress.</p>	<p>Term 1 - 4 Daily</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> • Use the Scope and Sequence to guide planning, teaching and review of phonic sounds • Explicitly teach a whole class Instructional Routines to introduce and revise previously taught sounds • Use the phoneme/grapheme check to inform practice • Implement the Decodable trackers after each sound 'set' is taught and reviewed to allocate decodable readers and to use the information to inform practice • Engage with PLC work. • Participate in tracking and monitoring their class data, shared data analysis and identifying targeted students through PLCs. This will lead to collaborative planning and moderation of student work. <p>Each leader will...</p> <ul style="list-style-type: none"> • Senior Leader to facilitate PD in staff meetings and PFDs • Senior leader will provide support to R – 2 teachers with planning, modelling, co teaching and 	<p>LGU Conference Jan 19 Cost covered for all teachers who would like to attend 30 teachers: \$1500</p> <p>Scope & Sequence Spelling & Morphology Documents Years 3 – 6</p> <p>Spelling & Morphology Card Decks Years 2 – 6 Cost: \$2000</p> <p>Half Day TRT for start of year testing Year 1 & 2 classes 3 TRT Days \$1761</p> <p>Decodable Reader Replacements \$2500</p> <p>Phonics Screening Check Day 1 per Year 1 teacher (DfE Funded)</p> <p>Reading Eggs as a home program \$4500</p>

		<p>providing feedback on daily reviews.</p> <ul style="list-style-type: none"> • Senior leader will support with implementing assessments where required. • Senior leader to collate tracker levels R – 2 at the end of each term and share with the teaching team. • Senior leader to Pre Check Year 1 students in Phonics Check in Term One, Week 5 and analyse and summarise data and share with the Year 1 teachers. • Senior Leader to analyse Phonics Check results and share with staff • Senior Leader to coordinate targeted, evidence based, reading Intervention to support tier two learners. They will track and monitor student growth. • Deputy Principal to oversee Professional Learning Communities, facilitate PLC <i>Developing Leaders</i> sessions and oversee the focus on maintaining and improving High Band Achievement. • Leadership team to engage with classroom teaching and learning and provide feedback through observational walk throughs. • Leadership team to track and monitor achievement of ATSI students and implement strategies to support as required. 	<p>Targeted Intervention LGU Intervention Resource for each reception and year 1 class</p> <p>MiniLit 4x Year 1 groups: \$25600 MacqLit 2x Year 3 - 6 groups: \$12800</p> <p>Training 1x SSO in MiniLit Intervention Program \$760</p>
<p>Year 2 teachers assess oral reading fluency using the Dibels 8th Edition oral reading fluency assessment. Data is analysed and used to inform practice.</p>	<p>Assess in line with Dibels Oral Reading Fluency Assessment.</p>	<p>Each Year 2 teacher will...</p> <ul style="list-style-type: none"> • Work alongside the senior leader to implement the oral reading fluency assessment, analyse the data and use this to inform practice. 	<p>TRT 1x day per Year 2 class for Dibels testing & Lyne Stone Online Fluency Mini Course 4x TRT Days: \$2348</p> <p>Lyn Stone Online Fluency Mini Course \$70.00 per Teacher x4 :\$280</p>

		<ul style="list-style-type: none"> Share student results and fluency lesson idea with the Year 2 team as part of PLC work. <p>Each leader will...</p> <ul style="list-style-type: none"> Senior leader to work alongside Year 2 teachers to implement the assessment, analyse the data and use it to inform practice. Senior leader to share and trial activities and resources with the Year 2 teachers. Engage with classroom teaching and learning and provide feedback through observational walk throughs. <p>Leadership team to track and monitor achievement of ATSI students and implement strategies to support as required.</p>	
<p>Teachers Years R – 6 will explicitly teach the comprehension strategies in line with the HPS Reading Framework.</p> <p>Teachers Years 2/3 – 6 will explicitly teach the strategies of Main Idea, Author’s Purpose and Drawing Conclusions and Making Inferences providing both explicit strategy instruction and opportunities for a text focus where students can independently apply their knowledge of comprehension, language features and background knowledge to extended texts using evidence from the text to explain their thinking.</p> <p>Each Teacher Years 2/3 - 6 will track and monitor their class data, share data analysis and identify targeted students through PLCs. This will lead to teachers strategically planning for next steps for students,</p>	Terms 1 - 4	<p>Each teacher will...</p> <ul style="list-style-type: none"> Explicitly teach Comprehension Strategies Engage with ongoing assessment including pre tests, benchmarks, post tests and PAT R and analyse the data to inform practice. Each Teacher will participate tracking and monitoring their class data, shared data analysis and identifying targeted students through PLCs. This will lead to collaborative planning and moderation of student work. <p>Each leader will...</p> <ul style="list-style-type: none"> Senior Leader to facilitate PD in staff meetings and PFDs. Where required, Senior Leader to provide support in classrooms of 	<p>Cars and Stars online program Years 2 – 6: \$4250.00</p> <p>Literacy Pro Years 2 – 6: \$7000 for Licences and 180 new Lexile books</p> <p>Full set of Lexile Levelled Narrative and Informative Short Reads – one set between 2 classes.</p>

<p>collaborative planning within PLC and moderation of student work.</p>		<p>explicit teaching of comprehension strategies</p> <ul style="list-style-type: none"> • Senior leader to collate and analyse NAPLAN Reading and PAT R data to share with staff and to use for future planning • Deputy Principal to oversee Professional Learning Communities, facilitate PLC <i>Developing Leaders</i> sessions and oversee the focus on maintaining and improving High Band Achievement. • Engage with classroom teaching and learning and provide feedback through observational walk throughs. • Leadership team to track and monitor achievement of ATSI students and implement strategies to support as required. • Leadership team to track and monitor achievement of ATSI students and implement strategies to support as required. 	
<p>Teachers in Years R – 6 will explicitly teach Language Comprehension in line with the HPS Language Features Scope and Sequence. Teachers will track and monitor their class data and be actively involved in PLC work based around explicit instruction in Language Features building their knowledge of what introduced/Practise/Mastery/Challenge looks like. This will lead to teachers strategically planning for next steps for students, collaborative planning within PLC and moderation of student work.</p>	<p>Click or tap here to enter text.</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> • Explicitly plan, teach and assess Language Comprehension using the HPS Language Features Scope and Sequence document. • Use the agreed on coding system when teaching Language Features • Be actively involved in PLC work based around explicit instruction in Language Features building their knowledge of what introduced/Practised/Mastery and Challenge look like. 	<p>Click or tap here to enter text.</p>

		<ul style="list-style-type: none">• Each Teacher will participate tracking and monitoring their class data, shared data analysis and identifying targeted students through PLCs. This will lead to collaborative planning and moderation of student work. <p>Each leader will...</p> <ul style="list-style-type: none">• Senior Leader to facilitate PD in Week 0, staff meetings and PFDs.• Senior leader to support in class and through PLC work• Deputy Principal to oversee Professional Learning Communities, facilitate PLC <i>Developing Leaders</i> sessions and oversee the focus on maintaining and improving High Band Achievement.• Engage with classroom teaching and learning and provide feedback through observational walk throughs.• Leadership team to track and monitor achievement of ATSI students and implement strategies to support as required.• Leadership team to track and monitor achievement of ATSI students and implement strategies to support as required.	
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Click or tap here to enter text.	Click or tap here to enter text.	teacher will... Each leader will	Click or tap here to enter text.



STEP 1 Analyse and Prioritise

Site name: (Hewett Primary School)

Goal 2: Maintain and increase the number of students achieving a Writing Criteria Sentence Structure score of 2 and above in Years 3 and 5 NAPLAN Writing by developing their knowledge of both Foundational Writing Skills and Text Generation.

ESR Directions:

1. Effective Teaching & Student Learning: Direction 2: Develop whole-school literacy and numeracy expectations that incorporate regular review and update that all staff implements consistently and with fidelity.
Elaboration: 'Staff will collaborate to prioritise the evidence-based programs and pedagogies they will use to deliver quality teaching and learning, to provide greater engagement stretch and challenge for all students. There is also an opportunity to develop whole-school expectations that are consistently implemented by all staff across the school.'
2. Click or tap here to enter text.
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Achievement towards Goal in 2022:
Click or tap here to enter text.

Target 2023:
Click or tap here to enter text.

2024:
Maintain and increase the number of students achieving a NAPLAN Writing Criteria Sentence Construction score of 2 and above in Years 3 and Year 5.



STEP 2 Challenge of practice

Challenge of Practice:

If we embed an evidence-based approach that integrates the Simple View of Writing (Foundational Skills x Text Generation = Skilled Writing) to explicitly teach the Foundational Writing Skill of Punctuation and the Text Generation Skills of Parts of Speech and Sentence Structure we will develop increasingly skilled writers across R – 6. This will be evidenced through moderation R – 6 and will see HPS maintain and increase the percentage of students achieving a NAPLAN Writing Criteria Sentence Construction score of 2 and above in Year 3 and Year 5.



STEP 3 Plan actions for improvement

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

Reception: We will see and hear students in reception recognise that sentences are made up of groups of words that work together in particular ways to make meaning. We will see and hear reception students identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end.

Year 1: We will see and hear students in year 1 demonstrate their understanding that a simple sentence consists of a single independent clause representing a single idea. They

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

Reception: Moderation against set criteria twice per year amongst the reception team. Data will be analysed and shared at PLCs. Teaching Team will engage with Data and reflect using the questions 'What is this data telling me?' and 'What is my response?'. Data and responses to data will be shared with Senior Leader.

Year 1: Moderation against set criteria twice per year amongst the year 1 team. Data will be analysed and shared at PLCs. Teaching Team will engage with Data and reflect using the questions 'What is this data telling me?' and 'What is my response?'. Data and responses to data will be shared with Senior Leader.

<p>will understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs). Year 1 students will understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns</p> <p>Year 2: We will see and hear students in year 2 demonstrate their understanding that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction. They will understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups. They will recognise that capital letters are used in titles and commas are used to separate items in lists</p> <p>Year 3: We will see and hear students in year 3 demonstrate their understanding that a clause is a unit of grammar usually containing a subject and a verb that need to agree. They will understand how verbs represent different processes for doing, feeling, thinking, saying and relating. They will understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession. They will understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together.</p> <p>Year 4: We will see and hear students in year 4 demonstrate their understanding that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality. They will understand how adverbial phrases and adjectival phrases work in different ways to provide circumstantial details about an activity. They will understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation.</p> <p>Year 5: We will see and hear students in year 5 demonstrate their understanding that the structure of a complex sentence includes a main clause and at least one dependent clause, and understand how writers can use this structure for effect. They will understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea. They will use commas to indicate phrases, and apostrophes where there is multiple possession</p> <p>Year 6: We will see and hear students in year 6 demonstrate their understanding of how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas. They will understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups. They will understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue.</p>	<p>Year 2: Moderation against set NAPLAN Sentence Structure and Punctuation criteria twice per year amongst the year 2 team. Data will be analysed and shared at PLCs and shared. Teaching Team will engage with Data and reflect using the questions ‘What is this data telling me?’ and ‘What is my response?’. Data and responses to data will be shared with Senior Leader.</p> <p>Year 3: Moderation against set NAPLAN Sentence Structure, Paragraph Structure and Punctuation criteria twice per year amongst the year 3 team. Data will be analysed and shared at PLCs and shared. Teaching Team will engage with Data and reflect using the questions ‘What is this data telling me?’ and ‘What is my response?’. Data and responses to data will be shared with Senior Leader.</p> <p>Year 4: Moderation against set NAPLAN Sentence Structure, Paragraph Structure and Punctuation criteria twice per year amongst the year 4 team. Data will be analysed and shared at PLCs and shared. Teaching Team will engage with Data and reflect using the questions ‘What is this data telling me?’ and ‘What is my response?’. Data and responses to data will be shared with Senior Leader.</p> <p>Year 5: Moderation against set NAPLAN Sentence Structure, Paragraph Structure and Punctuation criteria twice per year amongst the year 5 team. Data will be analysed and shared at PLCs and shared. Teaching Team will engage with Data and reflect using the questions ‘What is this data telling me?’ and ‘What is my response?’. Data and responses to data will be shared with Senior Leader.</p> <p>Year 6: Moderation against set NAPLAN Sentence Structure, Paragraph Structure and Punctuation criteria twice per year amongst the year 6 team. Data will be analysed and shared at PLCs and shared. Teaching Team will engage with Data and reflect using the questions ‘What is this data telling me?’ and ‘What is my response?’. Data and responses to data will be shared with Senior Leader.</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 – How will this be done?	Resources
<p>Teachers R – 6 will explicitly teach Parts of Speech, Sentence Structure, Paragraph Structure and Punctuation in line with the HPS Language Features Framework. Teachers will engage in moderation against set criteria amongst like year level teachers and use this data to inform their practice and monitor progress.</p>	<p>Term 1: Moderation Term 2: Term 3: Moderation Term 4</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> • Use the Scope and Sequence to guide planning, teaching and review of phonic sounds • Explicitly teach a whole class Instructional Routines to introduce and revise previously taught sounds • Use the phoneme/grapheme check to inform practice • Implement the Decodable trackers after each sound 'set' is taught and reviewed to allocate decodable readers and to use the information to inform practice • Engage with PLC work. • Participate in tracking and monitoring their class data, shared data analysis and identifying targeted students through PLCs. This will lead to collaborative planning and moderation of student work. <p>Each leader will...</p> <ul style="list-style-type: none"> • Senior Leader to facilitate PD in staff meetings and PFD • Senior leader will provide support to R – 6 teachers with planning, modelling, co teaching and 	<p>Moderation Half Days 8 TRT days across the year: \$4696</p> <p>Lyn Stone Online Parts of Speech Mini Course \$65 per person: \$1625</p>

		<p>providing feedback on explicit Writing Instruction</p> <ul style="list-style-type: none">• Senior leader will support with moderation.• Deputy Principal to oversee Professional Learning Communities, facilitate PLC <i>Developing Leaders</i> sessions and oversee the SIP focus.• Leadership team to engage with classroom teaching and learning and provide feedback through observational walk throughs.• Leadership team to track and monitor achievement of ATSI students and implement strategies to support as required.• Leadership team to track and monitor achievement of ATSI students and implement strategies to support as required.	
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STEP 1 Analyse and Prioritise

Site name: (Hewett Primary School)

Goal 3: Click or tap here to enter text.

ESR Directions:

1. Effective Teaching & Student Learning: Direction 2: Develop whole-school literacy and numeracy expectations that incorporate regular review and update that all staff implements consistently and with fidelity.
Elaboration: 'Staff will collaborate to prioritise the evidence-based programs and pedagogies they will use to deliver quality teaching and learning, to provide greater engagement stretch and challenge for all students. There is also an opportunity to develop whole-school expectations that are consistently implemented by all staff across the school.'
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Achievement towards Goal in 2022:
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Target 2023:
Click or tap here to enter text.

2024:
Click or tap here to enter text.



STEP 2 Challenge of practice

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



STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):
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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 – How will this be done?	Resources
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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: Maintain and increase the number of students achieving SEA and in the Higher Bands of Reading by developing their knowledge to decode and make meaning of text.

Student Success Criteria	Yes	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	Needs attention/work in progress		
	Not on track		
<p>Reception: We will see and hear each student in reception read decodable texts using developing phonic knowledge to attempt to work out unknown CVC words and high-frequency words</p> <p>Year 1: We will see and hear each student in year 1 increasingly apply their phonics knowledge to help them decode real words and pseudo words accurately.</p> <p>Year 2: We will see and hear each student in year 2 read texts with fluency using phonics and morphemic knowledge. We will see and hear each student in the second semester demonstrating and articulating comprehension strategies</p> <p>Year 3 and Year 4: We will see and hear all students in Years 3 – 4 demonstrating and articulating the use of key reading comprehension strategies including main idea,</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

<p>drawing conclusions and making inferences and author's purpose. We will see and hear students build literal and inferred meaning and explain their thinking using evidence from the text through oral discussions, multiple choice and written explanations.</p> <p>Year 5 & Year 6: We will see and hear all students in Years 5 – 6 demonstrating and articulating the use of key reading comprehension strategies including main idea, drawing conclusions and making inferences and author's purpose. We will see and hear all students applying comprehension strategies to a variety texts types and with multiple exposures across curriculum areas. We will see and hear students build literal and inferred meaning and explain their thinking using evidence from the text through oral discussions, multiple choice and written explanations.</p> <p>Reception - Year 6: We will see and hear all students in Years R – 6 develop and apply their knowledge and understanding of the features of Language Comprehension and use these to support their Reading Comprehension.</p>			
<p>Actions</p>	<div> <div></div> 90% embedded </div> <div> <div></div> Needs attention/work in progress </div> <div> <div></div> Not on track </div>	<p>Evidence</p> <p>Are we doing what we said we would do?</p> <p>Are we improving student learning?</p> <p>How do we know which actions have been effective?</p>	<p>What are our next steps?</p> <p>Potential adjustments?</p>




<p>Teachers R – 6 will explicitly teach whole class Instructional Routines in line with the HPS adopted LGU Scope and Sequence to both revise previously taught sounds and spelling rules and explicitly introduce new concepts in line with the HPS Reading Framework. Teachers will use PASM data, phoneme/grapheme checks, decodable trackers, decodable readers and spelling inventories to inform practice and monitor progress.</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>Year 2 teachers assess oral reading fluency using the Dibels 8th Edition oral reading fluency assessment. Data is analysed and used to inform practice.</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>Teachers Years R – 6 will explicitly teach the comprehension strategies in line with the HPS Reading Framework.</p> <p>Teachers Years 2/3 – 6 will explicitly teach the strategies of Main Idea, Author’s Purpose and Drawing Conclusions and Making Inferences providing both explicit strategy instruction and opportunities for a text focus where students can independently apply their knowledge of comprehension, language features and background knowledge to extended texts using evidence from the text to explain their thinking.</p> <p>Each Teacher Years 2/3 - 6 will track and monitor their class data, share data analysis and identify targeted students</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>




through PLCs. This will lead to teachers strategically planning for next steps for students, collaborative planning within PLC and moderation of student work.			
Teachers in Years R – 6 will explicitly teach Language Comprehension in line with the HPS Language Features Scope and Sequence. Teachers will track and monitor their class data and be actively involved in PLC work based around explicit instruction in Language Features building their knowledge of what introduced/Practise/Mastery/Challenge looks like. This will lead to teachers strategically planning for next steps for students, collaborative planning within PLC and moderation of student work.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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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.



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 2: Maintain and increase the number of students achieving a Writing Criteria Sentence Structure score of 2 and above in Years 3 and 5 NAPLAN Writing by developing their knowledge of both Foundational Writing Skills and Text Generation.

Student Success Criteria	 Yes	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
<p>Reception: We will see and hear students in reception recognise that sentences are made up of groups of words that work together in particular ways to make meaning. We will see and hear reception students identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end.</p> <p>Year 1: We will see and hear students in year 1 demonstrate their understanding that a simple sentence consists of a single independent clause representing a single idea. They will understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs). Year 1 students will understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns</p> <p>Year 2: We will see and hear students in year 2 demonstrate their understanding that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction. They will understand that in sentences nouns may be extended into noun groups using articles and</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

<p>adjectives, and verbs may be expressed as verb groups. They will recognise that capital letters are used in titles and commas are used to separate items in lists</p> <p>Year 3: We will see and hear students in year 3 demonstrate their understanding that a clause is a unit of grammar usually containing a subject and a verb that need to agree. They will understand how verbs represent different processes for doing, feeling, thinking, saying and relating. They will understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession. They will understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together.</p> <p>Year 4: We will see and hear students in year 4 demonstrate their understanding that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality. They will understand how adverbial phrases and adjectival phrases work in different ways to provide circumstantial details about an activity. They will understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation.</p> <p>Year 5: We will see and hear students in year 5 demonstrate their understanding that the structure of a complex sentence includes a main clause and at least one dependent clause, and understand how writers can use this structure for effect. They will understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea. They will use commas to indicate phrases, and apostrophes where there is multiple possession</p> <p>Year 6: We will see and hear students in year 6 demonstrate their understanding of how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas. They will understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups. They will understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue.</p>			
<p>Actions</p>	 90% embedded	<p>Evidence</p> <p>Are we doing what we said we would do?</p> <p>Are we improving student learning?</p> <p>How do we know which actions have been effective?</p>	<p>What are our next steps?</p> <p>Potential adjustments?</p>
	 Needs attention/work in progress		
	 Not on track		

[illegible]



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 3: Click or tap here to enter text.

Student Success Criteria	Yes	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	Needs attention/work in progress		
	Not on track		
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	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?
	Needs attention/work in progress		
	Not on track		
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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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: Maintain and increase the number of students achieving SEA and in the Higher Bands of Reading by developing their knowledge to decode and make meaning of text.

Targets 2023:

Year 1: Phonics Check 75%: Achieved: 83%

Year 2 PAT R: Achieved

SEA: 80%

HB: 24% (11 Students above SS115)

Year 3 PAT R: Achieved

SEA: 82%

HB: 40% (19 Students above 117)

Year 4 PAT R: SEA Not Achieved by 3% HB Target Achieved

SEA: 82%

HB: 37% (27 Students above 127)

Year 5 PAT R: Achieved

SEA: 91%

HB: 27% (17 Students above 132)

Year 6 PAT R: Achieved

SEA: 88%

HB: 44% (22 Students above 135)

Results towards targets:

Click or tap here to enter text.

Challenge of Practice:

If we embed an evidence-based approach that integrates the Simple View of Reading (Decoding x Language Comprehension = Reading Comprehension) to explicitly teach decoding, Fluency, Language Features and Comprehension we will maintain and increase the percentage of students achieving the SEA and in the Higher Bands in reading.

Evidence - has this made an impact?

Click or tap here to enter text.

Success Criteria:

Reception: We will see and hear each student in reception read decodable texts using developing phonic knowledge to attempt to work out unknown CVC words and high-frequency words

Year 1: We will see and hear each student in year 1 increasingly apply their phonics knowledge to help them decode real words and pseudo words accurately.

Year 2: We will see and hear each student in year 2 read texts with fluency using phonics and morphemic knowledge. We will see and hear each student in the second semester demonstrating and articulating comprehension strategies

Year 3 and Year 4: We will see and hear all students in Years 3 – 4 demonstrating and articulating the use of key reading comprehension strategies including main idea, drawing conclusions and making inferences and author's purpose. We will see and hear students build literal and inferred meaning and explain their thinking using evidence from the text through oral discussions, multiple choice and written explanations.

Year 5 & Year 6: We will see and hear all students in Years 5 – 6 demonstrating and articulating the use of key reading comprehension strategies including main idea, drawing conclusions and making inferences and author's purpose. We will see and hear all students applying comprehension strategies to a variety texts types and with multiple exposures across curriculum areas. We will see and hear students build literal and inferred meaning and explain their thinking using evidence from the text through oral discussions, multiple choice and written explanations.

Reception - Year 6: We will see and hear all students in Years R – 6 develop and apply their knowledge and understanding of the features of Language Comprehension and use these to support their Reading Comprehension.

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

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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?

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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?

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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: Maintain and increase the number of students achieving a Writing Criteria Sentence Structure score of 2 and above in Years 3 and 5 NAPLAN Writing by developing their knowledge of both Foundational Writing Skills and Text Generation.

<p>Targets 2023: Click or tap here to enter text.</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If we embed an evidence-based approach that integrates the Simple View of Writing (Foundational Skills x Text Generation = Skilled Writing) to explicitly teach the Foundational Writing Skill of Punctuation and the Text Generation Skills of Parts of Speech and Sentence Structure we will develop increasingly skilled writers across R – 6. This will be evidenced through moderation R – 6 and will see HPS maintain and increase the percentage of students achieving a NAPLAN Writing Criteria Sentence Construction score of 2 and above in Year 3 and Year 5.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria:</p> <div data-bbox="118 975 1070 1169"> <p>Reception: We will see and hear students in reception recognise that sentences are made up of groups of words that work together in particular ways to make meaning. We will see and hear reception students identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end.</p> </div> <div data-bbox="118 1174 1070 1401"> <p>Year 1: We will see and hear students in year 1 demonstrate their understanding that a simple sentence consists of a single independent clause representing a single idea. They will understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs). Year 1 students will understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns</p> </div> <div data-bbox="118 1406 1070 1532"> <p>Year 2: We will see and hear students in year 2 demonstrate their understanding that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction. They will understand that in sentences nouns may be extended into noun groups using articles and</p> </div>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>

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<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?</p> <p>Click or tap here to enter text.</p>		

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

Goal 3: [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?

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