2023 School Improvement Plan for Curramulka Primary School

CURRAMULKA
SMALL SCHOOL, STRONG TEAM

South Australia's improvement cycle for government schools

STEP 1
Analyse and prioritise
Begin in term 4 each year to inform the next plan

STEP 2
Determine challenge of practice
Begin in term 4 each year to inform the next plan

STEP 3
Plan actions for improvement
Begin in term 4 each year to inform the next plan and monitor across the year

STEP 4
Improve practice and monitor impact
Occurs throughout terms 1 to 4 each year

STEP 5
Review and evaluate
Begin in term 3 to determine what's been achieved and implications for the next plan

Vision Statement:
Curramulka Primary School aims to promote innovative thinking and positive partnerships

Government of South Australia
Department for Education

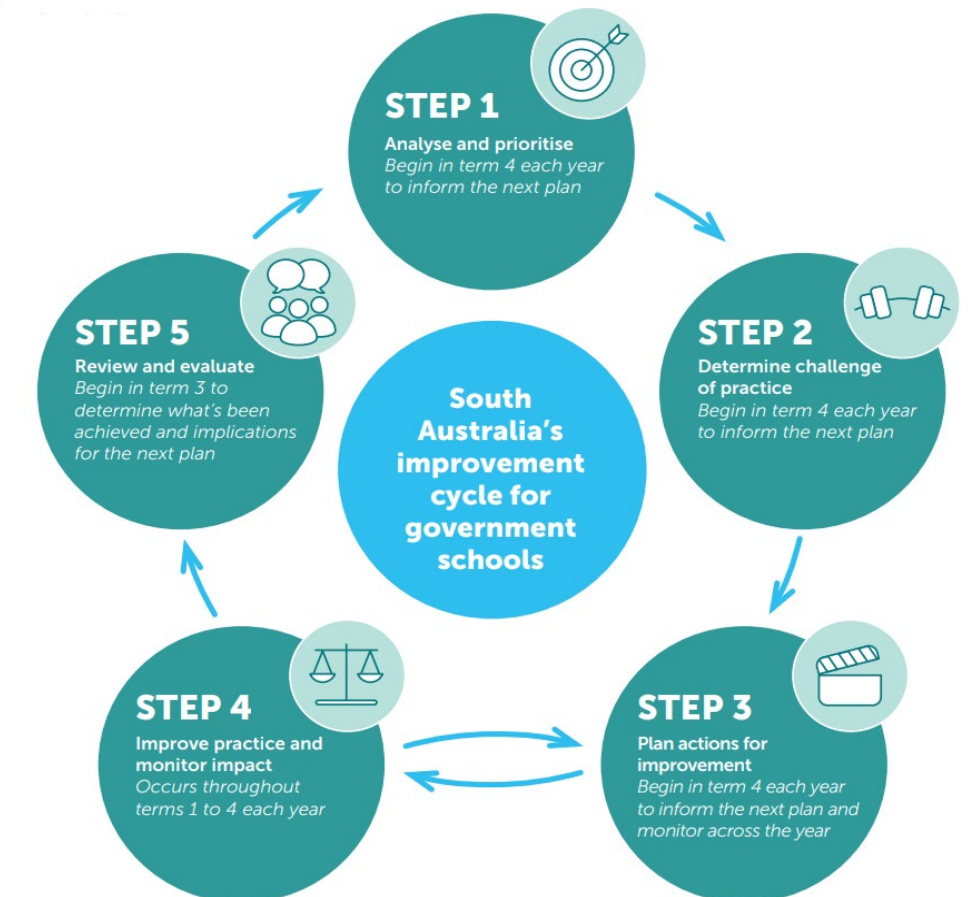# 2023 School Improvement Plan for Curramulka Primary School

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 your SIP can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes.
- Click 'View' and then click 'Navigation Pane' to display a table of contents on the left-hand side.

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 (16 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

South Australia's improvement cycle for government schools

STEP 1
Analyse and prioritise
Begin in term 4 each year to inform the next plan

STEP 2
Determine challenge of practice
Begin in term 4 each year to inform the next plan

STEP 3
Plan actions for improvement
Begin in term 4 each year to inform the next plan and monitor across the year

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Improve practice and monitor impact
Occurs throughout terms 1 to 4 each year

STEP 5
Review and evaluate
Begin in term 3 to determine what's been achieved and implications for the next plan

Government of South Australia
Department for Education

🎯 STEP 1 Analyse and Prioritise

Site name: Curramulka Primary School

Goal 1: Increase the number of students achieving and retaining in the higher bands for reading

ESR Directions:
1. To collaboratively develop and implement a whole school approach in identifying, monitoring and enhancing improvement strategies that are based on students learning needs.
2. To collaboratively identify, implement and embed a language for learning that is developed with both staff and students and applied across year levels and areas of learning.

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Achievement towards Goal in 2022:	Target 2023:	2024:
75% of students in Year 1 will achieve SEA in the Phonics Check **75% of students in Year 5 achieve in the higher bands of NAPLAN Reading.** **50% of students in Year 3 to achieve in the higher bands of NAPLAN Reading**	100% of students in Year 1 will achieve SEA in the Phonics Check 50% of students in Year 3 to achieve in the higher bands of NAPLAN Reading 100% of students in Year 5 to retain in the higher bands for NAPLAN Reading.	Click or tap here to enter text.

🏋️ STEP 2 Challenge of practice

Challenge of Practice:
If we develop a focus on the English Language by developing students understanding of phonics, sentences structures and reading comprehension, we will increase student's ability to construct meaning at a deeper level with the intention of increasing and retaining in the higher bands.

🎬 STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):
We will see students
1. **Develop writing samples that demonstrates an improvement in knowledge of grammar and sentence structure.**
2. **Articulate the learning intentions and success criteria for their English Lesson/Assessment Task. They will be able to articulate their next steps in learning from teacher annotations within their writing.**
3. **Demonstrate an improvement in PAT-R Data in the areas of Reflecting on Text (RT) and Retrieving Information (RI).**
4. **Work collaboratively in guided reading and reciprocal teaching to question, clarify, predict and summarise to a deeper level.**
5. **Demonstrate an improvement in their phonics understanding which will improve fluency and comprehension in reading.**

How and when will this be monitored, tracked and measured?
1. Pre-assessment writing tasks, writing assessments, student's workbooks. Students' progress will be monitored throughout the term with professional conversations being had at the SYP Cluster and Staff Meetings.
2. Staff will be required to track and monitor a group of students who are 'just out or in' the higher bands through the diebels and reading comprehension progressions.
3. Teachers will monitor students reading comprehension through their reading books and provide feedback aligned to the progressions throughout the term. They will collect data and upload to J: Common twice a term. PAT-R will occur in Term 3.

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

Every R-6 teacher will participate in the SYP Cluster to develop their understanding of the English Curriculum, A-E Standards and Moderation processes.	Cluster will meet in Week 5 and 10 each term. JP and UP will have a whole day of learning.	**Each teacher will…** - Analyse units of work, map out the curriculum according to multiple year levels ensuring curriculum entitlement is met. - Plan using data collected from pre-assessments using the English Curriculum Units of Work or Mentor Texts - Annotate work samples aligned to the Australian English Curriculum share at the SYP Cluster - Moderate work samples across the SYP to the A-E Standards. Give and receive feedback according the Australian Curriculum standards. - Participate in Professional Development using the Writing Revolution as a reference text. Share your thinking and reflections within your professional learning community. - Use strategies from the Writing Revolution and the Writing Rope to explicitly teach sentence structure and grammar. - Develop daily warm up routines from the Writing Revolution to enable students to develop automaticity **Each leader will…** - Provide release time for teachers to participate in the Cluster. - Engage in the professional learning of the Writing Revolution - Model the strategies from the cluster within other areas of the curriculum areas - Make themselves familiar with all Australian curriculum areas and units of work to support teachers. -	The Writing Revolution The Writing Rope SYP Cluster Curriculum Lead and LET Team DFE Units of Work

Every R-6 teacher will use the SYP Common Planning Templates or the DFE units of work to strengthen their learning intentions and success criteria in the English Curriculum.	Cluster will meet in Week 5 and 10 of each term.
	
	Teachers will have 1 release day a term to use for developing their knowledge with the Curriculum Lead.
		Each teacher will…
		- Engage with the SYP cluster to develop their understanding of the units of work and the common templates across multiple year levels.
		- Develop professional learning networks with teachers within the SYP Cluster – evidence and planning?
		  o Collaborate with members of the cluster with planning and implementation of the units of work.
		  o Bring evidence that is annotated aligned to the Australian curriculum.
		  o Moderate assessment tasks to ensure that grades reflective of the evidence provided.
		- Display the learning intentions and success criteria in English aligned to the Australian Curriculum within the classroom.
		- Intentionally share the learning intentions with students at the beginning of the lesson/unit.
		- Evaluate the units of work using the success criteria with students.
		Each leader will…
		- Support staff at a Cluster level for planning and release time.
		- Engage in PDP conversations around the units of work and LI and SC
		- When asking students to articulate their learning ask the following questions
		  o What are you learning (What is the next learning step, not looking for a description of the task but rather the concept)
		  o How will you know you have learnt it? (I can… statements, I will be able to… statements)
			Common Templates (BDA)
			DFE Units of Work
			PDP
			The Teachers Clarity Playbook (A Hands on guide to creating LI and SC for organised, effective instruction)

Teachers in the R-2 will use Guided Reading and the Year 3-6 Reciprocal Teaching for the teaching of Reading Comprehension with a focus on reflecting on text and retrieving information.	3 times a week	**JP teacher will…**
		- Use Guided Reading within the classrooms to develop students' abilities to reflect on texts and retrieve information.
		- Develop a focus group of students who are achieving just out of the higher bands.
		  o Track and monitor students
		  o Record guided reading session to reflect on student participation.
		  o Explicitly teach the reading comprehension strategies and display the posters after teaching to ensure students can reflect on the strategies.
		  o Collect evidence of students reflecting on text and retrieving information.
		  o Provide students with opportunities to develop their reading comprehension through a variety of texts.
		- Explicitly teach the reading comprehension strategies with a gradual release of responsibility.
		UP teacher will…
			Guided Reading
			Reciprocal Teaching
			Tracking and Monitoring Folders
			PAT/NAPLAN Data
			Variety of fiction and non-fiction texts.

		- Use Reciprocal Teaching within the classrooms to develop students' abilities to reflect on texts and retrieve information.
		- Develop a focus group of students who are achieving just out of the higher bands.
		   o Track and monitor students
		   o Record Reciprocal Teaching sessions to reflect on student participation and establish which skills need to be revisited to improve learning outcomes.
		   o Explicitly teach the reading comprehension strategies and display the posters after teaching to ensure students can reflect on the strategies.
		   o Collect evidence of students reflecting on text and retrieving information in students 'Reading' books.
		   o Provide students with opportunities to develop their reading comprehension through a variety of texts.
		- Explicitly teach the reading comprehension strategies with a gradual release of responsibility.
		- Reflect on student's results using classroom data and in Term 3 PAT-R and NAPLAN Reading results.
		
		Each leader will…
		- Observe students working throughout the process.
		- Develop professional conversations regarding each teachers focus group
		- Provide opportunities for additional training and development.	

Every R-6 teacher will track and monitor student progress using the Reading Progressions (Comprehension) and DIEBELS.	2 Staff Meetings for Reading Progressions and DIEBELS
	
	Data to be continually tracked and monitored within the classroom.
	
	Week 0
		Each teacher will…
		- Monitor student progress using the Reading Comprehension Literacy Progression to provide feedback to students.
		- Track and monitor using DIEBELS and compare to Lexile data every 5 weeks. This will be used to determine teaching sprints within the classroom.
		- Upload their Reading Progression, Lexile and Diebels DATA in week 4 and 9 of each term to the J:Common File.
		- Record the next learning step as feedback in students' book – based around the Reading Progressions.
		   o Use a stamp in students' books to detail the next step in learning.
		   o Relate comments to the reading progressions and in student friendly language
		- In Year 3-6 develop learning conferences with students to develop the next learning steps language.
		   o Develop the language of learning particularly the why of the concepts taught.
		   o Engage in the why and how, talk about their next learning step using the Reading Progressions
		   o Share their reading journey with parents in Term 1 and 3
		Each leader will…
		- In Week 0 the principal will familiarise staff with the use of DIEBELS to be revisited at staff meetings twice a term. Provide learning opportunities to develop teacher understanding of DIEBELS.
		- Schedule 2 staff meetings a term with a focus on Literacy Data and the Reading progressions.
		- Ensure that tracking and monitoring is available for all staff on the J:Common admin drive
			Data files on J:Common Stamps
			Reading Comprehension Literacy Progressions
			Dibels Tracking and Monitoring program.
			Release time for staff to familiarise themselves with the program.

Every teacher will extend their knowledge of phonics by engaging in professional learning with a focus on the DFE Scope and Sequence R-2 and 3-6 Phonics Programs (to be released 2023).	2023	**Each teacher will…** - Familiarise themselves with and transition to the DFE Phonics Scope and Sequence by the end of 2023. - Use Heggerty within the classroom to support students with their phonics instruction through the manipulation of language. - Match student's decodable readers to the phonics instruction being explicitly taught. - Participate in training and development - ALL teachers will participate in the DFE Phonics Screening Test T&D - Work with SSO staff to ensure that additional support is given to students who require further mastery. - Track and monitor students understanding through annotated work samples. **Each leader will…** - Familiarise themselves with and transition to the DFE Phonics Scope and Sequence by the end of 2023. - Provide opportunities for staff to participate in training and development.	SYP Cluster LET and LIT Teams DFE Scope and Sequence Heggerty SSO Staff

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🎯 STEP 1 Analyse and Prioritise

Site name: Curramulka Primary School

	ESR Directions:
Goal 2: Click or tap here to enter text.	1. To collaboratively develop and implement a whole school approach in identifying, monitoring and enhancing improvement strategies that are based on students learning needs. 2. To collaboratively identify, implement and embed a language for learning that is developed with both staff and students and applied across year levels and areas of learning. 3. .

Achievement towards Goal in 2022:	Target 2023:	2024:
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

🏋 STEP 2 Challenge of practice

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

🎬 STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):	How and when will this be monitored, tracked and measured?
Click or tap here to enter text.	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
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.
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.

STEP 1 Analyse and Prioritise

Site name: Curramulka Primary School

Goal 3: Click or tap here to enter text.

ESR Directions:
1. To collaboratively develop and implement a whole school approach in identifying, monitoring and enhancing improvement strategies that are based on students learning needs.
2. To collaboratively identify, implement and embed a language for learning that is developed with both staff and students and applied across year levels and areas of learning.
3. .

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

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 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
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.
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2023 School Improvement Plan for Curramulka Primary 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 the number of students achieving and retaining in the higher bands for reading

⚖️ STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Student Success Criteria	🟢 Yes 🟡 Needs attention/work in progress 🔴 Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
We will see students 6. **Develop writing samples that demonstrates an improvement in knowledge of grammar and sentence structure.** 7. **Articulate the learning intentions and success criteria for their English Lesson/Assessment Task. They will be able to articulate their next steps in learning from teacher annotations within their writing.** 8. **Demonstrate an improvement in PAT-R Data in the areas of Reflecting on Text (RT) and Retrieving Information (RI).** 9. **Work collaboratively in guided reading and reciprocal teaching to question, clarify, predict and summarise to a deeper level.** 10. **Demonstrate an improvement in their phonics understanding which will improve fluency and comprehension in reading.**	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 R-6 teacher will participate in the SYP Cluster to develop their understanding of the English Curriculum, A-E Standards and Moderation processes.	Needs attention/work in progress	• Cluster Meetings have not been as regular as in previous year • Upper Primary have been using the Department's English Units as agreed to at Cluster Meetings • Junior Primary have not been using the Department's English Units • Junior Primary assessment is ongoing and evidence is in student's workbooks. • Work samples have been moderated previously at Cluster but is not currently happening. • Upper Primary has used elements of the 'Writing Revolution' and this is evident in the Literacy block. Eg. Spelling, run on sentences, kernel writing and sentences versus fragments. • Upper Primary have found Chapter 1-3 useful but feel the next chapters the students are not ready for yet. • Junior Primary has used some activities (kernel sentences) with students. Evidence of sentence starters, collecting words etc. • Upper Primary is explicitly teaching sentence structures using ideas from the 'Writing Revolution'. Evidence in planning and students' workbooks. This is part of a daily warm up routine and focusses on identifying misspelt words, punctuation and sentence parts.	• Questioned usefulness of doing/taking annotated work samples to Cluster due to time needed to annotate work and then not everyone having samples so little time spent on analysing them. • Work samples moderated at a school level during Professional Development time in Staff Meetings. • Questioned why the 'Writing Revolution' was chosen as the reference text and its relevance to Junior Primary classes. Suggested Sheenan Cameron resources may be of more benefit especially for teaching of genre.

		• Upper Primary had a focus on explicitly teaching complex sentences and evidence of this was part of the Literacy Orbis Project.	
Every R-6 teacher will use the SYP Common Planning Templates or the DFE units of work to strengthen their learning intentions and success criteria in the English Curriculum.	Needs attention/work in progress	• Upper Primary has been using the Department's English Units • Junior Primary has not been using the Units or the Common Planning Document. • Limited collaboration has occurred at a Cluster level to decide the unit of work to do (some confusion and different Units unfortunately were chosen) • Learning Intentions and Success Criteria are not displayed in classrooms. Both Junior and Upper Primary do have these explained to students at the beginning of the lessons. Students are informed what they are learning and also why they are learning it. • In Upper Primary the students evaluate their work using success criteria (rubrics, checklists, discussions)	• Collaboratively at a school level come up with a planning template that reflects the multi-levelled grades in one class. Perhaps adapt the SYP Common Planning Template. Questioned the detail required in Literacy Plans. • Leadership to implement walk-arounds and ask students what are they learning and how will they know when they are successful.
Teachers in the R-2 will use Guided Reading and the Year 3-6 Reciprocal Teaching for the teaching of Reading Comprehension with a focus on reflecting on text and retrieving information.	Needs attention/work in progress	• Upper Primary has been using Reciprocal Teaching but it has been hard to implement due to SSOs being away and the teacher therefore needed to run the Guided Reading group. The Reciprocal Teaching group has therefore been left to work independently without having the required skills to do so. The students are not completing the tasks properly and are not enjoying it. • Upper Primary have reflected on the strategies; prediction, clarifying, summarising and questioning but have done so individually. • Junior Primary using various approaches. Utilizes SSO to work with small groups using the Short Read texts and questions.	• When an SSO is unavailable, Leadership will take a group in Upper Primary so the Reciprocal Teaching group will be guided in obtaining the skills needed to implement the Approach. • Explore making the responses oral and recorded on an IPad rather than written, or teacher scribing responses.
Every R-6 teacher will track and monitor student progress using the Reading Progressions (Comprehension) and DIEBELS.	Not on track	• Upper Primary is using Lexiles to monitor progression • Junior Primary monitors progression using a number of different reading schemes with SSO support. • All staff yet to be trained in using Diebels • Data is not being uploaded into J:Common File • Evidence from student interviews indicate they cannot articulate their next step in Reading.	• Allocate professional development time to look closely at choosing a suitable way to collect data on reading and using that data so students can articulate their next step in reading. This will be part of an Action Research in Semester 2. • Re-do a whole school collection of reading data schedule so discussion on data can be analysed during Staff Meeting's Professional Development regularly. • Professional development in Diebels
Every teacher will extend their knowledge of phonics by engaging in professional learning with a focus on the DFE Scope and Sequence R-2 and 3-6 Phonics Programs (to be released 2023).	90% embedded	• Junior Primary teacher has participated in on-line learning to extend knowledge of Phonics teaching. • Some awareness of the Department's Scope and Sequence in Phonics that is being released this year. • The Heggarty Approach to manipulation of sounds is being taught in both Junior Primary and Upper Primary. • Students' decodable readers are being matched to the Phonics being taught.	• All staff to participate in professional development in the Department's Phonics Screening Test. • Check correlation of the new Scope and Sequence and compare to the Jolly Phonics sequence of learning. What needs to be added?
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Goal 2: Click or tap here to enter text.

⚖ STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Student Success Criteria	🟢 Yes / 🟡 Needs attention/work in progress / 🔴 Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Actions	🟢 90% embedded / 🟡 Needs attention/work in progress / 🔴 Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
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Goal 3: Click or tap here to enter text.

STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Student Success Criteria	● Yes ● Needs attention/work in progress ● Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	● 90% embedded ● Needs attention/work in progress ● Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Goal 1: Increase the number of students achieving and retaining in the higher bands for reading

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

Targets 2023: **100% of students in Year 1 will achieve SEA in the Phonics Check** **50% of students in Year 3 to achieve in the higher bands of NAPLAN Reading** **100% of students in Year 5 to retain in the higher bands for NAPLAN Reading.**	**Results towards targets:** Click or tap here to enter text.
Challenge of Practice: **If we develop a focus on the English Language by developing students understanding of phonics, sentences structures and reading comprehension, we will increase student's ability to construct meaning at a deeper level with the intention of increasing and retaining in the higher bands.**	**Evidence - has this made an impact?** Click or tap here to enter text.
Success Criteria: **We will see students** 11. **Develop writing samples that demonstrates an improvement in knowledge of grammar and sentence structure.** 12. **Articulate the learning intentions and success criteria for their English Lesson/Assessment Task. They will be able to articulate their next steps in learning from teacher annotations within their writing.** 13. **Demonstrate an improvement in PAT-R Data in the areas of Reflecting on Text (RT) and Retrieving Information (RI).** 14. **Work collaboratively in guided reading and reciprocal teaching to question, clarify, predict and summarise to a deeper level.** 15. **Demonstrate an improvement in their phonics understanding which will improve fluency and comprehension in reading.**	**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 2: Click or tap here to enter text.

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

Targets 2023:	Results towards targets:
Click or tap here to enter text.	Click or tap here to enter text.
Challenge of Practice:	**Evidence -** has this made an impact?
Click or tap here to enter text.	Click or tap here to enter text.
Success Criteria:	**Evidence -** did we improve student learning? how do we know?
Click or tap here to enter text.	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: Click or tap here to enter text.

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

Targets 2023: Click or tap here to enter text.	**Results towards targets:** Click or tap here to enter text.
Challenge of Practice: Click or tap here to enter text.	**Evidence -** has this made an impact? Click or tap here to enter text.
Success Criteria: Click or tap here to enter text.	**Evidence -** did we improve student learning? how do we know? Click or tap here to enter text.

Evaluate our Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?
Click or tap here to enter text.

Review our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?
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