|  |
| --- |
| Site Number:  0689 / 1910 |

|  |
| --- |
| **2024 – 2026 29.07.24**  **2024 School Improvement Plan for**  **Hampstead Primary School** |

|  |
| --- |
| **Purpose Statement:**  **Hampstead Primary School is a supportive and inclusive learning community where we engage in rich, meaningful education, that develops the knowledge, skills and capabilities of all learners, to maximise their future choices and opportunities.** |





|  |
| --- |
| **2024 – 2026 09.03.2024**  **2024 School Improvement Plan for**  **Hampstead Primary School** |



**Completing the template:**

* The document will open as ‘Read Only’ so will need to be saved prior to editing.
* Note that Steps 1, 2 and your Actions in Step 3 will auto-populate in the corresponding sections in Steps 4 and 5 of the template once you have completed them.
* Once you have typed in your ESR Directions next to Goal 1 they will auto-populate to the corresponding section for the other two goals in the template.
* Please note, editing will not be possible whilst the template is in Teams. Whilst it can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes.
* 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](https://edi.sa.edu.au/educating/school-improvement/about-school-improvement/planning-templates-and-resources) 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).
* 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

# Goal 1 – Steps 1, 2 & 3

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Icon  Description automatically generatedSTEP 1 Analyse and Prioritise | | | | Site name: Hampstead Primary School | | |
| Goal 1: To increase student achievement in Mathematics with growth in number and place value. | | | | **ESR Directions:**  **Interim school review -** Direction 1 - Develop planning practices that inform intentional teaching and better enable students to achieve curriculum learning outcomes. Direction 2 - Develop a plan to collectively re-establish school agreements and effective practices, and to engage with strategic curriculum planning. | | |
| Achievement towards Goal in 2022:  75% (49/65) students in years 3-6 met SEA in PAT M. | | **Target 2023:**   * **JP: 73% of students (24 out of 33) in years 1-2 will show growth or maintain achievement in “the mental objects section” of the BiiN assessment** * **3-6: 52% (40 out 76) students in years 3-6 meet PAT-M SEA, with growth in number and place value** * **77% (27 out of 35) IELP students who have attended more than 3 terms will show growth in the “Number and Place Value *Counting* *Substrand”* in the Mathematics and Numeracy Progress report** | | | **2024:**  Click or tap here to enter text. | |
| A picture containing sword  Description automatically generated STEP 2 Challenge of practice | | | | | | |
| Challenge of Practice:   * We will develop and implement a shared pedagogical approach to explicit teaching and consistency of agreed practices in the school maths agreement. (led by formative and summative assessment) to improve student achievement in number and place value. * We will explicitly teach tier 2 maths vocab to improve student understanding of mathematical concepts. | | | | | | |
| A picture containing text  Description automatically generated STEP 3 Plan actions for improvement | | | | | | |
| Student Success Criteria (what students know, do, and understand):  Students in Years 1-2 WILL  - know how to add numbers within 20, using the strategy of partitioning and counting on     Students in years 3-6 WILL  - Develop number sense by counting, measuring and quantifying number in different contexts up to 10 000 and beyond  - develop an understanding of morphemes specific to relevant tier 2 math vocab to develop a deeper understanding, explain reasoning, and access written math questions. | | | | **How and when will this be monitored, tracked and measured?**  **WHEN WE**   * Analyse assessment schedule data   Fixing misconceptions – place value, mulit/divi, fractions, oral pre test (Rec)  One minute Maths test  Maths interview  Quicksmart    **WHEN WE**  - Use explicit instruction and check for understanding through formative and summative assessments.  - Analyse student work samples | | |
| 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** |
| 1. ​​​​Build consistent programming and weekly structure | **Term 1 2024** | | **Each teacher will …**   * **Provide time to work with Numeracy coach to effectively implement consistent programming and weekly structure.** * **ensure that programming includes 300min of mathematics instruction per week.** * **ensure that programming has a consistent weekly structure including a 3 - part mathematics block consisting of ​Daily warm up / mental routine / ​Challenge tasks / ​Explicit teaching ​Daily reflection.**   **Each leader will…**   * **Provide time to work with Numeracy coach to effectively implement consistent programming and weekly structure.** * **provide feedback to staff around programming and structures through PDP and walk-through processes.** * **Provide appropriate maths resources.** * **Provide structures to support peer to peer observations.** * **Provide time for team planning (R-2 and 3-6)** | | | * Maths agreement * Numeracy Coach |
| 1. From teacher feedback, review and improve current teaching practices through planning and implementing Teaching Sprint Cycles focused on explicit teaching strategies | **Term 1 2024** | | **Each teacher will**   * **actively participate in PLTs (prepare, sprint , review)** * **provide feedback around PLT learning to inform agreements** * **apply relevant professional learning to teaching practice**   **Each leader will…**   * **collate teacher feedback around explicit teaching strategies to form HPS learning agreements.** * **provide feedback to staff around programming and structures through PDP and walk-through processes** | | | * Teaching Walkthrough resources * Baeder * Australian Education and research organisation * Explicit instruction - Anita Archer |
| 1. Build teacher capacity to use formative and summative assessment strategies to inform planning, targeted intervention and monitor progress. | **By the end of term 1 2024** | | **Each teacher will**   * **implement the agreed assessment schedule to progress monitor and inform teaching practice.** * **Work with Leaders analyse and review data to** * **- Identify gaps in student learning to inform learning program planning** * **- Determine success of learning program** * **- Make adjustments to improve learning programs.**   **Each leader will**   * **Work with staff and leaders to develop an effective/purposeful assessment schedule** * **Provide time/resourcing to complete assessments** * **Ensure resources are available and staff are and trained how to use assessments.** * **Ensure staff have an understanding of the assessment purposes - ie for progress monitoring of students and effectiveness of teaching and learning, and identifying learning gaps to inform programming.** | | | * Numeracy Coach * PAT M * Identifying misconceptions? * Big ideas in number assess. * Quick smart Numeracy |

# Goal 2 – Steps 1, 2 & 3

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Icon  Description automatically generatedSTEP 1 Analyse and Prioritise | | | | Site name: Hampstead Primary School | | |
| Goal 2: To increase student achievement and growth in reading with a focus on synthetic phonics (R-2) and spelling and morphology (vocabulary - reading comp) (3-6). | | | | **ESR Directions:**  **Interim school review -** Direction 1 - Develop planning practices that inform intentional teaching and better enable students to achieve curriculum learning outcomes. Direction 2 - Develop a plan to collectively re-establish school agreements and effective practices, and to engage with strategic curriculum planning. | | |
| Achievement towards Goal in 2022:  80% of R-2 students reached proficient in substituting words and syllable section of Heggerty Assessment.  \*\* met SEA (28/40) in Phonics screening check.  "42% (6 of 14) students in Year 1 reached SEA in the Phonics screening check"  85% (54/63) students met SEA in PAT R with growth in interpreting. | | **Target 2023:**   * **JP: 70% (7 out of 10) students in year 1 will meet SEA (28/40) in the phonics screening check (Language strand)** * **3-6:……..% (………. out 76) students in years 3-6 meet PAT-M SEA, with growth in the Literacy strand (retrieving directly stated information).** * **77% (27 out of 35) IELP students who have attended more than 3 terms will progress one LEAP level in the Language for social interactions Sub-strand, in the language for social interactions thread** | | | **Targets 2024:**  **All year 1 students will meet bench mark in the phonic screening test** | |
| A picture containing sword  Description automatically generated STEP 2 Challenge of practice | | | | | | |
| Challenge of Practice:   * We will collectively develop and embed whole school consistent literacy practices in reading (Literacy Agreement) by   - implementing the Initial Lit Scope and Sequence for R - 2  - intentionally planning and designing explicit instruction of the spelling and morphology scope and sequence for 3-6. | | | | | | |
| A picture containing text  Description automatically generated STEP 3 Plan actions for improvement | | | | | | |
| Student Success Criteria (what students know, do, and understand):  Students in R - 2 WILL  - demonstrate understanding of the relationship between sounds and letters (graphemes) and apply these to reading. (IELP at their functioning year level.)  - All mainstream year 1 students meet benchmark in the year 1 phonics screener.  - by the end of year 2 are able to read decodable readers and progress to non-decodable readers.  - by the end of year 2 decode, segment and blend words using the 44 phonemes and 72 graphemes.    Students in years 3-6 WILL  Identify and use affixes and base words from the Spelling and Morphology Scope and sequence. (IELP at their functioning year level.) | | | | **How and when will this be monitored, tracked and measured?**  **WHEN WE**  - Analyse assessment schedule data  - Heggerty - Phonemic awareness  - Phonics -phonics screener, Initial lit cumulative reviews and the phonics decodable readers assessment  - Oral reading fluency - WARN/WARL/WARP.  - Spelling and Morphology - S&M assessment  - Plan and conduct ongoing formative and termly summative assessments of student learning, against learning program assessment criteria including math vocab. | | |
| 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** |
| Develop a comprehensive understanding of the simple view of reading (Scarborough’s Rope) big 6 of reading. | **By end of 2025** | | **Each teacher will…**  **- embed synthetic phonics approach (Initial Lit) with support from the LGU.**  **- Engage with Professional learning.**  **- Apply evidenced base practice around reading instruction (spelling and morphology) into their learning program.**  **Each leader will ...**   * **Allocate time to and relevant PD to support teachers becoming experts in the big 6 and Scarborough’s rope** * **Provide relevant classroom and PD resources** * **Provide access to LGU** * **Attend PD with teachers** * **Ensure training in Initial Lit for new teachers** * **Work with staff PLTs and the LGU to collate teacher feedback around strategies that support the teaching of reading to form the HPS reading agreement.** * **Use the PDP process to support staff in develop professional development around the science of reading.** | | | * LGU * Initial Lit |
| From teacher feedback, review and improve current teaching practices through planning and implementing Teaching Sprint Cycles focused on explicit teaching strategies. This will guide development of a whole school literacy agreement as a consistent approach to teaching reading. | **Ongoing** | | **Each teacher will**   * **actively participate in PLTs (prepare, sprint , review)** * **provide feedback around PLT learning to inform agreements** * **apply relevant professional learning to teaching practice** * **Work with leadership to plan and implement whole school literacy agreement.**   **Each leader will…**   * **Allocate/provide time and PD** * **Allocate/provide resources (ie decodable readers, walk through books, initial lit sets)** * **collate teacher feedback around explicit teaching strategies to form HPS learning agreements.** * **provide feedback to staff around programming and structures through PDP and walk-through processes.** | | | * Teaching Walkthrough resources * Baeder * Australian Education and research organisation * Explicit instruction - Anita Archer |
| Build capacity to use formative and summative assessment strategies to inform planning, targeted intervention and monitor progress. | **By the end of term 1 2024** | | **Each teacher will…**  **- Implement the agreed assessment schedule to progress monitor and inform teaching practice.**  **- Work with leadership and the LGU coach to analyse and review data**  **- Identify gaps in student learning to inform learning program planning**  **- Use assessments to determine the effectiveness of learning programs**  **- Make adjustments to improve learning programs.**  **- Identify and attend relevant PD opportunities**  **Each leader will**   * **Work with leadership to develop an effective assessment schedule through consultation with staff.** * **Provide time to have assessment implemented** * **Ensure that staff are aware of assessment schedule, purpose and requirements, and that assessments are fit for purpose.** * **Ensure resources are available and staff are and trained how to use assessments.** * **Ensure staff have an understanding of the assessment purposes - ie for progress monitoring of students and effectiveness of teaching and learning, and identifying learning gaps to inform programming.** * **Analyse and provide an overview of assessment data for staff** | | | * Initial Lit assessments * PAT R * LGU coach |

# Goal 3 – Steps 1, 2 & 3

# Goal 1 – Step 4

**2022 - 2024**

**2023 School Improvement Plan for**

**Shape, rectangle

Description automatically generatedHampstead 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](https://edi.sa.edu.au/library/document-library/psp/school-improvement/school-improvement-handbook.pdf) explains how to do this. In addition, your Local Education Team will provide support.

|  |  |  |  |
| --- | --- | --- | --- |
| Goal 1: To increase student achievement in Mathematics with growth in number and place value. | | | |
| A picture containing text, clipart  Description automatically generated 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 | **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 |
| Students in Years 1-2 WILL  - know how to add numbers within 20, using the strategy of partitioning and counting on     Students in years 3-6 WILL  - Develop number sense by counting, measuring and quantifying number in different contexts up to 10 000 and beyond  - develop an understanding of morphemes specific to relevant tier 2 math vocab to develop a deeper understanding, explain reasoning, and access written math questions. |  | Working with Maths coach units of work   * Identifying progress through effect size measure (PV – fixing misconceptions) in week 4 staff meeting. * IELP Maths Report * **What other assessments are we using to measure this how do we know we are meeting this success criteria?** | Continue to incorporate FM PV assessment moderation and effect size process into staff meeting week 4 T3.  Check in with Karly around Maths interview for R – 1. What assessments are ready for 2025? |
| 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 |
| ​​​​Build consistent programming and weekly structure |  | Support from Maths Coach Karly H – supported staff through term becoming familiar with the units of work and how they are structured. | Continue to monitor Learning programs submitted by staff. Build leadership walkthroughs into 2025 processes.  Include use of Karly’s learning programs into the maths agreement? |
| From teacher feedback, review and improve current teaching practices through planning and implementing Teaching Sprint Cycles focused on explicit teaching strategies |  | Teaching sprints – starting term 2 - Looking at explicit teaching strategies through questioning and feedback. | Continue to investigate and trial explicit teaching strategies through Teaching sprints. Work through Engagement norms |
| Build teacher capacity to use formative and summative assessment strategies to inform planning, targeted intervention and monitor progress. |  | Assessment schedule – formed and actioned term one. Looking at means to organise data through Markit   * Karly H – supported with Pre testing data entry session for PV fixing misconceptions. * Session in T2 wk4 to look at post testing and effect size after working with Karly’s units (links to building consistent programming action) * Pat previously used to form Quicksmart groups, could this data be triangulated. * HPS - part of MAI, staff trained, assessments completed, data entry | Continue to implement, monitor and adjust the new assessment schedule. Adjustments made through 2024 based on staff feedback including Simone and Karly’s.  Include all IELP assessments in 2025 version.  Look at Karly’s customised FM tests in 2025.  Work to ensure effective management, storage and access of data. Organise data sheets into “teachers groups” for ease of collection particularly around phonics cumulative reviews.  Continue to provide SSO support in 2025 to complete assessments |
| 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. |

# Goal 2 – Step 4

|  |  |  |  |
| --- | --- | --- | --- |
| Goal 2: To increase student achievement and growth in reading with a focus on synthetic phonics (R-2) and spelling and morphology (vocabulary - reading comp) (3-6). | | | |
| A picture containing text, clipart  Description automatically generated 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 | **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 |
| Students in R - 2 WILL  - demonstrate understanding of the relationship between sounds and letters (graphemes) and apply these to reading. (IELP at their functioning year level.)  - All mainstream year 1 students meet benchmark in the year 1 phonics screener.  - by the end of year 2 are able to read decodable readers and progress to non-decodable readers.  - by the end of year 2 decode, segment and blend words using the 44 phonemes and 72 graphemes.    Students in years 3-6 WILL  Identify and use affixes and base words from the Spelling and Morphology Scope and sequence. (IELP at their functioning year level.) |  | **Initial Lit program gaining momentum**   * Fluid ability level groups supported by SSOs/ BSSOs * LGU supporting * Coaching and providing feedback to teachers, SSOs, BSSOs * Buy in from staff, positive feedback * Current Rec intake demonstrating success * InitiaLit Cumulative assessments showing good improvement- on track to get good results in Year 1 Phonics Assessment   **Most staff training in LGU Spelling and Morph**   * Pre assessment completed term 1 * Post assessment collected have demonstrated excellent growth. * Positive feedback from staff | Continue to track and monitor Initialit cohorts. Support staff to complete cumulative review assessments. Ensure effective management, storage and access of data.  Review Spelling and Morph post test data in term 3 |
| 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 |
| Develop a comprehensive understanding of the simple view of reading (Scarborough’s Rope) big 6 of reading. |  | *Professional development – through the Reading Comprehension Blue print scheduled in for term 2.*  Initial lit and DFE instruction in decoding. R – 2 occurring in all classrooms. MS and IELP  Spelling and Morphology instruction 3 – 6 ocurring in all classrooms MS and IELP.  Initial lit data  Reading fluency data.  Intervention Data.  Spelling and Morph Data | RCB PD on hold until 2025 – Continue to develop staff understanding of the “Word recognition” part of the Rope. Look at how PD for staff in the “Language comprehension” can support their understanding moving into 2025 |
| From teacher feedback, review and improve current teaching practices through planning and implementing Teaching Sprint Cycles focused on explicit teaching strategies. This will guide development of a whole school literacy agreement as a consistent approach to teaching reading. |  | Teaching sprints – starting term 2 - Looking at explicit teaching strategies through questioning and feedback.  Using Walkthrus resource – teachers exploring “cold calling and, think pair share” explicit teaching formative assessment strategies. | Continue to investigate engagement norms through PLTs into 2025. |
| Build capacity to use formative and summative assessment strategies to inform planning, targeted intervention and monitor progress. |  | Assessment schedule – formed and actioned term one. Looking at means to organise data through Markit   * Teachers now trained in Spelling and morphology administrating Spelling and morphology assessment. * InitiaLit assessments used at the end of tem for MS and IELP to identify gaps, support needed. * Using Fluency assessment to inform intervention groups based on bottom 25% * Intervention tracked and monitored fortnightly.   Spelling and Morphology – MS and IELP Year 2-3 groups, MS Years 4 – 6 and IELP 4-6 using data and working in groups to plan and deliver Wave 1 and Wave 2 instruction. | Review assessment schedule data in term, 3 and 4 to inform next steps. |
| 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. |

# Goal 3 – Step 4

# – Step 5

|  |  |
| --- | --- |
| Goal 1: To increase student achievement in Mathematics with growth in number and place value. | |
| Icon  Description automatically generated 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:   * JP: 73% of students (24 out of 33) in years 1-2 will show growth or maintain achievement in “the mental objects section” of the BiiN assessment * 3-6: 52% (40 out 76) students in years 3-6 meet PAT-M SEA, with growth in number and place value * 77% (27 out of 35) IELP students who have attended more than 3 terms will show growth in the “Number and Place Value *Counting* *Substrand”* in the Mathematics and Numeracy Progress report | **Results towards targets:**  Click or tap here to enter text. |
| Challenge of Practice:   * We will develop and implement a shared pedagogical approach to explicit teaching and consistency of agreed practices in the school maths agreement. (led by formative and summative assessment) to improve student achievement in number and place value. * We will explicitly teach tier 2 maths vocab to improve student understanding of mathematical concepts. | **Evidence -** has this made an impact?  Click or tap here to enter text. |
| Success Criteria­:  Students in Years 1-2 WILL  - know how to add numbers within 20, using the strategy of partitioning and counting on     Students in years 3-6 WILL  - Develop number sense by counting, measuring and quantifying number in different contexts up to 10 000 and beyond  - develop an understanding of morphemes specific to relevant tier 2 math vocab to develop a deeper understanding, explain reasoning, and access written math questions. | **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 – Step 5

|  |  |
| --- | --- |
| Goal 2: To increase student achievement and growth in reading with a focus on synthetic phonics (R-2) and spelling and morphology (vocabulary - reading comp) (3-6). | |
| Icon  Description automatically generated 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:   * JP: 70% (7 out of 10) students in year 1 will meet SEA (28/40) in the phonics screening check (Language strand) * 3-6:……..% (………. out 76) students in years 3-6 meet PAT-M SEA, with growth in the Literacy strand (retrieving directly stated information). * 77% (27 out of 35) IELP students who have attended more than 3 terms will progress one LEAP level in the Language for social interactions Sub-strand, in the language for social interactions thread | **Results towards targets:**  Click or tap here to enter text. |
| Challenge of Practice:   * We will collectively develop and embed whole school consistent literacy practices in reading (Literacy Agreement) by   - implementing the Initial Lit Scope and Sequence for R - 2  - intentionally planning and designing explicit instruction of the spelling and morphology scope and sequence for 3-6. | **Evidence -** has this made an impact?  Click or tap here to enter text. |
| Success Criteria­:  Students in R - 2 WILL  - demonstrate understanding of the relationship between sounds and letters (graphemes) and apply these to reading. (IELP at their functioning year level.)  - All mainstream year 1 students meet benchmark in the year 1 phonics screener.  - by the end of year 2 are able to read decodable readers and progress to non-decodable readers.  - by the end of year 2 decode, segment and blend words using the 44 phonemes and 72 graphemes.    Students in years 3-6 WILL  Identify and use affixes and base words from the Spelling and Morphology Scope and sequence. (IELP at their functioning year level.) | **Evidence -** did we improve student learning? how do we know?  Click or tap here to enter text. |
| Evaluate our Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn’t? why? where did we get the lift? why? where didn’t we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what’s needed for next year?  Click or tap here to enter text. | |
| Review our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?  Click or tap here to enter text. | |

# Goal 3 –

# Step 5

|  |  |
| --- | --- |
| Goal 3: Click or tap here to enter text. | |
| Icon  Description automatically generated 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?  Click or tap here to enter text. | |