

Step 4

Improve practice and monitor impact



Implement the planned actions for improvement and meet regularly to monitor your impact by answering the question ‘Are we making progress towards our improvement goals?’ Adjust your actions as required to maximize the impact on student learning.

Enter in the tables below the dates of your monitoring meetings, your assessment of progress towards implementing the actions for improvement, evidence of impact on student learning against success criteria, and next steps. The Quality School Improvement Planning Handbook explains how to do this.

Goal 1 Increase R-2 student achievement in Reading			
Meeting date	Implementation (are we doing what we said we would do?) ● ● ●	Impact (are we improving student learning?)	Next steps
Enter meeting date	Enter your overall assessment of progress towards implementing actions for improvement. Green is ‘on track’, orange is ‘needs attention’ and red is ‘not on track’.	Enter the evidence of impact of your actions on student learning against success criteria.	Enter your next steps.
Term 1	<ul style="list-style-type: none"> ● Staff PD: <ul style="list-style-type: none"> - InitialLit decodables/THRASS alignment roll out - LP teachers visit school in Adelaide using decodables ● Parent information session held ● Consistency in RR – Rec (decodables, not RR) yr 1-2 RR – develop consistency At least termly review of student progress (data wall update every 5 weeks),	InitialLit – implemented in R/1, 1/2 classes, teachers visited Blakeview PS re decodables Teachers building confidence, reporting that students were enjoying the new readers. Clear visible progressions established for students so they know what they are learning at each stage and where to next.	Extend InitialLit into yr 2/3. InitialLit F/1/2 PD booked for 5-7 staff in wk 1 term 1, 2020 in Adelaide (inc. SSOs) Deputy Principal (literacy) supporting InitialLit extension. Review RR and alignment to Decodables. Will we go to RR? Use only REC decodable benchmark, level 3
Term 2	<ul style="list-style-type: none"> ● Data: Wks 3 & 4: Traffic Light data against SIP goals/targets analysed at Impact Team mtgs 	Students below and at high challenge identified, specific strategies implemented Waves 1-3. Monitor individual and class level through Scorelink, PDP meetings. Progress evident	Intensive support for students with specific gaps – more reading, more intensive THRASS

Term 3	Wk 1: Surveyed teachers on the impact of Impact Teams Teachers provide Traffic Light data against SIP goals and evaluate against SIP SC.	Yes, teachers value time to plan, analyse, share good practice	Reconsider structure and focus of ITs to maximize opportunities to strengthen Reading pedagogy. New staff – THRASS PD early 2020?? TBA DP will work with yr 1-2 teachers on InitialLit F/1/2 Specific data for Traffic Light – Rec decodable level, THRASS letter and names.
8-9/8 (Student Free Day)	THRASS PD – all staff Wk 5, 7: SIP focus, Traffic Light data against SIP goals/targets Monitor progress through Scorelink data	Immediate impact in classrooms re THRASS strategies, more targeted, allocated time. Students becoming more proficient in phonemes, graphemes, GCA and applying to writing, linked to InitialLit. Can verbalise aspects of the chart and strategies.	Explicit THRASS in Spelling, applied cross curricular Shared THRASS strategies
	MultiLit, Minilit SSO support, 1: 1, small groups Oral Narrative groups (Speech Pathologist and SSOs)	Progress evident in data and anecdotal, observations of high impact.	2020 – no MultiLit. 2x0.2 inclusion teachers support identified students, working with class teacher Continue Oral Narrative
Term 4	Discussion of R-2 PDP Reading goals/evidence of progress Monitor progress also through Scorelink data	Decodable levels – 67% at level 3 or above (at Rec level 3) 19% (EALD, NEP, learning needs) 2019 target achieved.	Literacy Guarantee Coach to assist implementation and evaluation of pedagogy/resources. Identify students for extra support, ensure infrastructure to provide that ie 0.2 Inclusion teacher



Goal 2 Increase year 5 student achievement in Reading (comprehension)			
Meeting date	Implementation (are we doing what we said we would do?) ● ● ●	Impact (are we improving student learning?)	Next steps
As per term 1 PD schedule	●		
5/2/19 2/4/19	<ul style="list-style-type: none"> ● Reciprocal Reading staff PD as a comprehension strategy yr 3-7. Introductory and invitation to trial. <p>Teachers who trialled, shared their successes and implementation in classroom.</p>	<p>Very successful in majority classes. Several classes were not as successful due to time applied to difficulty with particular cohorts so an alternative was used more successfully.</p> <p>Strengthened pedagogy during the year</p> <p>More independent and focused students using comprehension strategies language.</p>	<p>2020: Literacy Guarantee Coach to support implementation of consistent high yield comprehension cross curricular.</p> <p>Explicit comprehension strategies cross curricular, in planning documents</p> <p>Determine suitable termly formative assessment tool/s</p>
16/5	<ul style="list-style-type: none"> ● Staff meeting – Traffic Light data for Reading, Comprehension (Goals) 	<p>Greater pedagogical focus on comprehension based on traffic light data. Identified groups received extra support (to raise achievement and high challenge).</p> <p>Staff discussions re comprehension strategies across the curriculum, multimodal texts.</p>	
Term 3	<ul style="list-style-type: none"> ● Surveyed teachers on the impact of Impact Teams re SIP work 	<p>Reconsider the structure and focus of ITs.</p>	
Term 4	<ul style="list-style-type: none"> ● Evaluation and discussion re 2020. 	<p>2018: 37% year 5s achieved SEA Reading (NAPLaN)</p> <p>2019: 73.5% year 5s achieved SEA Reading (NAPLaN)</p>	<p>Maintain focus and close monitoring of students below SEA and High Bands for specific strategies.</p>



Goal 3 Decrease % year 3-5 students in low progress and increase % students in high progress in NAPLaN numeracy			
Meeting date	Implementation (are we doing what we said we would do?) ● ● ●	Impact (are we improving student learning?)	Next steps
Term 1 26/3 & 28/3 Staff PD sessions	<ul style="list-style-type: none"> ● Maths – Visible Learning ● Data analysis(PAT, NAPLaN) to identify the achievement levels and gaps for students and apply targeted intervention. ● Too Smart intervention for yr 2-3 students, trained teacher and SSO x3 week 	New information and sharing practice, introducing new pedagogy esp around problem solving. Has had an increasingly positive impact on pedagogy and students becoming more aware of their next steps, ie LI and SC clear.	2020 - more focused reflection and review of Maths planning esp around LI, SC and knowing where students are and their next steps - Ongoing Maths PD re Number (BIN) and Problem solving, esp task design and formative assessment, scheduled into termly PD planners - In class: build on problem solving and levels of challenge
Term 2	<ul style="list-style-type: none"> ● Traffic Light data against Number and Problem solving 		- TooSmart, 2 x 0.2 Inclusion teachers - Band B1 0.4 coordinator in Teaching and Learning for Assessment Capable Learners (pedagogy); observations, challenge, feedback, support planning (given time). Intentional Impact Team realignment to Maths task design.
Term 3	<ul style="list-style-type: none"> ● Impact Coach - Maths Student Survey results – focus on student voice in reflecting and reviewing progress and mindset. ● Traffic Light data against Number and Problem solving 	Shows that students are self-assessing themselves as successful learners, what, why, confidence, teacher's role. More student voice. Teacher feedback – focus areas in that will develop student understanding of Maths (see teacher survey data)	- LDAM and working with SLLIP
Orbis R-3 Numeracy each term	<ul style="list-style-type: none"> ● R/1 and 2/3 teacher. 	Sharing new learning and ideas at staff meeting. Teachers implemented to varying degrees new strategies	- Connect BIN, Secret Code and Number/Algebra AC together as a focus in term 1.

Step 4 continued

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<p>BIN PD 7/5 23/5</p>	<ul style="list-style-type: none"> ● PD- Staff attended TthC, PV, MTh, and Partitioning. Shared at staff meeting ● SIP staff meeting, traffic light Numeracy. Identifying students and strategies 	<p>Teachers from various year levels attended every session, and shared at staff meetings. Clarity around individual student achievement, identify gaps and high challenge students. Expectation – that teachers can articulate and demonstrate they are differentiating for improvement.</p>	
<p>Term 3 31/7/19</p>	<p>Surveyed teachers on the impact of Impact Teams re SIP work</p> <p>LDAM Moderation, across partnership</p>	<p>Reconsider the structure and focus of ITs.</p> <p>Supports task design and consistent A-E grading</p>	
<p>Term 4 22/10, 24/10</p>	<p>Maths/Visible Learning PD</p>		

Step 5

Review and evaluate



Review the impact and effectiveness of your actions for improvement and answer the questions, 'Have we met our improvement goals? What have we learned? What are our next steps?'

Summarize your responses to these questions in the table below. The Quality School Improvement Planning Handbook explains how to do this.

Year	Comments
2019	<p>Enter summary of your responses to the key questions here.</p> <p>We have met Goal 1 target based on decodables (not RR), very close to our target for Goal 2 and not yet met targets for Goal 3. We have learned that identifying the specific support/challenge required for students is key, that direct support (feedback, observations, collaboration) to implement high yield consistent and explicit pedagogy in every class is essential, that targeted PDP goals and strategies are embedded into the work of every educator. Also, focus deeply and not spread ourselves too thinly.</p>
2020	<p>Enter summary of your responses to the key questions here.</p>
2021	<p>Enter summary of your responses to the key questions here.</p>