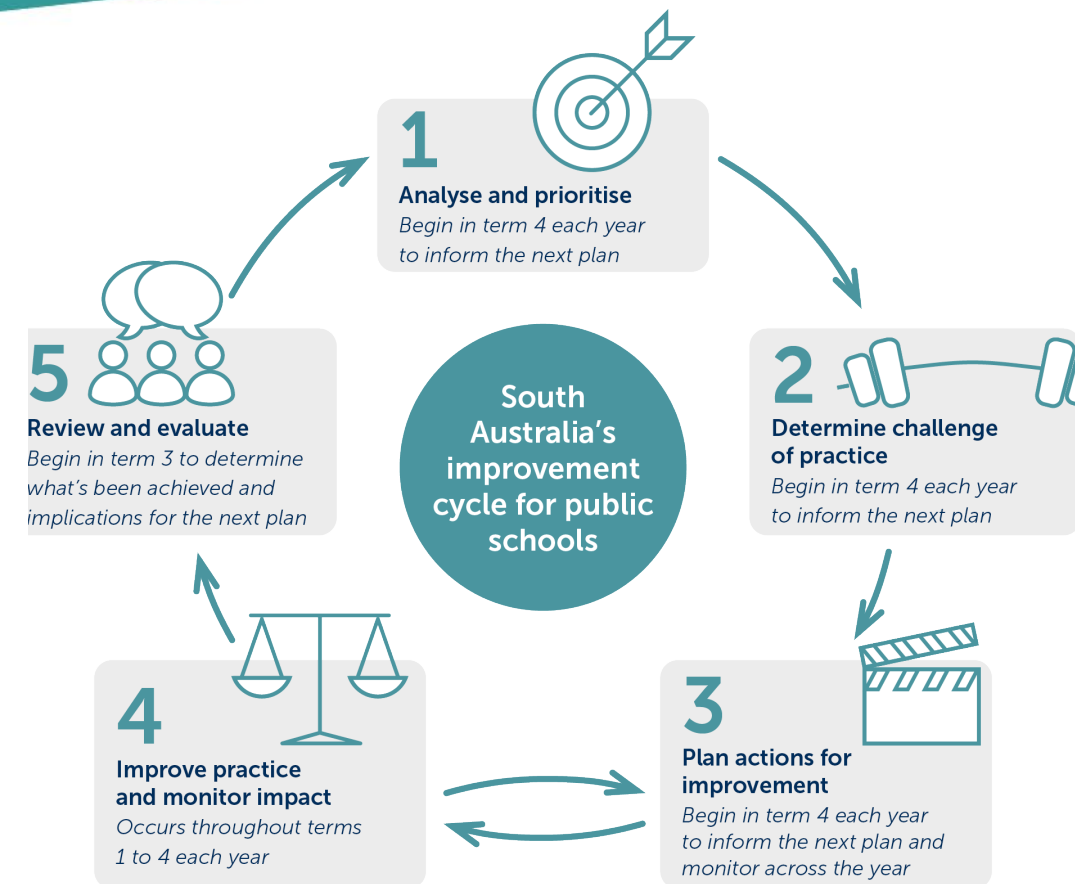


2022 - 2024

School Improvement Plan for Wallaroo Mines Primary School

Site Number:

0460



Vision Statement:

To provide a safe, caring and stimulating environment where children will be challenged to achieve their fullest potential, therefore making the best contribution to their local and wider communities.

Values:

- Understanding
- Communication
- Relationships
- Collaboration
- Trust



Government of South Australia

Department for Education

2022 – 2024

School Improvement Plan for Wallaroo Mines 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.

Complete every step - [The School Improvement Planning Handbook](#) explains how to do this. In addition, your Local Education Team will provide support.

- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 9, Term 4 (10 December 2021).
- Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your Summary page on your school website by Friday of Week 4, Term 1 (25 February 2022).
- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact).
- Use the template in Term 4 of each year to capture Step 5 work (Review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

For further information and advice, contact:
Review, Improvement and Accountability
Phone: 8226 1284
education.RIA@sa.gov.au



Government of South Australia
Department for Education


STEP 1 Analyse and Prioritise
Site name: Wallaroo Mines Primary School
Goal 1: To increase the number of students achieving in the higher bands in reading
ESR Directions:
Direction 1 Embed a focus on individual student achievement through the use of data to inform teaching and learning.

Direction 2 Strengthen the development of teacher capacity in curriculum delivery, by using learning progressions to support clear and structured approaches to their teaching, assessment, reporting and integration within learning areas.

Direction 3 Strengthen the development of contemporary pedagogy through the use of collaboration, mentoring, observation and feedback, including from colleagues and students, and incorporating these practices into the core role of teachers and creating the conditions to enable teachers to engage in them.

Target 2022:
10 of 13 (76%) year 3 students will achieve in the higher bands for NAPLAN reading.
10 of 20 (50%) year 5 students will achieve in the higher bands for NAPLAN reading.
2023:
 Click or tap here to enter text.

2024:
 Click or tap here to enter text.


STEP 2 Challenge of practice
Challenge of Practice:

If we prioritise a consistent, daily guided reading program that integrates the Australian Curriculum Literacy Progressions, then we will retain and increase the number of students achieving the SEA and in the higher bands.

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

- We will see students in Reception understand how to use knowledge of letters and sounds including onset and rime to spell words (ACELA1438) when we teach the InitialLit program with fidelity.
- We will see students in year 1 using short vowels, common long vowels, consonant digraphs and consonant blends and blend these to read single syllable words (ACELA1458) when we use the Literacy Reading Progressions to inform student next steps in their learning.
- We will see students in year 2 use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features (ACELY1670) when we talk to students about what they are learning in their reading across the curriculum.
- We will see students in year 3 use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680) when we model and explicitly teach these practices during guided reading.
- We will see students in year 4 use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692) when we build teacher capacity to explicitly teach comprehension strategies.
- We will see students in year 5 use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts across the curriculum (ACELY1692) when we collaborate to design reading instruction that explicitly teaches all elements of reading comprehension that effective readers use for guided, shared and independent reading.
- We will see students in year 6 use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713) when we collaborate with students to create and monitor SMARTAR goals informed by student data.


STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Every Years R-6 teacher will build their capacity to teach the reading strategies of predicting, clarifying, questioning and summarising across the curriculum through professional learning focused on the “simple view of reading.”	Site Leader / Teachers Staff meeting twice a term – weeks 2 and 7 Personal Development Plan Meetings twice a year Observations each term – aligned with PLC structures	<ul style="list-style-type: none"> • Leaders and Curriculum Lead to allocate meeting time to 2 staff meetings a term to building capacity in teaching comprehension strategies with the use of Best Advice Papers, Sheena Cameron Resources, Literacy Reading Progressions, Simple View of Reading and the Australian Curriculum, giving teachers the opportunity to share their practices and the development they have had • Every teacher will inform their guided reading lessons with Best Advice Papers, Sheena Cameron Resources, Literacy Reading Progressions and the Australian Curriculum, reflecting on these to build capacity at staff meetings 	Australian Curriculum Literacy Reading Progressions Reciprocal Reading Best Advice Papers Sheena Cameron Resources Kate Knill – Literacy Coach Scarboroughs Rope Simple View of Reading Advice Papers Curriculum Lead Curriculum Project Officer PDP Meetings

		<ul style="list-style-type: none"> • Every junior primary teacher will meet with literacy coach to develop their capacity in teaching - twice termly, negotiated with the Literacy Coach • Every teacher will have a goal around Guided Reading in their Personal Development Plan and review this twice a year in their PDP meetings • Teachers will be observed by leadership during Guided Reading lessons and have the opportunity to observe one another at least once a term 	
Every Years R-6 teacher will embed the strategies of predicting, inferencing, clarifying, questioning, and summarising into their teaching programs focused on guided reading, shared and independent reading	<p>Classroom Teachers InitialLit – five days a week Heggarty – five days a week Literacy Coach – twice termly</p>	<ul style="list-style-type: none"> • Every R-2 teacher will teach the InitialLit program with fidelity five days a week • Every R-2 teacher will implement the Heggarty program as whole class instruction five days a week • Every Years 3-6 teacher will program for guided reading in their teaching programs at least four times a week • Every junior primary teacher will meet with literacy coach to develop their capacity in teaching literacy in the early years – twice termly, negotiated with the Literacy Coach 	<p>Australian Curriculum Literacy Reading Progressions Reciprocal Reading Best Advice Papers Sheena Cameron Resources Kate Knill – Literacy Coach Scarboroughs Rope Heggarty MultiLit</p>
Every Years R-6 teacher will build student capacity through the explicit teaching and instruction of inference, predicting, clarifying, questioning and summarising	<p>Site Leader / Teachers Professional Learning Community meetings in Weeks 3, 6 and 9</p>	<ul style="list-style-type: none"> • Leadership staff to allocate meeting time to 3 weekly PLC's around Guided Reading instruction – weeks 3, 6 and 9 of each term • Teachers share learning intentions, success criteria and next steps that move the learner forward aligned to the Australian Curriculum during all Guided Reading sessions • Teachers include predicting, clarifying, questioning and summarising elements in their Guided Reading lessons a minimum of four times a week? • Junior Primary teachers to meet with literacy coach to develop their capacity in teaching InitialLit and reading in the early years twice a term – as negotiated with the literacy coach 	<p>Australian Curriculum Literacy Reading Progressions Reciprocal Reading Best Advice Papers Sheena Cameron Resources Kate Knill Literacy Coach</p>
Every Years R-6 teacher will assess monitor and track student reading against the Literacy Progressions.	<p>Data Collection Every five weeks –uploaded to teams by the Friday of weeks 5 and 10 (terms 1-3), Friday of weeks 4 and 8 (term 4)</p> <p>Site Leader / Teachers Professional Learning Community meetings in Weeks 3, 6 and 9</p> <p>Staff Meetings Whole school Data analysis, staff meetings weeks 4 and 8</p>	<ul style="list-style-type: none"> • 3-6 teachers use PAT R and Naplan data to inform next teaching steps during PLC meetings • All teachers will use The Simple View of Reading Quadrant to track, monitor and inform next steps for students • Each teacher will imbed formative and summative assessment – running records, lexile levels, guided reading checklists/ anecdotal notes and use data to inform next teaching steps • Staff will analyse Running Record and Lexile data through Teams twice a term to inform next learning steps – during staff meetings in weeks 2 and 8 of each term • Junior Primary teachers will analyse InitialLit Data – cumulative reviews on Teams to inform next learning steps. The data is to be entered and stored in the data folders on teams and analysed in teams during weeks 4 and 8 staff meetings • All Years R-6 teachers will devise a reading goal for each student aligned to the Literacy Progressions. These readings goals will be displayed and accessible to students and updated as met. • Teachers allocate time for students to monitor and reflect on their growth through learning conversations each term, before parent teacher interviews/ reports • Teachers will use within Running Records and Lexile levels to support student progress towards their goals 	<p>InitialLit assessment Running Record Lexile Level Simple View of Reading Quadrant PAT R Data Naplan Data Heggarty Assessment Literacy Progressions Australian Curriculum Student Data Teacher annotations Teacher next steps</p>




		<ul style="list-style-type: none"> • • 	
Every teacher will prioritise exposing students to tier three subject specific language across all curriculum areas	Site Leader / Teachers Sharing at staff meetings in Weeks 3, 6 and 9	<ul style="list-style-type: none"> • All teachers include explicit vocabulary instruction across all subject areas • All teachers to collect and analyse annotated work samples showing an improvement in the tier level of language being used in Professional Learning Community meetings in Weeks 3, 6 and 9 • Leaders will use the Curriculum Tracker to ensure all teachers are implementing the curriculum units and use the scope and sequence with fidelity • Teachers use and explore metalanguage across the curriculum to embed a deeper understanding of the English language in a variety of contexts 	Dfe Curriculum Documents Australian Curriculum Big 6 Best Advice Papers Literacy and Numeracy First Guide Book Curriculum Tracker
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: To increase the number of students achieving in the higher bands in 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?
	<ul style="list-style-type: none"> • We will see students in Reception understand how to use knowledge of letters and sounds including onset and rime to spell words (ACELA1438) when we teach the InitialLit program with fidelity. • We will see students in year 1 using short vowels, common long vowels, consonant digraphs and consonant blends and blend these to read single syllable words (ACELA1458) when we use the Literacy Reading Progressions to inform student next steps in their learning. • We will see students in year 2 use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features (ACELY1670) when we talk to students about what they are learning in their reading across the curriculum. • We will see students in year 3 use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680) when we model and explicitly teach these practices during guided reading. • We will see students in year 4 use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692) when we build teacher capacity to explicitly teach comprehension strategies. • We will see students in year 5 use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts across the curriculum (ACELY1692) when we collaborate to design reading instruction that explicitly teaches all elements of reading comprehension that effective readers use for guided, shared and independent reading. • We will see students in year 6 use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713) when we collaborate with students to create and monitor SMARTAR goals informed by student data. 		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 Years R-6 teacher will build their capacity to teach the reading strategies of predicting, clarifying, questioning and summarising across the curriculum through professional learning focused on the “simple view of reading.”	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Every Years R-6 teacher will embed the strategies of predicting, inferencing, clarifying, questioning, and summarising into their teaching programs focused on guided reading, shared and independent reading	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Every Years R-6 teacher will build student capacity through the explicit teaching and instruction of inference, predicting, clarifying, questioning and summarising	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Every Years R-6 teacher will assess monitor and track student reading against the Literacy Progressions.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Every teacher will prioritise exposing students to tier three subject specific language across all curriculum areas	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: To increase the number of students achieving in the higher bands in reading



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

Targets 2022: 10 of 13 (76%) year 3 students will achieve in the higher bands for NAPLAN reading. 10 of 20 (50%) year 5 students will achieve in the higher bands for NAPLAN reading.	Results towards targets: Click or tap here to enter text.
--	---

<p>SIP Template 2022-2024 If we priorities a consistent, daily guided reading program that integrates the Australian Curriculum Literacy Progressions, then we will retain and increase the number of students achieving the SEA and in the higher bands.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> • We will see students in Reception understand how to use knowledge of letters and sounds including onset and rime to spell words (ACELA1438) when we teach the InitialLit program with fidelity. • We will see students in year 1 using short vowels, common long vowels, consonant digraphs and consonant blends and blend these to read single syllable words (ACELA1458) when we use the Literacy Reading Progressions to inform student next steps in their learning. • We will see students in year 2 use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features (ACELY1670) when we talk to students about what they are learning in their reading across the curriculum. • We will see students in year 3 use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680) when we model and explicitly teach these practices during guided reading. • We will see students in year 4 use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692) when we build teacher capacity to explicitly teach comprehension strategies. • We will see students in year 5 use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts across the curriculum (ACELY1692) when we collaborate to design reading instruction that explicitly teaches all elements of reading comprehension that effective readers use for guided, shared and independent reading. • We will see students in year 6 use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713) when we collaborate with students to create and monitor SMARTAR goals informed by student data. 	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year? Click or tap here to enter text.</p>	
<p>Reflection on our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps? Click or tap here to enter text.</p>	