

2022 - 2024

2023 School Improvement Plan for Murray Bridge North School

Site Number:
0299



Vision Statement:

Murray Bridge North School values the core principles of **Cooperation, Achievement, Respect, Encouragement (CARE)**
All school plans, strategies and activities are directed to these Principles to ensure the academic progress of all students.



Government of South Australia
Department for Education

2022 - 2024

2023 School Improvement Plan for Murray Bridge North 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](#) 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



Government of South Australia

Department for Education

 **STEP 1 Analyse and Prioritise**

Site name: Murray Bridge North School

Goal 1: Increase the number of students meeting and exceeding SEA and achieving High Bands in NAPLAN Numeracy and PAT M.

ESR Directions:

Direction 1: Continue to strengthen and embed school improvement processes and structures that make it clear to teachers what they need to do in the classroom to raise student achievement for all students.

Direction 2: Use the curriculum resources developed by the Curriculum and Learning directorate to provide quality task design with multiple entry points to improve stretch and challenge.

Direction 3: Improve conditions for effective student learning through a whole-school approach that raises staff, students and the community expectations, optimism and belief in their ability to achieve.

Achievement towards Goal in 2022:

20% of year 3 (14 of 73 students) to achieve NAPLAN High Bands in Numeracy.

2022 13.8% achieved (11 of 80 students) 6% (4 students) below HB target

60% of year 3 (44 of 73 students) to achieve NAPLAN SEA in Numeracy

2022 57.5% achieved (46 of 80 students) 2.5% (1.5 students) below SEA

target

15% of year 5 (11 of 73 students) to achieve NAPLAN High Bands in Numeracy.

2022 5.5% achieved (4 of 61 students) 9.5% (6 students) below HB target

70% of year 5 (50 of 73 students) to achieve NAPLAN SEA in Numeracy.

2022 53.4% achieved (39 of 61 students) 17% (10 students) below SEA

target

(Targets drawn from 2021 Year 2 and year 4 PAT M data)

Target 2023:

NAPLAN

27% of year 3 (15 of 56 students) to achieve NAPLAN High Bands in Numeracy.

27% of year 3 (15 of 56 students) to achieve NAPLAN SEA in Numeracy

19% of year 5 (10 of 54 students) to achieve NAPLAN High Bands in Numeracy.

46% of year 5 (25 of 54 students) to achieve NAPLAN SEA in Numeracy.

(Targets drawn from 2022 Year 2 and year 4 PAT M data)

PAT (targets drawn from 2022 PAT data. HB prediction = two bands above 2022 SEA)

13% of year 3 (12 of 56 students) to achieve PAT HB in Numeracy

26% of year 3 (12 of 56 students) to achieve PAT SEA in Numeracy

42% of year 4 (32 of 75 students) to achieve PAT HB in Numeracy

20% of year 4 (15 of 75 students) to achieve PAT SEA in Numeracy

13% of year 5 (7 of 53 students) to achieve PAT HB in Numeracy

56% of year 5 (30 of 53 students) to achieve PAT SEA in Numeracy

31% of year 6 (22 of 69 students) to achieve PAT HB in Numeracy

26% of year 6 (18 of 69 students) to achieve PAT SEA in Numeracy

2024:

Click or tap here to enter text.

 **STEP 2 Challenge of practice**

Challenge of Practice:

If teachers embed a Maths Instructional Routine with consistency and efficacy, including a focus on problem solving, then we will increase the number of students meeting and exceeding SEA and achieving High Bands in NAPLAN Numeracy and PAT M.

 **STEP 3 Plan actions for improvement**

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

Students will be able to:

- Demonstrate progress with pre and post assessment in taught Maths concepts .
- Apply all problem solving stages to make mathematical sense of situations and to show and explain thinking.

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

Pre and post assessments in each unit of work demonstrating progression. (Reference/Adapt JP Unit of Work checklist and 3-6 Rubric).

Problem solving tracked in term two three and four through work samples.

BliN assessment collection (Refer to *Numeracy Statement of Practice*) in Trusting the Count, Place Value, Multiplicative Thinking, Partitioning, Proportional Reasoning and Generalising pre determined by stages of learning.

Aboriginal student achievement in Maths is tracked, monitored and interventions used to stretch numeracy achievement of every Aboriginal student. With reference to ALAR. Key Element two.

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
Teachers will plan and implement an R-6 Numeracy Instructional Routine aligned with Units of Work across the school	T1 to 4	Each teacher will collaborate through their PLGS and the Curriculum Committee to plan and implement the Numeracy Instructional Routine. Teachers will be invited to observe colleagues implementing the routine. Each leader will review, with the Curriculum Committee, a Maths Instructional Routine that will support the Units of Work implementation.	BliN assessment resources \$2000
Teachers will plan and implement a problem solving approach with consistency and efficacy.	T1 to 4	Each teacher will collaborate in PLGs to differentiate aspects of the teaching of the Maths Units of Work Each leader will facilitate the preparation and distribution of Maths, and Unit of Work, resources for PLGs and teachers. Each leader will provide PD for all class teachers in implementing the Units of Work with a problem solving approach.	Unit of Work resources and TRTs \$5000 Best advice Papers, Van de Walle Elementary and Middle School mathematics Teaching mathematics Foundations to Middle Years Di Siemon
Collection and analysis of Big Ideas in Number data R-6 and progress monitor identified student to inform planning and teaching.	T1 to T4	Each teacher will in class and as PLGs, collect and use BliN assessment from the <i>Numeracy Statement of Practice</i> Data Schedule, and class data, to evaluate student learning to inform planning. Each leader will guide the implementation of the <i>Numeracy Statement of Practice</i> data schedule to aggregate and analyse Maths data at North School.	DP role. ICT school support
Teachers and Leaders will develop and implement a whole school Numeracy Statement of Practice	T1 to T4	Each teacher will contribute to, and implement, the <i>Numeracy Statement of Practice</i> that summarises Maths teaching best practice at North School Each leader will develop a <i>Numeracy Statement of Practice</i> in collaboration with the Curriculum Committee, each Leader will provide resources, plans, timelines and data schedule for the <i>Numeracy Statement of Practice</i>	Curriculum committee time DP led Partnership Curriculum lead
teachers will undertake professional learning in Maths Instructional Routine, problem solving and Big ideas in Number	Click or tap here to enter text.	Relevant teacher will undertake professional learning as needed in Maths instructional Routine and BliN and Units of Work including problem solving Leaders will , after professional conversations provide PD for relevant teachers as needed in Maths instructional Routine and BliN and Units of Work including problem solving.	10 days TRT release DP led Partnership Curriculum lead



STEP 1 Analyse and Prioritise

Site name: Murray Bridge North School

Goal 2: Increase the number of students meeting and exceeding SEA and achieving High Bands in NAPLAN Reading and PAT R.

ESR Directions:


- Direction 1:** Continue to strengthen and embed school improvement processes and structures that make it clear to teachers what they need to do in the classroom to raise student achievement for all students.
- Direction 2:** Use the curriculum resources developed by the Curriculum and Learning directorate to provide quality task design with multiple entry points to improve stretch and challenge.
- Direction 3:** Improve conditions for effective student learning through a whole-school approach that raises staff, students and the community expectations, optimism and belief in their ability to achieve.

Achievement towards Goal in 2022:
20% of year 3 (14 of 73 students) will achieve High Bands in NAPLAN Reading.
2022 22.5% achieved (18 of 72 students) 2.5% (2 students) above HB target
Year 3 60% of year 3 (44 of 73 students) will achieve SEA in NAPLAN Reading
2022 65% achieved (52 of 72 students) 5% (4 students) above SEA target
Year 5 60% or year 5 (44 of 73 students) will achieve SEA in NAPLAN Reading

Target 2023:
 18% of year 3 (10 of 56 students) will achieve HB in NAPLAN Reading
 28% of year 3 (18 of 56 students) will achieve SEA in NAPLAN Reading
 22% of year 5 (12 of 54 students) will achieve HB in NAPLAN Reading
 46% of year 5 (25 of 54 students) will achieve SEA in NAPLAN Reading
PAT (targets drawn from 2022 PAT data. HB prediction = two bands above 2022 SEA)
 25% of year 3 (14 of 56 students) to achieve PAT HB in Reading
 27% of year 3 (17 of 56 students) to achieve PAT SEA in Reading
 27% of year 4 (18 of 66 students) to achieve PAT HB in Reading

2024:
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<p>2022 70% achieved (51 of 66 students) 10% (7 students) above SEA target 10% of year 5 (c8 of 73 students) will achieve High Bands in NAPLAN Reading. 2022 13.7% achieved (10 of 66 students) 3.7% (2.5 students) above HB target (Targets drawn from year 2 and year 4 2021 PAT R data)</p>	<p>30% of year 4 (20 of 66 students) to achieve PAT SEA in Reading 22% of year 5 (12 of 54 students) to achieve PAT HB in Reading 27% of year 5 (15 of 54 students) to achieve PAT SEA in Reading 43% of year 6 (30 of 69 students) to achieve PAT HB in Reading 24% of year 6 (17 of 69 students) to achieve PAT SEA in Reading</p>	
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 **STEP 2 Challenge of practice**

Challenge of Practice:
 If teachers embed the Spelling Instructional Routine with consistency and efficacy then we will increase the number of students meeting and exceeding SEA and achieving High Bands in NAPLAN Reading and PAT R.

 **STEP 3 Plan actions for improvement**

<p>Student Success Criteria (what students know, do, and understand): Students will be able to:</p> <ul style="list-style-type: none"> blend and segment words (decoding) at their stage of learning. Apply learnt PGC and morphemic knowledge and spelling generalisations in dictation / writing (encoding). 	<p>How and when will this be monitored, tracked and measured? Weekly dictation / writing and formative assessments. PLD progress monitoring weekly DIBELS assessments three times per year and progress monitoring for identified at risk students.</p>
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What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
<p>Teachers will plan and implement the phonics and spelling Instructional Routine R-6 as outlined in the School Literacy Statement of Practice.</p>	<p>T1-4</p>	<p>Each teacher will collaborate with their PLG to build teacher capacity in the teaching of the phonics and spelling instructional routine. Each teacher will implement a consistent rigorous phonics and spelling instructional routine in conjunction with the Units of Work. Each leader will engage in professional conversations with teachers in three classes per week and provide feedback and support to improve practice. Each leader will ask, in professional conversations with teachers and classes, questions of two students about the WALT and WILF of lessons. Each Leader will identify support to prepare PLD resources for the phonics and spelling instructional routine.</p>	<p>School Literacy Statement of Practice Observation checklist LGU support visits with curriculum leaders 3X per term. MB2 Literacy Leader</p>
<p>Teachers will plan and implement PLD dictation passages R-6 at their stage of learning.</p>	<p>T1-4</p>	<p>Each teacher will plan and implement dictation for every child at their stage of learning at least two times per week. Each teacher will differentiate the dictation according to student needs (at word / phrase / sentence level). Each leader will release teachers for targeted support based on the observation of dictation. Each leader will provide whole school professional learning on the analysis of PLD data to inform teacher planning.</p>	<p>School Literacy Statement of Practice PLD Phonic and Sight Word Sequence PLD Dictation passages Curriculum Leader 0.4 salary Literacy budget \$44k including TRT days for resource management.</p>

<p>Teachers will plan for and implement relevant texts for students at their stage of learning</p>	<p>T1-4</p>	<p>Each teachers will use PLD data to inform text selection. Each teacher will plan for and implement multiple exposures to a text for students at their stage of learning across the phonics or spelling instructional routine. Each teacher will implement reading strategies to support fluency starting with choral reading (T1) paired reading (T2) Each leader will provide professional learning to support opportunities for decodables across the phonics and spelling instructional routine.</p>	<p>Decodable texts English Unit of Work texts PLD student data Partnership Literacy Leader 2021 PPL Fluency videos</p>
<p>Teachers will undertake professional learning in PLD, Instructional Routine and Units of Work as required.</p>	<p>T1-4</p>	<p>Relevant teachers will undertake PD in relevant programs- PLD, Instructional Routine or Units of Work as required. Each Leader will, after professional conversations with teachers, manage PD in PLD, Instructional Routine or Units of Work for relevant teachers.</p>	<p>10 TRT days for PD release DP and Lit Coordinator to plan PD. PLD online resources Partnership literacy Leader LGU lead support.</p>

 **STEP 1 Analyse and Prioritise** Site name: Murray Bridge North School

<p>Goal 3: Click or tap here to enter text.</p>	<p>ESR Directions: Direction 1: Continue to strengthen and embed school improvement processes and structures that make it clear to teachers what they need to do in the classroom to raise student achievement for all students. Direction 2: Use the curriculum resources developed by the Curriculum and Learning directorate to provide quality task design with multiple entry points to improve stretch and challenge. Direction 3: Improve conditions for effective student learning through a whole-school approach that raises staff, students and the community expectations, optimism and belief in their ability to achieve.</p>	
<p>Achievement towards Goal in 2022: Click or tap here to enter text.</p>	<p>Target 2023: Click or tap here to enter text.</p>	<p>2024: Click or tap here to enter text.</p>

 **STEP 2 Challenge of practice**

<p>Challenge of Practice: Click or tap here to enter text.</p>
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 **STEP 3 Plan actions for improvement**

<p>Student Success Criteria (what students know, do, and understand): Click or tap here to enter text.</p>	<p>How will this be monitored, tracked and measured? Click or tap here to enter text.</p>
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What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
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2022 - 2024

2023 School Improvement Plan for Murray Bridge North 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 meeting and exceeding SEA and achieving High Bands in NAPLAN Numeracy and PAT M.



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 will be able to:

- Demonstrate progress with pre and post assessment in taught Maths concepts .
- Apply all problem solving stages to make mathematical sense of situations and to show and explain thinking.

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Click or tap here to enter text.

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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		
Teachers will plan and implement an R-6 Numeracy Instructional Routine aligned with Units of Work across the school	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will plan and implement a problem solving approach with consistency and efficacy.	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.
Collection and analysis of Big Ideas in Number data R-6	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers and Leaders will develop and implement a whole school Numeracy Statement of Practice	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

<p>teachers will undertake professional learning in Maths Instructional Routine, problem solving and Big ideas in Number</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
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Goal 2: Increase the number of students meeting and exceeding SEA and achieving High Bands in NAPLAN Reading and PAT P.

 **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?**

<p>Student Success Criteria</p>	<p> Yes  Needs attention/work in progress  Not on track</p>	<p>Evidence Are we improving student learning? How are we tracking against our student success criteria?</p>	<p>What are our next steps? Potential adjustments?</p>
<p>Students will be able to:</p> <ul style="list-style-type: none"> blend and segment words (decoding) at their stage of learning. Apply learnt PGC and morphemic knowledge and spelling generalisations in dictation / writing (encoding). 	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Actions</p>	<p> 90% embedded  Needs attention/work in progress  Not on track</p>	<p>Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?</p>	<p>What are our next steps? Potential adjustments?</p>
<p>Teachers will plan and implement the phonics and spelling Instructional Routine R-6 as outlined in the School Literacy Statement of Practice.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Teachers will plan for and implement relevant texts for students at their stage of learning</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Embedding Units of Work</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Literacy statement of Practice is actively used to guide PLG planning and observation</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

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.
Teachers will plan for and implement relevant texts for students at their stage of learning	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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 meeting and exceeding SEA and achieving High Bands in NAPLAN Numeracy and PAT M.




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

<p>Targets 2023: NAPLAN 27% of year 3 (15 of 56 students) to achieve NAPLAN High Bands in Numeracy. 27% of year 3 (15 of 56 students) to achieve NAPLAN SEA in Numeracy 19% of year 5 (10 of 54 students) to achieve NAPLAN High Bands in Numeracy. 46% of year 5 (25 of 54 students) to achieve NAPLAN SEA in Numeracy. (Targets drawn from 2022 Year 2 and year 4 PAT M data) PAT (targets drawn from 2022 PAT data. HB prediction = two bands above 2022 SEA) 13% of year 3 (12 of 56 students) to achieve PAT HB in Numeracy 26% of year 3 (12 of 56 students) to achieve PAT SEA in Numeracy 42% of year 4 (32 of 75 students) to achieve PAT HB in Numeracy 20% of year 4 (15 of 75 students) to achieve PAT SEA in Numeracy 13% of year 5 (7 of 53 students) to achieve PAT HB in Numeracy 56% of year 5 (30 of 53 students) to achieve PAT SEA in Numeracy 31% of year 6 (22 of 69 students) to achieve PAT HB in Numeracy 26% of year 6 (18 of 69 students) to achieve PAT SEA in Numeracy</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If teachers embed a Maths Instructional Routine with consistency and efficacy, including a focus on problem solving , then we will increase the number of students meeting and exceeding SEA and achieving High Bands in NAPLAN Numeracy and PAT M.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>

<p>Success Criteria: Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate progress with pre and post assessment in taught Maths concepts . • Apply all problem solving stages to make mathematical sense of situations and to show and explain thinking. 	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>Evaluate our actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year? Click or tap here to enter text.</p>	
<p>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.</p>	

Goal 2: Increase the number of students meeting and exceeding SEA and achieving High Bands in NAPLAN Reading and PAT R.

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

<p>Targets 2023: 18% of year 3 (10 of 56 students) will achieve HB in NAPLAN Reading 28% of year 3 (18 of 56 students) will achieve SEA in NAPLAN Reading 22% of year 5 (12 of 54 students) will achieve HB in NAPLAN Reading 46% of year 5 (25 of 54 students) will achieve SEA in NAPLAN Reading PAT (targets drawn from 2022 PAT data. HB prediction = two bands above 2022 SEA) 25% of year 3 (14 of 56 students) to achieve PAT HB in Reading 27% of year 3 (17 of 56 students) to achieve PAT SEA in Reading 27% of year 4 (18 of 66 students) to achieve PAT HB in Reading 30% of year 4 (20 of 66 students) to achieve PAT SEA in Reading 22% of year 5 (12 of 54 students) to achieve PAT HB in Reading 27% of year 5 (15 of 54 students) to achieve PAT SEA in Reading 43% of year 6 (30 of 69 students) to achieve PAT HB in Reading 24% of year 6 (17 of 69 students) to achieve PAT SEA in Reading</p>	<p>Results towards targets: Click or tap here to enter text.</p>
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<p>Challenge of Practice: If teachers embed the Spelling Instructional Routine with consistency and efficacy then we will increase the number of students meeting and exceeding SEA and achieving High Bands in NAPLAN Reading and PAT R.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria: Students will be able to:</p> <ul style="list-style-type: none">• blend and segment words (decoding) at their stage of learning.• Apply learnt PGC and morphemic knowledge and spelling generalisations in dictation / writing (encoding).	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>Evaluate our Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year? Click or tap here to enter text.</p>	
<p>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.</p>	

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?

<p>Targets 2023: Click or tap here to enter text.</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: Click or tap here to enter text.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria: Click or tap here to enter text.</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>Evaluate our Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year? Click or tap here to enter text.</p>	

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.