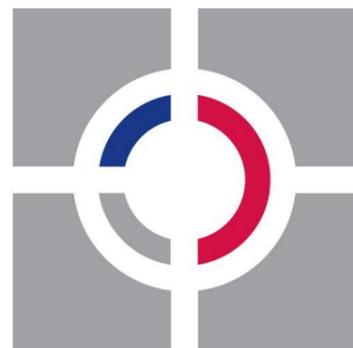


2022 - 2024

# School Improvement Plan for Mark Oliphant College

Site Number:  
1900



Mark Oliphant  
College



## Vision Statement:

To foster positive dispositions in learning for all students and children regardless of personal circumstances.

Empowering students/children to create a successful future for themselves and their community through the provision of outstanding learning experiences



Government of South Australia

Department for Education

2022 – 2024

# School Improvement Plan for Mark Oliphant College

## 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



**STEP 1 Analyse and Prioritise**

Site name: Mark Oliphant College

**Goal 1: Maintain and increase the number of students achieving SEA and HB in reading for students in F-12**

**ESR Directions:**

Effective teaching and learning

Direction 1: Build a cohesive, whole-school understanding and direction to action for the identified challenge of practice.

Direction 2: Develop whole-school capacity in learning design, assessment, and moderation to support and sustain student achievement.

Direction 3: Executive leaders to provide a safe and supportive environment for teaching, learning and leadership capacity building.

**Primary****Target 2022:**

65% or 69 out of 94 students are meeting SEA in year 3 NAPLAN Reading  
70% or 74 out of 94 students are meeting SEA in year 5 NAPLAN Reading  
25% or 27 out of 94 students will attain HB in NAPLAN Reading in year 3  
10% or 11 out of 94 students will attain HB in NAPLAN Reading in year 5

**2021 Progress Data (meeting/exceeding SEA):**

Year 1 Phonics Screening Check: 44%

Year 3 PAT-R: 61%

Year 4 PAT-R: 71%

Year 5 PAT-R: 67%

Year 6 PAT-R: 73%

**2023:**

70% or 74 out of 94 students are meeting SEA in year 3 NAPLAN Reading

75% or 80 out of 94 students are meeting SEA in year 5 NAPLAN Reading

30% or 32 out of 94 students will attain HB in NAPLAN Reading in year 3

20% or 21 out of 94 students will attain HB in NAPLAN Reading in year 5

**2024:**

75% or 80 out of 94 students are meeting SEA in year 3 NAPLAN Reading

80% or 85 out of 94 students are meeting SEA in year 5 NAPLAN Reading

35% or 37 out of 94 students will attain HB in NAPLAN Reading in year 3

30% or 32 out of 94 students will attain HB in NAPLAN Reading in year 5

**STEP 2 Challenge of practice****Challenge of Practice:**

**If we prioritise a consistent, daily, timetabled reading program that integrates the Simple View of Reading across year levels, then we will retain and increase the number of students achieving SEA and HB in reading F-6.**

**Student Success Criteria (what students know, do, and understand):****We will see students in:**

Foundation read decodable and predictable texts, practising phrasing and fluency. Monitoring meaning using concepts of print, emerging contextual, semantic, grammatical and phonic knowledge.

Year 1 read decodable and predictable texts, developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge. Using strategies such as prediction, monitoring meaning and re reading.

Year 2 read less predictable texts with phrasing and fluency. Combine contextual, semantic, grammatical and phonic knowledge with strategies such as monitoring, meaning, predicting, re reading, self correcting.

Year 3 using comprehension strategies to build literal and inferred meaning and begin to evaluate texts.

Year 4 use comprehension strategies to build literal and inferred meaning to expand content knowledge. Integrate and link ideas, and analyse and evaluate texts.

Year 5 using comprehension strategies to analyse information integrating and linking ideas from a variety of print and digital sources.

Year 6 use comprehension strategies to interpret and analyse information and ideas. Compare content from a wide variety of textual sources including media and digital texts.



## STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
<p><b>Leaders will interrogate all available data and provide time and support for teachers to interpret literacy data and set learning goals.</b></p>	<p>Term 4 2021 and ongoing</p>	<p><b>Leaders will:</b></p> <ul style="list-style-type: none"> <li>Clarify schedule for collecting learner achievement data: <b>HOS/C &amp; P Leader</b></li> <li>Provide professional learning in regards to administering assessment tools and analysing and interpreting learner data: <b>HOS/C &amp; P Leader/Data Analysis Leader</b></li> <li>Provide professional learning around using the data analysis outcomes to design targeted intentional (differentiated) learning goals and teaching strategies: <b>HOS/C &amp; P Leader/ Intervention Leader</b></li> <li>Schedule regular data analysis sessions at multiple times in year during staff meetings/SFD and PLTs: <b>HOS/C &amp; P Leader</b></li> <li>Identify key 'champions' who can model and lead processes: <b>HOS/C &amp; P Leader</b></li> <li>Track and monitor the process and learner achievement: <b>HOS/C &amp; P Leader/ Intervention Leader</b></li> </ul>	<p>PowerBi: <a href="https://app.powerbi.com/home">https://app.powerbi.com/home</a></p> <p>ACER OARS (PAT): <a href="https://oars.acer.edu.au/mark-oliphant-college">https://oars.acer.edu.au/mark-oliphant-college</a></p> <p>MOC Data Collection Schedule: <a href="https://docs.google.com/document/d/1a1DKncDBvn5CqhsbJyOuP59gAV0m3G6p/edit?usp=sharing&amp;ouid=113840714744168012829&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1a1DKncDBvn5CqhsbJyOuP59gAV0m3G6p/edit?usp=sharing&amp;ouid=113840714744168012829&amp;rtpof=true&amp;sd=true</a></p> <p>Australian Curriculum: <a href="https://www.australiancurriculum.edu.au/f-10-curriculum/english/">https://www.australiancurriculum.edu.au/f-10-curriculum/english/</a></p> <p>AC Literacy Progressions: <a href="https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/national-literacy-learning-progression/">https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/national-literacy-learning-progression/</a></p> <p>F-6 progress data sets 5 weekly reviews PLT structure Assessment schedule MOC Health Check Individual Survey</p>
<p><b>Leaders will identify the expertise required for teachers to deepen knowledge, understanding and skills and to explicitly meet learner needs.</b></p>	<p>ongoing</p>	<p><b>Leaders will:</b></p> <ul style="list-style-type: none"> <li>Provide self-reflection opportunities/surveys for teachers to identify areas of learning <b>HOS/C &amp; P Leader</b></li> <li>Allocate staff meeting/SFD time for professional learning and review cycle to reflect and embed new learning <b>HOS</b></li> <li>Build teacher capacity through PD in research-based high impact teaching strategies <b>HOS/C &amp; P Leader</b></li> <li>Track and monitor the effectiveness of new pedagogical practices through observations/walk through/feedback/PDP processes <b>HOS/C &amp; P Leader/Line Managers</b></li> <li>Ensure that PLTs are used as a structure to further refine and develop high impact pedagogical practices to improve student outcomes PLT Leaders</li> </ul>	<p>School Improvement Handbook 3.0: <a href="https://edi.sa.edu.au/library/document-library/user-guides/educating/school-improvement/school-improvement-handbook.pdf">https://edi.sa.edu.au/library/document-library/user-guides/educating/school-improvement/school-improvement-handbook.pdf</a></p> <p>Literacy Improvement Guidebooks Primary: <a href="https://edi.sa.edu.au/educating/literacy-and-numeracy/designing-literacy-and-numeracy-learning/guidebooks/literacy-and-numeracy-guidebooks-for-primary-school-improvement#title0">https://edi.sa.edu.au/educating/literacy-and-numeracy/designing-literacy-and-numeracy-learning/guidebooks/literacy-and-numeracy-guidebooks-for-primary-school-improvement#title0</a></p> <p>TfEL framework: <a href="https://acleadersresource.sa.edu.au/resources/teaching-for-effective-learning-resources/tfel-framework/">https://acleadersresource.sa.edu.au/resources/teaching-for-effective-learning-resources/tfel-framework/</a></p> <p>EEF documents: <a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a></p> <p>Evidence for Learning Australia: <a href="https://evidenceforlearning.org.au/the-toolkits/about/">https://evidenceforlearning.org.au/the-toolkits/about/</a></p> <p>AC Literacy Progressions: <a href="https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/national-literacy-learning-progression/">https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/national-literacy-learning-progression/</a></p> <p>Victorian Education High Impact Teaching Strategies: <a href="https://fuse.education.vic.gov.au/pages/hits">https://fuse.education.vic.gov.au/pages/hits</a></p> <p>AC Leaders Resource: <a href="https://acleadersresource.sa.edu.au/">https://acleadersresource.sa.edu.au/</a></p> <p>Integrating the Big Six of Reading: <a href="https://edi.sa.edu.au/library/document-library/curriculum-and-learning/strategic-design/best-advice-series/integrating-the-big-6-of-reading.pdf">https://edi.sa.edu.au/library/document-library/curriculum-and-learning/strategic-design/best-advice-series/integrating-the-big-6-of-reading.pdf</a></p> <p>DfE Curriculum Resources: <a href="https://edi.sa.edu.au/educating/curriculum/curriculum-resources-overview">https://edi.sa.edu.au/educating/curriculum/curriculum-resources-overview</a></p> <p>The Science of Reading: <a href="https://draonline.com.au/">https://draonline.com.au/</a></p> <p>The Science of Reading: <a href="https://drive.google.com/drive/folders/1SCLgAvi1Gfs3E2oiVxPHiOW4yCabq11v?usp=sharing">https://drive.google.com/drive/folders/1SCLgAvi1Gfs3E2oiVxPHiOW4yCabq11v?usp=sharing</a></p> <p>English Scope and Sequence:</p>



		<ul style="list-style-type: none"> <li>• Use the “I do, we do, you do” model to teach the strategy</li> <li>• Co-construct anchor chart of the target reading strategy</li> <li>• Explicitly teach skills of reciprocal reading and implement as a classroom routine</li> <li>• Track and monitor student competence in using the target strategy, through reading observations/conferences</li> <li>• Implement research-based high impact teaching strategies</li> <li>• Teachers observe and be observed by colleagues, to ensure consistency</li> <li>• Develop a Statement of Practice: Reading Comprehension</li> </ul>	<p><a href="https://www.plink.sa.edu.au/pages/description.jsf?menuId=1108#/users/@self/catalogues/11185801/courses/11269976/description">https://www.plink.sa.edu.au/pages/description.jsf?menuId=1108#/users/@self/catalogues/11185801/courses/11269976/description</a></p> <p>Best Advice - Comprehension: <a href="https://edi.sa.edu.au/library/document-library/curriculum-and-learning/strategic-design/best-advice-series/decd-best-advice-1-6-comprehension.pdf">https://edi.sa.edu.au/library/document-library/curriculum-and-learning/strategic-design/best-advice-series/decd-best-advice-1-6-comprehension.pdf</a></p> <p>The Science of Reading: <a href="https://drive.google.com/drive/folders/1SCLgAvi1Gfs3E2oiVxPHiOW4yCabq11v?usp=sharing">https://drive.google.com/drive/folders/1SCLgAvi1Gfs3E2oiVxPHiOW4yCabq11v?usp=sharing</a></p> <p>TfEL framework: <a href="https://acleadersresource.sa.edu.au/resources/teaching-for-effective-learning-resources/tfel-framework/">https://acleadersresource.sa.edu.au/resources/teaching-for-effective-learning-resources/tfel-framework/</a></p> <p><b>PLINK:</b> The skill, will, and thrill of reading comprehension: <a href="https://www.plink.sa.edu.au/pages/description.jsf?menuId=1108#/users/@self/catalogues/7661707/courses/13229839/description">https://www.plink.sa.edu.au/pages/description.jsf?menuId=1108#/users/@self/catalogues/7661707/courses/13229839/description</a></p>
<p>Each teacher will respond to individual student learning needs to direct the next step by developing personal goals in either decoding, fluency and comprehension skills.</p>	<p>Click or tap here to enter text.</p>	<p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• Analyse phonics awareness, phonics and reading comprehension assessment data to determine student individual learning goals and share with students</li> <li>• Use the AC National Literacy Progressions to identify where students are and their next developmental steps (this would include individual student goals)</li> <li>• Target teaching for whole group, teacher led small group instruction and independent work</li> <li>• Implement research-based high impact teaching strategies</li> <li>• Design challenging and engaging reading learning tasks to support and extend all learners (including high-band achievers)</li> <li>• Engage students in higher level thinking through talking and writing about reading</li> <li>• Identify intervention for Wave 3 learning support, ensuring clarity for SSOs around student learning needs</li> </ul>	<p>Click or tap here to enter text.</p>

**Secondary - Middle**

<p><b>Target 2022:</b> 65% or 112 out of 172 students are meeting SEA in NAPLAN reading in year 7 66% or 122 out of 187 students are meeting SEA in NAPLAN reading in year 9</p> <p>35% or 63 out of 172 students will attain HB in NAPLAN Reading in year 7 17% or 35 out of 187 students will attain HB in NAPLAN Reading in year 9</p>	<p><b>2023:</b> 67% or 123 out of 183 students are meeting SEA in NAPLAN reading in Year 7 66% or 117 out of 177 students are meeting SEA in Year 9 in NAPLAN Reading 36% or 72 students out of 183 will attain HB in NAPLAN Reading in year 7 15% or 26 out of 177 students will attain HB in NAPLAN</p>	<p><b>2024:</b> % of students are meeting SEA in NAPLAN reading in Year 7 % of students are meeting SEA in NAPLAN reading in Year 9 % of students will attain HB in NAPLAN reading in year 7 % of students will attain HB in NAPLAN reading in year 9</p>
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**STEP 2 Challenge of practice**

If we strengthen the design of before, during and after reading activities with a particular focus on ‘close reading’ as a during reading activity, then we will retain and increase the number of students achieving SEA and in the HB in reading

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

**We will see each:**

Year 7 Student using prior knowledge and text processing strategies to interpret a range of subject specific text types

Year 8 Student apply increasing knowledge of vocabulary, text structures and language features to understand the content of subject specific texts

Year 9 and 10 Student apply an expanding vocabulary to read increasingly complex subject specific texts with fluency and comprehension

**STEP 3 Plan actions for improvement**

Actions	Timeline	Roles & Responsibilities	Resources
<p>Leaders will ensure any literacy learning is tailored to teachers' learning needs and is explicitly focussed on curriculum specific pedagogical content and assessment knowledge</p>	<p>ongoing</p>	<ul style="list-style-type: none"> <li>Existing literacy practices are audited and monitored twice per year (Term 2 &amp; 4)– <b>Curriculum Leaders</b></li> <li>Use data from audit and classroom observations to identify what teachers need to deepen their knowledge and more explicitly meet learners needs – <b>Curriculum Leaders and Executive</b></li> <li>Subject specific literacy plans are developed that align with the SIP – <b>Curriculum Leaders in collaboration with Executive Leader</b></li> <li>Provision of targeted and differentiated PD as it related to High Impact Literacy strategies and data informed practice – <b>Executive in collaboration with Curriculum Leaders</b></li> <li>Support teachers to define effective reading tasks in their specific curriculum areas – <b>Curriculum Leaders</b></li> <li>Ensure disciplinary literacy is coherently aligned with curriculum development – <b>Curriculum Leaders / Executive leaders</b></li> <li>Identify and support the use of core texts for each year level in each curriculum area – <b>Curriculum Leaders in collaboration with staff</b></li> <li>Provide support as to how learning can be differentiated to minimise the 'language gap' – <b>Executive / LET/External PD</b></li> <li>Targeted Wave 3 intervention strategies are further developed – <b>B2 Intervention Leader, Heads of School</b></li> <li>Support staff to sequence reading tasks to build student knowledge and dispositions over time – <b>Curriculum Leaders / Executive</b></li> </ul>	<p>Mark Oliphant PDP Processes</p> <p>Literacy Learning Progressions  <a href="https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/national-literacy-learning-progression/reading-and-viewing/?subElementId=50915&amp;scaleId=0">https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/national-literacy-learning-progression/reading-and-viewing/?subElementId=50915&amp;scaleId=0</a></p> <p>EEF Self-assessment tool  <a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-literacy-in-secondary-schools/Secondary_Literacy_RAG_Self-assessment.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-literacy-in-secondary-schools/Secondary_Literacy_RAG_Self-assessment.pdf</a></p> <p>EEF Guidance report  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>Curriculum Glossary Guides – ACARA  <a href="https://www.australiancurriculum.edu.au/senior-secondary-curriculum/english/glossary/?letter=A">https://www.australiancurriculum.edu.au/senior-secondary-curriculum/english/glossary/?letter=A</a></p> <p>EEF Effective Professional Development  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>High Impact Strategies – Ed. Vic  <a href="https://www.education.vic.gov.au/Documents/school/teachers/support/high-impact-teaching-strategies.pdf">https://www.education.vic.gov.au/Documents/school/teachers/support/high-impact-teaching-strategies.pdf</a></p> <p>LET Team</p> <p>Literacy Guidebooks  <a href="https://edi.sa.edu.au/educating/literacy-and-numeracy/guidebooks/literacy-and-numeracy-guidebooks-secondary#title0">https://edi.sa.edu.au/educating/literacy-and-numeracy/guidebooks/literacy-and-numeracy-guidebooks-secondary#title0</a></p> <p>Literacy genre maps  <a href="https://saps7.weebly.com/uploads/2/4/7/3/24735495/genre_maps_of_the_australi.pdf">https://saps7.weebly.com/uploads/2/4/7/3/24735495/genre_maps_of_the_australi.pdf</a></p> <p>Observational practices</p> <p>Improvement Handbook 3.0  <a href="https://edi.sa.edu.au/library/document-library/user-guides/educating/school-improvement/school-improvement-handbook.pdf">https://edi.sa.edu.au/library/document-library/user-guides/educating/school-improvement/school-improvement-handbook.pdf</a></p> <p>Improving reading comprehension F-8 NSW Education  <a href="https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/guides/Improving-reading-comprehension-guide-3-8.pdf">https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/guides/Improving-reading-comprehension-guide-3-8.pdf</a></p> <p>EEF – Putting evidence to work a school's guide to implementation</p>

			<p><a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/a-schools-guide-to-implementation/EEF_Implementation_Guidance_Report_2019.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/a-schools-guide-to-implementation/EEF_Implementation_Guidance_Report_2019.pdf</a></p> <p>What works best in practice – NSW Ed  <a href="https://education.nsw.gov.au/about-us/educational-data/cese/publications/practical-guides-for-educators/what-works-best-in-practice">https://education.nsw.gov.au/about-us/educational-data/cese/publications/practical-guides-for-educators/what-works-best-in-practice</a></p> <p><a href="https://education.nsw.gov.au/teaching-and-learning/what-works-best/all--what-works-best--resources0">https://education.nsw.gov.au/teaching-and-learning/what-works-best/all--what-works-best--resources0</a></p>
<p><b>Each teacher will explicitly teach the language needed to engage with the academic demands of the curriculum and the differences in the way disciplines construct, evaluate and communicate meaning.</b></p>	<p>Ongoing</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Create subject specific literacy plans in regards to the explicit teaching of carefully selected Tier 2 &amp; 3 vocabulary</li> <li>• Provide multiple opportunities to hear, see and use new words</li> <li>• Use Close reading as a pedagogical practice</li> <li>• Evaluate and wherever necessary modify the quality, accessibility and complexity of existing reading materials in their curriculum areas</li> <li>• Assess and respond to student' curriculum language skills</li> </ul>	<p>Curriculum Glossary Guides – ACARA  <a href="https://www.australiancurriculum.edu.au/senior-secondary-curriculum/english/glossary/?letter=A">https://www.australiancurriculum.edu.au/senior-secondary-curriculum/english/glossary/?letter=A</a></p> <p>EEF Documents  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>LET Team</p> <p>Close Reading Power Point presentation – Mel Bloksgard</p> <p>Mark Oliphant College Tier 2 &amp; 3 words – pptx presentation – Mel Bloksgard</p> <p>School developed advice paper – “linking explicit reading instruction and comprehension to subject specific text types”</p> <p>PLT's</p>
<p><b>Each teacher will design learning that requires students to read, evaluate and synthesise information from a range of different texts</b></p>	<p>Ongoing</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Developing students as strategic readers by assessing, modelling and practicing: <ul style="list-style-type: none"> <li>○ Activating prior knowledge</li> <li>○ Prediction</li> <li>○ Questioning</li> <li>○ Clarifying</li> <li>○ Summarising in a range of subject specific genres</li> </ul> </li> </ul>	<p>Best advice paper – Teaching reading in the secondary years  <a href="https://edi.sa.edu.au/library/document-library/curriculum-and-learning/strategic-design/best-advice-series/best-advice-3-0-teach-reading-secondary-years.pdf">https://edi.sa.edu.au/library/document-library/curriculum-and-learning/strategic-design/best-advice-series/best-advice-3-0-teach-reading-secondary-years.pdf</a></p> <p>EEF – Improving literacy in secondary years  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>LET Team</p> <p>Literacy genre maps  <a href="https://saps7.weebly.com/uploads/2/4/7/3/24735495/genre_maps_of_the_australi.pdf">https://saps7.weebly.com/uploads/2/4/7/3/24735495/genre_maps_of_the_australi.pdf</a></p>
<p><b>Each teacher will use formative and summative assessments to differentiate learning to support every student to grow in the skills and knowledge of a particular concept using relevant and authentic reading tasks.</b></p>	<p>Ongoing</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Analyse student assessment data to explicitly inform curriculum planning and teaching practice as it relates to reading</li> <li>• Use data to determine targeted interventions required for individual students in their subjects</li> <li>• Modify and diversify their instructional delivery and behaviour management to meet the different needs of the students</li> <li>• Have clear learning intentions and success criteria for units of work</li> <li>• Use success criteria to differentiate according to specific needs of students</li> </ul>	<p>High Impact Teaching strategies – Education Victoria  <a href="https://www.education.vic.gov.au/Documents/school/teachers/support/high-impact-teaching-strategies.pdf">https://www.education.vic.gov.au/Documents/school/teachers/support/high-impact-teaching-strategies.pdf</a></p> <p>Improving literacy in Secondary Schools Guidance Report EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>

		<ul style="list-style-type: none"> <li>Using success criteria to provide opportunities for students to negotiate their learning goals</li> <li>Use formative assessment to gather evidence to adapt teaching practices to meet learner needs</li> <li>Work with leaders to identify Wave 3 students and implement appropriate intervention</li> </ul>	<p>Best advice paper – Teaching reading in the secondary years  <a href="https://edi.sa.edu.au/library/document-library/curriculum-and-learning/strategic-design/best-advice-series/best-advice-3-0-teach-reading-secondary-years.pdf">https://edi.sa.edu.au/library/document-library/curriculum-and-learning/strategic-design/best-advice-series/best-advice-3-0-teach-reading-secondary-years.pdf</a></p> <p>Australian Curriculum General Capabilities literacy continuum  <a href="https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/literacy/">https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/literacy/</a></p> <p>LET Team</p> <p>Literacy Learning Progressions  <a href="https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/national-literacy-learning-progression/reading-and-viewing/?subElementId=50915&amp;scaleId=0">https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/national-literacy-learning-progression/reading-and-viewing/?subElementId=50915&amp;scaleId=0</a></p> <p>Best advice paper – intervention to address literacy and numeracy difficulties  <a href="https://www.ais.sa.edu.au/wp-content/uploads/Pages/Phonics_Screening_Check/best-advice-intervention-to-address-literacy-numeracy-learning-difficulties.pdf">https://www.ais.sa.edu.au/wp-content/uploads/Pages/Phonics_Screening_Check/best-advice-intervention-to-address-literacy-numeracy-learning-difficulties.pdf</a></p>
<p>Each English Teacher will support students to work towards independent reading whilst still including modelled, shared and guided reading for texts that may provide new challenges.</p>	<p>Ongoing</p>	<p>English teachers will:</p> <ul style="list-style-type: none"> <li>Identify high quality literature information texts that captures students interests and make more meaningful connections with texts</li> <li>Use reciprocal teaching to strengthen comprehension skills</li> <li>Encourage students to read for interest at their reading level</li> </ul>	<p>Click or tap here to enter text.</p>

## Secondary – Stage 1 and 2

### Target 2022:

43% of students (71 out of 164 students) to achieve a C or above in Stage 1 subjects in all curriculum areas.

20% of students (33 out of 164 students) to achieve a B or above in Stage 1 subjects in all curriculum areas.

### 2023:

10% of Stage 2 students (14 out of 134 students) to achieve A- or above in Stage 2 subjects  
 50% of Stage 2 students (67 out of 134 students) to achieve a B- or above in Stage 2 subjects

### 2024:

TBA subject to review


**STEP 2 Challenge of practice**
**Challenge of Practice:**

If we ensure effective differentiated practices are embedded in assessment and responsive pedagogy then there will be an improvement in the number of year 11 students attaining C grades and above.

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

**We will see each student:**

- articulating the assessment requirements, and demonstrating what they know and can do in relations to the learning intentions and success criteria of the subject
- using a variety of negotiated formative and summative assessments that meet the performance standards
- effectively using teacher feedback to improve individual assessment outcomes


**STEP 3 Plan actions for improvement**

Actions	Timeline	Roles & Responsibilities	Resources
<p><b>Leaders will:</b> Ensure any professional learning is tailored to teachers learning needs and is explicitly focused on differentiated practices and effective feedback</p>	Ongoing	<ul style="list-style-type: none"> <li>• Provision of targeted PD to support teachers to analyse student progress and track growth using student feedback, Power BI and SACE achievement data to inform their practice, personalise student learning and enhance achievement. <b>B4 Quality Assurance Leader, Head of School, Curriculum Leaders</b></li> <li>• Teachers are provided with dedicated planning time targeted to meet PLT goals that align with the SIP – Support teachers to use class data to identify and adjust curriculum and practice to explicitly meet the learning needs of all learners <b>B4 Quality Assurance Leader, Head of School, Curriculum Leaders</b></li> <li>• Provision of targeted differentiated and effective feedback PD related to High Impact Literacy strategies and data informed practice <b>B4 Quality Assurance Leader, Head of School, Curriculum Leaders</b></li> <li>• Teachers are provided with dedicated meeting time targeted for moderation processes to ensure all SACE students receive grades for their school-assessed work in line with the statewide standards. <b>B4 Quality Assurance Leader, Head of School, Curriculum Leaders</b></li> </ul>	<p>LET team Mark Oliphant College PDP Processes Mark Oliphant College PLT process Secondary Subschool PD sessions</p> <p>Improvement Handbook 3.0 <a href="https://edi.sa.edu.au/library/document-library/user-guides/educating/school-improvement/school-improvement-handbook.pdf">https://edi.sa.edu.au/library/document-library/user-guides/educating/school-improvement/school-improvement-handbook.pdf</a></p> <p>EEF Effective Professional Development <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>EEF – Putting evidence to work a school's guide to implementation <a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/a-schools-guide-to-implementation/EEF_Implementation_Guidance_Report_2019.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/a-schools-guide-to-implementation/EEF_Implementation_Guidance_Report_2019.pdf</a></p> <p>High Impact Teaching Strategies – VIC Ed <a href="https://www.education.vic.gov.au/Documents/school/teachers/support/high-impact-teaching-strategies.pdf">https://www.education.vic.gov.au/Documents/school/teachers/support/high-impact-teaching-strategies.pdf</a></p> <p>What works best in practice – NSW Ed <a href="https://education.nsw.gov.au/about-us/educational-data/cese/publications/practical-guides-for-educators-/what-works-best-in-practice">https://education.nsw.gov.au/about-us/educational-data/cese/publications/practical-guides-for-educators-/what-works-best-in-practice</a></p>
<p><b>Each teacher will:</b> Ensure clear and explicit tasks complement effective teaching and learning through differentiation, negotiation, and choice</p>	Ongoing	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Explain what students need to know and be able to do by the end of the lesson or unit</li> <li>• Use worked examples / exemplars to show students how to achieve an A grade standard</li> </ul>	<p>High Impact Teaching Strategies – VIC Ed <a href="https://www.education.vic.gov.au/Documents/school/teachers/support/high-impact-teaching-strategies.pdf">https://www.education.vic.gov.au/Documents/school/teachers/support/high-impact-teaching-strategies.pdf</a></p>

		<ul style="list-style-type: none"> <li>• Use a variety of learning and assessment strategies to scaffold and personalise the learning process</li> <li>• Use formative assessment to monitor student learning progress toward and beyond learning goals</li> <li>• Provide assessment tasks that have clear and unambiguous instructions</li> <li>• Set open ended tasks wherever possible that allow students to work at different levels</li> <li>• Provide opportunities for students to negotiate how they can provide evidence against the performance standards based on their current skills and abilities</li> <li>• Use the Flexibility in the SACE to cater for individual student needs</li> </ul>	<p>What Formative assessment is and isn't – Dylan Williams  <a href="https://www.youtube.com/watch?v=nfAutEWagOE">https://www.youtube.com/watch?v=nfAutEWagOE</a></p> <p>Special Provisions in the SACE  <a href="https://www.sace.sa.edu.au/web/special-provisions">https://www.sace.sa.edu.au/web/special-provisions</a></p> <p>SACE Subject Flexibilities  <a href="https://www.sace.sa.edu.au/covid-19-coronavirus/for-teachers/flexibility-across-all-subjects">https://www.sace.sa.edu.au/covid-19-coronavirus/for-teachers/flexibility-across-all-subjects</a></p> <p>SACE Professional Learning  <a href="https://www.sace.sa.edu.au/teaching/professional-learning">https://www.sace.sa.edu.au/teaching/professional-learning</a></p>
<p><b>Each teacher will:</b>  <b>Explicitly teach the language needed to engage with the academic demands of the curriculum and the differences in the way disciplines construct, evaluate and communicate meaning.</b></p>	Ongoing	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Create subject specific literacy plans in regards to the explicit teaching of carefully selected Tier 2 &amp; 3 vocabulary</li> <li>• Provide multiple opportunities to hear, see and use new words</li> <li>• Use Close reading as a pedagogical practice</li> <li>• Evaluate and wherever necessary modify the quality, accessibility and complexity of existing reading materials in their curriculum areas</li> <li>• Assess and respond to student' curriculum language skills</li> </ul>	<p>EEF – Improving literacy in secondary years  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>
<p><b>Each Teacher will:</b>  <b>Provide the opportunity for students to meet the higher bands of the performance standards</b></p>	Ongoing	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Design assessment tasks that give all students the opportunity to demonstrate higher order thinking to enable them to achieve at the highest possible level</li> <li>• Ensure students are clear about learning intentions and success criteria</li> <li>• Ensure opportunities are provided for students to show their learning in ways most appropriate to them</li> <li>• Collaborate formally and informally with others to moderate students work to ensure the comparability of their assessment decisions against the relevant achievement/performance standards</li> </ul>	<p>SACE Subject Exemplars  A grade student annotated work samples used as a learning tool  Deconstruction of achievement/Performance standards</p>
<p><b>Each teacher will:</b>  <b>Provide effective formative feedback to students is timely and is explicit about what actions students can take to improve</b></p>	Ongoing	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Provide feedback on tasks that challenges students to review, reflect on and refine their understandings at various points in a learning sequence</li> <li>• Provide timely specific feedback, acknowledging areas well-handled and suggesting areas for improvement</li> <li>• Use student assessment data as a source of feedback on the effectiveness of their teaching practice</li> </ul>	<p>Teacher Feedback to Improve Pupil Learning – EFF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p>Feedback – Evidence for learning  <a href="https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/feedback/">https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/feedback/</a></p> <p>Improve Practice – Feedback – Aitsl  <a href="https://www.aitsl.edu.au/teach/improve-practice/feedback">https://www.aitsl.edu.au/teach/improve-practice/feedback</a></p> <p>Feedback and Reporting &amp; Formative Assessment – VIC Ed  <a href="https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-feedback.aspx">https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-feedback.aspx</a>  <a href="https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/ppn6.aspx">https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/ppn6.aspx</a></p> <p>VIC Curriculum &amp; Assessment Authority</p>

<https://www.vcaa.vic.edu.au/assessment/f-10assessment/formative-assessment/Pages/default.aspx>

What works best in practice – NSW Ed  
<https://education.nsw.gov.au/about-us/educational-data/cese/publications/practical-guides-for-educators-/what-works-best-in-practice>

**Goal 1: Maintain and increase the number of students achieving SEA and HB in reading for students in F-12**

 **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?**

**Primary**

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?
<p>Foundation read decodable and predictable texts,practising phrasing and fluency. Monitoring meaning using concepts of print, emerging contextual, semantic, grammatical and phonic knowledge.</p> <p>Year 1 read decodable and predictable textsusing, developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge. Using strategies such as prediction, monitoring meaning and re reading.</p> <p>Year 2 read less predictable texts with phrasing and fluency. Combine contextual, semantic, grammatical and phonic knowledge with strategies such as monitoring, meaning, predicting,re reading, self correcting.</p> <p>Year 3 using comprehension strategies to build literal and inferred meaning and begin to evaluate texts.</p> <p>Year 4 use comprehension strategies to build literal and inferred meaning to expand content knowledge. Integrate and link ideas, and analyse and evaluate texts.</p> <p>Year 5 using comprehension strategies to analyse information integrating and inking ideas from a variety of print and digital sources.</p> <p>Year 6 use comprehension strategies to interpret and analyse information and ideas. Compare content from a wide variety of textual sources including media and digital texts.</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>
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?

<p><b>Leaders will interrogate all available data and provide time and support for teachers to interpret literacy data and set learning goals.</b></p>		<p><u>Week 9 Term 1</u></p> <p>Assessment schedule was clarified to collect learner achievements data in consultation with staff-was further adjusted later in term due to interruptions to of staffing. Week 1 staff meeting-analysis of PAT R and PSC data-students were identified for targeted wave 2 intervention as the focus for PLTs PL in administering Heggerty and BTG to interpret learner data and inform teaching</p> <p><u>Week 9 Term 2</u></p> <p>Leaders supporting teachers to continue to administer Heggerty assessment, identify students just below SEA or students in HB using OARS data in PLTs to identify students and use resources for intentional teaching. Teachers continuing to use screeners to track and monitor progress. LGU and leaders supporting Year 1 teachers using PSC data to set learning goals and year 2 teachers using PSC, ORF and running records data to triangulated data and target learning.</p> <p><u>Week 5 Term 3</u></p>	<p>Continue to support teachers in PLTs and provide deeper PL to develop strong pedagogical practices to improve learner achievement of identified wave 2 students- this PI supports the wave1 quality teaching and learning HoS to regularly check in to discuss data progress of identified students to ensure that there is progress in students meeting benchmarks Implement walkthroughs in term 2 – with a focus on consistent Heggerty practices and seeking feedback from students by asking the 3 questions. Appoint an intervention teacher for Wave 3 intensive intervention</p> <p><u>Week 9 term 2</u></p> <p>Continue to support teachers to analyse data in PLTs to ensure pedagogy supports identified students. Ensure data is entered on assessment schedule. Leaders to meet individually with teachers to discuss data progress and provide feedback for next steps.</p> <p><u>Week 5 Term 3</u></p>
<p><b>Leaders will identify the expertise required for teachers to deepen knowledge, understanding and skills and to explicitly meet learner needs.</b></p>		<p>Self reflection task around PA SoP was developed for teachers to identify evidence and understanding</p> <p><u>Week 9 Term 2</u></p> <p>PL in staff meeting targeted to achieve action 2, with a focus on elements of Language comprehension. Teachers using new learning and implementing strategy in literacy blocks and across curriculum areas. In staff meeting leaders providing time or both individuals and then teams to identify elements in literacy blocks, identifying consistencies-providing data to leaders about areas that require further PL. SFD focus was gaining a deeper understanding of units of work, panning and trialling a unit of work in term 3. Leaders referring to HIS in PLT and identifying a pedagogy for teachers to focus on to support the targeted intentional learning.</p> <p><u>Week 5 Term 3</u></p>	<p>HoS to support teachers to build capacity according to self assessment through observations and regular check ins-individually or in shared NIT Allocate time in staff meetings to reflect/review /embed new learning/share quality practices Leadership professional reading to guide PLTs and support with modelling and coaching alongside of teachers to sharpen pedagogical practices</p> <p><u>Week 9 Term 2</u></p> <p>Continue to monitor and support progress of units of work. Provide PL in term 3 with a focus on modelled reading and guided reading to ensure there is quality and consistency of practice in literacy blocks</p> <p><u>Week 5 Term 3</u></p>
<p><b>Leaders will provide opportunities for evidence-based, personalised, and specialised instruction for students who are struggling with reading skills.</b></p>		<p>Focus for term 3</p> <p><u>Week 9 Term 2</u></p> <p><u>Week 5 Term 3</u></p>	<p>Teachers to complete Google Doc around identified students for wave 3 intervention Intervention teacher to start Wave 3 intervention from term 2</p> <p><u>Week 9 Term 2</u></p> <p><u>Week 5 Term 3</u></p>
<p><b>Each teacher will embed with fidelity, phonological awareness teaching and synthetic, systematic phonics teaching.</b></p>		<p>-staff meetings provided clarity /consistency re expectations of Heggerty/instructional routines as part of literacy block (Teachers and SSOs trained) -PLTs providing a deeper understanding and collaboration with colleagues to implement quality pedagogical practices including regular reflection and next steps on PLT planning document with support from identified leader -LGU support with year 2 team/initial planning and support for term 2 to refine instructional routines</p> <p><u>Week 9 Term 2</u></p> <p><u>Week 5 Term 3</u></p>	<p>-review PSC/year level screeners data at end of term to track progress -HoS to observe classroom practices as identified in PDP conversations -teachers share PLT pedagogical practices that have supported learner achievement -LGU coach to continue to work with year 2 team in providing feedback to ensure consistent instructional routines/releasing teachers for peer observations -seek evidence of how PA is part of the literacy block and when it occurs each day</p> <p><u>Week 9 Term 2</u></p> <p><u>Week 5 Term 3</u></p>

<p>Each teacher will explicitly teach a variety of comprehension strategies including a description of the strategy, modelling, and explanation of how, when and why it is used and incorporate strategies before, during and after reading.</p>		<p>CL planning with year 4 team to clarify elements of literacy block and utilise UoW                  -PL in staff meeting to review Reading Rope and SVR. Teachers individually identified elements of Reading Rope that were evidenced in literacy block in Language Comprehension strategy. This will be the focus of PL in term 2 F-6 to further develop student reading comprehension strategies.</p> <p><b><u>Week 9 Term 2</u></b></p> <p>PL in staff meetings had a focus on Language Comprehension strategies-before reading including explicitly modelling, explaining strategy and why it supports reading. Teachers implemented in classrooms with a commitment to action from staff meeting PL</p> <p><b><u>Week 5 Term 3</u></b></p>	<p>CL to observe year 4 literacy block and provide feedback--continue to utilise CL support to adopt/adapt UoW across 3-6 (unpack in staff meetings)                  -Continue further PL in staff meetings term 2 in Language Comprehension to ensure all elements are evidenced in literacy blocks</p> <p><b><u>Week 9 Term 2</u></b></p> <p>How do we as leaders know strategies are impeneted and embedded in daily practice? Is there consistency across year levels, what is the quality of these strategies in literacy blocks to support growth in reading comprehension?</p> <p><b><u>Week 5 Term 3</u></b></p>
<p>Each teacher will respond to individual student learning needs to direct the next step by developing personal goals in either decoding, fluency and comprehension skills.</p>	<p>Action is currently not a focus</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

**Secondary – Middle Yrs 7-10**

<p>Student Success Criteria</p>	<p>  90% embedded   Needs attention/work in progress   Not on track                 </p>	<p><b>Evidence</b>  <b>Are we improving student learning?</b>  <b>How are we tracking against our student success criteria?</b></p>	<p><b>What are our next steps?</b>  <b>Potential adjustments?</b></p>
<p><b>We will see each:</b>                      Year 7 Student using prior knowledge and text processing strategies to interpret a range of subject specific text types                      Year 8 Student apply increasing knowledge of vocabulary, text structures and language features to understand the content of subject specific texts                      Year 9 and 10 Student apply an expanding vocabulary to read increasingly complex subject specific texts with fluency and comprehension</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><b>Actions</b></p>	<p>  90% embedded   Needs attention/work in progress   Not on track                 </p>	<p><b>Evidence</b>  <b>Are we improving student learning?</b>  <b>How are we tracking against our student success criteria?</b></p>	<p><b>What are our next steps?</b>  <b>Potential adjustments?</b></p>

<p><b>Leaders will ensure any literacy learning is tailored to teachers' learning needs and is explicitly focussed on curriculum specific pedagogical content and assessment knowledge</b></p>		<p><b>Term 1 week 5</b> Executive leaders have planned in collaboration with curriculum leaders- provided targeted PD based on confidence of staff in enacting the actions (initial survey of staff, November 2021)</p> <p>DP has provided leaders with professional learning/reading to further develop understanding oral language to support teaching and learning of tiered vocabulary</p> <p>PD in Differentiated practice (LET), Using data to inform practice (LET)</p> <p><b>Term 2 week 5</b> PD in Tiered Vocabulary, oral language, Close reading – Faculty meetings</p> <p>Walk throughs – have captured improvements in the explicit teaching of tiered vocabulary, learning intentions and success criteria</p> <p><b>Term 3 week 6</b> Staff surveys reveal need for additional PD in Close reading as the majority are only just beginning to engage</p>	<p>Modify walk through process to better assess impact on teaching and learning through more directed questioning that aligns with the COP and actions</p> <p>Curriculum leaders to share quality practices that are currently occurring</p> <p>PLT to undertake further PD in differentiating practice as it pertains to the literacy needs of identified students – LET to support</p> <p>Refining goals of PLT's as they align with wave 2 intervention strategies</p> <p>Leaders to work with LET Team to facilitate PLT PD</p> <p>Resurvey staff to identify PD needs in relation to wave 1 teaching practices</p>
<p><b>Each teacher will explicitly teach the language needed to engage with the academic demands of the curriculum and the differences in the way disciplines construct, evaluate and communicate meaning.</b></p>		<p><b>Term 1 week 5</b></p> <p>PD in explicitly Tiered vocab through a variety of modalities ensuring there is visible learning in classrooms (Walkthroughs) Anecdotal evidence provides evidence of student engagement and ability to identify tiered vocabulary (Walk throughs)</p> <p><b>Term 2 week 8</b></p> <p><b>Term 3 week 6</b></p>	<p>Analyse and share walk through data to identify Professional Learning for term 2</p> <p>Continue to utilise CL and LET to implement consistent practice in classrooms</p> <p>Continue developing before reading strategies until fully embedded in every class</p>
<p><b>Each teacher will design learning that requires students to read, evaluate and synthesise information from a range of different texts</b></p>	<p>Click or tap here to enter text.</p>	<p>Term 2 week 8</p> <p>Term 3 week 6</p>	<p>Click or tap here to enter text.</p>
<p><b>Each teacher will use formative and summative assessments to differentiate learning to support every student to grow in the skills and knowledge of a particular concept using relevant and authentic reading tasks.</b></p>		<p><b>Term 1 week 5</b> Teachers have identified all students in classes just below SEA and just below HB PLT's have begun focussing on differentiating their assessment tasks using the teacher resources in OARS – feedback from staff is more support and PD required</p> <p>Term 2 week 8</p> <p>Term 3 week 6</p>	<p>Leaders to work with LET Team to facilitate PLT PD utilising OARS teacher resources and the collective capacity of the team to plan, implement and evaluate targeted student resources</p>
<p><b>Each English Teacher will support students to work towards independent reading whilst still including modelled, shared and guided reading for texts that may provide new challenges.</b></p>		<p>English teachers have begun focusing on methods to encourage modelled and shared reading using a reading bingo concept, first chapter read aloud, shared class novel reading, classroom libraries, reading journals and news articles to improve comprehension.</p>	<p>Maintain and increase intentional independent reading activities through unit plans, walkthroughs and shared resources</p>

Secondary – Stage 1 and 2			
Student Success Criteria	 90% embedded  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?
<p><b>We will see each student:</b></p> <ul style="list-style-type: none"> <li>articulating the assessment requirements, and demonstrating what they know and can do in relations to the learning intentions and success criteria of the subject</li> <li>using a variety of negotiated formative and summative assessments that meet the performance standards</li> <li>effectively using teacher feedback to improve individual assessment outcomes</li> </ul>	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?
<p><b>Leaders will:</b> Ensure any professional learning is tailored to teachers learning needs and is explicitly focused on differentiated practices and effective feedback</p>	Click or tap here to enter text.		
<p><b>Each teacher will:</b> Ensure clear and explicit tasks complement effective teaching and learning through differentiation, negotiation, and choice</p>	Click or tap here to enter text.		Click or tap here to enter text.

Each teacher will: <b>Explicitly teach the language needed to engage with the academic demands of the curriculum and the differences in the way disciplines construct, evaluate and communicate meaning.</b>	Click or tap here to enter text.		Click or tap here to enter text.
Each Teacher will: <b>Provide the opportunity for students to meet the higher bands of the performance standards</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each teacher will: <b>Provide effective formative feedback to students is timely and is explicit about what actions students can take to improve</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

### Goal 1: Maintain and increase the number of students achieving SEA and HB in reading for students in F-12



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

#### Primary

<p><b>Targets 2022:</b> 65% or 69 out of 94 students are meeting SEA in year 3 NAPLAN Reading 70% or 74 out of 94 students are meeting SEA in year 5 NAPLAN Reading 25% or 27 out of 94 students will attain HB in NAPLAN Reading in year 3 10% or 11 out of 94 students will attain HB in NAPLAN Reading in year 5</p> <p><b><u>2021 Progress Data (meeting/exceeding SEA):</u></b> Year 1 Phonics Screening Check: 44% Year 3 PAT-R: 61% Year 4 PAT-R: 71% Year 5 PAT-R: 67% Year 6 PAT-R: 73%</p>	<p><b>Results towards targets:</b> Click or tap here to enter text.</p>
<p><b>Challenge of Practice:</b></p> <p>If we prioritise a consistent, daily, timetabled reading program that integrates the Simple View of Reading across year levels, then we will retain and increase the number of students achieving SEA and HB in reading F-6.</p>	<p><b>Evidence - has this made an impact?</b> Click or tap here to enter text.</p>
<p><b>Success Criteria:</b></p> <p>Foundation read decodable and predictable texts, practising phrasing and fluency. Monitoring meaning using concepts of print, emerging contextual, semantic, grammatical and phonic knowledge.</p> <p>Year 1 read decodable and predictable texts using, developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge. Using strategies such as prediction, monitoring meaning and re reading.</p> <p>Year 2 read less predictable texts with phrasing and fluency. Combine contextual, semantic, grammatical and phonic knowledge with strategies such as monitoring, meaning, predicting, re reading, self correcting.</p>	<p><b>Evidence - did we improve student learning? how do we know?</b> Click or tap here to enter text.</p>

**Year 3 using comprehension strategies to build literal and inferred meaning and begin to evaluate texts.**

**Year 4 use comprehension strategies to build literal and inferred meaning to expand content knowledge. Integrate and link ideas, and analyse and evaluate texts.**

**Year 5 using comprehension strategies to analyse information integrating and inking ideas from a variety of print and digital sources.**

**Year 6 use comprehension strategies to interpret and analyse information and ideas. Compare content from a wide variety of textual sources including media and digital texts.**

**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.](#)

**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.](#)

## Secondary - Middle

### Targets 2022:

65% or 112 out of 172 students are meeting SEA in NAPLAN reading in year 7  
66% or 122 out of 187 students are meeting SEA in NAPLAN reading in year 9

35% or 63 out of 172 students will attain HB in NAPLAN Reading in year 7  
17% or 35 out of 187 students will attain HB in NAPLAN Reading in year 9

### Results towards targets:

[Click or tap here to enter text.](#)

### Challenge of Practice:

**If we strengthen the design of before, during and after reading activities with a particular focus on 'close reading' as a during reading activity, then we will retain and increase the number of students achieving SEA and in the HB in reading**

### Evidence - has this made an impact?

[Click or tap here to enter text.](#)

<p><b>Success Criteria:</b></p> <p><b>We will see each:</b></p> <p><b>Year 7 Student using prior knowledge and text processing strategies to interpret a range of subject specific text types</b></p> <p><b>Year 8 Student apply increasing knowledge of vocabulary, text structures and language features to understand the content of subject specific texts</b></p> <p><b>Year 9 and 10 Student apply an expanding vocabulary to read increasingly complex subject specific texts with fluency and comprehension</b>  <b>apply an expanding vocabulary to read increasingly complex subject specific texts with fluency and comprehension</b></p>	<p><b>Evidence - did we improve student learning? how do we know?</b>  <b>Click or tap here to enter text.</b></p>
<p><b>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?</b>  <b>Click or tap here to enter text.</b></p>	
<p><b>Secondary – Stage 1 &amp; 2</b></p>	
<p><b>Targets 2022:</b></p> <p><b>43% of students (71 out of 164 students) to achieve a C or above in Stage 1 subjects in all curriculum areas.</b></p> <p><b>20% of students (33 out of 164 students) to achieve a B or above in Stage 1 subjects in all curriculum areas.</b></p>	<p><b>Results towards targets:</b>  <b>Click or tap here to enter text.</b></p>
<p><b>Challenge of Practice:</b>  <b>If we ensure effective differentiated practices are embedded in assessment and responsive pedagogy then there will be an improvement in the number of year 11 students attaining C grades and above.</b></p>	<p><b>Evidence - has this made an impact?</b>  <b>Click or tap here to enter text.</b></p>

**Success Criteria** – did we improve student learning?

**We will see each student:**

- articulating the assessment requirements, and demonstrating what they know and can do in relations to the learning intentions and success criteria of the subject
- using a variety of negotiated formative and summative assessments that meet the performance standards
- effectively using teacher feedback to improve individual assessment outcomes

**Evidence** - did we improve student learning? how do we know?

[Click or tap here to enter text.](#)

**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.](#)

**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.](#)