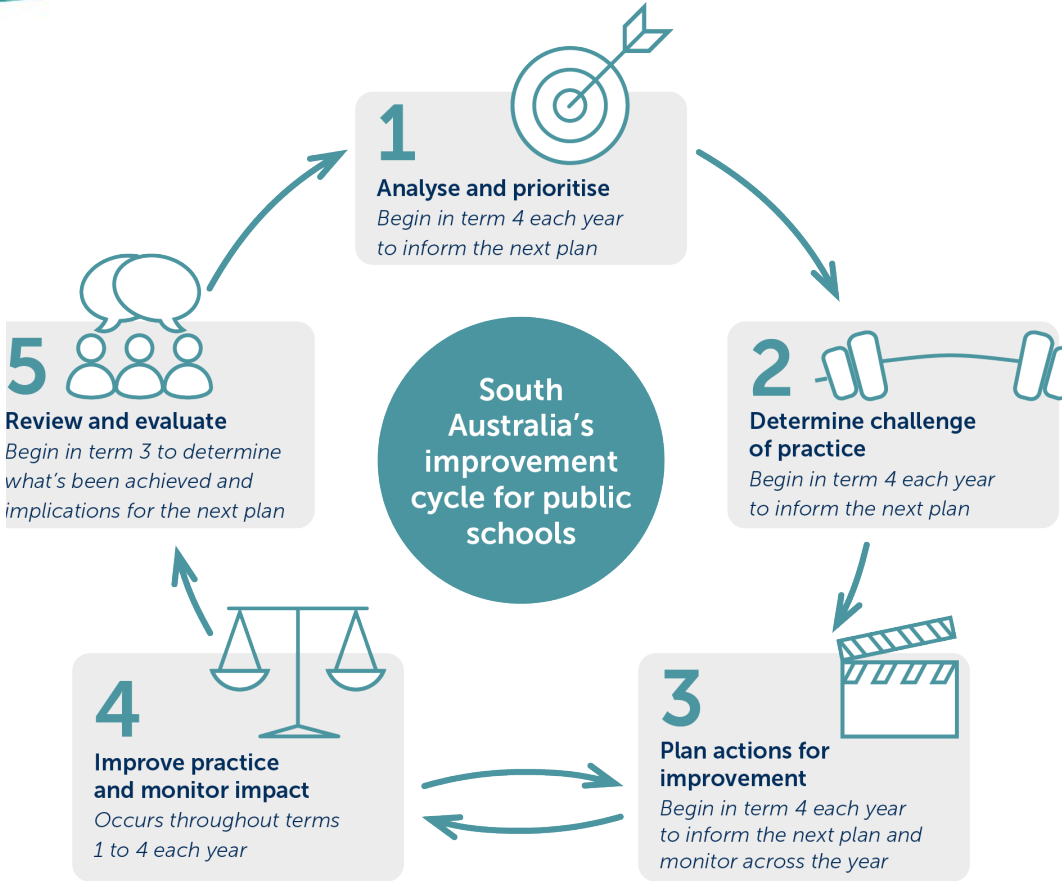


School Improvement Plan for Westport Primary School



WESTPORT PRIMARY SCHOOL



Vision Statement:

AIM HIGH ♥ WORK HARD ♥ BE KIND ♥ NO EXCUSES



2022 – 2024

School Improvement Plan for Westport Primary School

Completing the template:

- The document will open as 'Read Only' so will need to be saved prior to editing
- Note that Steps 1, 2 and your Actions in Step 3 will auto-populate in the corresponding sections in Steps 4 and 5 of the template once you have completed them.
- Once you have typed in your ESR Directions next to Goal 1 they will auto-populate to the corresponding section for the other two goals in the template.

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

- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 9, Term 4 (10 December 2021).
- Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your Summary page on your school website by Friday of Week 4, Term 1 (18 February 2022).
- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact).
- Use the template in Term 4 of each year to capture Step 5 work (Review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

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



Government of South Australia
Department for Education



Site name: Westport Primary School

Goal 1: Growth in the number of students' achievement in the higher bands in READING

ESR Directions:

Further strengthen agreed SIP pedagogical actions that enable all teachers to effectively plan and consistently teach at a high level across Reception to Year 6.

To meet the learning needs of all students, continue development of high-impact teaching and learning strategies aligned to the school's pedagogical framework, with a focus on high learning bands.

Target 2022:

Rec 75% students will achieve at or above 60% in InitialLit (37/50)

Y1 85% students will achieve at or above 28 in the Phonics Check (50/59)

Y2 75% students will achieve scale score of 85 or above in PAT R (34/45)

Y3 35% students will achieve Higher Bands in NAPLAN Reading (16/44)

Y4 90% students will achieve at or above Y4 DfE SEA 106 in PAT R (41/46)

Y5 40% students will achieve Higher Bands in NAPLAN Reading (17/42)

Y6 75% students will achieve at or above Y6 DfE SEA 118 in PAT R (22/29)

85% Y3-6 ATSI students will achieve at or above DfE SEA in PAT R(25/30)

2023:

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2024:

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Challenge of Practice:

If we build rich tasks for shared reading that align with our whole school literacy agreement, then we will see growth in the number of students' achievement in the higher bands in Reading.

(DfE Inspire Guidebook, AC English, Literacy Progressions)

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

We will see all students question, read and make meaning of Tier 2 and Tier 3 vocabulary when we hear them reading and responding.

We will see all students demonstrate their understanding of literature when we engage with shared texts.

We will see all Reception students develop and demonstrate strong phonological awareness and phonics when we assess data.

We will see all students articulate the learning intention and success criteria when we discuss their learning with students.

(Year level English Achievement Standards and Content Descriptors, Literacy Progressions, DfE Inspire Guidebook)



Actions

Timeline

Roles & Responsibilities

Resources

<p>Teachers will build rich tasks; for shared reading (R-3) and Literature Circles (4-6) <i>with multiple entry and exit points.</i></p> <p><i>(Year level English Achievement Standards and Content Descriptors, Literacy Progressions, DfE Inspire Guidebook)</i></p>	Ongoing, each term, 2022	<ul style="list-style-type: none"> EY & SI Coordinators will be responsible for purchasing quality literature texts Class Teachers will be responsible for using rich literature to create lessons for shared reading School Improvement Coordinator will induct new staff, oversee data collection and provide SSO PD Each class teacher will uphold the Literacy Agreement, The Big 6 of Reading, provide English overviews each term, with Learning Intentions & Success Criteria - communicating all LI & SC visibly with students 	<p>Quality literature texts: print & digital Bank of JP trialled shared reading resources Bank of trialled Literature Circles resources SIP Pupil Free Day Term 4 Student reading targets communicated to parents SSOs - aligned to IESP funding/SIP priorities Teacher - intervention (0.4) Staff Meeting time: Student Review Team, SIP & NCCD collection WPS Agreements</p>
<p>R-6 teachers use guided questioning to engage student thinking and promote dialogue in response to rich literature.</p> <p><i>(Year level English Achievement Standards and Content Descriptors, Literacy Progressions, DfE Inspire Guidebook)</i></p>	Ongoing, each term, 2022	<ul style="list-style-type: none"> Teachers will provide stimulating rich texts for guided reading, novel study/related activities Teachers will model think-alouds & close reading practices, providing success criteria, visual prompts/scaffolds Teachers will develop word walls of tiered vocabulary Teachers will develop consistency of guided questioning and metalanguage practices across Year levels Teachers & SSOs will use growth mindset language EY & SI Coordinators responsible for purchasing rich literature texts. Leadership Team will conduct 1 walkthrough each week 	<p>Word Walls Rich literature texts: print & digital Walkthrough written feedback Assemblies- student work DfE curriculum units and resources</p>
<p>Reception teachers will implement a systematic synthetic phonological and phonemic awareness approach.</p> <p><i>(Year level English Achievement Standards and Content Descriptors, Literacy Progressions, DfE Inspire Guidebook)</i></p>	Ongoing 2022	<ul style="list-style-type: none"> Reception teachers will teach Initialit and Heggerty in Literacy Block daily Year 1 teachers will complete the full Initialit training in preparation for 2023 Early Years Coordinator will oversee Initialit, decodable Home Reading, Oxford Words, Early Years testing 	<p>Initialit and Heggerty Training & resources Stationery & photocopying Testing schedule/data collection Decodable Readers Oxford Words Early Years testing</p>
<p>Click or tap here to enter text.</p>	Click or tap here to enter text.	<ul style="list-style-type: none"> Click or tap here to enter text. 	
<p>Teachers will analyse ATSI data, particularly in Reading growth bands, as well as by cohort, year level and achievement</p> <p><i>(Aboriginal Learner Achievement Action Template)</i></p>	Ongoing, 2022	<ul style="list-style-type: none"> School Improvement Coordinator to present data to staff Staff to analyse data on Pupil Free Day Intervention Coordinator to use data to track and inform Class teachers to use data to report and build student achievement 	<p>Intervention SRT spreadsheets Staff Meeting time allocation Pupil Free Day Data graphs Historical data, tracking cohorts</p>

Goal 1: Growth in the number of students' achievement in the higher bands in READING








STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Student Success Criteria



Yes

Evidence

	 Needs attention/work in progress  Not on track	Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
<p>We will see all students question, read and make meaning of Tier 2 and Tier 3 vocabulary when we hear them reading and responding.</p> <p>We will see all students demonstrate their understanding of literature when we engage with shared texts.</p> <p>We will see all Reception students develop and demonstrate strong phonological awareness and phonics when we assess data.</p> <p>We will see all students articulate the learning intention and success criteria when we discuss their learning with students.</p> <p><i>(Year level English Achievement Standards and Content Descriptors, Literacy Progressions, DfE Inspire Guidebook)</i></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  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>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>Click or tap here to enter text.</p>
<p>Teachers will build rich tasks; for shared reading (R-3) and Literature Circles (4-6) <i>with multiple entry and exit points.</i></p> <p><i>(Year level English Achievement Standards and Content Descriptors, Literacy Progressions, DfE Inspire Guidebook)</i></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>R-6 teachers use guided questioning to engage student thinking and promote dialogue in response to rich literature.</p> <p><i>(Year level English Achievement Standards and Content Descriptors, Literacy Progressions, DfE Inspire Guidebook)</i></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>Reception teachers will implement a systematic synthetic phonological and phonemic awareness approach.</p> <p><i>(Year level English Achievement Standards and Content Descriptors, Literacy Progressions, DfE Inspire Guidebook)</i></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 analyse ATSI data, particularly in Reading growth bands, as well as by cohort, year level and achievement <i>(Aboriginal Learner Achievement Action Template)</i>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: Growth in the number of students' achievement in the higher bands in READING



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

<p>Targets 2022:</p> <p>Rec 75% students will achieve at or above 60% in InitialLit (37/50)</p> <p>Y1 85% students will achieve at or above 28 in the Phonics Check (50/59)</p> <p>Y2 75% students will achieve scale score of 85 or above in PAT R (34/45)</p> <p>Y3 35% students will achieve Higher Bands in NAPLAN Reading (16/44)</p> <p>Y4 90% students will achieve at or above Y4 DfE SEA IO6 in PAT R (41/46)</p> <p>Y5 40% students will achieve Higher Bands in NAPLAN Reading (17/42)</p> <p>Y6 75% students will achieve at or above Y6 DfE SEA I18 in PAT R (22/29)</p> <p>85% Y3-6 ATSI students will achieve at or above DfE SEA in PAT R(25/30)</p>	<p>Results towards targets:</p> <p>Click or tap here to enter text.</p>
<p>School Improvement planning template</p> <p>If we build rich tasks for shared reading that align with our whole school literacy agreement, then we will see growth in the number of students' achievement in the higher bands in Reading.</p> <p><i>(DfE Inspire Guidebook, AC English, Literacy Progressions)</i></p>	<p>Evidence - has this made an impact?</p> <p>Click or tap here to enter text.</p>
<p>Success Criteria:</p> <p>We will see all students question, read and make meaning of Tier 2 and Tier 3 vocabulary when we hear them reading and responding.</p>	<p>Evidence - did we improve student learning? how do we know?</p> <p>Click or tap here to enter text.</p>

We will see all students demonstrate their understanding of literature when we engage with shared texts.

We will see all Reception students develop and demonstrate strong phonological awareness and phonics when we assess data.

We will see all students articulate the learning intention and success criteria when we discuss their learning with students.

(Year level English Achievement Standards and Content Descriptors, Literacy Progressions, DfE Inspire Guidebook)

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?

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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.

STEP 1 Analyse and Prioritise

Goal 2: Growth in the number of students' achievement in the higher bands in MATHS

ESR Directions:

Further strengthen agreed SIP pedagogical actions that enable all teachers to effectively plan and consistently teach at a high level across Reception to Year 6.
To meet the learning needs of all students, continue development of high-impact teaching and learning strategies aligned to the school's pedagogical framework, with a focus on high learning bands.

Target 2022:

Rec 85% of students will demonstrate growth in early numeracy skills of subitising, trusting the count and early addition (41/50)

Y1 85% students will achieve scale score of 90 or above in PAT M (50/59)

Y2 85% students will achieve scale score of 95 or above in PAT M (38/45)

Y3 35% students will achieve Higher Bands in NAPLAN Numeracy (16/44)

Y4 90% students will achieve at or above Y4 DfE SEA I10 in PAT M (41/46)

Y5 40% students will achieve Higher Bands in NAPLAN Numeracy (17/42)

Y6 70% students will achieve at or above Y6 DfE SEA I20 in PAT M (20/29)

75% Y3-6 ATSI students will achieve at or above DfE SEA in PAT M (22/30)

2023:

Click or tap here to enter text.

2024:

Click or tap here to enter text.

STEP 2 Challenge of practice

Challenge of Practice:

If we collaboratively design and implement learning using mastery approaches, then we will see growth in the number of students' achievement in the higher bands in Maths.

(DfE Inspire Guidebook, AC Mathematics, Numeracy Progressions)

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

We will see all students build upon their mathematical mindsets to show increased engagement, persistence and resilience when we observe students faced with success and adversity.

We will see all students demonstrate authentic problem solving strategies and explain their answer when we observe students during rich tasks.

We will see all students articulate the learning intention and success criteria when we discuss their learning with students.

(Year level Mathematics Achievement Standards and Content Descriptors, Numeracy Progressions, DfE Inspire Guidebook)









STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
<p>Year Level Teams will establish and implement Mathematical Mindset goals, to allow students to persist through challenges.</p> <p><i>(Year level Mathematics Achievement Standards and Content Descriptors, Numeracy Progressions, DfE Inspire Guidebook)</i></p>	Term 1, ongoing 2022	<ul style="list-style-type: none"> Class teachers will revise & teach brain science about mindsets in Maths. Class teachers will align with a year level team to develop and use consistent metalanguage Leadership will conduct a walkthrough each week 	<p>Week 0 PD Growth Mindset Goals, 5 Big Ideas in Teaching for Maths Mastery & Walkthrough Focus</p> <p>Jo Boaler YouCubed mathematical mindsets & videos</p> <p>Carol Dweck resources</p> <p>TED talks</p> <p>SSO Growth Mindset PD</p> <p>Daily Interoception & Room funds</p> <p>Walkthrough written feedback</p> <p>Assemblies - student work</p>
<p>Teachers will create, use and share a bank of rich tasks to allow differentiation and student collaboration, following the 5 Big Ideas in Teaching for Mastery.</p> <p><i>(Year level Mathematics Achievement Standards and Content Descriptors, Numeracy Progressions, DfE Inspire Guidebook)</i></p>	Ongoing 2022	<ul style="list-style-type: none"> Class teachers will co-design Maths tasks, independently and within year level teams using learned principles from Jo Boaler PD which have low floor-high ceiling, multiple entry/exit points for differentiation, to be shared and build a bank of rich tasks. 	<p>PFD Maths - rich tasks, funds</p> <p>Jo Boaler resources, including 5 Big Ideas in Teaching for Mastery</p> <p>YouCubed</p> <p>Nrich.org</p> <p>DfE curriculum units and resources</p>
<p>Maths Leaders will meet with their levels of schooling colleagues twice a term to reflect, plan and continue to provide regular Maths coaching to build teacher capacity.</p> <p><i>(Year level Mathematics Achievement Standards and Content Descriptors, Numeracy Progressions, DfE Inspire Guidebook)</i></p>	Ongoing 2022	<ul style="list-style-type: none"> Maths Leaders will coach in classes, alongside each class teacher, using Mathematical Mindset books to growth mindset practices. Maths Leader will mentor Maths Enrichment groups with targeted students. Class teachers will uphold the Maths Agreement, provide Maths overviews, each term, with Learning Intentions & Success Criteria, Top 5 - communicating all LI & SC visibly with students. 	<p>Levels of Schooling class teacher release 1/2 day per term (TRT funds)</p> <p>Staff Meeting time allocation for planning each term</p> <p>Maths Team - 3 x JP, MP, UP teachers 0.2 release</p> <p>Jo Boaler 'Mindset Mathematics- Visualising and Investigating Big Ideas'</p> <p>Maths equipment & resources - consumables, class sets, teacher resources</p> <p>Stationery & photocopying</p> <p>Staff Meeting Time - weekly for Walkthrough learning</p>
<p>Conduct student surveys for baseline data on mathematical mindsets</p> <p><i>(Year level Mathematics Achievement Standards and Content Descriptors, Numeracy Progressions, DfE Inspire Guidebook)</i></p>	Term 1 and Term 3, 2022	<ul style="list-style-type: none"> R-1 teachers will survey their students' mathematical mindsets via a simple survey made by the Maths Team Y2-6 class teacher will survey their students' mathematical mindsets via a custom survey made by the Maths Team All staff collate and moderate survey data to measure growth 	<p>Customised PIVOT survey</p> <p>Maths Team</p> <p>Staff Meeting time allocation</p>
<p>Teachers will analyse ATSI data, particularly in Maths growth bands, as well as by cohort, year level and achievement</p> <p><i>(Aboriginal Learner Achievement Action Template)</i></p>	Ongoing, 2022	<ul style="list-style-type: none"> School Improvement Coordinator to present data to staff Staff to analyse data on Pupil Free Day Intervention Coordinator to use data to track and inform Class teachers to use data to report and build student achievement 	<p>Intervention SRT spreadsheets</p> <p>Staff Meeting time allocation</p> <p>Pupil Free Day</p> <p>Data graphs</p> <p>Historical data, tracking cohorts</p>
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Goal 2: Growth in the number of students' achievement in the higher bands in MATHS



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  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>We will see all students build upon their mathematical mindsets to show increased engagement, persistence and resilience when we observe students faced with success and adversity.</p> <p>We will see all students demonstrate authentic problem solving strategies and explain their answer when we observe students during rich tasks.</p> <p>We will see all students articulate the learning intention and success criteria when we discuss their learning with students.</p> <p><i>(Year level Mathematics Achievement Standards and Content Descriptors, Numeracy Progressions, DfE Inspire Guidebook)</i></p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	 90% embedded  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>Year Level Teams will establish and implement Mathematical Mindset goals, to allow students to persist through challenges.</p> <p><i>(Year level Mathematics Achievement Standards and Content Descriptors, Numeracy Progressions, DfE Inspire Guidebook)</i></p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>Teachers will create, use and share a bank of rich tasks to allow differentiation and student collaboration, following the 5 Big Ideas in Teaching for Mastery.</p> <p><i>(Year level Mathematics Achievement Standards and Content Descriptors, Numeracy Progressions, DfE Inspire Guidebook)</i></p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

<p>Maths Leaders will meet with their levels of schooling colleagues twice a term to reflect, plan and continue to provide regular Maths coaching to build teacher capacity.</p> <p><i>(Year level Mathematics Achievement Standards and Content Descriptors, Numeracy Progressions, DfE Inspire Guidebook)</i></p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>Conduct student surveys for baseline data on mathematical mindsets</p> <p><i>(Year level Mathematics Achievement Standards and Content Descriptors, Numeracy Progressions, DfE Inspire Guidebook)</i></p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>Teachers will analyse ATSI data, particularly in Maths growth bands, as well as by cohort, year level and achievement</p> <p><i>(Aboriginal Learner Achievement Action Template)</i></p>	Ongoing, 2022	<ul style="list-style-type: none"> • School Improvement Coordinator to present data to staff • Staff to analyse data on Pupil Free Day • Intervention Coordinator to use data to track and inform • Class teachers to use data to report and build student achievement 	<p>Intervention SRT spreadsheets</p> <p>Staff Meeting time allocation</p> <p>Pupil Free Day</p> <p>Data graphs</p> <p>Historical data, tracking cohorts</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.

Goal 2: Growth in the number of students' achievement in the higher bands in MATHS



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 2022:</p> <p>Rec 85% of students will demonstrate growth in early numeracy skills of subitising, trusting the count and early addition (41/50)</p> <p>Y1 85% students will achieve scale score of 90 or above in PAT M (50/59)</p> <p>Y2 85% students will achieve scale score of 95 or above in PAT M (38/45)</p> <p>Y3 35% students will achieve Higher Bands in NAPLAN Numeracy (16/44)</p> <p>Y4 90% students will achieve at or above Y4 DfE SEA I10 in PAT M (41/46)</p> <p>Y5 40% students will achieve Higher Bands in NAPLAN Numeracy (17/42)</p> <p>Y6 70% students will achieve at or above Y6 DfE SEA I20 in PAT M (20/29)</p> <p>75% Y3-6 ATSI students will achieve at or above DfE SEA in PAT M (22/30)</p>	<p>Results towards targets:</p> <p>Click or tap here to enter text.</p>
<p>Challenge of Practice:</p> <p>If we collaboratively design and implement learning using mastery approaches, then we will see growth in the number of students' achievement in the higher bands in Maths.</p> <p><i>(DfE Inspire Guidebook, AC Mathematics, Numeracy Progressions)</i></p>	<p>Evidence - has this made an impact?</p> <p>Click or tap here to enter text.</p>

<p>Success Criteria – did we improve student learning?</p> <p>We will see all students build upon their mathematical mindsets to show increased engagement, persistence and resilience when we observe students faced with success and adversity.</p> <p>We will see all students demonstrate authentic problem solving strategies and explain their answer when we observe students during rich tasks.</p> <p>We will see all students articulate the learning intention and success criteria when we discuss their learning with students.</p> <p><i>(Year level Mathematics Achievement Standards and Content Descriptors, Numeracy Progressions, DfE Inspire Guidebook)</i></p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year? Click or tap here to enter text.</p>	
<p>Reflection on our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps? Click or tap here to enter text.</p>	

STEP 1 Analyse and Prioritise

Goal 3: Growth in the number of students' achievement in the higher bands in Writing

ESR Directions:

Further strengthen agreed SIP pedagogical actions that enable all teachers to effectively plan and consistently teach at a high level across Reception to Year 6.

To meet the learning needs of all students, continue development of high-impact teaching and learning strategies aligned to the school's pedagogical framework, with a focus on high learning bands.

Target 2022:

Rec 90% students will achieve 100-120 Brightpath Narrative Range (42/50)

Y1 85% students will achieve 160-180 Brightpath Narrative Range (50/59)

Y2 90% students will achieve 230-250 Brightpath Narrative Range (40/45)

Y3 35% students will achieve NAPLAN Higher Bands in Writing (16/44) 90% students will achieve 280-300 Brightpath Narrative Range (40/44)

Y4 85% students will achieve 320-340 Brightpath Narrative Range (39/46)

Y5 35% students will achieve NAPLAN Higher Bands in Writing (15/42) 85% students will achieve 350-370 Brightpath Narrative Range (36/42)

Y6 60% students will achieve 370-400 Brightpath Narrative Range (17/29)

2023:

Click or tap here to enter text.

2024:

Click or tap here to enter text.

STEP 2 Challenge of practice

Challenge of Practice:

If we use a whole school evidence based approach to writing then we will see growth in the number of students' achievement in the higher bands in Writing.

(DfE Inspire Guidebook, AC English, Literacy Progressions)

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

We will see students critically evaluate their writing progress when they engage with a 'bump it up wall'.

We will see students create texts that employ structural and language features relevant to their year level when we collect moderation samples each term.

We will see students articulate the learning intention and success criteria when we discuss their learning.

(Year level English Achievement Standards and Content Descriptors, Literacy Progressions, DfE Inspire Guidebook)



STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
<p>Teachers will explicitly teach and moderate writing using whole school evidence based approaches.</p> <p><i>(Year level English Achievement Standards and Content Descriptors, Literacy Progressions, DfE Inspire Guidebook)</i></p>	Ongoing 2022, following genre writing schedule	<ul style="list-style-type: none"> Brightpath Team will ensure PD for new staff, coordinate genre writing collection and moderation using Brightpath, provide each class teacher with WPS rulers Admin SSOs will scan & upload student writing samples to Brightpath platform Teachers will teach the identified genre each term, collect a student writing sample & moderate in like Year level teams Teachers will collect a range of formative and summative assessments, providing specific feedback based on learning intentions and success criteria Leadership team will conduct 1 walkthrough per week 	<p>O.I release for 3 teachers: JP, MP, UP</p> <p>Staff Meeting each Semester to moderate writing in Year Level teams</p> <p>Stationery & Photocopying</p> <p>Westport Narrative, Information and Persuasive Brightpath Rulers with relevant teaching points</p> <p>Seven Steps to Writing Success Online & print resources</p> <p>Brightpath resources</p> <p>PD for new staff in Seven Steps to Writing Success & Brightpath</p> <p>SSO hours</p> <p>Week 0 PD moderation & Creation of WPS data wall</p>
<p>Teachers will set individual targets each term based on teaching points from the Brightpath Ruler.</p> <p><i>(Year level English Achievement Standards and Content Descriptors, Literacy Progressions, DfE Inspire Guidebook)</i></p>	Set beginning and reviewed end each Term, 2022	<ul style="list-style-type: none"> Teachers will base student writing targets on Brightpath teaching points Teachers will display progress on data wall, provide visual prompts/scaffolds so that students can reflect on their own writing against Brightpath ruler/Bump It Up Walls and provide regular opportunities for verbal and written self-assessment 	<p>Student targets communicated to parents</p> <p>Class displays balancing student writing and Brightpath/Seven Steps resources</p> <p>Data wall</p> <p>Bump It Up Walls</p> <p>Brightpath teaching points and rulers</p>
<p>Teachers will create and explicitly teach students how to use 'word walls' and 'bump it up walls' to promote the use of Tier 2 and Tier 3 vocabulary and to evaluate their writing.</p> <p><i>(Year level English Achievement Standards and Content Descriptors, Literacy Progressions, DfE Inspire Guidebook)</i></p>	Ongoing, 2022	<ul style="list-style-type: none"> Teachers will develop word walls of tiered vocabulary, provide daily opportunities for oral & written student reflection and document evidence of student led learning of vocabulary Teachers will create and explicitly teach students how to use bump it up walls to improve vocabulary in their writing and provide opportunities for students to evaluate their writing Teachers will teach growth mindsets language 	<p>Bump It Up Walls</p> <p>Model Texts</p> <p>Student self-assessment Brightpath tools</p> <p>Rich literature texts: print & digital</p> <p>Brightpath teaching points/ruler anchor charts</p> <p>Staff Meeting Time - weekly for Walkthrough learning</p> <p>Brightpath teaching points/ruler anchor charts</p> <p>Sharing of student writing and vocabulary at Assemblies</p>
<p>Literacy leaders to build teacher capacity with targeted program, support and resources</p> <p><i>(Year level English Achievement Standards and Content Descriptors, Literacy Progressions, DfE Inspire Guidebook)</i></p>	Ongoing, 2022	<ul style="list-style-type: none"> Literacy leaders will customise Brightpath ruler and incorporate it into MarkIt Literacy Leaders will provide professional development in persuasive and informative texts using Brightpath in preparation for 2023 Literacy Leaders will provide resources and support for teachers to implement Brightpath effectively 	<p>Data walls</p> <p>Markit data</p> <p>Pupil Free Day</p> <p>Customised Brightpath rulers</p>
<p>Teachers will analyse ATSI data, particularly in Writing growth bands, as well as by cohort, year level and achievement</p> <p><i>(Aboriginal Learner Achievement Action Template)</i></p>	Ongoing, 2022	<ul style="list-style-type: none"> School Improvement Coordinator to present data to staff Staff to analyse data on Pupil Free Day Intervention Coordinator to use data to track and inform Class teachers to use data to report and build student achievement 	<p>Intervention SRT spreadsheets</p> <p>Staff Meeting time allocation</p> <p>Pupil Free Day</p> <p>Data graphs</p> <p>Historical data, tracking cohorts</p>

Goal 3: Growth in the number of students' achievement in the higher bands in Writing



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?
	Work in progress		
	Not on track		

<p>We will see students critically evaluate their writing progress when they engage with a 'bump it up wall'.</p> <p>We will see students create texts that employ structural and language features relevant to their year level when we collect moderation samples each term.</p> <p>We will see students articulate the learning intention and success criteria when we discuss their learning.</p> <p><i>(Year level English Achievement Standards and Content Descriptors, Literacy Progressions, DfE Inspire Guidebook)</i></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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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?
	Work in progress		
	Not on track		
<p>Teachers will explicitly teach and moderate writing using whole school evidence based approaches.</p> <p><i>(Year level English Achievement Standards and Content Descriptors, Literacy Progressions, DfE Inspire Guidebook)</i></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 set individual targets each term based on teaching points from the Brightpath Ruler.</p> <p><i>(Year level English Achievement Standards and Content Descriptors, Literacy Progressions, DfE Inspire Guidebook)</i></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 create and explicitly teach students how to use 'word walls' and 'bump it up walls' to promote the use of Tier 2 and Tier 3 vocabulary and to evaluate their writing.</p> <p><i>(Year level English Achievement Standards and Content Descriptors, Literacy Progressions, DfE Inspire Guidebook)</i></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 leaders to build teacher capacity with targeted program, support and resources</p> <p><i>(Year level English Achievement Standards and Content Descriptors, Literacy Progressions, DfE Inspire Guidebook)</i></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 analyse ATSI data, particularly in Writing growth bands, as well as by cohort, year level and achievement</p> <p><i>(Aboriginal Learner Achievement Action Template)</i></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>

Goal 3: Growth in the number of students' achievement in the higher bands in Writing



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 2022:</p> <p>Rec 90% students will achieve 100-120 Brightpath Narrative Range (42/50)</p> <p>Y1 85% students will achieve 160-180 Brightpath Narrative Range (50/59)</p> <p>Y2 90% students will achieve 230-250 Brightpath Narrative Range (40/45)</p> <p>Y3 35% students will achieve NAPLAN Higher Bands in Writing (16/44) 90% students will achieve 280-300 Brightpath Narrative Range (40/44)</p> <p>Y4 85% students will achieve 320-340 Brightpath Narrative Range (39/46)</p> <p>Y5 35% students will achieve NAPLAN Higher Bands in Writing (15/42) 85% students will achieve 350-370 Brightpath Narrative Range (36/42)</p> <p>Y6 60% students will achieve 370-400 Brightpath Narrative Range (17/29)</p>	<p>Results towards targets:</p> <p>Click or tap here to enter text.</p>
<p>School Improvement planning template</p> <p>If we use a whole school evidence based approach to writing then we will see growth in the number of students' achievement in the higher bands in Writing.</p> <p><i>(DfE Inspire Guidebook, AC English, Literacy Progressions)</i></p>	<p>Evidence - has this made an impact?</p> <p>Click or tap here to enter text.</p>
<p>Success Criteria – did we improve student learning?</p> <p>We will see students critically evaluate their writing progress when they engage with a 'bump it up wall'.</p>	<p>Evidence - did we improve student learning? how do we know?</p> <p>Click or tap here to enter text.</p>

We will see students create texts that employ structural and language features relevant to their year level when we collect moderation samples each term.

We will see students articulate the learning intention and success criteria when we discuss their learning.

(Year level English Achievement Standards and Content Descriptors, Literacy Progressions, DfE Inspire Guidebook)

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?

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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?

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