2022 - 2024

2023 School Improvement Plan for

Fulham North Primary School

Site Number:
1166

Through knowledge to Wisdom

STEP 1
Analyse and prioritise
Begin in term 4 each year to inform the next plan

STEP 2
Determine challenge of practice
Begin in term 4 each year to inform the next plan

South Australia's improvement cycle for government schools

STEP 3
Plan actions for improvement
Begin in term 4 each year to inform the next plan and monitor across the year

STEP 4
Improve practice and monitor impact
Occurs throughout terms 1 to 4 each year

STEP 5
Review and evaluate
Begin in term 3 to determine what's been achieved and implications for the next plan

Vision Statement:
We support, value and respect each child as they seek wisdom by exploring opportunities to further their social, emotional and academic development.

2022 - 2024
2023 School Improvement Plan for
Fulham North Primary School

Completing the template:

- The document will open as 'Read Only' so will need to be saved prior to editing.
- If copying and pasting text from another document, paste as 'keep text only' or 'merge formatting'.
- Note that Steps 1, 2 and your Actions in Step 3 will auto -populate in the corresponding sections in Steps 4 and 5 of the template once you have completed them.
- Once you have typed in your ESR Directions next to Goal 1 they will auto-populate to the corresponding section for the other two goals in the template.
- Please note, editing will not be possible whilst the template is in Teams. Whilst it can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes

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 8, Term 4 (9 December 2022).
- Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your summary page on your school website by Friday of Week 4, Term 1 (24 February 2023).
- Use the template regularly throughout the year to capture your Step 4 work (improve practice and monitor impact), and in Term 4 of each year to capture Step 5 work (review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

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

Government of South Australia
Department for Education

🎯 STEP 1 Analyse and Prioritise | Site name: Fulham North Primary School

Goal 1: Students read, view and comprehend increasingly complex texts for a range of purposes and audiences.

ESR Directions:
1. **Direction 1: Critically evaluate the SIP actions, staff responsibilities and student success criteria to ensure absolute clarity, ownership, commitment and accountability.**
2. **Direction 2: Provide equity of learning opportunity, stretch and challenge for all students through high expectations, collaborative learning design and consistent teaching and learning approaches.**
3. **Direction 3: Identify and provide for the learning needs of all students through consistent formative feedback and the strategic analysis of all achievement data.**

Achievement towards Goal in 2022:
Click or tap here to enter text.

Target 2023:
Foundation – In 2023, Foundation students will achieve an 80% average in SPA (based on 2022 average).
Year 1 – In 2023, year 1 students will achieve a minimum of 85% SEA and 55% HB in the phonics screening check.
Year 2 – PAT R scale score (Average year 2 scale score taken from years 2020, 2021, 2022) Scale score 107.
Year 3 – The average PAT R scale scores of year 2s in 2022 will increase from 107 to 116 as year 3s in 2023.
Year 4: The average PAT R scale scores of year 3s in 2022 will increase from 113 to 117 as year 4s in 2023.
Year 5: The average PAT R scale scores of year 4s in 2022 will increase from 127 to 132 as year 5s in 2023.
Year 6: The average PAT R scale scores of year 5s in 2022 will increase from 127 to 136 as year 6s in 2023.

2024:
In NAPLAN Reading at least 91% of Year 5s in 2024 will achieve SEA and at least 53% will achieve high bands.

🏋 STEP 2 Challenge of practice

Challenge of Practice:
If we differentiate learning by developing individual reading goals for students based on decoding, fluency and comprehension, then we will see students read and comprehend increasingly complex texts for a range of purposes and audiences.

* External School Review Handbook - Quality teaching - Effective pedagogy
* Literacy Guidebooks - Actions for Teachers (Shift Gear)
* SA Scope & Sequence R-2 (p3) & 3-6, (p4) – generalisation of 1st dot point in Reading, Viewing and Comprehending

🎬 STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):
Foundation: Students read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences.

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

- School Planning committee to meet twice per term to track and monitor actions.

- School Planning Committee to track progress of success criteria once per term using a traffic light system on student work samples (Each teacher will identify 3 students,

Year 1: Students read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences.

Year 2: Students read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters.

Year 3: Students read, view and comprehend texts recognising their purpose and audience. They identify literal meaning and explain.

Year 4: Students read, view and comprehend texts created to inform, influence and engage audiences. They expand topic knowledge and ideas and evaluate texts.

Year 5: Students read, view and comprehend texts created to inform, influence and engage audiences. They evaluate information and ideas.

Year 6: Students read, view and comprehend different texts created to inform, influence and engage audiences. They connect and compare content from a variety of sources.

one below standard, one at standard and one above standard to track each term). Work samples may include, ORF, MAZE, writing samples, Brightpath samples, Goal tracking.

- Tracking to be shared with Governing Council once per term

- Whole school staff meetings to measure and analyse PAT R/ NAPLAN

- Submission of plotted simple view of reading quadrant

- Submission of student reading goals

- Lunch with a leader

What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice

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

Consolidate and amplify whole site understanding of the Science of Reading F-6, in practice.	Early term 1 - 2023	Each teacher will… • Continue to develop their understanding of the Science of Reading and its practical implementation F-6. Each leader will… • Design and develop training and development to build staff capacity and consolidate whole site understanding of the Science of Reading. • Deliver effective PDP processes to build teacher capacity in Science of Reading.	Best Advice Papers Project officers Guidebooks LETRS
Use reading data to plan for differentiated reading instruction	Beginning, Middle and End 2023 (as per DIBELS) Ongoing	Each teacher will… • Teachers years 2-6 conduct ORF and MAZE testing 3 times per year as per assessment schedule. • Teachers 2-6 conduct additional testing following ORF and MAZE • In PLTS, Teachers years 2-6 plot students on the Simple View of Reading quadrant • Foundation teachers undertake ongoing SPA assessment for all students. • Year F-2 teachers undertake ongoing decodable assessments for all students • Teachers may use practices such as Reciprocal Reading, Fluency Pairs, and Question, Answer, Response (Refer to Guidebooks) Each leader will… • Leaders to introduce and build teacher capacity in ORF and MAZE testing at Week 0 staff meeting. • Assistant Principal to identify additional testing to follow ORF and MAZE	DIBELS Best Advice papers English Units of Work SPA Assessment Decodable Assessment/ Screeners Guidebooks
Assign student reading goals using the General Capabilities: Literacy	Minimum once per term	Each teacher will… • In PLTS, Teachers use data, as well as student reading conferences, to assign student reading goals using the General Capabilities: Literacy • Goals shared with families • Submit student reading goals to leaders as per Assessment Schedule Each leader will… • Assistant Principal to liaise with support leaders and staff to develop student-friendly version of the General Capabilities: Literacy • Check for student understanding of goal setting through lunch with a leader	Literacy guidebooks General Capabilities: Literacy
Monitor quality implementation of F-6 English curriculum	Trial by end of semester 1, 2023	Each teacher will… • Teachers in years 3-6 to trial and deliver at least one English Unit of Work as per its intended delivery and structure. • All teachers to follow the Fulham North Primary School 3-6 English Curriculum Overview using either the Units of Work or own units which at standard or better. • Teachers in F-2 to explore the English Units of Work with a view to implement Each leader will…	English Units of Work Curriculum Planning Resource FNPS English Curriculum Overview

		• Facilitate support of implementation of English Unit of Work • Build capacity of teachers in understanding curriculum, metalanguage and structure of Units of Work • Conduct walkthroughs to monitor delivery	
Maintain the regular use of formative assessment and provision of regular improvement focused feedback	Ongoing	Each teacher will… • Ensure learning intentions and success criteria are clear and visible. • Provision of peer to peer, teacher to peer feedback. Each leader will… • Use Lunch with a leader, PDP process and walkthroughs to monitor delivery.	HITS Human Resourcing

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STEP 1 Analyse and Prioritise — Site name: Fulham North Primary School

Goal 2: Students use language features for particular effect when writing for a specific purpose and audience.	**ESR Directions:** 1. Direction 1: Critically evaluate the SIP actions, staff responsibilities and student success criteria to ensure absolute clarity, ownership, commitment and accountability. 2. Direction 2: Provide equity of learning opportunity, stretch and challenge for all students through high expectations, collaborative learning design and consistent teaching and learning approaches. 3. Direction 3: Identify and provide for the learning needs of all students through consistent formative feedback and the strategic analysis of all achievement data.

Achievement towards Goal in 2022: Click or tap here to enter text.	**Target 2023:** **Foundation**: The Brightpath Narrative mean scores for foundation will increase by a minimum of 108% between term 1 and term 3 in 2023. **Year 1**: The term 3, 2023 Brightpath Narrative mean scores for year 1 will increase by a minimum of 56% from the year prior. **Year 2**: The term 3, 2023 Brightpath Narrative mean scores for year 2 will increase by a minimum of 20% from the year prior. **Year 3**: The term 3, 2023 Brightpath Narrative mean scores for year 3 will increase by a minimum of 8% from the year prior. **Year 4**: The term 3, 2023 Brightpath Narrative mean scores for year 4 will increase by a minimum of 8% from the year prior. **Year 5**: The term 3, 2023 Brightpath Narrative mean scores for year 5 will increase by a minimum of 7% from the year prior. **Year 6**: The term 3, 2023 Brightpath Narrative mean scores for year 6 will increase by a minimum of 5% from the year prior.	**2024:** In NAPLAN Writing at least 91% of Year 5s in 2024 will achieve SEA and at least 45% will achieve high bands.

STEP 2 Challenge of practice

Challenge of Practice:
If we differentiate learning by developing individual writing goals for students based on language features and sentence structure, then we will see students write using language features for particular effect when writing for a specific purpose and audience.

* External School Review Handbook - Quality teaching - Effective pedagogy
* Literacy Guidebooks - Actions for Teachers (maintain momentum)
* SA Scope & Sequence R-2 (p3, p5, p6) & 3-6, (p4) – generalisation of 4th dot point in Creating written and multimodal texts

STEP 3 Plan actions for improvement

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

Foundation: Use words and phrases from learning and texts

Year 1: Write simple sentences with sentence boundary punctuation and capital letters for proper nouns. Use topic specific vocabulary.

Year 2: Punctuate simple and compound sentences. Use topic specific vocabulary.

Year 3: Use language features including compound sentences, topic specific vocabulary and literary devices, and visual features.

Year 4: Use language features including complex sentences, topic specific vocabulary and literary devices, and visual features.

Year 5: Use language features including complex sentences, tenses, topic specific vocabulary and literary devices, and multimodal features

Year 6: Use and vary language features including sentence structures, topic specific vocabulary and literary devices, and multimodal features

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

- School Planning committee to meet twice per term to track and monitor actions.

- School Planning Committee to track progress of success criteria once per term using a traffic light system on student work samples (Each teacher will identify 3 students, one below standard, one at standard and one above standard to track each term). Work samples may include, ORF, MAZE, writing samples, Brightpath samples, Goal tracking.

- Tracking to be shared with Governing Council once per term

- Whole school staff meetings to measure and analyse Brightpath and NAPLAN writing achievement.

- Analysis of student work samples, including artefacts from planning and drafting processes.

- Comparison of pre and post assessment

- Submission of writing goals

- Lunch with a leader

What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice			
Actions	**Timeline**	**Roles & Responsibilities –** How will this be done?	**Resources**
Build teacher capacity to understand and teach sentence, vocabulary and clause level grammar across learning areas	By first semester, 2023	Each teacher will… • Engage in professional development to build capacity. Each leader will… • Explore options for external support to build staff capacity in teaching sentence, vocabulary and clause level grammar.	LEAP resource The Writing Revolution English Units of Work Brightpath Plink Project Officers
Moderate student writing samples and track student understanding of sentence, vocabulary and clause level grammar	Twice per year as per assessment schedule	Each teacher will… • Engage in capacity building PD using the Brightpath assessment tool • Engage in collaborative moderation of Brightpath Each leader will… • Use staff meetings to build teacher capacity in Brighpath assessment tool to ensure accuracy • Provide opportunities for teacher moderation of Brightpath	English Units of Work Australian Curriculum NAPLAN marking guide Brightpath Staff meeting
Set learning goals for students to improve sentence, vocabulary and clause level grammar	Minimum once per term	Each teacher will… • In PLTS, teachers use Brighpath data (key teaching points/report to student) or "I can…." statements to assign student writing goals. • Goals shared with families • Submit student writing goals to leaders as per Assessment schedule Each leader will… • Assistant Principal to investigate the possibility of combining General Capabilities: Literacy ("I can…") goals and Brightpath key teaching points as a single goal setting resource. • Check for student understanding of goal setting through lunch with a leader	Brightpath
Monitor quality implementation of F-6 English curriculum	Trial by end of semester 1, 2023	Each teacher will… • Teachers in years 3-6 to trial and deliver at least one English Unit of Work as per its intended delivery and structure. • All teachers to follow the Fulham North Primary School 3-6 English Curriculum Overview using either the Units of Work or own units which at standard or better. • Teachers in F-2 to explore the English Units of Work with a view to implement	English Units of Work Curriculum Planning Resource FNPS English Curriculum Overview

		Each leader will… • Facilitate support of implementation of English Unit of Work • Build capacity of teachers in understanding curriculum, metalanguage and structure of Units of Work • Conduct walkthroughs to monitor delivery	
Maintain the regular use of formative assessment and provision of regular improvement focused feedback	Ongoing	Each teacher will… • Ensure learning intentions and success criteria are clear and visible. • Provision of peer to peer, teacher to peer feedback. Each leader will… • Use Lunch with a leader, PDP process and walkthroughs to monitor delivery.	HITS Human Resourcing

2023 School Improvement Plan for Fulham North Primary School

Step 4 – Improve practice and monitor impact

Step 5 – Review and evaluate

Completing steps 4 and 5

- Step 4 is about tracking, reflecting on and adjusting your actions. After careful planning, you need to act to improve your teaching and leadership practice.
- Step 5 is the review and evaluation process to determine the next steps for your school.

- Use the template regularly throughout the year to capture your Step 4 work (improve practice and monitor impact).
- Use the template in Term 4 of each year to capture Step 5 work (review and evaluate).

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

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⚖️⚖️	**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?

Goal 1: Students read, view and comprehend increasingly complex texts for a range of purposes and audiences.

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?**
Foundation: Students read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. **Year 1: Students read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences.** **Year 2: Students read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters.** **Year 3: Students read, view and comprehend texts recognising their purpose**	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

and audience. They identify literal meaning and explain. **Year 4: Students read, view and comprehend texts created to inform, influence and engage audiences. They expand topic knowledge and ideas and evaluate texts.** **Year 5: Students read, view and comprehend texts created to inform, influence and engage audiences. They evaluate information and ideas.** **Year 6: Students read, view and comprehend different texts created to inform, influence and engage audiences. They connect and compare content from a variety of sources.**			
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?**
Consolidate and amplify whole site understanding of the Science of Reading F-6, in practice.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Fulham North Primary School

Use reading data to plan for differentiated reading instruction	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Assign student reading goals using the General Capabilities: Literacy	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Monitor quality implementation of F-6 English curriculum	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Maintain the regular use of formative assessment and provision of regular improvement focused feedback	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

⚖️ 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?

Goal 2: Students use language features for particular effect when writing for a specific purpose and audience.

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?
Foundation: Use words and phrases from learning and texts **Year 1: Write simple sentences with sentence boundary punctuation and capital letters for proper nouns. Use topic specific vocabulary.** **Year 2: Punctuate simple and compound sentences. Use topic specific vocabulary.** **Year 3: Use language features including compound sentences, topic specific vocabulary and literary devices, and visual features.** **Year 4: Use language features including complex sentences, topic specific vocabulary and literary devices, and visual features.** **Year 5: Use language features including complex sentences, tenses, topic specific vocabulary and literary devices, and multimodal features** **Year 6: Use and vary language features including sentence structures, topic specific vocabulary and literary devices, and multimodal features**	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Fulham North Primary School

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?
Build teacher capacity to understand and teach sentence, vocabulary and clause level grammar across learning areas	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Moderate student writing samples and track student understanding of sentence, vocabulary and clause level grammar	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Set learning goals for students to improve sentence, vocabulary and clause level grammar	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Monitor quality implementation of F-6 English curriculum	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Maintain the regular use of formative assessment and provision of regular improvement focused feedback	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

⚖️ **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?

Goal 3: Click or tap here to enter text.

Student Success Criteria	🟢 Yes 🟡 Needs attention/work in progress 🔴 Not on track	Evidence **Are we improving student learning?** **How are we tracking against our student success criteria?**	**What are our next steps?** **Potential adjustments?**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	🟢 90% embedded 🟡 Needs attention/work in progress 🔴 Not on track	Evidence **Are we doing what we said we would do?** **Are we improving student learning?** **How do we know which actions have been effective?**	**What are our next steps?** **Potential adjustments?**
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STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

Goal 1: Students read, view and comprehend increasingly complex texts for a range of purposes and audiences.

Targets 2023: **Foundation** – In 2023, Foundation students will achieve an 80% average in SPA (based on 2022 average). **Year 1** – In 2023, year 1 students will achieve a minimum of 85% SEA and 55% HB in the phonics screening check. **Year 2** – PAT R scale score (Average year 2 scale score taken from years 2020, 2021, 2022) Scale score 107. **Year 3** – The average PAT R scale scores of year 2s in 2022 will increase from 107 to 116 as year 3s in 2023. **Year 4:** The average PAT R scale scores of year 3s in 2022 will increase from 113 to 117 as year 4s in 2023. **Year 5:** The average PAT R scale scores of year 4s in 2022 will increase from 127 to 132 as year 5s in 2023. **Year 6:** The average PAT R scale scores of year 5s in 2022 will increase from 127 to 136 as year 6s in 2023.	**Results towards targets:** Click or tap here to enter text.
Challenge of Practice: If we differentiate learning by developing individual reading goals for students based on decoding, fluency and comprehension, then we will see students read and comprehend increasingly complex texts for a range of purposes and audiences. * External School Review Handbook - Quality teaching - Effective pedagogy * Literacy Guidebooks - Actions for Teachers (Shift Gear) * SA Scope & Sequence R-2 (p3) & 3-6, (p4) – generalisation of 1st dot point in Reading, Viewing and Comprehending	**Evidence -** has this made an impact? Click or tap here to enter text.
Success Criteria: **Foundation:** Students read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. **Year 1:** Students read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. **Year 2:** Students read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters.	**Evidence -** did we improve student learning? how do we know? Click or tap here to enter text.

Year 3: Students read, view and comprehend texts recognising their purpose and audience. They identify literal meaning and explain.

Year 4: Students read, view and comprehend texts created to inform, influence and engage audiences. They expand topic knowledge and ideas and evaluate texts.

Year 5: Students read, view and comprehend texts created to inform, influence and engage audiences. They evaluate information and ideas.

Year 6: Students read, view and comprehend different texts created to inform, influence and engage audiences. They connect and compare content from a variety of sources.

Evaluate our Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?

Click or tap here to enter text.

Review our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?

Click or tap here to enter text.

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

Goal 2: Students use language features for particular effect when writing for a specific purpose and audience.

Targets 2023:	Results towards targets:
Foundation: The Brightpath Narrative mean scores for foundation will increase by a minimum of 108% between term 1 and term 3 in 2023. **Year 1: The term 3, 2023 Brightpath Narrative mean scores for year 1 will increase by a minimum of 56% from the year prior.** **Year 2: The term 3, 2023 Brightpath Narrative mean scores for year 2 will increase by a minimum of 20% from the year prior.** **Year 3: The term 3, 2023 Brightpath Narrative mean scores for year 3 will increase by a minimum of 8% from the year prior.** **Year 4: The term 3, 2023 Brightpath Narrative mean scores for year 4 will increase by a minimum of 8% from the year prior.** **Year 5: The term 3, 2023 Brightpath Narrative mean scores for year 5 will increase by a minimum of 7% from the year prior.** **Year 6: The term 3, 2023 Brightpath Narrative mean scores for year 6 will increase by a minimum of 5% from the year prior.**	Click or tap here to enter text.
Challenge of Practice: **If we differentiate learning by developing individual writing goals for students based on language features and sentence structure, then we will see students write using language features for particular effect when writing for a specific purpose and audience.** *** External School Review Handbook - Quality teaching - Effective pedagogy** *** Literacy Guidebooks - Actions for Teachers (maintain momentum)** *** SA Scope & Sequence R-2 (p3, p5, p6) & 3-6, (p4) – generalisation of 4th dot point in Creating written and multimodal texts**	**Evidence -** has this made an impact? Click or tap here to enter text.
Success Criteria: **Foundation: Use words and phrases from learning and texts** **Year 1: Write simple sentences with sentence boundary punctuation and capital letters for proper nouns. Use topic specific vocabulary.** **Year 2: Punctuate simple and compound sentences. Use topic specific vocabulary.** **Year 3: Use language features including compound sentences, topic specific vocabulary and literary devices, and visual features.** **Year 4: Use language features including complex sentences, topic specific vocabulary and literary devices, and visual features.**	**Evidence -** did we improve student learning? how do we know? Click or tap here to enter text.

Year 5: Use language features including complex sentences, tenses, topic specific vocabulary and literary devices, and multimodal features **Year 6: Use and vary language features including sentence structures, topic specific vocabulary and literary devices, and multimodal features**

Evaluate our Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year? **Click or tap here to enter text.**
Review our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps? **Click or tap here to enter text.**

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

Goal 3: Click or tap here to enter text.

Targets 2023: **Click or tap here to enter text.**	**Results towards targets:** Click or tap here to enter text.
Challenge of Practice: **Click or tap here to enter text.**	**Evidence -** has this made an impact? Click or tap here to enter text.

Success Criteria: Click or tap here to enter text.	**Evidence -** did we improve student learning? how do we know? Click or tap here to enter text.

Evaluate our Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?
Click or tap here to enter text.

Review our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?
Click or tap here to enter text.