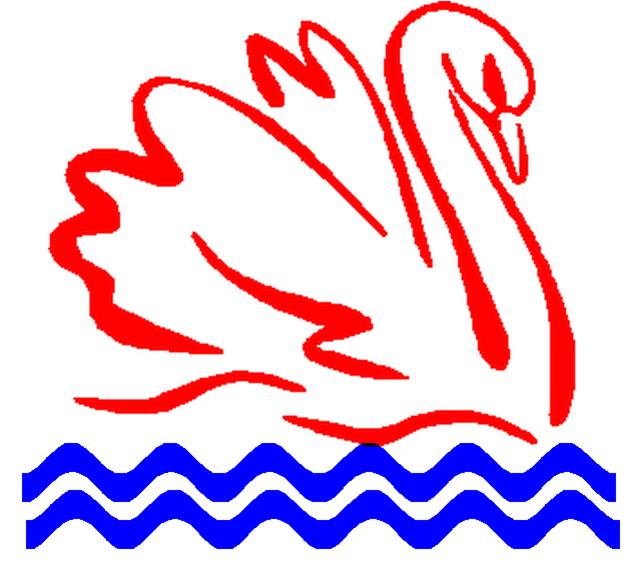
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| Site Number:  0423 |

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| **2022 - 2024**  **2023 School Improvement Plan for**  **Swan Reach Area School** |

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| **Vision Statement:**  Swan Reach Area School develops learners with **Integrity, Resilience, Confidence** and **Respect**.  Our learners are encouraged to actively pursue **Life Long Learning Skills**, enabling them to be **Successful Thinkers** and **Collaborative Contributors**, in the communities they are part of - now and in the future |





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| **2022 - 2024**  **2023 School Improvement Plan for**  **Swan Reach Area School** |



**Completing the template:**

1. The document will open as ‘Read Only’ so will need to be saved prior to editing.
2. 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.
3. 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.
4. 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.
5. Click ‘View’ and then click ‘Navigation Pane’ to display a table of contents on the left-hand side.

Complete every step - [The School Improvement Planning Handbook](https://edi.sa.edu.au/educating/school-improvement/about-school-improvement/planning-templates-and-resources) explains how to do this. In addition, your Local Education Team will provide support.

1. Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 9, Term 4 (16 December 2022).
2. Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
3. 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).
4. Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact).
5. Use the template in Term 4 of each year to capture Step 5 work (Review and evaluate).
6. 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

# Goal 1 – Steps 1, 2 & 3

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| --- | --- | --- | --- | --- | --- | --- |
| Icon  Description automatically generatedSTEP 1 Analyse and Prioritise | | | | Site name: Swan Reach Area School | | |
| Goal 1: Increase student achievement in Reading (R-2) | | | | **ESR Directions:**  **Direction 1:** In data analysis days, teaching teams review the impact of agreed intervention strategies for individuals and cohorts with the view to identifying further professional learning. **Direction 2:** Embed implementation of agreed evidence-based reading and numeracy pedagogies by developing more actionable, observable and quantifiable agreements. **Direction 3:** Address diverse learning needs through a shared definition of differentiation to support staff to intentionally implement differentiation strategies in all aspects of curriculum planning and teaching. **Direction 4:** Strengthen the consistent implementation of agreed teaching strategies by structuring opportunities for leaders to conduct regular formal classroom observations with written feedback to staff | | |
| Achievement towards Goal in 2022:  100% of Receptions achieve SEA in Dibels LN and ORF end of year assessments | | **Target 2023:**  **5 out of 5 year 1s achieve SEA in Phonics Screening assessment** | | | **2024:**  **6 out of 7 year 2s achieve SEA (green or blue) in Dibels WRF (EOY) assessment** | |
| A picture containing sword  Description automatically generated STEP 2 Challenge of practice | | | | | | |
| Challenge of Practice:  If we explicitly teach phonemic awareness and a systematic synthetic phonics instructional routine as part of the teaching of the Big 6, we will increase student achievement in Reading (R-2) | | | | | | |
| A picture containing text  Description automatically generated STEP 3 Plan actions for improvement | | | | | | |
| Student Success Criteria (what students know, do, and understand):  Manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words | | | | **How and when will this be monitored, tracked and measured?**  M-Class  Dibels – beginning, middle and end of year assessments & progress monitoring  Wave 2 Intervention template with SSO feedback column on progress | | |
| What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice | | | | | | |
| Actions | **Timeline** | | **Roles & Responsibilities –** How will this be done? | | | **Resources** |
| Teachers will analyse assessment data, both formative (LGU & Dibels) and summative (Dibels), to determine next steps in teaching and learning | Term 1 – week 2  Term 2 - week 9  Term 4 – week 5  weekly  Term 1  Fortnightly (min) | | **Each teacher will…**   1. track and monitor each student using Dibels and DfE assessments with focus on WRF pace and ORF 2. Implement M-Class to share progress and analyse with leader / line manager & report to families   **Each leader will…**   1. Resource M-class and allocate collaborative time for PS team & SSOs to trial it before implementation 2. Use LGU instructional routine for synthetics phonics lessons during LOS to provide explicit feedback (what teacher & SSO and students do) and reflection questions (wonderings) | | | Dibels Assessments 8th Edition  M-Class  LGU Synthetic Phonics Lesson Plan guide  LGU Instructional Routine for Synthetic Phonics Lesson Guideline (year 2)  LGU Reviewing a synthetic Phonics Lesson |
| Click or tap here to enter text. | Click or tap here to enter text. | | **Each teacher will…**  **Each leader will…** | | |  |
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| Click or tap here to enter text. |  | | **Each teacher will…**  **Each leader will…** | | | Click or tap here to enter text. |
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# Goal 2 – Steps 1, 2 & 3

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| Icon  Description automatically generatedSTEP 1 Analyse and Prioritise | | | | Site name: Swan Reach Area School | | |
| Goal 2: Increase student achievement in Numeracy (years 3-6) | | | | **ESR Directions:**  **Direction 1:** In data analysis days, teaching teams review the impact of agreed intervention strategies for individuals and cohorts with the view to identifying further professional learning. **Direction 2:** Embed implementation of agreed evidence-based reading and numeracy pedagogies by developing more actionable, observable and quantifiable agreements. **Direction 3:** Address diverse learning needs through a shared definition of differentiation to support staff to intentionally implement differentiation strategies in all aspects of curriculum planning and teaching. **Direction 4:** Strengthen the consistent implementation of agreed teaching strategies by structuring opportunities for leaders to conduct regular formal classroom observations with written feedback to staff | | |
| Achievement towards Goal in 2022:  5 out of 8 Year 3s will achieve SEA in NAPLAN Numeracy | | **Target 2023:**  **7 out of 9 Year 4s will achieve SEA in PAT-M**  **9 out of 9 year 4s will achieve 100% PV understanding demonstrated in the BIiN PV misconception test** | | | **2024:**  **9 out of 10 year 5s will achieve SEA in PAT-M** | |
| A picture containing sword  Description automatically generated STEP 2 Challenge of practice | | | | | | |
| Challenge of Practice:  If we explicitly teach and assess number within the context of the Big Ideas in Number and the Australian Curriculum, then we will increase student achievement in Numeracy (years 3-6). | | | | | | |
| A picture containing text  Description automatically generated STEP 3 Plan actions for improvement | | | | | | |
| Student Success Criteria (what students know, do, and understand):  • understand that as each place value extends to the right of the decimal place, the value of the place decreases by a factor of 10 • name decimals by their place value to assist with understanding and calculation. For example, ‘Two tenths add three hundredths is equal to twenty-three hundredths, as one tenth is equal to ten hundredths’ | | | | **How and when will this be monitored, tracked and measured?**  Pre and post assessments from the DfE Units of Work will show growth in understanding of taught concepts  FA from Maths Chats – photos from whiteboards, checklists & anecdotal notes to progress monitor  BIiN PL misconception testing beginning of term 1 and end of term 3 with students missing elements to be retested on the elements after wave 1 or 2 intervention during the terms  Analyse PL questions in NAPLAN (term 2)  Analyse PAT-M PL question term 4 | | |
| What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice | | | | | | |
| Actions | **Timeline** | | **Roles & Responsibilities –** How will this be done? | | | **Resources** |
| Teachers will use data (BIiN misconception tools) to differentiate teaching and learning, identify next steps and set student goals | Term 1 - weeks 1 & 2  Termly - ongoing  Term 1 – week 3 & 4  Fortnightly (min) | | **Each teacher will… 1.**  Analyse and use the PV data along with the BIiN diagnostic strategies to inform interventions, next steps for wave 1 practice and directions of strategies for wave 2 intervention 2. Embed Maths Chats with review slides to reinforce taught concepts 3. Rescreen students on unmet elements of PV BIiN test at end of intervention period (2-4 weeks  **Each leader will…**   1. Collaborate to analyse the data and assist guiding / planning next steps, intervention and differentiation 2. Provide 4 termly LOS explicit feedback to teacher on their application of data in practice, with a focus on differentiation | | | BIiN PV Misconception Tests & analysis tools  BIiN diagnostic recording, tracking and monitoring PV charts  BIiN intervention template for SSOs  TRT or leadership release days for testing  TRT ½ day release for analysis |
| Click or tap here to enter text. | Click or tap here to enter text. | | Embed Maths Chats with review slides to reinforce taught concepts  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. |
| Click or tap here to enter text. | Click or tap here to enter text. | | **Each teacher will…**  **Each leader will…** | | | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | | **Each teacher will…**  **Each leader will…** | | | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | | **Each teacher will…**  **Each leader will…** | | | Click or tap here to enter text. |

# Goal 3 – Steps 1, 2 & 3

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| Icon  Description automatically generatedSTEP 1 Analyse and Prioritise | | | | Site name: Swan Reach Area School | | |
| Goal 3: Increase student achievement in writing (years 7-10) | | | | **ESR Directions:**  **Direction 1:** In data analysis days, teaching teams review the impact of agreed intervention strategies for individuals and cohorts with the view to identifying further professional learning. **Direction 2:** Embed implementation of agreed evidence-based reading and numeracy pedagogies by developing more actionable, observable and quantifiable agreements. **Direction 3:** Address diverse learning needs through a shared definition of differentiation to support staff to intentionally implement differentiation strategies in all aspects of curriculum planning and teaching. **Direction 4:** Strengthen the consistent implementation of agreed teaching strategies by structuring opportunities for leaders to conduct regular formal classroom observations with written feedback to staff | | |
| Achievement towards Goal in 2022:  3 out of 4 Year 7s will achieve SEA in NAPLAN writing with one in HB | | **Target 2023:**  **3 out of 3 Year 8s will achieve 1-year growth in writing evidence through the A-E Descriptors , aspects 14 & 8** | | | **2024:**  **4 out of 5 Year 9s will achieve SEA in NAPLAN Writing with 1 in HB** | |
| A picture containing sword  Description automatically generated STEP 2 Challenge of practice | | | | | | |
| Challenge of Practice:  If we implement the Teaching and Learning (T&L) Cycle with efficacy and rigour and develop a structured writing checklist for all subject areas, we will enhance student achievement in writing. | | | | | | |
| A picture containing text  Description automatically generated STEP 3 Plan actions for improvement | | | | | | |
| Student Success Criteria (what students know, do, and understand):  We will observe an increase in students' utilisation of language and stylistic features in their post-writing samples, as evaluated by the writing assessment checklist. 1 - Pre and post samples of writing through an agreed common T&L Cycle success criteria checklist. 2 - Line-of-sight feedback. | | | | **How will this be monitored, tracked and measured?**   1. Pre and post samples of writing through agreed common T&L Cycle SC rubric 2. LOS feedback | | |
| What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice | | | | | | |
| Actions | **Timeline** | | **Roles & Responsibilities –** How will this be done? | | | **Resources** |
| Teachers will implement the T&L Cycle with efficacy and rigor | Termly  End of year 2022 | | **Each teacher will… 1.** Actively engage in T&L Cycle Sprints, collaborating to incorporate the entire cycle into all subject areas. 2. Apply consistent T&L Cycle pedagogy in writing tasks across all secondary subjects.  **Each leader will…**   1. **LOS** observations and feedback 2. Source and facilitate PL to extend teacher’s understanding and ability to improve grammar and sentence structures | | | T&L Cycle Framework Planner  Model Texts – from PLATO & past student examples  NAPLAN persuasive text writing indicators – Vocab & sentence structure  Writing Revolution texts  PC – Sue Record |
| Developing and implementing pre and post Writing Assessment Rubrics, in all subject areas | Term 1  Each semester  Termly  Term 1  Twice per term | | **Each teacher will… 1.** Collaborate to create a template that can be adjusted based on the NAPLAN writing guide and the T&L Cycle.  **2**. Complete at least two comparable written assessments during the year (one in semester 1 and one in semester 2) to monitor improvement.  **3.** Implement the checklist in all written assessment tasks for every subject area.  **Each leader will…** 1. Collaborate to develop and implement a common section for all pre and post writing assessment rubrics that has agreed T&L success Criteria column(s) 2. Engage in collaborative learning sprints to track and monitor students progression using the rubric to gain a shared understanding of what specific T&L progress looks like3. Use supported writing section of T&L Cycle planner OR agreed SC template during LOS to provide explicit feedback (what teacher and students do) and reflection questions (wonderings) | | | Model Texts – from PLATO & past student examples  NAPLAN Persuasive Text Writing Indicators |
| Collect PAT V data to establish a baseline for 2025 | Term 3  Term 3 | | **Each teacher will… 1.** Administer the test along with PAT R & PAT M  **Each leader will…**   1. Lead collaborative analysis of PAT V results | | | PAT resources |
| Click or tap here to enter text. | Click or tap here to enter text. | | **Each teacher will…**  **Each leader will…** | | | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | | **Each teacher will…**  **Each leader will…** | | | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | | **Each teacher will…**  **Each leader will…** | | | Click or tap here to enter text. |

# Goal 1 – Step 4

**2022 - 2024**

**2023 School Improvement Plan for**

**Shape, rectangle

Description automatically generatedSwan Reach Area School**

**Step 4 – Improve practice and monitor impact**

**Step 5 – Review and evaluate**

**Completing steps 4 and 5**

1. 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.
2. Step 5 is the review and evaluation process to determine the next steps for your school.
3. Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact).
4. Use the template in Term 4 of each year to capture Step 5 work (Review and evaluate).
5. Complete every step - The [School Improvement Planning Handbook](https://edi.sa.edu.au/library/document-library/psp/school-improvement/school-improvement-handbook.pdf) explains how to do this. In addition, your Local Education Team will provide support.

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| Goal 1: Increase student achievement in Reading (R-2) | | | |
| A picture containing text, clipart  Description automatically generated STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been? | | | |
| Student Success Criteria | Yes | **Evidence**  **Are we improving student learning?**  **How are we tracking against our student success criteria?** | **What are our next steps?  Potential adjustments?** |
| Needs attention/work in progress |
| Not on track |
| Manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words | Click or tap here to enter text. |  | Click or tap here to enter text. |
| Actions | 90% embedded | **Evidence**  **Are we doing what we said we would do?**  **Are we improving student learning?**  **How do we know which actions have been effective?** | **What are our next steps?  Potential adjustments?** |
| Needs attention/work in progress |
| Not on track |
| Teachers will analyse assessment data, both formative (LGU & Dibels) and summative (Dibels), to determine next steps in teaching and learning | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
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# Goal 2 – Step 4

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| Goal 2: Increase student achievement in Numeracy (years 3-6) | | | |
| A picture containing text, clipart  Description automatically generated STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been? | | | |
| Student Success Criteria | Yes | **Evidence**  **Are we improving student learning?**  **How are we tracking against our student success criteria?** | **What are our next steps?  Potential adjustments?** |
| Needs attention/work in progress |
| Not on track |

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| • understand that as each place value extends to the right of the decimal place, the value of the place decreases by a factor of 10 • name decimals by their place value to assist with understanding and calculation. For example, ‘Two tenths add three hundredths is equal to twenty-three hundredths, as one tenth is equal to ten hundredths’ |  | Click or tap here to enter text. | Click or tap here to enter text. |

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| --- | --- | --- | --- |
| Actions | 90% embedded | Evidence  Are we doing what we said we would do?  Are we improving student learning?  How do we know which actions have been effective? | What are our next steps?  Potential adjustments? |
| Needs attention/work in progress |
| Not on track |
| Teachers will use data (BIiN misconception tools) to differentiate teaching and learning, identify next steps and set student goals | Click or tap here to enter text. |  |  |
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# Goal 3 – Step 4

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| Goal 3: Increase student achievement in writing (years 7-10) | | | |
| A picture containing text, clipart  Description automatically generated STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been? | | | |
| Student Success Criteria | Yes | **Evidence**  **Are we improving student learning?**  **How are we tracking against our student success criteria?** | **What are our next steps?  Potential adjustments?** |
| Needs attention/work in progress |
| Not on track |
| We will observe an increase in students' utilisation of language and stylistic features in their post-writing samples, as evaluated by the writing assessment checklist. 1 - Pre and post samples of writing through an agreed common T&L Cycle success criteria checklist. 2 - Line-of-sight feedback. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Actions | 90% embedded | **Evidence**  **Are we doing what we said we would do?**  **Are we improving student learning?**  **How do we know which actions have been effective?** | **What are our next steps?  Potential adjustments?** |
| Needs attention/work in progress |
| Not on track |
| Teachers will implement the T&L Cycle with efficacy and rigor | Click or tap here to enter text. | Click or tap here to enter text. |  |
| Developing and implementing pre and post Writing Assessment Rubrics, in all subject areas | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Collect PAT V data to establish a baseline for 2025 | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
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# Goal 1 – Step 5

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| Goal 1: Increase student achievement in Reading (R-2) | |
| Icon  Description automatically generated STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps? | |
| Targets 2023:  5 out of 5 year 1s achieve SEA in Phonics Screening assessment | **Results towards targets:**  Click or tap here to enter text. |
| Challenge of Practice:  If we explicitly teach phonemic awareness and a systematic synthetic phonics instructional routine as part of the teaching of the Big 6, we will increase student achievement in Reading (R-2) | **Evidence -** has this made an impact?  Click or tap here to enter text. |
| Success Criteria­:  Manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words | **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. | |

# Goal 2 – Step 5

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| Goal 2: Increase student achievement in Numeracy (years 3-6) | |
| Icon  Description automatically generated STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps? | |
| Targets 2023:  7 out of 9 Year 4s will achieve SEA in PAT-M  9 out of 9 year 4s will achieve 100% PV understanding demonstrated in the BIiN PV misconception test | **Results towards targets:**  Click or tap here to enter text. |
| Challenge of Practice:  If we explicitly teach and assess number within the context of the Big Ideas in Number and the Australian Curriculum, then we will increase student achievement in Numeracy (years 3-6). | **Evidence -** has this made an impact?  Click or tap here to enter text. |
| Success Criteria­:  • understand that as each place value extends to the right of the decimal place, the value of the place decreases by a factor of 10 • name decimals by their place value to assist with understanding and calculation. For example, ‘Two tenths add three hundredths is equal to twenty-three hundredths, as one tenth is equal to ten hundredths’ | **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. | |

# Goal 3 –

# Step 5

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| Goal 3: Increase student achievement in writing (years 7-10) | |
| Icon  Description automatically generated STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps? | |
| Targets 2023:  3 out of 3 Year 8s will achieve 1-year growth in writing evidence through the A-E Descriptors , aspects 14 & 8 | **Results towards targets:**  Click or tap here to enter text. |
| Challenge of Practice:  If we implement the Teaching and Learning (T&L) Cycle with efficacy and rigour and develop a structured writing checklist for all subject areas, we will enhance student achievement in writing. | **Evidence -** has this made an impact?  Click or tap here to enter text. |
| Success Criteria­:  We will observe an increase in students' utilisation of language and stylistic features in their post-writing samples, as evaluated by the writing assessment checklist. 1 - Pre and post samples of writing through an agreed common T&L Cycle success criteria checklist. 2 - Line-of-sight feedback. | **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. | |