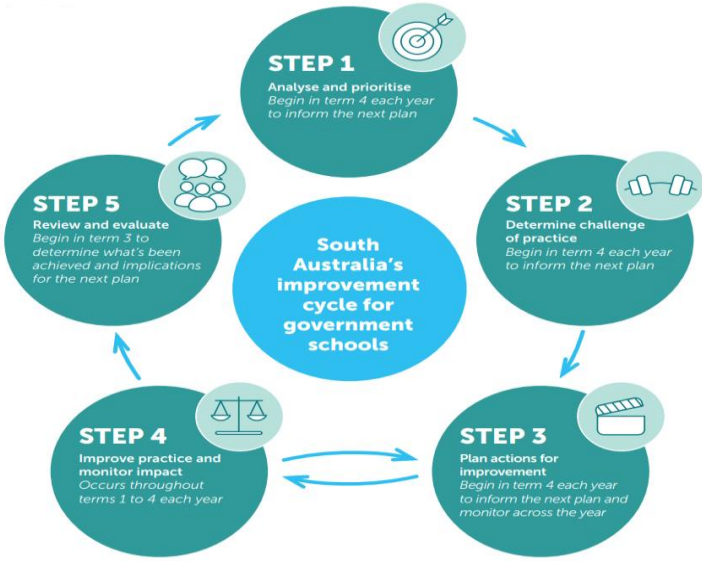
2022 - 2024

2023 School Improvement Plan for Elizabeth Park Primary School

Site Number:
0948

Elizabeth Park
SCHOOLS

CPC-7 • CENTRE FOR HEARING IMPAIRED • SPECIAL CLASS • PLAYGROUP



Vision Statement:

A student who graduates from Elizabeth Park Primary will be:

Highly literate and numerate.

An independent, inquisitive lifelong learner.

A socially responsible and active citizen.

2022 - 2024

2023 School Improvement Plan for

Elizabeth Park 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.
- 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).
- Use the template in Term 4 of each year to capture Step 5 work (Review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

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

Government of South Australia
Department for Education

STEP 1 Analyse and Prioritise

Site name: Elizabeth Park Primary School

Goal 1: Improve student achievement of SEA and Higher Bands in reading

ESR Directions:

Direction 1 Ensure pedagogical coherence to deliver improvement goals through a strategic coaching model which features focused observations and provides teachers with feedback for improvement.

Direction 2 For all students to receive differentiated learning with appropriate stretch and challenge, strengthen teachers' capacity in learning design and use of data for intentional teaching.

Direction 3 To strengthen and embed student agency within learning provide opportunities for all students to co-construct the curriculum, set individual learning goals and establish clear learning intentions and success criteria.

Achievement towards Goal in 2022:	Target 2023:	2024:
Year 3 SEA: 22/41 (54%) **Year 3 HB: 9/41 (22%) = 8/41 (19%)** **Year 5 SEA: 23/46 (50%) 23/46 (50%)** **Year 5 HB: 5/46 (11%) = 4/46 (8.5%)**	Increase the percentage of students achieving SEA and HB in NAPLAN reading: Year 3 SEA: 18/37 (48%) Year 3 HB: 9/37 (24%) Year 5 SEA: 26/47 (55%) Year 5 HB: 9/47 (19%)	Click or tap here to enter text.

STEP 2 Challenge of practice

Challenge of Practice:

If we increase our understanding of teaching phonics, decoding and comprehension using Explicit, Direct Instruction and BDA strategies, then we will improve student achievement in SEA and Higher Bands in reading.

STEP 3 Plan actions for improvement

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

Students in Reception will:

- **say the most common phoneme for taught, single-letter graphemes and applies knowledge when reading decodable texts**
- **blend phonemes of taught graphemes to decode VC and CVC words and applies this knowledge when reading decodable texts**
- **orally segments and writes CVC words**

Students in year 1 will:

- **write/select corresponding graphemes for all common phonemes**

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

Termly review of acquisition and retention of 42 sounds
Termly check-in of blending and decoding of nonsense words
Setting and monitoring student reading goals in conferencing (2xper term)
Reviewing ORF data to track reading growth and identify areas for development (min. 3x per year)
Using MAZE to track comprehension progress (3x per year)
Review and update of data mapping tool with focus on reading (termly)
Monitoring exit slips at completion of lessons to inform next steps
Walk throughs observing opportunities where students are encoding and decoding words (R-2)

• **read single-syllable words with common double letters, long vowels and consonant digraphs and applies this when reading decodable texts** **Students in year 2 will:** • **read new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding out strategies** • **read words containing initial and final blends when reading continuous texts** • **write common words with taught consonant blends and vowel digraphs** **In Years 3 will:** • **connect stories to life experiences** • **make connections between words and pictures** • **recall important ideas and key details from text** • **make predictions** • **ask and answer questions relating to the text** • **use text features to locate information** • **make inferences** **in year 4 will:** • **as above in year 3** • **determine the main idea** • **use new vocabulary in their speaking and writing** **in year 5 will:** • **make predictions in shared text** • **use context clues to determine meaning in text** • **use new vocabulary in their speaking and writing** • **gather and organise information from shared text** • **evaluate the usefulness of information from share text** • **summarise information from several sources** **in year 6 will:** • **as above in year 5** • **analyse how authors influence readers subjectively** • **analyse how authors influence readers objectively**	Walk throughs observing vocabulary being explicitly taught (3-6) Using EDI CFU randomly and targeted to look for 80% uptake before moving on

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**
Each R-2 teacher will build their capacity in teaching phonics and spelling through: ***developing their understanding of the elements and outcomes of the agreed instructional routines** ***engage in coaching which will include observations of practice, reflective discussions and goal setting to make changes to their pedagogical practices to include EDI** ***engage in PD and coaching facilitated by LGU coach**	Terms 1-4: Daily phonics instruction LGU Coach 2-3 visits per term Phonics coach weekly support Walk throughs- EY line Manager min. 2 classes per week.	Each teacher will: • use decodable texts for explicit instruction along with daily independent or small group reading practice. • provide differentiated decodable text for at home practice. • explicitly teach orthographic mapping and spelling rules • include daily opportunities for students to transfer their phonic knowledge into decoding, blending and encoding through regular use of decodables • implement a consistent instructional routine that consists of daily review of phonemic awareness and previously taught phonemes, new phonics and spelling concepts, and reading practice observed and supported by Site Phonics Coach and LGU coach • Set PDP goal directly connected to SIP that focuses on change in practice EY leaders and Principal will… • Map and schedule learning opportunities with the Phonics Coach and LGU coach to support	LGU coach Site Phonics coach EDI textbook Jolly Phonics program Heggerty Program PASM data Site decodable reader sets R-2 DfE Units of Work DfE Scope and Sequence LGU Instructional Routine Guide

		changes in teacher practice in phonics instruction • Review phonics data termly • Connect the SIP to PDP goals in relation to changes in practice • EY Line Managers will use fortnightly Walk Throughs in Literacy Block to pose questions that support teachers to reflect on their practice.	
Each teacher will build their capacity to make links between how student outcomes in English (specifically reading) can be supported by the EDI pedagogy through rigorous, structured PLCs by: ***engaging in PD/readings and coaching** ***Making changes to teaching and planning practices based on ACARA** ***Collaboratively analysing evidence of student learning against SIP success criteria** ***Tracking and monitoring individual, sub-group and whole school progress to plan next steps**	**Terms 1-4:** Staff meetings as mapped on action plan Walk throughs- Line Manager min. 2 classes per week. Weekly SIT meetings	Each teacher will • Use data to track progress and inform teaching with a focus on Aboriginal and Torres Strait learners • collaboratively plan teaching and learning sequences that allow students to demonstrate A- E achievement at year level with a focus on HB learners • Use collected evidence to moderate A-E grades (years 3-6 teachers) • Use student assessment mapping tool to triangulate data sets such as A-E grades, NAPLAN, PAT and RR/Lexile level • Use individual SIP PDP goal with PLC to collaboratively plan for change in teacher practice. • Provide feedback on PD to PLC leader to incorporate into next step learning for PLCs Each Line Manager will… • Use fortnightly Walk Throughs in Literacy Blocks to pose questions that support teachers to reflect on their practice and use the EDI checklist to monitor TAPPLE and Engagement Norms.	Site Visit – with Joe Ybarra EDI walkthrough checklist Site Action Plan Site PLC Norms and Practice Statement EDI textbook by John R Hollingsworth & Silvia E Ybarra Primary Literacy Guidebook - Stretch Actions for Teachers ACARA Scope and Sequence Literacy Progressions Formative Assessment – Dylan Wiliam LET team Curriculum Lead ACARA units of work Curriculum AP

		• Share teacher feedback from PLCs to SIT for development of action plan • Share PLC action plan with teachers termly • Connect the SIP to PDP goals in relation to changes in practice • Provide PD and coaching by Curriculum AP and Curriculum Lead	
Each Teacher will build their capacity in Explicit Direct Instruction during English by: *** Engaging in PD and research to build their understanding of Explicit, Direct Instruction** ***Engaging in reflective conversations about individual EDI practices including CFU, Engagement Norms and TAPPLE that lead to a change in practice**	Weekly Terms 1-4	Each teacher will • embed the explicit teaching of vocabulary into EDI lesson • Set clear learning intentions and success criteria (based on ACARA) to increase student agency • Support students by making connections between what they are learning and what they will be able to do at the completion of the lesson. • Use EDI pedagogy: slide shows, engagement norms and TAPPLE in English • Monitor student achievement through intentionally planned Checking for Understanding opportunities to inform next steps planning • Use formative assessment strategies e.g. Exit slips, bump up walls etc. for students to understand their role in their progress and check for understanding • Set PDP goal directly connected to SIP that focuses on change in practice and student progress Each leader will… • Ask students about what they are learning and why they are learning it during Walk Throughs • Use PDP conversations with teachers to set goals that are connected to SIP and focus on change in teacher practice	Formative Assessment – Dylan Wiliam PDP processes Bringing together Formative Assessment and Learning Design – booklet Australian Curriculum (Content Descriptors and Achievement Standards) ACARA Scope and Sequence EDI textbook by John R Hollingsworth & Silvia E Ybarra Site Visit – with Joe Ybarra 'The Teacher Clarity Playbook' Fisher, Frey, Amador and Assof

Each 3-6 teacher will consistently use BDA strategies during class reading to: ***develop student understanding of literal and inferred meaning** ***begin to analyse texts**	Terms 1-4	Each teacher will… • Plan for opportunities to incorporate BDA when reading • Actively seek opportunities to make connections between texts in a variety of subject areas eg English and HASS. • Engage in PD and research to build their understanding of BDA and its strategies to explicitly teach comprehension. • Plan and implement lessons that explicitly include BDA strategies Use DfE units of work to identify exemplars of lessons with embedded BDA opportunities Each leader will… • Include BDA PD in PLC action plan • Use walk throughs to observe BDA instruction in Literacy Block • Monitor PLINK and Literacy Summit for BDA sessions	DfE Units of Work DfE Scope and Sequence Primary Literacy Guidebook – Stretch Actions for Teachers PLINK – Literacy Summit seminars Best Advice Paper for Comprehension Australian Curriculum Resources
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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 1 Analyse and Prioritise	Site name: Elizabeth Park Primary School
Goal 2: Click or tap here to enter text.	**ESR Directions:** **Direction 1** Ensure pedagogical coherence to deliver improvement goals through a strategic coaching model which features focused observations and provides teachers with feedback for improvement. **Direction 2** For all students to receive differentiated learning with appropriate stretch and challenge, strengthen teachers' capacity in learning design and use of data for intentional teaching.

	Direction 3 To strengthen and embed student agency within learning provide opportunities for all students to co-construct the curriculum, set individual learning goals and establish clear learning intentions and success criteria.

Achievement towards Goal in 2022: **Click or tap here to enter text.**	**Target 2023:** Click or tap here to enter text.	**2024:** Click or tap here to enter text.

STEP 2 Challenge of practice

Challenge of Practice:
Click or tap here to enter text.

STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand): **Click or tap here to enter text.**	**How and when will this be monitored, tracked and measured?** Click or tap here to enter text.

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
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.
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Goal 3: Click or tap here to enter text.	**ESR Directions:** **Direction 1** Ensure pedagogical coherence to deliver improvement goals through a strategic coaching model which features focused observations and provides teachers with feedback for improvement. **Direction 2** For all students to receive differentiated learning with appropriate stretch and challenge, strengthen teachers' capacity in learning design and use of data for intentional teaching. **Direction 3** To strengthen and embed student agency within learning provide opportunities for all students to co-construct the curriculum, set individual learning goals and establish clear learning intentions and success criteria.

Achievement towards Goal in 2022: Click or tap here to enter text.	**Target 2023:** Click or tap here to enter text.	**2024:** Click or tap here to enter text.

STEP 2 Challenge of practice

Challenge of Practice:
Click or tap here to enter text.

STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand): Click or tap here to enter text.	**How and when will this be monitored, tracked and measured?** Click or tap here to enter text.

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

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

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Click or tap here to enter text.	Click or tap here to enter text.	Each leader will… Each teacher will…	Click or tap here to enter text.

2022 - 2024

2023 School Improvement Plan for Elizabeth Park 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.

Government of South Australia
Department for Education

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: Improve student achievement of SEA and Higher Bands in reading

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?
Students in Reception will: • **say the most common phoneme for taught, single-letter graphemes and applies knowledge when reading decodable texts** • **blend phonemes of taught graphemes to decode VC and CVC words and applies this knowledge when reading decodable texts** • **orally segments and writes CVC words** **Students in year 1 will:** • **write/select corresponding graphemes for all common phonemes** • **read single-syllable words with common double letters, long vowels and consonant digraphs and applies this when reading decodable texts**	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Students in year 2 will: • **read new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding out strategies** • **read words containing initial and final blends when reading continuous texts** • **write common words with taught consonant blends and vowel digraphs** **In Years 3 will:** • **connect stories to life experiences** • **make connections between words and pictures** • **recall important ideas and key details from text** • **make predictions** • **ask and answer questions relating to the text** • **use text features to locate information** • **make inferences** **in year 4 will:** • **as above in year 3** • **determine the main idea** • **use new vocabulary in their speaking and writing** **in year 5 will:**			

• make predictions in shared text • use context clues to determine meaning in text • use new vocabulary in their speaking and writing • gather and organise information from shared text • evaluate the usefulness of information from share text • summarise information from several sources **in year 6 will:** • as above in year 5 • analyse how authors influence readers subjectively • analyse how authors influence readers objectively			
Actions	90% embedded eeds 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?**

Each R-2 teacher will build their capacity in teaching phonics and spelling through: *developing their understanding of the elements and outcomes of the agreed instructional routines *engage in coaching which will include observations of practice, reflective discussions and goal setting to make changes to their pedagogical practices to include EDI *engage in PD and coaching facilitated by LGU coach	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each teacher will build their capacity to make links between how student outcomes in English (specifically reading) can be supported by the EDI pedagogy through rigorous, structured PLCs by: *engaging in PD/readings and coaching *Making changes to teaching and planning practices based on ACARA *Collaboratively analysing evidence of student learning against SIP success criteria *Tracking and monitoring individual, sub-group and whole school progress to plan next steps	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each Teacher will build their capacity in Explicit Direct Instruction during English by: * Engaging in PD and research to build their understanding of Explicit, Direct Instruction *Engaging in reflective conversations about individual EDI practices including CFU, Engagement Norms and TAPPLE that lead to a change in practice	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each 3-6 teacher will consistently use BDA strategies during class reading to: *develop student understanding of	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

literal and inferred meaning ***begin to analyse texts**			
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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: 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?
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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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?
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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: Improve student achievement of SEA and Higher Bands in reading

Targets 2023: **Increase the percentage of students achieving SEA and HB in NAPLAN reading:** **Year 3 SEA: 18/37 (48%)** **Year 3 HB: 9/37 (24%)** **Year 5 SEA: 26/47 (55%)** **Year 5 HB: 9/47 (19%)**	**Results towards targets:** Click or tap here to enter text.
Challenge of Practice: **If we increase our understanding of teaching phonics, decoding and comprehension using Explicit, Direct Instruction and BDA strategies, then we will improve student achievement in SEA and Higher Bands in reading.**	**Evidence** - has this made an impact? Click or tap here to enter text.
Success Criteria: **Students in Reception will:** • **say the most common phoneme for taught, single-letter graphemes and applies knowledge when reading decodable texts** • **blend phonemes of taught graphemes to decode VC and CVC words and applies this knowledge when reading decodable texts** • **orally segments and writes CVC words** **Students in year 1 will:** • **write/select corresponding graphemes for all common phonemes** • **read single-syllable words with common double letters, long vowels and consonant digraphs and applies this when reading decodable texts** **Students in year 2 will:** • **read new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding out strategies** • **read words containing initial and final blends when reading continuous texts**	**Evidence** - did we improve student learning? how do we know? Click or tap here to enter text.

- **write common words with taught consonant blends and vowel digraphs**

In Years 3 will:

- **connect stories to life experiences**
- **make connections between words and pictures**
- **recall important ideas and key details from text**
- **make predictions**
- **ask and answer questions relating to the text**
- **use text features to locate information**
- **make inferences**

in year 4 will:

- **as above in year 3**
- **determine the main idea**
- **use new vocabulary in their speaking and writing**

in year 5 will:

- **make predictions in shared text**
- **use context clues to determine meaning in text**
- **use new vocabulary in their speaking and writing**
- **gather and organise information from shared text**
- **evaluate the usefulness of information from share text**
- **summarise information from several sources**

in year 6 will:

- **as above in year 5**
- **analyse how authors influence readers subjectively**
- **analyse how authors influence readers objectively**

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: 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?
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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.