

2022 - 2024

2023 School Improvement Plan for (Miltaburra Area School)

Site Number:

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Vision Statement:

At Miltaburra Area School, our purpose is to bring together educators, students, parents, and the local community to provide educational experiences that reflect our local context, and give our young people the skills, knowledge, and values to become successful, fulfilled citizens and lifelong learners..

2022 - 2024

2023 School Improvement Plan for (Miltaburra Area School)

Site Number:

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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: (Miltaburra Area School)**

Goal 1: To increase the number of students achieving strong or exceeding levels in reading .

ESR Directions:

Direction 1 Collaboratively develop, implement, and review the Site Improvement Plan and statements of expectations of high impact teaching strategies, to enhance staff understanding and improve the consistency of practice across the school.
 Direction 2 To meet the learning needs of all students, embed high quality differentiated and high impact teaching strategies to enable students to engage and be stretched and challenged in their learning.

Achievement towards Goal in 2022:

Partial achievement. A 0.66 effect size for increased reading comprehension using PAT-R as a measure. Implementation of agreed strategies in all classrooms.

Target 2023:

Year 3 – 3 out of 4 (50%) of students achieve at higher bands
 Year 5 – 3 out of 4 (75%) of students achieve at Higher bands
 Year 9 – 4 out of 8 (50%) of students achieve at higher bands

2024:

Year 3 - >80% of students achieve strong or exceeding
 Year 5 - 100% of students achieve strong or exceeding
 Year 7 - >80% of students achieve strong or exceeding
 Year 9 - >80% of students achieve strong or exceeding

 **STEP 2 Challenge of practice**

Challenge of Practice:

If we intentionally plan reading instruction, by explicitly planning for and teaching textual analysis strategies, then we will increase reading achievement.

 **STEP 3 Plan actions for improvement**

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

Year 3: Each student will describe how stories develop, describe how texts are structured and describe how language features extend meaning.

Year 5: Each student will explain how ideas are developed, explain how text structures support the purpose and explain how language features effect meaning.

Year 7: Each student will identify how ideas are portrayed and identify how text structures and language features shape meaning.

Year 9: Each student will analyse representations within a text and analyse the effects of text structures and language features.

Discipline R-10: Each student will use, analyse and evaluate learning area texts to build meaning.

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

Each teacher will use evidence from student’s responses to reading to monitor their reading achievement.

Each leader will monitor challenge of practice through regular walkthroughs, observations, PDPs and step 4 processes.

Each student will share their learning through responses to texts and formative assessment opportunities.

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 teacher will explicitly teach comprehension skills.	throughout the year	<p>Each teacher will model, explain and provide planned opportunities for practice of meaning and text features.</p> <p>Each teacher will monitor student’s reading skills through collaborative group skills (eg Reciprocal Reading).</p> <p>Each teacher will... explicitly teach literacy features and text structures of the text so students can comprehend texts</p> <p>Each leader will provide the resources to support professional development, and ensure that all staff have and can share the required knowledge to implement effective reading strategies.</p>	<p>School Improvement Handbook</p> <p>Reciprocal teaching resources</p> <p>Video 1 - what is reciprocal teaching?</p> <p>Video 2 - underlying foundations of reciprocal teaching</p> <p>Video 3 - best practices of reciprocal teaching</p> <p>comprehensive guide to implementing reciprocal teaching in the classroom - from Vic Ed.</p> <p>Reciprocal Teaching Classroom Strategies Reading Rockets</p> <p>Practice video - Reciprocal teaching (aitsl.edu.au)</p> <p>Reciprocal Teaching: Definition, Strategies, Examples (thoughtco.com)</p> <p>Students Take Charge: Reciprocal Teaching</p> <p>Reciprocal Teaching: Why, How, & Examples</p> <p>Online course – plink: Department for Education plink - Reading comprehension – essential steps before, during and after text reading</p>

<p>Each teacher will intentionally plan for reading instruction</p>	<p>throughout the year</p>	<p>Each teacher will plan instruction and tasks for before, during and after reading targeting text features and making meaning. Each teacher will monitor student progress in meaning and text features to inform and adjust teaching before, during and after reading. Each leader will provide the resources to support professional development, and ensure that all staff have and can share the required knowledge to implement effective reading strategies.</p>	<p>School Improvement Handbook Online course – plink: Department for Education plink - Reading comprehension – essential steps before, during and after text reading BDA planning templates</p>
<p>Each leader will allocate resources for professional development, ensure that teachers have adequate support and opportunities to share knowledge, ensure that review and evaluation is regular through the year.</p>	<p>throughout the year</p>	<p>Each teacher will identify knowledge gaps and build their knowledge and understanding of how reading comprehension develops in complexity through professional learning and the year level demand within the Australian Curriculum Each teacher will actively engage with review processes including the gathering and analysis of evidence, and rigorous reviews of practice changes. Each leader will - identify resources and professional development opportunities and ensure they are available to teachers - Ensure that opportunities exist for sharing of knowledge and resources related to new teaching practices - engage in walkthroughs and classroom visits to ensure implementation is effective and provide support. - implement and facilitate rigorous review processes and cycles of evidence collection to evaluate progress.</p>	<p>see above + PCL, curriculum lead, DfE curriculum officers Scope and Sequence Learning progression: Understanding texts, fluency, vocabulary Literacy Capability Literacy and Numeracy First Curriculum Planning Resource</p>

Each teacher will continue to implement daily fluency practice	Daily	Each teacher will ensure that every child has the opportunity for daily fluency practice in the classroom Each teacher will provide explicit instruction on the development of fluency in reading Each leader will provide the resources to support professional development, and ensure that all staff have and can share the required knowledge to implement effective reading strategies.	existing classroom based resources and routines
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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 2: Improve and maintain orderly conditions for learning		ESR Directions: Direction 1 Collaboratively develop, implement, and review the Site Improvement Plan and statements of expectations of high impact teaching strategies, to enhance staff understanding and improve the consistency of practice across the school. Direction 2 To meet the learning needs of all students, embed high quality differentiated and high impact teaching strategies to enable students to engage and be stretched and challenged in their learning.
Achievement towards Goal in 2022: Engagement with self-regulation-service, development and monitoring of classroom strategies to support student regulation	Target 2023: Implement Zones of regulation curriculum across the school	2024: Implement the resilience project curriculum across the school.

 **STEP 2 Challenge of practice**

Challenge of Practice:
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 **STEP 3 Plan actions for improvement**

Student Success Criteria (what students know, do, and understand): Students can articulate and implement strategies to improve their own resilience.	How and when will this be monitored, tracked and measured? Each teacher will use evidence from classroom observations to assess the impact. Each leader will monitor challenge of practice through regular walkthroughs, observations, and monitoring behaviour and incident data. Each student will share their learning through the student representative council and the student wellbeing and engagement collection.
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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
Professional development required for the Resilience Project implementation	By end of Feb 2024	Professional development via Teams from facilitators at the Resilience Project.	Funding for PD Release time for PD

Purchase TRP curriculum	By start of 2024	teacher champion will purchase curriculum books and resources for all classes... Teacher champion will facilitate all staff to access TRP online resources	Funding for purchase
Continue to monitor and collaboratively use the principles and language of the ZOE program	throughout 2024	all staff ensure continued and consistent use of language and resources from the Zones of Regulation program Click or tap here to enter text.	ZOR resources and curriculum
Continue to engage with Special Educator to provide local support for site wide implementation of wellbeing, regulation and resilience programs	throughout 2024	teacher will work with the SE as continuous professional development and to support school wide implementation ... Each leader will facilitate the involvement of SE and ensure resources are allocated ...	Funding for release time
Using the teacher champion and NSW well-being support officer, ensure that the TPR curriculum is implemented across the school with fidelity	throughout 2024	Each teacher will engage with the teacher champion and the NSW well-being support officer to implement TPR curriculum ... Each leader will provide resources to ensure the curriculum is implemented across the school...	funding for teacher champion and well-being support officer
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.

 **STEP 1 Analyse and Prioritise** **Site name: (Miltaburra Area School)**

Goal 3: Click or tap here to enter text.			ESR Directions: Direction 1 Collaboratively develop, implement, and review the Site Improvement Plan and statements of expectations of high impact teaching strategies, to enhance staff understanding and improve the consistency of practice across the school. Direction 2 To meet the learning needs of all students, embed high quality differentiated and high impact teaching strategies to enable students to engage and be stretched and challenged in their learning.
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:
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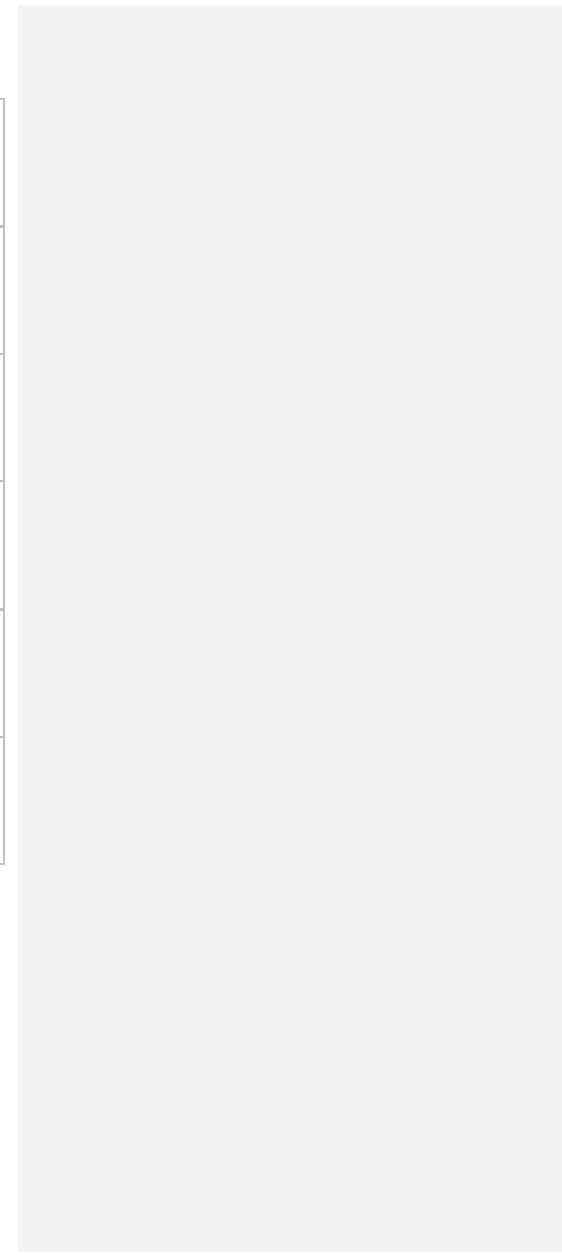
 **STEP 3 Plan actions for improvement**

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.
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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 (Miltaburra Area 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?

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Goal 1: To increase the number of students achieving strong or exceeding levels in reading .

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		
<p>Year 3:Each student will describe how stories develop, describe how texts are structured and describe how language features extend meaning.</p> <p>Year 5: Each student will explain how ideas are developed, explain how text structures support the purpose and explain how language features effect meaning.</p> <p>Year 7: Each student will identify how ideas are portrayed and identify how text structures and language features shape meaning.</p> <p>Year 9: Each student will analyse representations within a text and analyse</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

<p>the effects of text structures and language features.</p> <p>Discipline R-10: Each student will use, analyse and evaluate learning area texts to build meaning.</p>			
<p>Actions</p>	<p> 90% embedded</p> <p> Needs attention/work in progress</p> <p> Not on track</p>	<p>Evidence</p> <p>Are we doing what we said we would do?</p> <p>Are we improving student learning?</p> <p>How do we know which actions have been effective?</p>	<p>What are our next steps?</p> <p>Potential adjustments?</p>
<p>Each teacher will explicitly teach comprehension skills.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Each teacher will intentionally plan for reading instruction</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Each leader will allocate resources for professional development, ensure that teachers have adequate support and opportunities to share knowledge, ensure that review and evaluation is regular through the year.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Each teacher will continue to implement daily fluency practice</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

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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?

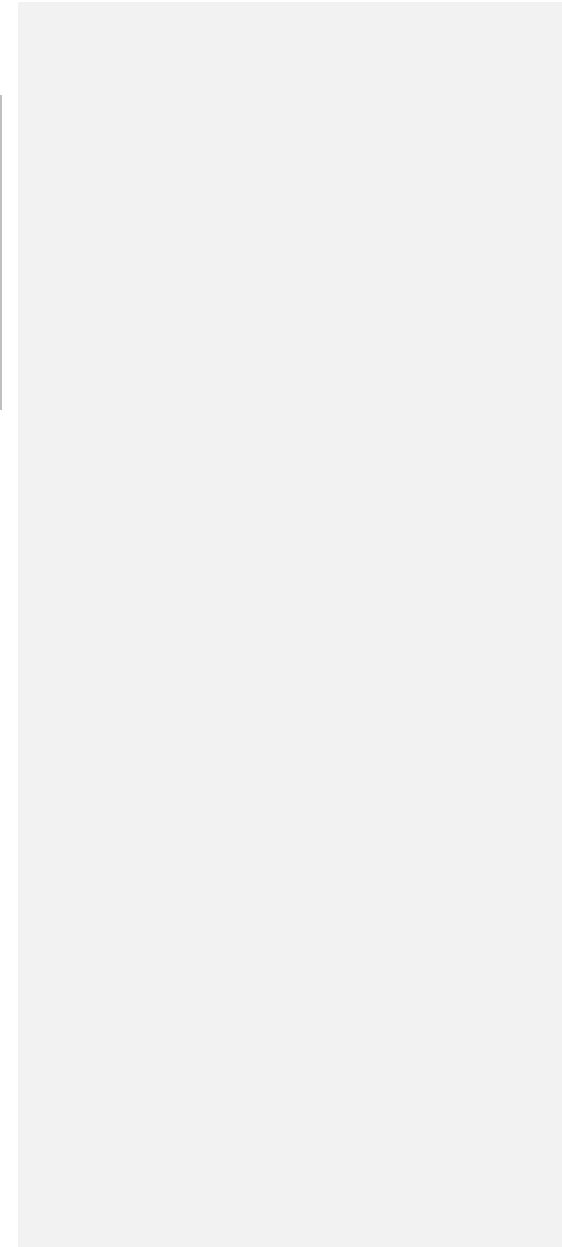
Goal 2: Improve and maintain orderly conditions for learning


Student Success Criteria	Evidence
Yes	

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	 Needs attention/work in progress	Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	 Not on track		
Students can articulate and implement strategies to improve their own resilience.	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		
Professional development required for the Resilience Project implementation	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Purchase TRP curriculum	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Continue to monitor and collaboratively use the principles and language of the ZOE program	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Continue to engage with Special Educator to provide local support for site wide implementation of wellbeing, regulation and resilience programs	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Using the teacher champion and NSW wellbeing support officer, ensure that the TPR curriculum is implemented across the school with fidelity	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.

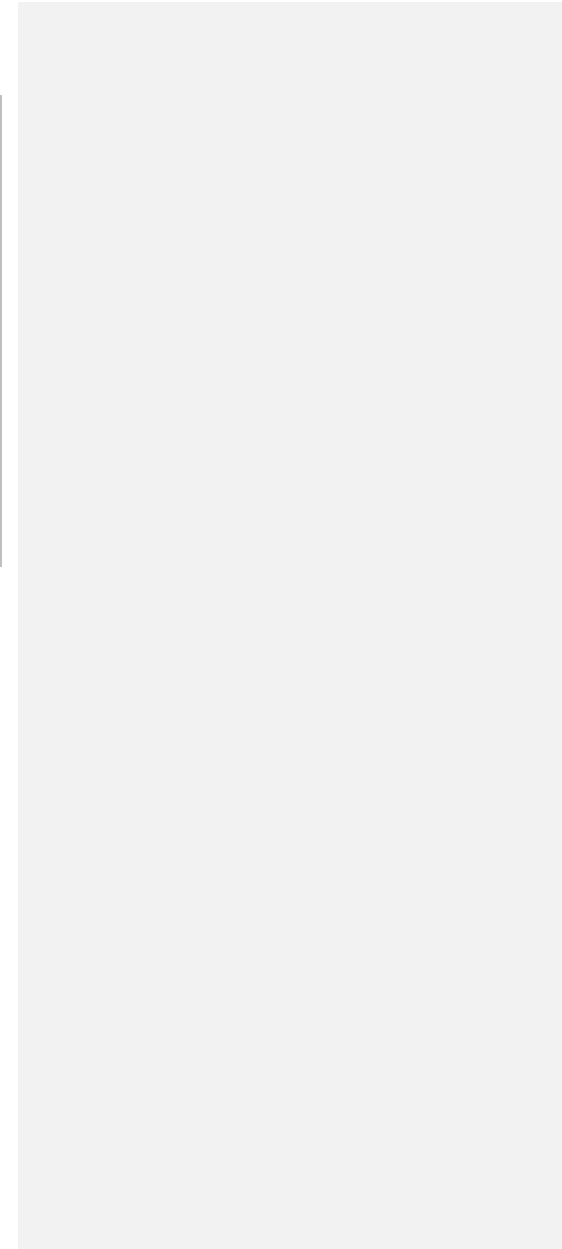


 **STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

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Goal 3: Click or tap here to enter text.			
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		
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	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		
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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: To increase the number of students achieving strong or exceeding levels in reading .

Targets 2023:

Year 3 – 3 out of 4 (50%) of students achieve at higher bands
 Year 5 – 3 out of 4 (75%) of students achieve at Higher bands
 Year 9 – 4 out of 8 (50%) of students achieve at higher bands

Results towards targets:

Click or tap here to enter text.

Challenge of Practice:

If we intentionally plan reading instruction, by explicitly planning for and teaching textual analysis strategies, then we will increase reading achievement.

Evidence - has this made an impact?

Click or tap here to enter text.

Success Criteria:

Year 3: Each student will describe how stories develop, describe how texts are structured and describe how language features extend meaning.

Year 5: Each student will explain how ideas are developed, explain how text structures support the purpose and explain how language features effect meaning.

Year 7: Each student will identify how ideas are portrayed and identify how text structures and language features shape meaning.

Year 9: Each student will analyse representations within a text and analyse the effects of text structures and language features.

Discipline R-10: Each student will use, analyse and evaluate learning area texts to build meaning.

Year 3: Each student will describe how stories develop, describe how texts are structured and describe how language features extend meaning.

Year 5: Each student will explain how ideas are developed, explain how text structures support the purpose and explain how language features effect meaning.

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

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Year 7: Each student will identify how ideas are portrayed and identify how text structures and language features shape meaning.

Year 9: Each student will analyse representations within a text and analyse the effects of text structures and language features.

Discipline R-10: Each student will use, analyse and evaluate learning area texts to build meaning.

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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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?

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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 2: Improve and maintain orderly conditions for learning

Targets 2023:
Implement Zones of regulation curriculum across the school

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


Evidence - has this made an impact?
Click or tap here to enter text.

Success Criteria:
Students can articulate and implement strategies to improve their own resilience.

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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 **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:
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Results towards targets:
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Challenge of Practice:
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Evidence - has this made an impact?
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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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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?
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