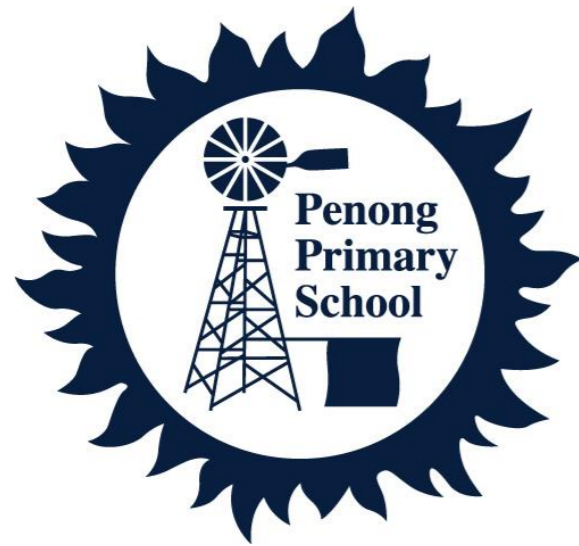


# School Improvement Plan for Penong & Coorabie Districts School



## Vision Statement:

At Penong and Coorabie Districts School we strive to be characterised by:

- Acceptance, understanding, respect and the valuing of each individual's personal identity.
- Ensuring well-being by creating a safe, secure, consistent, positive, success oriented environment.
- Co-operation / Collaboration
- Pride, motivation, engagement and connection
- Reaching one's full potential
- Students taking responsibility for their learning with teacher guidance.



2022 – 2024

# School Improvement Plan for Penong & Coorabie Districts School

## Completing the template:

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

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

- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 9, Term 4 (10 December 2021).
- Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your Summary page on your school website by Friday of Week 4, Term 1 (25 February 2022).
- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact).
- Use the template in Term 4 of each year to capture Step 5 work (Review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

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



Government of South Australia  
Department for Education

 **STEP 1 Analyse and Prioritise** Site name: Penong & Coorabie Districts School

<b>Goal 1: Increase the number of students achieving High Band in Reading</b>		<b>ESR Directions:</b> Strengthen student learning goals by making it explicit to students what they are learning, and how they will learn, and provide specific success criteria for measuring student achievement.
<b>Target 2022:</b> 70% (7 out of 10 students) will achieve High Band in reading 40% of Year 3s (2 out of 5 students) will achieve High Band in NAPLAN reading 100% of Year 5s (5 out of 5 students) will achieve High Band in NAPLAN reading	<b>2023:</b> Click or tap here to enter text.	<b>2024:</b> Click or tap here to enter text.

 **STEP 2 Challenge of practice**

**Challenge of Practice:**  
If we develop individual reading goals for students based on decoding, fluency and comprehension then we will increase High Band achievement in Reading

**Student Success Criteria** (what students know, do, and understand):  
When we monitor student’s reading, we will see each Year 3 student identify literal and implied meaning by connecting ideas in different parts of a text.  
When we monitor student’s reading, we will see each Year 5 student analyse and explain literal and implied information from a variety of texts.

 **STEP 3 Plan actions for improvement**

Actions	Timeline	Roles & Responsibilities	Resources
<p>Each teacher will:</p> <ul style="list-style-type: none"> <li>Undertake targeted professional learning that builds knowledge of the Big 6 of reading in line with Australian Curriculum</li> </ul>	<p>Term 1 / 2</p> <p>Term 1</p> <p>Term 1</p>	<p>Teachers will engage with professional learning and implement the learning into the classroom.</p> <p>Teachers will plan for sequenced reading instruction that aligns with the Australian Curriculum</p> <p>The leader will strategically plan and organise professional learning that is targeted to the learning needs of staff.</p> <p>The leader will develop implementation plans and monitor the impact of that implementation.</p> <p>The leader will collect and respond to formative evidence to evaluate the impact of professional learning.</p>	<p>Penong PS – Daily English routines</p> <ul style="list-style-type: none"> <li>Supporting document</li> </ul> <p><b>Best advice papers</b></p> <ul style="list-style-type: none"> <li>Comprehension (PDF 2.6MB)</li> <li>Teaching reading in the secondary years (PDF 2.9MB)</li> </ul> <p><b>PLINK:</b></p> <ul style="list-style-type: none"> <li>Reading comprehension – essential steps before, during and after text reading with Mandy Nayton</li> <li>Reading Comprehension course</li> <li>Reading brain and implications for explicit teaching course</li> <li>The skill, will, and thrill of reading comprehension with Professor Nancy Frey</li> <li>The power of literature for enriching the literacy learning of every child with Dr Lorraine McDonald</li> <li>The power of a read aloud with Dr Noella Mackenzie</li> <li>The power of a read loud course</li> </ul> <p><b>Scope and Sequence</b> Learning progression: Understanding texts, fluency, vocabulary</p> <p><b>Learning Capability</b> <b>Literacy and Numeracy First</b> <b>Curriculum Planning Resource</b></p> <p><b>\$10,000.00</b></p>

<p><b>Each teacher will:</b></p> <ul style="list-style-type: none"> <li>• <b>Plan for the development of key concepts and skills required for high band achievement in reading for each student.</b></li> <li>• <b>Prioritise a daily, timetabled reading program to integrate the Big 6 Components of reading across year levels</b></li> </ul>	3 times each term	<p>Teachers will engage in professional dialogue and work collaboratively to further develop their expertise in the sequential teaching of reading.</p> <p>Teachers will prioritise a daily reading structure that includes targeted instruction in reading.</p> <p>Teachers will prioritise a daily, timetabled reading program to integrate the Big 6 Components of reading across year levels structure.</p> <p>The leader will structure and drive internal processes to enable, monitor and respond to the impact of teacher's collaborative work</p> <p>The leader will visit classrooms for evidence based observations chats with teachers and students.</p>	<p>Site success criteria for this action. Corwin professional learning – learning intentions and success criteria <a href="#">Units of work</a> <a href="#">AITSL learning intentions and success criteria</a> <b>External School Review directions</b> <a href="#">Now We're Talking. 21 days to high performance</a> <a href="#">Instructional Leadership Justin Baeder</a></p> <p><b>Literacy Guidebooks – teaching and learning cycle: Primary (Stretch),</b></p> <p><b>Site Success Criteria for this action</b></p> <p><b>HITS – <a href="#">high-impact-teaching-strategies-pdf (education.vic.gov.au)</a></b></p> <p><a href="#">Clarity by Lyn Sharratt</a></p> <p><a href="#">Scope and sequence</a></p>
<p><b>Each teacher will:</b></p> <ul style="list-style-type: none"> <li>• <b>intentionally design reading comprehension instruction to include differentiation strategies targeted to individual student reading goals.</b></li> <li>• <b>have a deep understanding of the elements of the Big 6 and reading comprehension and the next teaching step requirements of their students as outlined in the scope and sequence documents.</b></li> </ul> <p><b>Leader will:</b></p> <ul style="list-style-type: none"> <li>• <b>collaborate with staff and the LGU Coach to monitor and review the document that describes a shared understanding of teaching and learning practices in relation to reading.</b></li> <li>• <b>collect and respond to a range of formative evidence to evaluate impact of the challenge of practice at the classroom level.</b></li> </ul>	Throughout the year	<p>Each teacher will frequently analyse student work samples and assessment data to determine next steps and individual goals for students.</p> <p>Each teacher will provide whole group and small group instruction, and independent reading tasks.</p> <p>Each teacher will provide instruction and learning tasks targeted to student learning goals.</p> <p>Each teacher will structure lessons using the school's whole school statement of practice in English.</p> <p>The leader will support teachers to interpret learning data and set learning goals through establishing a whole school schedule.</p> <p>The leader will monitor the impact of learning goals on student achievement to determine further support required, including professional learning in analysing data.</p>	<p>Learning progression</p> <p>Scope and sequence</p> <p>PAT R website</p>
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p><b>Each teacher will:</b></p> <ul style="list-style-type: none"> <li>• <b>Embed formative assessment practices to determine next steps in reading for high band achievement.</b></li> </ul>	Throughout the year	<p>Each teacher will use evidence from formative assessment to monitor progress of student learning reading.</p> <p>Each teacher will engage with the LGU Coach and Curriculum Lead to develop their capacity to implement effective formative assessment practices in the classroom.</p> <p>Each teacher will bring evidence of formative assessment to professional dialogues including staff meetings, PLCs.</p> <p>The leader will define and document a shared understanding of formative assessment practices and embed within the implementation plan.</p> <p>The leader will collect and respond to a range of formative evidence to evaluate impact of assessment practices across the school.</p>	<p>Formative Assessment Statement in South Australia from SAPPA</p> <p>Site success criteria for this action Units of work Aboriginal Learners Achievement resource Scope and Sequence documents</p>
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## Goal 1: Increase the number of students achieving High Band in Reading


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

Student Success Criteria	Yes Needs attention/work in progress Not on track	<b>Evidence</b> <b>Are we improving student learning?</b> <b>How are we tracking against our student success criteria?</b>	<b>What are our next steps?</b> <b>Potential adjustments?</b>
<p>When we monitor student's reading, we will see each Year 3 student identify literal and implied meaning by connecting ideas in different parts of a text.</p> <p>When we monitor student's reading, we will see each Year 5 student analyse and explain literal and implied information from a variety of texts.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	90% embedded Needs attention/work in progress Not on track	<b>Evidence</b> <b>Are we doing what we said we would do?</b> <b>Are we improving student learning?</b> <b>How do we know which actions have been effective?</b>	<b>What are our next steps?</b> <b>Potential adjustments?</b>
<p>Each teacher will:</p> <ul style="list-style-type: none"> <li>Undertake targeted professional learning that builds knowledge of the Big 6 of reading in line with Australian Curriculum</li> </ul>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>Each teacher will:</p> <ul style="list-style-type: none"> <li>Plan for the development of key concepts and skills required for high band achievement in reading for each student.</li> <li>Prioritise a daily, timetabled reading program to integrate the Big 6 Components of reading across year levels</li> </ul>	Term 1 - 4	<p>Each teacher will utilise the expertise of the curriculum leaders (Literacy Champion, Teaching and Learning Co-ordinators, Curriculum Lead and/or LGU Coach) to build their capacity to use the Teaching and Learning Cycle. Teachers will engage in professional dialogue and work collaboratively to further develop their expertise in teaching reading.</p> <p>The leader will structure and drive internal processes to enable, monitor and respond to the impact of teachers' collaborative work.</p> <p>The leader will collaborate with staff to define and document a shared understanding of teaching and learning practices in relation to reading.</p>	As above
<p>Each teacher will:</p> <ul style="list-style-type: none"> <li>intentionally design reading comprehension instruction to include differentiation strategies targeted to individual student reading goals.</li> <li>have a deep understanding of the elements of the Big 6 and reading comprehension and the next teaching step requirements of their students as outlined in the scope and sequence documents.</li> </ul> <p>Leader will:</p> <ul style="list-style-type: none"> <li>collaborate with staff and the LGU Coach to monitor and review the document that describes a shared understanding of teaching and learning practices in relation to reading.</li> </ul>	Terms 1 - 4	Click or tap here to enter text.	As above

<ul style="list-style-type: none"> <li>collect and respond to a range of formative evidence to evaluate impact of the challenge of practice at the classroom level.</li> </ul>			
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<b>Each teacher will:</b> <ul style="list-style-type: none"> <li>Embed formative assessment practices to determine next steps in reading for high band achievement.</li> </ul>	Terms 1 - 4	The leader and teachers will collaboratively develop a site success criteria regarding LISC Teachers will reflect on their use of learning intentions and success criteria and its impact on learning The leader will monitor the implementation of LISC against the site agreement using Learning Walks and The 5 Key Questions.	As above
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

### Goal 1: Increase the number of students achieving High Band in Reading



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

<b>Targets 2022:</b> 70% (7 out of 10 students) will achieve High Band in reading 40% of Year 3s (2 out of 5 students) will achieve High Band in NAPLAN reading 100% of Year 5s (5 out of 5 students) will achieve High Band in NAPLAN reading	<b>Results towards targets:</b> Click or tap here to enter text.
<b>Challenge of Practice:</b> If we develop individual reading goals for students based on decoding, fluency and comprehension then we will increase High Band achievement in Reading	<b>Evidence - has this made an impact?</b> Click or tap here to enter text.
<b>Success Criteria:</b> When we monitor student's reading, we will see each Year 3 student identify literal and implied meaning by connecting ideas in different parts of a text. When we monitor student's reading, we will see each Year 5 student analyse and explain literal and implied information from a variety of texts.	<b>Evidence - did we improve student learning? how do we know?</b> Click or tap here to enter text.

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

[Click or tap here to enter text.](#)

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

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## STEP 1 Analyse and Prioritise

**Goal 2:** Click or tap here to enter text.

### ESR Directions:

**Strengthen student learning goals by making it explicit to students what they are learning, and how they will learn, and provide specific success criteria for measuring student achievement.**

**Target 2022:**  
Click or tap here to enter text.

**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.

**Student Success Criteria** (what students know, do, and understand):  
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## STEP 3 Plan actions for improvement







Actions	Timeline	Roles & Responsibilities	Resources
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**Goal 2:** 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?

Student Success Criteria	 Yes  Needs attention/work in progress  Not on track	<b>Evidence</b> <b>Are we improving student learning?</b> <b>How are we tracking against our student success criteria?</b>	<b>What are our next steps?</b> <b>Potential adjustments?</b>
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	<b>Evidence</b> <b>Are we doing what we said we would do?</b> <b>Are we improving student learning?</b> <b>How do we know which actions have been effective?</b>	<b>What are our next steps?</b> <b>Potential adjustments?</b>
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**Goal 2:** 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?

<p><b>Targets 2022:</b> Click or tap here to enter text.</p>	<p><b>Results towards targets:</b> Click or tap here to enter text.</p>
<p><b>Challenge of Practice:</b> Click or tap here to enter text.</p>	<p><b>Evidence - has this made an impact?</b> Click or tap here to enter text.</p>
<p><b>Success Criteria – did we improve student learning?</b> Click or tap here to enter text.</p>	<p><b>Evidence - did we improve student learning? how do we know?</b> Click or tap here to enter text.</p>
<p><b>Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?</b> Click or tap here to enter text.</p>	
<p><b>Reflection on our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?</b> Click or tap here to enter text.</p>	

## STEP 1 Analyse and Prioritise

**Goal 3:** Click or tap here to enter text.

### ESR Directions:

**Strengthen student learning goals by making it explicit to students what they are learning, and how they will learn, and provide specific success criteria for measuring student achievement.**

**Target 2022:**  
Click or tap here to enter text.

**2023:**  
Click or tap here to enter text.

**2024:**  
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## STEP 2 Challenge of practice

**Challenge of Practice:**  
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**Student Success Criteria** (what students know, do, and understand):  
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## STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
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**Goal 3:** 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?

Student Success Criteria	 Yes  Needs attention/work in progress  Not on track	<b>Evidence</b> <b>Are we improving student learning?</b> <b>How are we tracking against our student success criteria?</b>	<b>What are our next steps?</b> <b>Potential adjustments?</b>
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	<b>Evidence</b> <b>Are we doing what we said we would do?</b> <b>Are we improving student learning?</b> <b>How do we know which actions have been effective?</b>	<b>What are our next steps?</b> <b>Potential adjustments?</b>
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**Goal 3:** 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?

<p><b>Targets 2022:</b> Click or tap here to enter text.</p>	<p><b>Results towards targets:</b> Click or tap here to enter text.</p>
<p><b>SIP template</b> Click or tap here to enter text.</p>	<p><b>Evidence - has this made an impact?</b> Click or tap here to enter text.</p>
<p><b>Success Criteria – did we improve student learning?</b> Click or tap here to enter text.</p>	<p><b>Evidence - did we improve student learning? how do we know?</b> Click or tap here to enter text.</p>
<p><b>Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?</b> Click or tap here to enter text.</p>	
<p><b>Reflection on our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?</b> Click or tap here to enter text.</p>	