## 2022 - 2024 2023 School Improvement Plan for Hewett Primary School

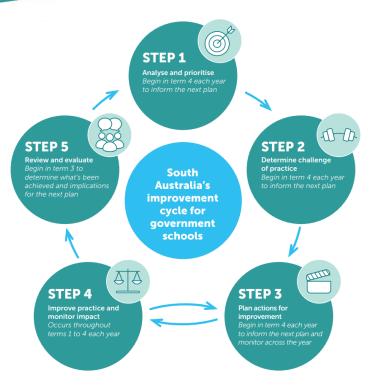
Site Number:

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Hewett Primary School

Vision Statement: Creating Our Future



## 2022 - 2024 2023 School Improvement Plan for Hewett 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 - <u>The School Improvement Planning Handbook</u> 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



STEP 1 Analyse and Prioritise		Site name: Hewett	Primary School
Goal 1: Maintain and increase the number of students achieving SEA and in the Higher Bands of reading by developing their knowledge to decode and make meaning from text.		literacy and numeracy ex update that all staff imple <b>Elaboration:</b> 'Staff will co and pedagogies they will provide greater engagem also an opportunity to de	dent Learning: Direction 2: Develop whole-school spectations that incorporate regular review and ements consistently and with fidelity. In the prioritise the evidence-based programs use to deliver quality teaching and learning, to ment stretch and challenge for all students. There is evelop whole-school expectations that are d by all staff across the school.'
Achievement towards Goal in 2022: Phonics Check: 80% NAPLAN Reading: 81% of Year 3s and 83% of Year 5s will achieve the SEA in NAPLAN reading	Target 2023: Year 1: Phonics Check: 80% Year 2: PAT R: 80% of student scale score of 115 or above Year 3: NAPLAN Reading: 82 achieve the SEA and we will percentage of students in H HPS Performance Data (38% Year 4: PAT R: 85% of students (12 score of 125 or above Year 5: NAPLAN Reading: 85 achieve the SEA and we will percentage of students in H Historic HPS Performance D Year 6: PAT R : 80% of student scale score of 130 or above	ents (40/50) will achieve (10/50) will achieve a (10/50) will achieve a (10/50) will achieve a (10/50) will achieve a (10/50) will (10/50) will (10/50) will achieve the (10/50) will achieve a scale (10/52) will achieve a scale (10/52) will achieve a scale (10/52) will achieve a (10/50) will (10/50) will (10/5	<ul> <li>2024:</li> <li>Year 1: Phonics Check: 82%</li> <li>Year 2: PAT R: 82% of students will achieve the SEA and 20% of students will achieve a scale score of 115 or above</li> <li>Year 3: NAPLAN Reading: 82% of students will achieve the SEA and we will maintain or increase the percentage of students in HB in comparison to Historic HPS Performance Data (38% - 42%).</li> <li>Year 4: PAT R: 87% of students will achieve the SEA and 25% of students will achieve a scale score of 125 or above</li> <li>Year 5: NAPLAN Reading: 87% of students will achieve the SEA and we will maintain or increase the percentage of students in High Bands in comparison to Historic HPS Performance Data. (24% - 27%)</li> <li>Year 6: PAT R: 82% of students will achieve a scale score of 130 or above.</li> </ul>

## 𝔄──𝔅 STEP 2 Challenge of practice

#### **Challenge of Practice:**

If we continue to embed an evidence-based approach that integrates the Simple View of Reading (D x LC = RC) to explicitly teach Decoding, Language Comprehension and Reading Comprehension then we will maintain and increase the percentage of students achieving the SEA and in the Higher Bands in reading.

STEP 3 Plan actions for improvement	
Student Success Criteria (what students know, do, and understand):	How and when will this be monitored, tracked and measured? As outlined in the 'Hewett Primary School Data to Inform Practice' Document.
We will see and hear each student in reception read decodable texts using developing phonic knowledge to attempt to work out unknown CVC words and high-frequency words.	Reception: Decodable Trackers implemented after each 'set' of sounds are taught and reviewed as outlined by the Scope and Sequence. Data to be collated prior to Week 6 PLC
We will see and hear each student in year 1 increasingly apply their phonics knowledge to help them decode real words and pseudo words accurately.	Year 1: Decodable Trackers implemented after each 'set' of sounds are taught and reviewed as outlined by the Scope and Sequence; Phonics Pre Check Term One, Week 5 and Phonics Check Term Three, Week 6. Data to be collated prior o Week 6 PLC.
We will see and hear each student in year 2 read texts with fluency using phonics and morphemic knowledge.	Year 2: Decodable Trackers implemented after each 'set' of sounds as outlined by the Scope and Sequence are taught and reviewed; Dibels to measure oral reading fluency; PAT R Term Three, Week 7. Data to be collated prior to Week 6 PLC.
We will see and hear all students in Years 3 – 6 demonstrating and articulating the use of key reading comprehension strategies including main idea, sequencing and drawing conclusions and making inferences. We will see and hear students build literal and inferred meaning and explain their thinking using evidence from the text.	Years 2 – 6: Reading Comprehension ongoing assessment through placement tests, pre tests, benchmarks and post tests across the year; NAPLAN Term One, Week 9; PAT R Term Three, Week 7. Data to be collated prior to Week 6 PLC.
We will see and hear all students in Years $R-6$ develop and apply their knowledge and understanding of the features of Language Comprehension and use these to support their Reading Comprehension.	Years R – 6: Language Comprehension ongoing assessments through pre and post tests across the year. Data to be collated prior to Week 6 PLC.

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
Teachers R – 2 will explicitly teach whole class phonemic awareness skills 4x per week using the Heggerty R - 2 Phonemic Awareness Scope and Sequence.	Term 1 - 4 4x per week	<ul> <li>Each teacher R – 2 will explicitly teach whole class phonemic awareness skills 4x per week using the R – 2 Heggerty Phonemic Awareness Scope and Sequence</li> <li>Each leader will engage with classroom teaching and learning and provide feedback through observational walk throughs.</li> </ul>	PASM Assessment in line with <i>Data to</i> <i>Inform Practice</i> document Heggerty Text for each teacher
Teachers R – 2 will explicitly teach whole class Daily Reviews in line with the HPS Scope and Sequence to revise previously taught sounds and spelling rules. Teachers will use phoneme/grapheme checks, decodable trackers and decodable readers to inform practice and monitor progress.	Term 1 - 4 Daily	<ul> <li>Each teacher R – 2 will: <ul> <li>Use the Scope and Sequence to guide planning, teaching and review of phonic sounds</li> <li>Explicitly teach a whole class Daily Review to revise previously taught sounds</li> <li>Use the phoneme/grapheme check to inform practice</li> <li>Implement the Decodable trackers after each sound 'set' is taught and reviewed to allocate decodable readers and to use the information to inform practice</li> <li>Engage with PLC work based around Daily Reviews and Instructional Routines.</li> <li>Participate in tracking and monitoring their class data, shared data analysis and identifying targeted students through PLCs. This will lead to collaborative</li> </ul> </li> </ul>	LGU Scope and Sequence Documents Card Decks Decodable Readers and Trackers Phonics Screening Check Day 1 per Year 1 teacher (DfE Funded) Decodable Readers \$4500 Reading Eggs as a home program \$4200

Targeted, evidence based Reading		<ul> <li>planning and moderation of student work.</li> <li>Each leader will: <ul> <li>Senior Leader to facilitate PD in Week 0, staff meetings and PFDs</li> <li>Senior leader will provide support to R - 2 teachers with planning, modelling, co teaching and providing feedback on daily reviews.</li> <li>Senior leader will support with implementing assessments where required.</li> <li>Senior leader to collate tracker levels R - 2 at the end of each term and share with staff.</li> <li>Senior leader to Pre Check Year 1 students in Phonics Check in Term One, Week 5 and analyse and summarise data and share with the Year 1 teachers.</li> <li>Senior Leader to analyse Phonics Check results and share with staff</li> <li>Deputy Principal to oversee Professional Learning Communities, facilitate PLC Developing Leaders sessions and oversee the focus on maintaining and improving High Band Achievement.</li> <li>Engage with classroom teaching and learning and provide feedback through observational walk throughs.</li> </ul> </li> </ul>	
Intervention Programs Implemented to support Tier Two learners. 4x Year 1 MiniLit Groups 2x Year 3 MacqLit Groups	Term 1 – 4 4x per week	<ul> <li>Each Year 1 and Year 3 teacher will:</li> <li>Work alongside Senior Leader to identify students who require targeted, evidence based</li> </ul>	MiniLlt 4x Year 1 groups: \$25600 MacqLit 2x Year 3 groups: \$12800

R – 2 classes have access to a quality reading intervention program within class SSO timetabling where possible.		<ul> <li>intervention based on student achievement.</li> <li>Regularly track and monitor students included in intervention</li> <li>Each leader will: <ul> <li>Senior Leader will coordinate testing and identify students for 4x Year 1 MiniLit groups based on student achievement within the first 3 weeks of Term One.</li> <li>Senior Leader will coordinate testing and identify students for 2x Year 3 MacqLit groups based on student achievement within the first three weeks of Term One</li> <li>All leaders will strategically timetable where possible to that identified classes have access 3x per week to SSOs trained in MiniLit, MacqLit and MultiLit so they can implement programs within their</li> </ul> </li> </ul>	
Year 2 teachers assess oral reading fluency using the Dibels assessment. Data is analysed and used to inform practice. All Year 2 teachers complete professional development through SPELD or LGU in DIbels 8th Edition oral reading fluency based assessment.	Semester One	<ul> <li>classrooms</li> <li>Each Year 2 teacher will <ul> <li>Attend the Dibels oral reading fluency based assessment professional development</li> <li>Work alongside the senior leader to implement the oral reading fluency assessment, analsye the data and use this to inform practice.</li> <li>Share student results and fluency lesson idea with the Year 2 team as part of PLC work.</li> </ul> </li> <li>Each leader will <ul> <li>Senior Leader to attend the Dibels fluency based assessment professional development.</li> </ul> </li> </ul>	SPELD Dibels PD \$550 pp Plus TRT Cover %587 per teacher

		<ul> <li>Senior leader to work alongside Year 2 teachers to implement the assessment, analyse the data and use it to inform practice.</li> <li>Senior leader to share and trial activities and resources with the Year 2 teachers.</li> <li>Engage with classroom teaching and learning and provide feedback through observational walk throughs.</li> </ul>	
Teachers Years 3 – 6 will explicitly teach the comprehension strategies of Main Idea, Sequencing and Drawing Conclusions and Making Inferences. Teachers will give regular opportunities for students to build literal and inferred meaning and to use evidence from the text to explain their thinking. Each Teacher Years 3 - 6 will track and monitor their class data, share data analysis and identify targeted students through PLCs. This will lead to teachers strategically planning for next steps for students, collaborative planning within PLC and moderation of student work.	Term 1 – 4	<ul> <li>Each Year 2 - 6 teacher will:</li> <li>Explicitly teach Comprehension Strategies</li> <li>Engage with ongoing assessment including pre tests, benchmarks, post tests and PAT R and analyse the data to inform practice.</li> <li>Each Teacher will participate tracking and monitoring their class data, shared data analysis and identifying targeted students through PLCs. This will lead to collaborative planning and moderation of student work.</li> <li>Each leader will:</li> <li>Senior Leader to facilitate PD in Week 0, staff meetings and PFDs Senior Leader to facilitate 1x staff meeting T&amp;D per term to support with resources and sharing</li> <li>Where required, Senior Leader to provide support in classrooms of explicit teaching of comprehension strategies</li> <li>Senior leader to collate and analyse NAPLAN Reading and PAT R data to share with staff and to use for future planning</li> </ul>	Cars and Stars Assessment and Tracking Online \$3800 Literacy Pro 260 Licenses + 180 books with quizzes \$6260

		<ul> <li>Deputy Principal to oversee Professional Learning Communities, facilitate PLC <i>Developing Leaders</i> sessions and oversee the focus on maintaining and improving High Band Achievement.</li> <li>Engage with classroom teaching and learning and provide feedback through observational walk throughs.</li> </ul>	
Teachers in Years R – 6 will explicitly teach Language Comprehension in line with the HPS Language Features Scope and Sequence. Teachers will track and monitor their class data and be actively involved in PLC work based around explicit instruction in Language Features building their knowledge of what introduced/Practise/Mastery/Challenge looks like. This will lead to teachers strategically planning for next steps for students, collaborative planning within PLC and moderation of student work.	Term 1 - 4	<ul> <li>Each teacher will: <ul> <li>Explicitly plan, teach and assess Language Comprehension using the HPS Language Features Scope and Sequence document.</li> <li>Use the agreed on coding system when teaching Language Features</li> <li>Be actively involved in PLC work based around explicit instruction in Language Features building their knowledge of what introduced/Practised/Mastery and Challenge look like.</li> <li>Each Teacher will participate tracking and monitoring their class data, shared data analysis and identifying targeted students through PLCs. This will lead to collaborative planning and moderation of student work.</li> <li>Participate in ½ day PD Language Comprehension – paragraph to passage structure</li> </ul> </li> <li>Each leader will <ul> <li>Senior Leader to facilitate PD in Week 0, staff meetings and PFDs.</li> </ul> </li> </ul>	Language Features Scope and Sequence Half Day PD

throughs.
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STEP 1 Analyse and Prioritise	Site name: Hewett Primary School	
	ESR Directions:	
	Effective Teaching & Student Learning: Direction 2: Develop whole-school	
	literacy and numeracy expectations that incorporate regular review and	
Goal 2: Click or tap here to enter text.	update that all staff implements consistently and with fidelity.	
	<b>Elaboration:</b> 'Staff will collaborate to prioritise the evidence-based programs	
	and pedagogies they will use to deliver quality teaching and learning, to	
	provide greater engagement stretch and challenge for all students. There is	

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	also an opportunity to develop whole-school expectations the consistently implemented by all staff across the school.'				
Achievement towards Goal in 2022: Click or tap here to enter text.	Target 2023: Click or tap here to enter t	ext. <b>2024:</b> Click or tap	here to enter text.		
I STEP 2 Challenge of	practice				
Challenge of Practice: Click or tap here to enter text.					
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	<b>Roles &amp; Responsibilities –</b> 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.
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STEP 1 Analyse and Prioritise		Site name: Hewett Primary School	
Goal 3: Click or tap here to enter text.		ESR Directions: Effective Teaching & Student Learning: Direction 2: Develop whole-school literacy and numeracy expectations that incorporate regular review and update that all staff implements consistently and with fidelity. Elaboration: 'Staff will collaborate to prioritise the evidence-based programs and pedagogies they will use to deliver quality teaching and learning, to provide greater engagement stretch and challenge for all students. There is also an opportunity to develop whole-school expectations that are consistently implemented by all staff across the school.'	
Achievement towards Goal in 2022:	Target 2023:	^	2024:
Click or tap here to enter text.	Click or tap here to enter te	ext.	Click or tap here to enter text.
Challenge of Practice: Click or tap here to enter text.			
STEP 3 Plan actions for improve	ement		
Student Success Criteria (what students know, do, Click or tap here to enter text.			-
What actions should be taken to improve our pra	ctice and reach our goals? -	<ul> <li>High-impact actions to a</li> </ul>	ddress challenge of practice

Actions	Timeline	<b>Roles &amp; Responsibilities –</b> 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.
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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.

# 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 <u>School Improvement Planning</u> <u>Handbook</u> 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: Maintain and increase the number of students achieving SEA and in the Higher Bands of reading by developing their knowledge to decode and make meaning from text.

Student Success Criteria	Yes Needs attention/work in pgress 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?
We will see and hear each student in reception read decodable texts using developing phonic knowledge to attempt to work out unknown CVC words and high-frequency words. We will see and hear each student in year 1 increasingly apply their phonics knowledge to help them decode real words and pseudo words accurately.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
We will see and hear each student in year 2 read texts with fluency using phonics and morphemic knowledge.			

We will see and hear all students in Years 3 – 6 demonstrating and articulating the use of key reading comprehension strategies including main idea, sequencing and drawing conclusions and making inferences. We will see and hear students build literal and inferred meaning and explain their thinking using evidence from the text. We will see and hear all students in Years R – 6 develop and apply their knowledge and understanding of the features of Language Comprehension and use these to support their Reading Comprehension.			
	90% embedded	Evidence	
Actions	eeds attention/work in progress	Are we doing what we said we would do? Are we improving student learning?	What are our next steps? Potential adjustments?
	Not on track	How do we know which actions have been effective?	
Teachers R – 2 will explicitly teach whole class phonemic awareness skills 4x per week using the Heggerty R - 2 Phonemic Awareness Scope and Sequence.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers R – 2 will explicitly teach whole class Daily Reviews in line with			

trackers and decodable readers to inform practice and monitor progress.			
Targeted, evidence based Reading Intervention Programs Implemented to support Tier Two learners. 4x Year 1 MiniLit Groups 2x Year 3 MacqLit Groups R – 2 classes have access to a quality reading intervention program within class SSO timetabling where possible.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Year 2 teachers assess oral reading fluency using the Dibels assessment. Data is analysed and used to inform practice. All Year 2 teachers complete professional development through SPELD or LGU in Dibels 8th Edition oral reading fluency based assessment.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers Years 3 – 6 will explicitly teach the comprehension strategies of Main Idea, Sequencing and Drawing Conclusions and Making Inferences. Teachers will give regular opportunities for students to build literal and inferred meaning and to use evidence from the text to explain their thinking. Each Teacher Years 3 - 6 will track and monitor their class data, share data analysis and identify targeted students through PLCs. This will lead to teachers strategically planning for next steps for students, collaborative planning within PLC and moderation of student work.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers in Years R – 6 will explicitly teach Language Comprehension in line with the HPS Language Features Scope and Sequence. Teachers will track and monitor their class data and be actively involved in PLC work based around explicit instruction in Language Features building their knowledge of	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

what	
introduced/Practise/Mastery/Challenge	
looks like. This will lead to teachers	
strategically planning for next steps for	
students, collaborative planning within	
PLC and moderation of student work.	

**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.

	Yes	Evidence	What are our next steps?
Student Success Criteria	Needs attention/work in progress	Are we improving student learning? How are we tracking against our student success criteria?	Potential adjustments?

	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.
	90% embedded	Evidence	
Actions	Needs attention/work in progress	Are we doing what we said we would do? Are we improving student learning?	What are our next steps? Potential adjustments?
	Not on track	How do we know which actions have been effective?	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.
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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<b>STEP 4 Improve practice and monitor impact</b> - 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 ent	ter text.		
	Yes	Evidence	What are our next steps?
Student Success Criteria	Needs attention/work in progress	Are we improving student learning? How are we tracking against our student success criteria?	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.
	90% embedded	Evidence	
Actions	Needs attention/work in progress	Are we doing what we said we would do? Are we improving student learning?	What are our next steps? Potential adjustments?
	Not on track	How do we know which actions have been effective?	
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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| 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 1: Maintain and increase the number of students achieving SEA and in the Higher Bands of reading by developing their knowledge to decode and make meaning from text.

 Targets 2023:

 Year 1: Phonics Check: 80%

 Year 2: PAT R: 80% of students (40/50) will achieve the SEA and 20% of students (10/50) will achieve a scale score of 115 or above

 Year 3: NAPLAN Reading: 81% of students (40/49) will achieve the SEA and we will maintain or increase the percentage of students in HB in comparison to Historic HPS Performance Data (38% - 42%).

 Year 4: PAT R: 85% of students (61/72) will achieve the SEA and 25% of students (18/72) will achieve a scale score of 125 or above

 Year 5: NAPLAN Reading: 85% of students (56/66) will achieve the SEA and we will maintain or increase the percentage of students

in High Bands in comparison to Historic HPS Performance Data. (24% - 27%)

Year 6: PAT R: 80% of students (42/52) will achieve the SEA and 25% of students (13/52) will achieve a scale score of 130 or above

Challenge of Practice: If we continue to embed an evidence-based approach that integrates the Simple View of Reading (D x LC = RC) to explicitly teach Decoding, Language Comprehension and Reading Comprehension then we will maintain and increase the percentage of students achieving the SEA and in the Higher Bands in reading.	<b>Evidence</b> - has this made an impact? Click or tap here to enter text.
Success Criteria:	Evidence - did we improve
	student learning? how do
	we know?
We will see and hear each student in reception read decodable texts using developing phonic knowledge to attempt to work out	Click or tap here to enter text.

unknown CVC words and high-frequency words.

We will see and hear each student in year 1 increasingly apply their phonics knowledge to help them decode real words and pseudo words accurately.

We will see and hear each student in year 2 read texts with fluency using phonics and morphemic knowledge.

We will see and hear all students in Years 3 - 6 demonstrating and articulating the use of key reading comprehension strategies including main idea, sequencing and drawing conclusions and making inferences. We will see and hear students build literal and inferred meaning and explain their thinking using evidence from the text.

We will see and hear all students in Years R – 6 develop and apply their knowledge and understanding of the features of Language Comprehension and use these to support their Reading Comprehension.

**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 - Ha	ave we achieved our improvement goals and targets? What have we learned and what
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.	<b>Evidence</b> - has this made an impact? Click or tap here to enter text.
Success Criteria: Click or tap here to enter text.	<b>Evidence - did we improve student learning? how do we know?</b> Click or tap here to enter text.
	would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence d for next year?
know? how effectively have staff students and fami	ation – how effectively are improvement planning processes resulting in informed change? How do we lies been involved in improvement planning? how do we know? to what extent is our plan enacted hat do we need to do to improve this? what have we learned and what are our next steps?



**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:	Results towards targets:
Click or tap here to enter text.	Click or tap here to enter text.
Challenge of Practice:	Evidence - has this made an impact?
Click or tap here to enter text.	Click or tap here to enter text.
Success Criteria:	Evidence - did we improve student learning? how do we know?
Click or tap here to enter text.	Click or tap here to enter text.
<b>Evaluate our Actions</b> – 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.	

Hewett Primary School