# School Improvement Plan for Hillcrest Primary School





Our Vision:

"Aiming for Excellence"

Our Values:

Respect and Responsibility: Care and Compassion: Honesty and Trustworthiness

Our Work:

"We help our students to talk and question more, think deeper and work harder so they exceed their expectations and potential"



# School Improvement Plan for Hillcrest 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.

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 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





STEP 1	Analyse and	Prioritis

# Site name: Hillcrest Primary School

Goal 1: To increase the number of students from Reception to Year 6 with high growth and achievement in number sense.

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ESR Directions:

Provide students with clear information about next steps in their learning through strengthening common understandings and practices which support students to monitor their progress and co-design their learning.

Targets 2022:

100% of students not yet meeting exceed a year's growth (effect size 0.6+) for a year's schooling (PAT-M scale score) 2022: 14 students not at SEA

**95%** achieve the SEA. (C grade, PAT-M Scale score & NAPLAN)

2021: 95%/383 students R-7 achieved the SEA by end of 2021(PAT-M) 2022: 378 students R-6 will need to achieve the SEA to meet our target (PAT-M)

**50%** exceed SEA (A or B grade, PAT-M SS + 10 & NAPLAN High Band Years 3 & 5)

2021: 80%/334 students R-7 exceeded the SEA by end of 2021(PAT-M+10))

2022: 199 students R-6 will need to exceed the SEA to meet our target (PAT-M + 10))

Targets 2023:

100% of students not yet meeting SEA exceed a year's growth (effect size 0.6+) for a year's schooling (PAT-M scale score)
96% achieve the SEA. (C grade, PAT-M Scale score & NAPLAN)

**55**% exceed SEA (A or B grade, PAT-M SS + 10 & NAPLAN High Band Years 3 & 5)

Targets 2024:

100% of students not yet meeting SEA exceed a year's growth (effect size 0.6+) for a year's schooling. (PAT-M scale score)97% achieve the SEA. (C grade, PAT-M scale score & NAPLAN)

**60%** exceed SEA (A or B grade, PAT-M SS + 10 & NAPLAN High Band Years 3 & 5)

## 10 STEP 2 Challenge of practice

To strengthen and embed within our sequence of learning in number a consistent approach to:

- elicit more problem solving, reasoning, justifying, explaining from students and,
- address misconceptions in number using explicit instruction, effective interventions and PAT-M question analysis

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

When we talk with students and analyse their work, assessments and data, we will see students;

- acting upon formative feedback,
- justifying, reasoning, self-monitoring their progress
- having improved success in more challenging tasks and questions.

When we talk with students and analyse their work, assessments and data, we will see students achieving greater fluency, understanding and success in;

- mental routines and
- number-based problems.

# STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Teachers identify at the beginning of each year those students below SEA, have the potential for high achievement (i.e currently at SEA) and those who need to be retained in high achievement bands or scale scores.	Term 4 (prior year): PFD Review & Evaluate Day  Weeks 0, 2 & 3 in Term 1 staff meeting each year	<ul> <li>Simon will: <ul> <li>update Excel data summary sheets for all year levels for Term 4, Review and Evaluate Day</li> <li>Facilitate staff meetings in Big Picture Analysis to identify focus students (below, at &amp; potential HB and high achievers)</li> </ul> </li> <li>Teachers will: <ul> <li>Work in like year level groups to complete Big Picture Analysis, Individual Student Analysis and plot their students on the growth quadrant to determine growth and achievement</li> </ul> </li> </ul>	Achievement profiles – Power BI OARS Whole School Data summary sheets Big Picture & Individual Student Analysis Sheets Growth quadrant High Impact Teaching Strategies: Targeted Differentiated teaching (DECD Literacy and Numeracy First)

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		<ul> <li>Identify focus students from each quadrant and enact differentiated practices for these focus groups in their curriculum planning, delivery and/or assessments</li> <li>Line Managers will:         <ul> <li>Meet with teachers in Term 1 PDP meetings to discuss and document their focus students and differentiated practices via PDP processes.</li> </ul> </li> </ul>	
All teachers consistently adhere to and support the implementation of a whole school maths agreement with an emphasis on planning in line with Option 1 or 2 of the "Weekly structure" or DfE Units of work.	Term 1 2022	Simon will:	Whole School Numeracy Agreement. DfE Curriculum Resources (Yrs 3-5) Numeracy Guidebooks
All students' skills in vocabulary, sentence structure and ideas are identified through analysis of 2021 LEAP Levels and historical narrative writing samples with a particular focus on funded EALD students.	Term 1 2022 Term 1 - 4	<ul> <li>Teachers will:         <ul> <li>conduct misconception pre assessments with their students and implement explicit misconception intervention lessons</li> <li>conduct post misconception assessments and determine effect size of interventions</li> </ul> </li> <li>Debbie will:         <ul> <li>Set up recording sheets for all classroom teachers</li> <li>Work with small groups for intervention using Misconception lessons</li> <li>Organise Year 2 students for TooSmart intervention</li> </ul> </li> <li>Simon will:         <ul> <li>Collate post Misconception data</li> </ul> </li> </ul>	1. Whole School Numeracy Agreement 2. AP Literacy & Numeracy Intervention and "Students with Learning Difficulties" funding 3. Numeracy Guidebooks 4. BTFM Misconceptions in Number resources (Tierney Kennedy) 5. TooSmart
All teachers contribute in the moderation of student work in number through PLT teams to ensure consistency with summative A-E grades.	Commencing Term 1	<ul> <li>Chloe – Coordinator (Curriculum Resources &amp; Planning) will:</li> <li>attend Curriculum Masterclasses and familiarise herself with Year 3 to 5 units of work in maths.</li> <li>Identify those teachers who are using the Units of work.</li> <li>support teachers in documenting curriculum entitlement to ensure consistency for moderation purposes.</li> <li>Tania &amp; Jess (UP PLT leads)</li> <li>Mike &amp; Linda (MP PLT leads)</li> <li>Irene &amp; Rita (JP PLT leads)</li> <li>Lead teams in moderation process prior to student reporting in Term 4 in lieu of sprints.</li> </ul>	Release for PLT leads = 2 days per lead @ \$570 = \$4560 (Better Schools funding) Australian Curriculum Assessment and Reporting Schedule  Curriculum Masterclass (Teagan Sargent) Numeracy guidebooks Moderation PD (Chloe/Simon)
All teachers will refine practice and include in their learning tasks, the agreed high impact practices of:          establishing clear goals to focus learning         promoting reasoning and problem solving         facilitating mathematical discourse         posing purposeful questions         regular formative assessment and feedback	Term 2 & 3 Learning Sprints  From Week 5, Term 1	<ul> <li>PLT leads (Tania/Jess, Irene/Rita, Mike/Linda) will:</li> <li>support teachers to develop their repertoire the high impact teaching strategies through PLT Teaching Sprints across Term 2 (Number) and Term 3 (Writing).</li> <li>Simon, Debbie and Lissa will:</li> </ul>	Tierney Kennedy –Back to Front Maths Big Ideas in Number Anne Baker – Natural Maths Australian Curriculum Numeracy Guide books Whole School Numeracy agreement

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	PDP chats – Term 1	<ul> <li>visit classes of those teachers they line manage for 10-15min per day, at least 3 times per week focusing observations on one of the 6 high impact strategies</li> <li>use noticings to have follow up conversation with teachers (weekly rotating roster) to monitor consistency of practice.</li> </ul>	
	1 21 311313 131111	Teachers will:	
		<ul> <li>reflect on the high impact strategies in their planning or identify them in the Curriculum units of work if using.</li> </ul>	
<ul> <li>All teachers engage in termly analysis:</li> <li>of student work and regular classroom assessments</li> <li>of formative and summative assessments</li> <li>PAT-M data and/or A-E grades (documented through PLT and PDP processes).</li> </ul>	Each term – one staff meeting per term.	<ul> <li>Teachers will:         <ul> <li>Analyse student work samples and assessments as part of the PLT sprint design process</li> <li>share student growth and achievement data with line manager each term</li> </ul> </li> <li>PLT Leads and Line Managers will:         <ul> <li>document growth and achievement through Learning Sprint and PDP processes.</li> </ul> </li> </ul>	OARS website School Data sheets (PAT-M) Dylan Wiliams Formative Assessment Australian Curriculum Reporting and Assessment schedule Simon Breakspear – Agile School Leadership Numeracy Guide books Professional Development Plans Whole School Numeracy agreement Professional Development and Line Management schedule 2022

Goal 1: To increase the number of students from Reception to Year 6 with high growth and achievement in number sense.

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 (what students know, do, and understand):	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?
<ul> <li>When we talk with students and analyse their work, assessments and data, we will see students;</li> <li>acting upon formative feedback,</li> <li>justifying, reasoning, self-monitoring their progress,</li> <li>having improved success in more challenging tasks and questions.</li> <li>When we talk with students and analyse their work, assessments and data, we will see students achieving greater fluency, understanding and success in;</li> <li>mental routines and</li> <li>number-based problems.</li> </ul>	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?

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Teachers identify at the beginning of each year those students below SEA, have the potential for high achievement (ie currently at SEA) and those who need to be retained in high achievement bands or scale scores.		All teachers have identified their focus students. All students not currently at SEA identified (14 students in years 1 – 6)	
All teachers consistently adhere to and support the implementation of a whole school maths agreement with an emphasis on planning in line with Option 1 or 2 of the "Weekly structure" or DfE Units of work.		Click or tap here to enter text.	Click or tap here to enter text.
All teachers assess and address students' misconceptions in number early in Term 1 of each year, and provide explicit instruction to address these number misconceptions	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All teachers contribute in the moderation of student work in number through PLT teams to ensure consistency with summative A-E grades.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All teachers will refine practice and include in their learning tasks, the agreed high impact practices of:  • establishing clear goals to focus learning  • promoting reasoning and problem solving  • facilitating mathematical discourse  • posing purposeful questions  • regular formative assessment and feedback			
<ul> <li>All teachers engage in termly analysis:</li> <li>of student work and regular classroom assessments</li> <li>of formative and summative assessments</li> <li>PAT-M data and/or A-E grades (documented through PLT and PDP processes).</li> </ul>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: To increase the number of students from Reception to Year 6 with high growth and achievement in number sense.

STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?					
Targets 2022:  100% of students not yet meeting SEA (14 students) exceed a	Results towards targets: Click or tap here to enter text.				
year's growth (effect size 0.6+) for a year's schooling (PAT-M scale score)					
95% achieve the SEA. (C grade, PAT-M Scale score & NAPLAN)					
<b>50%</b> exceed SEA (A or B grade, PAT-M SS + 10 & NAPLAN High Band Years 3 & 5)					

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Challenge of Practice:	Evidence - has this made an impact?  Click or tap here to enter text.	
To strengthen and embed within our sequence of learning in number a consistent approach to:		
<ul> <li>elicit more problem solving, reasoning, justifying, explaining from students and,</li> </ul>		
<ul> <li>address misconceptions in number using explicit instruction, effective interventions and PAT-M question analysis</li> </ul>		
Student success criteria:	Evidence - did we improve student learning? how do we know?  Click or tap here to enter text.	
When we talk with students and analyse their work, assessments and data, we will see students;		
acting upon formative feedback,		
justifying, reasoning, self-monitoring their progress		
having improved success in more challenging tasks and questions.		
When we talk with students and analyse their work, assessments and data, we will see students achieving greater fluency, understanding and success in;		
mental routines and		
number-based problems.		
Reflection on Actions – did we do what we said we would do? how effective were our teacher, data sets and what evidence was most useful in tracking progress? what's needed for next year Click or tap here to enter text.		which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which
Reflection on our improvement planning and implementation – how effectively are improveme extent is our plan enacted collaboratively and coherently across the school? what do we need Click or tap here to enter text.		w? how effectively have staff students and families been involved in improvement planning? how do we know? to what t steps?



Goal 2: To Increase the number of students with high growth and achievement in writing by attending to sophisticated vocabulary, sentence structure and expanded ideas for specific purposes and audiences.

ESR Directions:

Strengthen capacity of staff to review and evaluate the impact of the SIP actions using the success criteria in addition to the targets and impacts on teaching and learning.

Provide students with clear information about next steps in their learning through strengthening common understandings and practices, which support students to monitor their progress and codesign their learning. (formative feedback, individual goal setting, students as researchers?)

#### Targets 2022:

100% of students attracting EALD funding (or below a C grade writing) exceed one Learning English:
Achievement & Proficiency (LEAP) level growth for a year's schooling.

2022: 106 funded EALD students

**95%** achieve the LEAP Level relevant to their year level and the NAPLAN SEA (Years 3 & 5)

**50%** exceed the LEAP Level relevant to their year level (1 level above) and achieve in NAPLAN High Bands (Years 3 & 5).

### Targets 2023:

100% of students attracting EALD funding (or below a C grade writing) exceed one Learning English:
Achievement & Proficiency (LEAP) level for a year's schooling

**96%** achieve the LEAP Level relevant to their year level and the NAPLAN SEA (Years 3 & 5).

**55%** exceed the LEAP Level relevant to their year level (2 levels above) and achieve in NAPLAN High Bands (Years 3 & 5).

#### Targets 2024:

100% of students attracting EALD funding (or below a C grade writing) exceed one Learning English:
Achievement & Proficiency (LEAP) level growth for a year's schooling

**97%** achieve the LEAP Level relevant to their year level and the NAPLAN SEA (Years 3 & 5).

**60%** exceed the LEAP Level relevant to their year level (2 levels above) and achieve in NAPLAN High Bands (Years 3 & 5).

## 10 STEP 2 Challenge of practice

Challenge of Practice:

If we implement a consistent approach to the teaching of writing through explicit instruction in vocabulary, sentence structure and the textual choices of writing, along with regular formative assessment and feedback, we will see an improvement in students writing.

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

When we analyse student's writing, we will see more students using;

- a variety of simple, compound and complex sentences for effect and coherency,
- precise (Tier 2 & 3) vocabulary, and
- expanded ideas for specific purposes and audiences

# STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
All students' skills in vocabulary, sentence structure and ideas are identified through analysis of 2021 LEAP Levels and historical narrative writing samples with a particular focus on funded EALD students.	Week 1-4	Lissa will:  • analyse 2021 Data sheets against EALD support categories to identify those students who are supported by EALD funding based on previous years L&L level	EALD FUNDING & allocation guidelines Whole School Data summary sheets LEAP level training

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	Term 1: Week 0 - 9, 2022 Rec to 4 – handwritten work samples from Week 1	<ul> <li>share those students names with Linda (EALD teacher) and Debbie (AP Intervention)</li> <li>Linda (EALD teacher) and Debbie will: <ul> <li>Identify students based on the level of need (i.e level of funding) and determine intervention and support needs.</li> <li>Determine the LEAP Level training needs of teaching staff.</li> </ul> </li> <li>Teachers will: <ul> <li>analyse their student's achievement data in writing and collect a narrative writing sample by the end of Week 5</li> <li>Work with Linda and Debbie and implement strategies to support funded EALD students</li> </ul> </li> </ul>	Brightpath Ruler and Next Step AC Scope and Sequence HPS Student data spreadsheet English Curriculum Units NAPLAN Marking guides
Teachers will collect termly samples of writing, analyse samples using LEAP levels and contribute in year level cohorts to moderate writing samples with a focus on sentence structure and Tier 2 & 3 vocabulary using Brightpath ruler and using Brightpath 'Next Steps'	Term 1: Week 5, 15th March – Brightpath PD Weeks 6-7,2022 Years 5 & 6 – online submission via platform from week 5  Term 3: Weeks 1-3: second narrative writing assessment sample Weeks 4-5: Moderation of writing samples	Teachers will:  • undertake writing assessment samples for first focus genre (narrative)  • know and adhere to the LEAP Level/Brighpath Assessment schedule  • moderate using the Brightpath Ruler and set a writing goal for each student based on Brightpath "Next Steps"  • undertake teaching and learning cycle after each writing assessment  Central Brightpath team will:  • Facilitate PD on Brightpath ruler and Next Steps resources  • update students, classes, assessors and projects on platform by week 4  • Support teachers with teaching and learning cycle and individual student goal setting  Linda teacher will:  • build capacity of teachers to assess writing samples against LEAP levels  Leadership team will:  • Support, track and monitor teacher's writing programs and professional development foci through instructional coaching and PDP processes  • Track and monitor students' writing achievement through instructional coaching and PDP processes  • Contribute and support with moderation	LEAP Levels and Training Brightpath Ruler and Next Step AC Scope and Sequence Literacy Guidebooks English Curriculum Units NAPLAN Marking guides LEAP Levels EALD teacher – Linda Aravanis (0.4 release) Ali Newbold – DfE Lit. Guarantee Unit – Central Brightpath Team Better Schools Funding
All teachers implement oral language, vocabulary and spelling routines underpinned by evidence-based practice.	Term 1 – 4 2022	<ul> <li>Teachers will:         <ul> <li>Intentionally plan and deliver daily oral language and vocabulary lessons and routines</li> <li>Will teach spelling and writing using Read, Write In (RWI - Rec – Year 2)</li> <li>Will use the Oxford Spelling program to develop automaticity when writing</li> </ul> </li> </ul>	Sheena Cameron Literacy Guidebooks Tina Quartuccio – Speech Pathologist English Curriculum Units Oxford Spelling program Read Write Inc

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		Organise PD in oral language, vocabulary and grammar bases on LEAP Levels.	
	Ongoing	<ul> <li>Debbie (AP) will:</li> <li>Organise RWI groups</li> <li>Organise and provide spelling resources to all teachers</li> <li>Monitor student achievement in RWI</li> </ul>	
	Terms 2 - 4	<ul> <li>Chloe – Coordinator (Curriculum Resources &amp; Planning) will:</li> <li>attend Curriculum Masterclasses and familiarise herself with Yr 3 to 5 units of work in English (Writing).</li> <li>Identify those teachers who are using the Units of work.</li> <li>support teachers who are not using the Units of Work in documenting curriculum entitlement to ensure consistency for moderation purposes</li> </ul>	
	Terms 2 - 4	<ul> <li>Line Managers will:</li> <li>Organise and/or run/support delivery of PD</li> <li>Track and monitor teacher's oral language and vocabulary programs through instructional coaching and PDP processes</li> </ul>	
<ul> <li>Teachers use a consistent, evidence-based teaching and learning cycle with a focus on the:</li> <li>creation, selection and crafting of ideas (Narrative texts 2022)</li> <li>selection, relevance and elaboration of ideas and literary devices (Persuasive texts 2022-2023)</li> </ul>	Commencing Term 1, Weeks 7 and over Term 2-3  Commencing Term 2 14 <sup>th</sup> June PFD	Teachers will:  • set termly goals with students determined by the Brightpath "Next Steps" indicators  • use the English Units of work (if available in the year level), to ensure consistency.  Lissa will:  • deliver PD on persuasive devices (PFD, Term 2)  • share her upper primary resources for Persuasive writing  • team teach with teachers on request.	PLT leads Brightpath Next Steps English Scope and Sequence English Curriculum Units Language & Lit. Levels. Literacy Guidebooks Coordinator
All teachers will refine practice with a focus on;	Term 3 in PLTs during staff meeting (4 meetings per term)	<ul> <li>Teachers will: <ul> <li>define a specific area of student learning to improve, design evidence-informed strategies, and collect evidence to check their impact.</li> <li>Develop A-E rubrics for narrative and persuasive texts to support student goal setting and self-evaluation.</li> </ul> </li> <li>Students will: <ul> <li>Engage in peer assessments of writing against the A-E rubric for each writing task.</li> </ul> </li> <li>PLT Leads will: <ul> <li>Support their team members to ensure collaboration, collegiality and respect</li> <li>Lead the design of teaching sprints that are grounded in school improvement priorities, goals and actions</li> </ul> </li> <li>Leadership Team will:</li> </ul>	Literacy guidebooks School Improvement Plan Learning Talk – Joan Dalton Brightpath Next Steps English Curriculum Units.
		<ul> <li>be assigned to a different PLT to support the team with research into best practice, and data collation.</li> </ul>	

Goal 2: To Increase the number of students with high growth and achievement in writing by attending to sophisticated vocabulary, sentence structure and expanded ideas for specific purposes and audiences.

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	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?
<ul> <li>When we analyse student's writing, we will see more students using;</li> <li>a variety of simple, compound and complex sentences for effect and coherency,</li> <li>precise (Tier 2 &amp; 3) vocabulary, and</li> <li>expanded ideas for specific purposes and audiences</li> </ul>	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?
All students' skills in vocabulary, sentence structure and ideas are identified through analysis of 2021 LEAP Levels and historical narrative writing samples with a particular focus on funded EALD students.	2/3/22	Lissa analysed 2021 Data sheets against EALD support categories – 106 students in total have attracted EALD funding in 2022: Yr 1 – 30 students Yr 2 – 25 Yr 3 – 19 Yr 4 – 3 Yr 5 - 10 Yr 6 – 9. TOTAL 106 students	Meet with Linda and set up some way of tracking these students across the year.
Teachers will collect termly samples of writing, analyse samples using LEAP levels and contribute in year level cohorts to moderate writing samples with a focus on sentence structure and Tier 2 & 3 vocabulary using Brightpath ruler and using Brightpath 'Next Steps"			
All teachers implement oral language, vocabulary and spelling routines underpinned by evidence-based practice.	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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	<ul> <li>Teachers use a consistent, evidence-based teaching and learning cycle with a focus on the:</li> <li>creation, selection and crafting of ideas (Narrative texts 2022)</li> <li>selection, relevance and elaboration of ideas and literary devices (Persuasive texts 2022-2023)</li> </ul>		
	All teachers will refine practice with a focus on;		
	through PLT Teaching Sprints focussed on high impact teaching strategies (e.g. formative assessment/feedback, A-E rubrics)		

Goal 2: To Increase the number of students with high growth and achievement in writing by attending to sophisticated vocabulary, sentence structure and expanded ideas for specific purposes and audiences.

STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?				
Targets 2022:	Results towards targets: Click or tap here to enter text.			
100% of students attracting EALD funding (or below a C grade writing) exceed one LEAP level growth for a year's schooling.	Click of tap field to efficit text.			
95% achieve the LEAP Level relevant to their year level and the NAPLAN SEA in Years 3 & 5.				
50% exceed the LEAP Level relevant to their year level (2 levels above) and achieve NAPLAN High Band Achievement (Years 3 & 5)				
Challenge of Practice:  If we implement a consistent approach to the teaching of writing through explicit instruction in vocabulary, sentence structure and the textual choices of writing, along with regular formative assessment and feedback, we will see an improvement in students writing.	Evidence - has this made an impact? Click or tap here to enter text.			
Success Criteria – did we improve student learning?	Evidence - did we improve student learning? how do we know? Click or tap here to enter text.			
When we analyse student's writing, we will see more students using;				
<ul> <li>a variety of simple, compound and complex sentences for effect and coherency,</li> <li>precise (Tier 2 &amp; 3) vocabulary, and</li> <li>expanded ideas for specific purposes and audiences</li> </ul>				

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Reflection on Actions – did we do what we said we would do? how effective were our teacher/led data sets and what evidence was most useful in tracking progress? what's needed for next year?	eader actions? why? which actions had the biggest impact? why? which didn't? why? where did we g !	et the lift? why? where didn't we? why? what happened in which classrooms? which
Click or tap here to enter text.		
Reflection on our improvement planning and implementation – how effectively are improvement	t planning processes resulting in informed change? How do we know? how effectively have staff studer	nts 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 Click or tap here to enter text.	o do to improve this? what have we learned and what are our next steps?	·
Chek of Tap Tioro To office Toxi.		