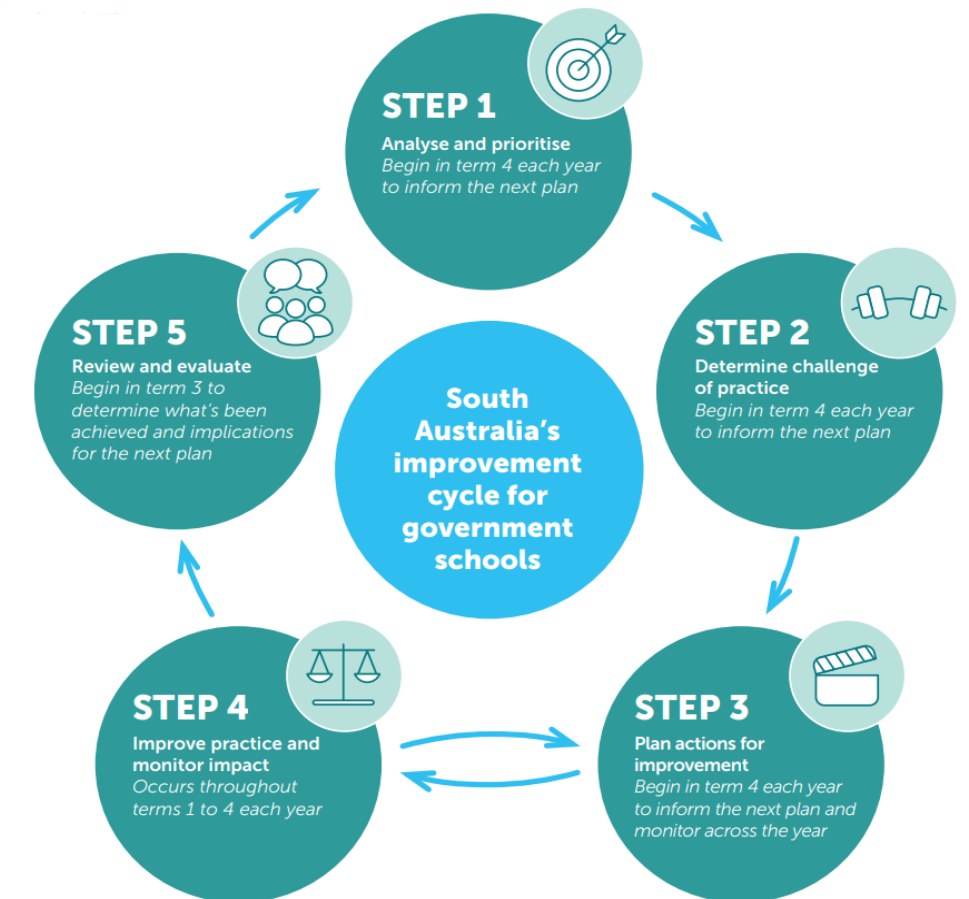


2022 - 2024

2024 School Improvement Plan for Orroroo Area School

Site Number:
0740



Vision Statement:

Orroroo Area School strives to develop lifelong learning and the development of citizenship through the core values of:

Respect, Responsibility, Excellence, Tolerance and Honesty.

Our learner qualities enhance student engagement through being **Inquisitive**, being **Self-Aware**, having **Courage**, being **Connected** and practising **Perseverance**.

Staff and students work with a strong collaborative culture, to continuously improve learner outcomes.



Government of South Australia

Department for Education

2022 - 2024

2024 School Improvement Plan for Orroroo Area School

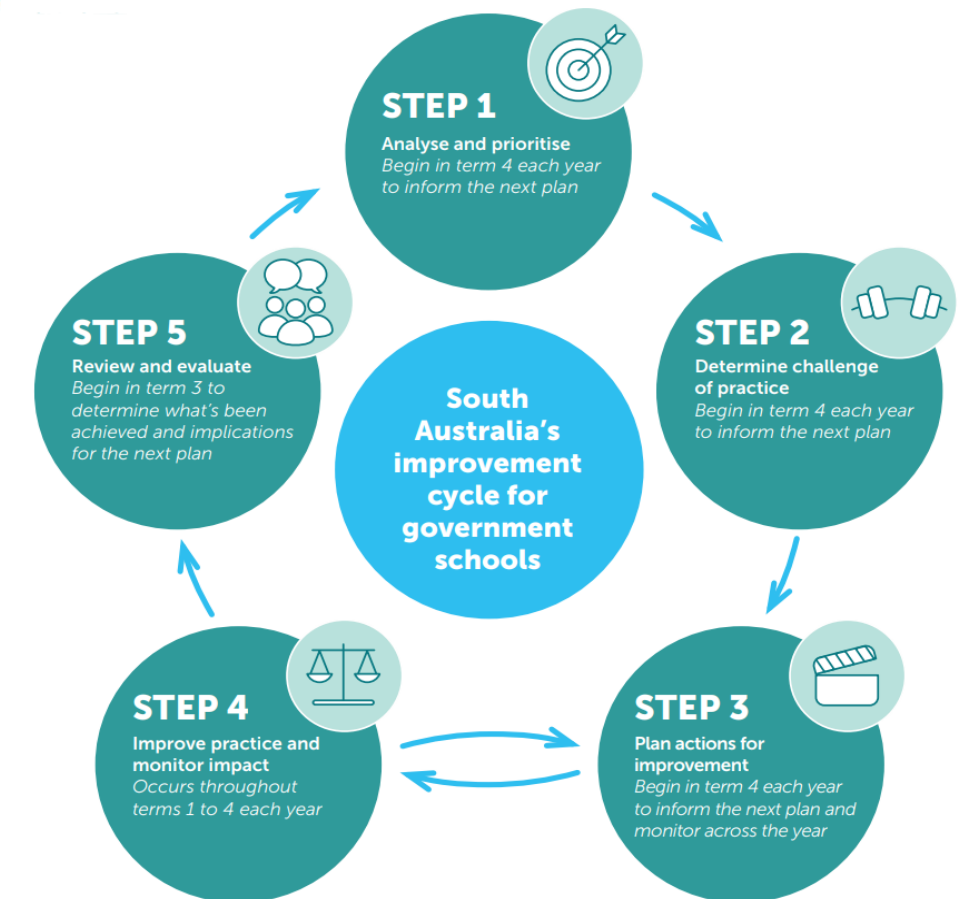
Completing the template:

- The document will open as 'Read Only' so will need to be saved prior to editing.
- If copying and pasting text from another document, paste as 'keep text only' or 'merge formatting'.
- 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 your SIP can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes.
- Click 'View' and then click 'Navigation Pane' to display a table of contents on the left-hand side.

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 (16 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), and 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: Orroroo Area School

Goal 1: To improve student achievement in Reading.

ESR Directions:

1. Strengthen reflective teacher practices (to know their impact on student learning) by clarifying and connecting existing performance development structures and processes that support evidence-based analysis and reflection, leading to agreements of best practices.
2. Ensure curriculum consistency and coherence by renewing agreements that guide teachers in all aspects of curriculum planning, storage and review.
3. Ensure quality curriculum and highly effective teaching practices that address the needs of all learners, by developing effective and rigorous performance development processes that support the achievement of school priorities.

Achievement towards Goal in 2022:

- **100% Year 3 students (6/6) achieve SEA in NAPLAN Reading based on 83% achievement in Running Records in 2021. 67% Achieved (4/6) down**
- **88% Year 4 students (13/16) achieve SEA in PAT-R based on 81% achievement in NAPLAN in 2021. 92% Achieved (12/13) up on '21**
- **90% Year 5 students (9/10) achieve SEA in NAPLAN Reading based on 80% achievement in PAT-R in 2021. 100% Achieved (10/10) up on '21**
- **64% Year 6 students (7/11) achieve SEA in PAT-R based on 45% achievement in NAPLAN in 2021. 45% Achieved SAME as 2021**
- **92% Year 7 students (11/12) achieve SEA in NAPLAN based on 83% achievement in PAT-R in 2021. 71% Achieved (10/14) down**
- **82% Year 8 students (9/11) achieve SEA in PAT-R based on 72% achievement in NAPLAN in 2021. 77% Achieved (7/9) up on '21**
- **88% Year 9 students (7/8) achieve SEA in NAPLAN based on 75% achievement in PAT-R in 2021. 78% Achieved (7/9) up on '21**
- **85% Year 10 students (12/13) achieve SEA in PAT-R based on 77% achievement in NAPLAN in 2021. 82% Achieved (9/11) up on '21**
- **Retain students in High Bands**

Target 2023:

95% Year 3 students (7.6/8) achieve SEA in NAPLAN Reading based on 92 % achievement in Running Records in 2022. Aspirational goal, knowing 2 to 3 students may not achieve this.
 71% Year 4 students (5/7) achieve SEA in PAT-R based on 67% achievement in NAPLAN in 2022.
 100% Year 5 students (15/15) achieve SEA in NAPLAN Reading based on 92% achievement in PAT-R in 2022.
 100 % Year 6 students (10/10) achieve SEA in PAT-R based on 100 % achievement in NAPLAN in 2022.
 75 % Year 7 students (9/12) achieve SEA in NAPLAN based on 45 % achievement in PAT-R in 2022.
 85% Year 8 students (12 /14) achieve SEA in PAT-R based on 71 % achievement in NAPLAN in 2022.
 82 % Year 9 students (9 /11) achieve SEA in NAPLAN based on 77% achievement in PAT-R in 2022.
 88 % Year 10 students (8 /9) achieve SEA in PAT-R based on 82 % achievement in NAPLAN in 2022.
 Retain students in High Bands

2024:

- 85% Year 3 students (10/12) achieve Strong or better in NAPLAN Reading based on 83% achievement in Running Records/ORF (Oral Reading Fluency) in 2024.
- 80% Year 4 students (8/12) achieve highly in PAT-R based on Strong or better (75%) achievement in NAPLAN in 2024.
- 85 % Year 5 students (5 /6) achieve Strong or better in NAPLAN Reading based on 83 % achievement in PAT-R in 2024.
- 70 % Year 6 students (11/16) achieve highly in PAT-R based on Strong or better (60 %) achievement in NAPLAN in 2024.
- 90 % Year 7 students (9/10) achieve Strong or better in NAPLAN based on 80 % achievement in PAT-R in 2024.
- 40 % Year 8 students (4/10) achieve highly in PAT-R based on 30 % Strong achievement in NAPLAN in 2024.
- 71 % Year 9 students (10 /14) achieve in NAPLAN based on 64 % achievement in PAT-R in 2024.
- 57% Year 10 students (4/7) achieve in PAT-R based on 42 % Strong achievement in NAPLAN in 2024.
- Retain students at Strong and Exceeding levels.

 **STEP 2 Challenge of practice**

Challenge of Practice:

In improving our explicit teaching of *Before During and After Reading* strategies in 2024 through professional development and planning, then we will improve student achievement Needs Additional Support/Developing Proficiencies and retain Strong and Exceeding Proficiencies in Reading

 **STEP 3 Plan actions for improvement**

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

- In assessing students, we will see evidence of engagement and success with reading various texts and extracting information.
 For example, using ORF, PAT-R assessments, informal Reading for Meaning, Running Records (RR), informal Guided Reading and Comprehension strategies of BDA. Read/Write Inc. strategy in primary.
- In assessing students, we will hear them confidently share their understandings, ideas and wonderings about texts by connecting ideas in different parts of a text. **ORF and RR using Fountas & Pinnell**
- In assessing students and examining comprehension through their writing or oral presentations, we will see and hear them use implied and explicitly stated information from a text. **ORF and RR using Fountas & Pinnell**

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

Oral Reading Fluency (ORF), Progressive Assessment Testing (PAT), RR at DfE set intervals
Other ongoing assessments and observations in classes throughout the term, tracked and measured through A-E reporting process
Brightpath and NAPLAN DfE set intervals with regard to comprehension
Multi-lit and Mini-Lit in ongoing work supported by SSO for identified students

- In assessing for evidence of student learning in learning areas other than English, we will see the use of Before, During and After reading strategies, demonstrating transferrable skills. **Other ongoing in classes, with range of texts with comprehension questions in tests**
- In assessing students, we will see them use an expanded vocabulary by comprehending and using an ever-increasing number of words. **ORF, Brightpath, Every**
- In listening to students read, we will hear them develop fluency, by reading with appropriate phrasing, expression and pace that supports their meaning making **informally through oral presentations, MultiLit, MiniLit, Read/Write/Inc. strategies.**
- In assessing students, we will hear them confidently speak about their own data and areas for improvement. **Goal setting, progressively through the year (an example of 3 way Learning Conferences)**

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
<p>1. Build and extend teaching reading capacity to:</p> <ul style="list-style-type: none"> • Identify at least two core texts to undertake a Before During and After Reading each term (for example: one in English, one in HASS) • Develop Before, During and After learning sequences and tasks which enable students to demonstrate ‘excellent achievement’ at their year level • Collaboratively reflect on evidence of student learning against the Australian Curriculum Achievement Standards to support A-E moderation. 	<ul style="list-style-type: none"> • Section Meetings Week 2, 5, 8 of each term • Moderation Week 8 of each term 	<p>Each teacher will undertake planning sessions in Week 8 2023 and Week 0 2024, facilitated by leadership.</p> <p>Each teacher will plan in year level teams supported by coordinators.</p> <p>Each teacher will act on learning program feedback provided by line managers, including ONE PLANS.</p> <p>Each teacher will be supported by coordinators and colleagues to:</p> <ol style="list-style-type: none"> 1. determine appropriate texts aligned to the content of units of work, 2. design quality tasks which allow for multiple entry points for students (including stretch) <p>Each teacher will incorporate Aboriginal Perspectives when planning texts and learning tasks the site leader.</p> <p>Each teacher in Brightpath will moderate student evidence using Brightpath including the collection of evidence against the SIP Student Success Criteria supported by coordinators</p> <p>Each leader will facilitate Professional development</p> <p>Each leader will support teacher planning</p> <p>Each leader will provide feedback on learning programs</p> <p>Each leader will support in appropriate text choices and provide feedback on design quality for multiple entry points</p> <p>Each leader will provide time for moderation during Brightpath.</p>	<ul style="list-style-type: none"> • DfE Scope and Sequence • DfE units of work (EDI) • Expert support as required (Curriculum Lead LET) • Allocation of time • Curriculum Leadership time • Planning template adjusted from DfE template • Primary and Secondary Literacy Guidebooks –Reading – Actions for teachers • Transforming tasks resources • LDAM resources – formative assessment • School wide map/overview of BDA text
<p>2. Embed the explicit teaching of Vocabulary into each component of their Before, During and After reading process which will include word study (Phoneme Grapheme Syllable Morpheme Etymology)</p>	<ul style="list-style-type: none"> • Ongoing planning • Collection of evidence Terms 1, 2, 3, and 4 	<p>Each teacher will plan and review vocabulary lists supported through section meetings.</p> <p>Each teacher will revisit explicit teaching of Vocabulary understandings to ensure consistency, supported by leadership</p> <p>Each teacher will collect evidence of impact to inform ONE PLANS, SIP review and evaluation</p> <p>Each leader will support teachers in explicit teaching</p> <p>Each leader will collect evidence of impact to inform SIP review and evaluation</p>	<ul style="list-style-type: none"> • Big 6 of Reading • Best Advice Paper – Vocabulary • Best Advice Paper - Comprehension • Simple View of Reading • Glossary from Australian Curriculum

<p>3. Use Explicit Direct Instruction to teach Before During and After reading strategies in English and one other subject including:</p> <ul style="list-style-type: none"> • Before (for example: activate prior knowledge, explicitly teach vocabulary, make predictions) • During (for example: use questioning and think aloud strategies, use dialogic teaching strategies and annotation of text) • After (for example: explicit teaching of summarising, retelling and reflection, identification of literary techniques and modelled writing) 	<ul style="list-style-type: none"> • Week 0 planning & PD • Ongoing evidence collection • Ongoing learning planning cycle 	<p>Each teacher will implement BDA using EDI references, supported by peer modelling</p> <p>Each teacher will implement BDA strategies with a focus on clarity and differentiation</p> <p>Each classroom support person use BDA reading strategies as part of Wave 2 and Wave 3 Intervention supported by leadership and class teachers</p> <p>Each leader will seek and support strategies which implement BDA</p> <p>Each leader will provide support for Wave 2 and Wave 3 Intervention, Multi-Lit/Mini-Lit</p>	<ul style="list-style-type: none"> • Primary & Secondary Literacy Guidebooks – Reading (Actions for Teachers) • Explicit Instruction • DfE Scope and sequence documents in all learning areas • Best advice paper – Intervention to address literacy and numeracy learning difficulties • Professional Learning Literacy Summit -PLINK The Power of Read Aloud (example)
<p>4. Monitor and track progress of student comprehension to inform planning including appropriate learning intentions, success criteria and feedback.</p> <ul style="list-style-type: none"> • Feedback routinely shared with students 	<ul style="list-style-type: none"> • Staff meeting – Term 1, Wk 2 • Literacy Progression checks Term 1 – Week 4 and Term 4 – Week 6 	<p>Each teacher will engage in professional learning to deepen understanding of Literacy Progression led by leadership.</p> <p>Each teacher will reflect on student comprehension ability as part of section meetings</p> <p>Each teacher will provide tracking and monitoring record of students to Sentral for collation.</p> <p>Each teacher will engage in reflective conversation about student progress during line management conversations.</p> <p>Each leader will support parent understanding of student growth against the Literacy Progressions.</p>	<ul style="list-style-type: none"> • Processes – line management conversations • Staff meeting time • PLC time • Teacher release for reading assessment Term 1 and Term 4 • Tracking and Monitoring PASM/Phonics/Running Records/PAT/Literacy Progression) • Acara – National Literacy Progression
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Each teacher will...</p> <p>Each leader will...</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...</p> <p>Each leader will...</p>	<p>Click or tap here to enter text.</p>

 **STEP 1 Analyse and Prioritise**

Site name: Orroroo Area School

Goal 2: To improve student achievement in writing.

ESR Directions:

1. Strengthen reflective teacher practices (to know their impact on student learning) by clarifying and connecting existing performance development structures and processes that support evidence-based analysis and reflection, leading to agreements of best practices.
2. Ensure curriculum consistency and coherence by renewing agreements that guide teachers in all aspects of curriculum planning, storage and review.
3. Ensure quality curriculum and highly effective teaching practices that address the needs of all learners, by developing effective and rigorous performance development processes that support the achievement of school priorities.

Achievement towards Goal in 2022:

- 100% Year 3 students (5/6) achieve SEA in NAPLAN (87% 2021) **67% Achieved**
- 60% Year 5 students (6/10) achieve SEA in NAPLAN (45% 2021) **100% Achieved**
- 88% Year 7 students (8/9) achieve SEA in NAPLAN (81% 2021) **50% Achieved**
- 88% Year 9 students (8/9) achieve SEA in NAPLAN (76% 2021) **56% Achieved**

Target 2023:

75% Year 3 students (6/8) achieve SEA in NAPLAN through their Oral Reading Fluency (ORF) (71% 2021)
87% Year 5 students (13/15) achieve SEA in NAPLAN (85% 2022 as year 3s)
66% Year 7 students (8/12) achieve SEA in NAPLAN (60% 2022 as year 5s)
72% Year 9 students (8/11) achieve SEA in NAPLAN (63% 2022 as year 7s)

2024:

- 75% Year 3 students (9/12) achieve Strong or better in NAPLAN (57% 2023)
- 50% Year 5 students (3/6) achieve Strong or better in NAPLAN (33% 2023)
- 36% Year 7 students (4/11) achieve Strong or better in NAPLAN (16% 2023)
- 60% Year 9 students (9/15) achieve Strong or better in NAPLAN (42% 2023)

 **STEP 2 Challenge of practice**

Challenge of Practice:

If we develop a common evidence and informed approach with high impact teaching strategies, with focus on four areas,

- Explicit Teaching,
- Feedback,
- Differentiation and
- Learning Intentions with Success Criteria,

to ensure students develop narrative and persuasive writing styles, we will see an increase in achievement in writing. Better use of Brightpath to inform where students are at and where to next.

 **STEP 3 Plan actions for improvement**

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


When we look at students work, we will notice students writing skills improving through awareness of purpose and audience, greater use of compound and complex sentences to convey ideas and concepts, precision in their choice of vocabulary and control over the use of punctuation to convey ideas in narrative and persuasive texts.

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

Other ongoing assessments and observations in classes throughout the term, tracked and measured through A-E reporting process
 Brightpath and NAPLAN set intervals with regard to comprehension.

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
<p>1. Whole school literacy agreement reviewed with strategies adopted for use by all staff.</p> <p>2. Development of: Differentiated learning activities and assessments. A-E moderation processes utilised, accurately reflecting against Australian Achievement Standards.</p>	<ul style="list-style-type: none"> • Week 0 • Section Meetings within Staff Meeting Schedule • Week 8 Review each term • Ongoing tracking of students 	<p>Each teacher will actively use the WSA and DfE curriculum resources to plan, teach and assess each student’s progress. Each teacher will take part in moderation sessions run in their sections Each SSO will work collaboratively with teachers to follow WSA strategies</p> <p>Each leader will induct new staff with Literacy expectations and the use of the Brightpath tool for moderation of student narrative and persuasive writing Each coordinator will drive WSA review, with teachers developing a common approach to writing.</p>	<ul style="list-style-type: none"> • Time allocation in week 0 • Literacy guidebooks (primary and secondary) • DfE “Writing: The Dimensions of Writing” (Focus on Creating Texts section) • Brightpath resource and PD • PDP links to this SIP • DfE Scope and Sequence • DfE Units of Work • Support as required (Leadership, VL Coach) • Time allocated for cohort meetings • Power BI App and Brightpath Data • Achievement Profiles • Planning template • Best advice papers • LDAM resources – formative assessment
<p>3. Brightpath professional learning with moderation and feedback strategies used for narrative and persuasive writing assessments.</p> <p>4. Explicit teaching for improvement in:</p> <ul style="list-style-type: none"> • Paragraph Structure • Sentence Structure • Punctuation and Grammar • Vocabulary 	<ul style="list-style-type: none"> • Section Meetings within Staff Meeting Schedule • Ongoing tracking of students <p>Terms 1 and 3:</p> <ul style="list-style-type: none"> • Brightpath Writing Assessment by week 7 • Brightpath Moderation by week 9 <p>Data entered week 10</p>	<p>Each teacher will attend introduction/consolidation sessions in utilising the Brightpath writing improvement strategy and tool. Each teacher in Brightpath will moderate student evidence using Brightpath including the collection of evidence against the SIP Student Success Criteria supported by coordinators Each teacher will set Learning Intentions for the day and identify Success Criteria for students. Each teacher will provide students with daily opportunities for writing including daily edits, responding to texts and writing prompts. Each teacher will use LDAM strategies to provide regular formative feedback during lesson. Each teacher will follow a common approach to explicit paragraph teaching using the TEEL structure with support from leadership. Each teacher will explicitly teach students about sentence structure and making better sentences. Each teacher will explicitly teach punctuation to ensure that sentences and texts have meaning. Each teacher will identify a program to provide explicit vocabulary instruction. Each teacher will facilitate vocabulary learning</p> <p>Each leader will provide support release time for professional development and moderation.</p>	<ul style="list-style-type: none"> • Staff meeting time with PD allocation • Release time for moderation as scheduled • Brightpath resource and PD • Scanned writing pieces for all students (SSO staff) • Student data for planning • DfE Scope and Sequence • DfE Units of Work • Support as required (Leadership, VL Coach) • Time allocated for cohort meetings • Achievement Profiles

			<ul style="list-style-type: none"> • Planning template • Best advice papers
<p>5.Learning Intentions and success criteria documented in learning programs that are visible in the classroom and stored centrally.</p> <p>Monitor and track student progress to inform planning.</p> <ul style="list-style-type: none"> • Feedback routinely shared with students 	Ongoing throughout the year.	<p>Each teacher will write and store centrally Unit Learning Plans</p> <p>Each teacher will discuss writing goals with students and share student’s data with them.</p> <p>Each teacher will follow the attendance follow up process with support from leadership to increase student attendance.</p> <p>Each leader will share strategies and data with staff</p> <p>Each leader will to induct new staff and provide time for moderation</p>	<ul style="list-style-type: none"> • Line manager • Agreed WSA Teaching and Learning Document • Unit plans • NAPLAN Writing Guides Literacy progression - AC • Brightpath – Reports and Teaching points • Glossary from Australian Curriculum and units of work
Click or tap here to enter text.	Click or tap here to enter text.	<p>Each teacher will...</p> <p>Each leader will...</p>	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> <p>Each leader will...</p>	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> <p>Each leader will...</p>	Click or tap here to enter text.

 STEP 1 Analyse and Prioritise		Site name: Orroroo Area School	
<p>Goal 3: All SACE students will achieve growth in their Grade Point Average (GPA).</p>		<p>ESR Directions:</p> <ol style="list-style-type: none"> 1. Strengthen reflective teacher practices (to know their impact on student learning) by clarifying and connecting existing performance development structures and processes that support evidence-based analysis and reflection, leading to agreements of best practices. 2. Ensure curriculum consistency and coherence by renewing agreements that guide teachers in all aspects of curriculum planning, storage and review. 3. Ensure quality curriculum and highly effective teaching practices that address the needs of all learners, by developing effective and rigorous performance development processes that support the achievement of school priorities. 	
<p>Achievement towards Goal in 2022: 90% of Year 10 (9/10) students achieve a B or better in compulsory curriculum in 2022 based on 84% achievement in 2021</p>	<p>Target 2023: 100% of Year 11 (13/13) students achieve a 0.33 growth in GPA (Grade Point Average) results in 2024 based on semester 2 2022 GPA and complete compulsory SACE subjects with C or better grades.</p>	<p>2024: 88% of Year 12 (8/9) students achieve a B or better in compulsory curriculum in 2024 based on 83% SACE achievement in 2024</p>	

0.33 GPA growth equates to 2 subjects increasing by one grade band ie C to B or B to A

STEP 2 Challenge of practice

Challenge of Practice:

If we continue to develop a common approach to secondary moderation with staff to inform student understanding of SACE performance, teamed with case management (individual student review cycle) and continue to build a culture of high expectations in senior secondary subjects (years 10-12), then we will see increase the GPA in senior secondary/SACE subjects.

STEP 3 Plan actions for improvement

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

When we look at students work, we will notice students demonstrating a greater understanding of SACE performance standards and requirements within Learning Assessment Plans, with application to their chosen curriculum pathways.

How will this be monitored, tracked and measured?

Mid-semester and end semester tracking with teacher's results
Monitored through discussions within Senior School meetings and if necessary through SIT (Student Improvement Team)

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
Review SACE and VET improvement plans, implement changes. Inform current and new staff of reviewed	<ul style="list-style-type: none"> Week 0 to week 5 of Term 1 	<p>Each SACE teacher will participate in the review and reach share understandings within SACE guidelines. Each SACE teacher will join a moderation group across Flinders Partnership, MNSEC or wider. Each SACE teacher will be cognizant of SACE timelines for assessment and moderation.</p> <p>Each leader will allocate time in week 0 for SACE staff to meet.</p>	<ul style="list-style-type: none"> SACE guidelines and achievement requirements VET Guidelines LAP expectations (SACE)
Common Template developed for Assessment Task Sheets and Cover Sheets, which will be implemented, stored centrally for whole school reference. Templates to be reviewed at semester change for improvement implementation for the next semester.	<ul style="list-style-type: none"> Developed Term 1 Ongoing use Review wk9 Tm2 	<p>Each SACE teacher will use the OAS common template for Assessment Tasks and Cover Sheets. Each SACE teacher will share exemplars of A+ to C- standard to students for each assessment task.</p> <p>Each leader will provide links, information and guidance.</p>	<ul style="list-style-type: none"> SACE Website Hubgroups and colleagues PLATO@schools online Exemplars
Learning Assessment Plans to stretch student understanding and allow for success to higher grade bands	<ul style="list-style-type: none"> Term 1, week 6 	<p>Each SACE teacher will meet SACE timelines for submission of LAPs, assessment tasks and moderation schedules.</p> <p>Each leader will support SACE teachers in development of professional learning. Each leader will liaise with staff to generate regular use of PLATO as a resource</p>	<ul style="list-style-type: none"> PLATO@schools online SACE updates and directives
Effective moderation practices developed and utilised. Feedback from moderation to be shared with staff to improve learning assessment plans.	<ul style="list-style-type: none"> End of each terms 1, 2 and 3. 	<p>Each SACE teacher will collaborate with their moderation team as indicated by SACE directives. Each SACE teacher will use formative assessment and provide feedback.</p> <p>Each leader will support SACE teachers in development of professional learning. Each leader will liaise with staff to generate regular use of PLATO.</p>	<ul style="list-style-type: none"> SACE Website Hubgroups and colleagues PLATO@schools online Exemplars

<p>Student assessment interim progress tracked.</p>	<ul style="list-style-type: none"> • All terms, week 5. 	<p>Each SACE teacher will use GPA and assessment data to inform programming. Each SACE teacher will identify students requiring intervention. Each SACE teacher will program for stretch, particularly for those students identified at risk. Each SACE teacher will negotiate submission timelines upon student request, which fall within SACE timelines for assessment and moderation.</p> <p>Each leader will discuss interim progress of students in SACE subjects for further stretch or intervention in a timely manner. Each leader will gather termly grades to calculate GPA and share data to staff.</p>	<ul style="list-style-type: none"> • Time allocation • Student Data • SACE/PLATO@schools online
<p>Teachers from years 7-10 develop writing genre mapping and general capabilities for students to meet SACE standards.</p>	<ul style="list-style-type: none"> • Ongoing: Senior and Middle School Section meetings per scheduled staff meetings. 	<p>Each SACE teacher will share genre and capabilities required of students within their curriculum area. Each SACE teacher will understand scope and sequence of learning within SACE to inform planning progression for student skills and abilities development.</p> <p>Each leader will share and provide relevant information.</p>	<ul style="list-style-type: none"> • SACE Website • Hubgroups and colleagues • PLATO@schools online • Exemplars

2022 - 2024

2024 School Improvement Plan for Orroroo 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.

Goal 1: To improve student achievement 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	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
<ul style="list-style-type: none"> In assessing students, we will see evidence of engagement and success with reading various texts and extracting information. For example, using ORF, PAT-R assessments, informal Reading for Meaning, Running Records (RR), informal Guided Reading and Comprehension strategies of BDA. Read/Write Inc. strategy in primary. In assessing students, we will hear them confidently share their understandings, ideas and wonderings about texts by connecting ideas in different parts of a text. ORF and RR using Fountas & Pinnell In assessing students and examining comprehension through their writing or oral presentations, we will see and hear them use implied and explicitly stated information from a text. ORF and RR using Fountas & Pinnell In assessing for evidence of student learning in learning areas other than English, we will see the use of Before, During and After reading strategies, demonstrating transferrable skills. Other ongoing in classes, with range of texts with comprehension questions in tests In assessing students, we will see them use an expanded vocabulary by comprehending and using and ever-increasing number of words. ORF, Brightpath, Every In listening to students read, we will hear them develop fluency, by reading with appropriate phrasing, expression and pace that supports their meaning making informally through oral presentations, MultiLit, MiniLit, Read/Write/Inc. strategies. In assessing students, we will hear them confidently speak about their own data and areas for improvement. Goal setting, progressively through the year (an example of 3 way Learning Conferences) 	<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>
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?

<p>Build and extend teaching reading capacity to:</p> <ul style="list-style-type: none"> Identify at least two core texts to undertake a Before During and After Reading each term (for example: one in English, one in HASS) Develop Before, During and After learning sequences and tasks which enable students to demonstrate ‘excellent achievement’ at their year level Collaboratively reflect on evidence of student learning against the Australian Curriculum Achievement Standards to support A-E moderation. 	<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>2. Embed the explicit teaching of Vocabulary into each component of their Before, During and After reading process which will include word study (Phoneme Grapheme Syllable Morpheme Etymology)</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>Use Explicit Direct Instruction to teach Before During and After reading strategies in English and one other subject including:</p> <ul style="list-style-type: none"> Before (for example: activate prior knowledge, explicitly teach vocabulary, make predictions) During (for example: use questioning and think aloud strategies, use dialogic teaching strategies and annotation of text) After (for example: explicit teaching of summarising, retelling and reflection, identification of literary techniques and modelled writing) 	<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>Monitor and track progress of student comprehension to inform planning including appropriate learning intentions, success criteria and feedback.</p> <ul style="list-style-type: none"> Feedback routinely shared with students 	<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>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>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>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

Goal 2: To improve student achievement in writing.

 **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?

<p>Student Success Criteria</p>	<p> Yes</p> <p> Needs attention/work in progress</p>	<p>Evidence</p> <p>Are we improving student learning?</p>	<p>What are our next steps?</p> <p>Potential adjustments?</p>
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	 Not on track	How are we tracking against our student success criteria?	
When we look at students work, we will notice students writing skills improving through awareness of purpose and audience, greater use of compound and complex sentences to convey ideas and concepts, precision in their choice of vocabulary and control over the use of punctuation to convey ideas in narrative and persuasive texts.	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?
Whole school literacy agreement reviewed with strategies adopted for use by all staff. 2. Development of: Differentiated learning activities and assessments. A-E moderation processes utilised, accurately reflecting against Australian Achievement Standards.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
3. Brightpath professional learning with moderation and feedback strategies used for narrative and persuasive writing assessments. 4. Explicit teaching for improvement in: <ul style="list-style-type: none"> • Paragraph Structure • Sentence Structure • Punctuation and Grammar • Vocabulary 	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
5. Learning Intentions and success criteria documented in learning programs that are visible in the classroom and stored centrally. Monitor and track student progress to inform planning. <ul style="list-style-type: none"> • Feedback routinely shared with students 	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.	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.

Goal 3: All SACE students will achieve growth in their Grade Point Average (GPA).



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?

<p>Student Success Criteria</p>	<p> ● Yes ● Needs attention/work in progress ● Not on track </p>	<p>Evidence Are we improving student learning? How are we tracking against our student success criteria? </p>	<p>What are our next steps? Potential adjustments? </p>
<p>When we look at students work, we will notice students demonstrating a greater understanding of SACE performance standards and requirements within Learning Assessment Plans, with application to their chosen curriculum pathways.</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>Actions</p>	<p> ● 90% embedded ● Needs attention/work in progress ● Not on track </p>	<p>Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective? </p>	<p>What are our next steps? Potential adjustments? </p>
<p>Review SACE and VET improvement plans, implement changes. Inform current and new staff of reviewed</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>Common Template developed for Assessment Task Sheets and Cover Sheets, which will be implemented, stored centrally for whole school reference. Templates to be reviewed at semester change for improvement implementation for the next semester.</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>Learning Assessment Plans to stretch student understanding and allow for success to higher grade bands</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>Effective moderation practices developed and utilised. Feedback from moderation to be shared with staff to improve learning assessment plans.</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>Student assessment interim progress tracked.</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>Teachers from years 7-10 develop writing genre mapping and general capabilities for students to meet SACE standards.</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>

Goal 1: To improve student achievement 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?

<p>Targets 2023: 95% Year 3 students (7.6/8) achieve SEA in NAPLAN Reading based on 92 % achievement in Running Records in 2022. Aspirational goal, knowing 2 to 3 students may not achieve this. 71% Year 4 students (5/7) achieve SEA in PAT-R based on 67% achievement in NAPLAN in 2022. 100% Year 5 students (15/15) achieve SEA in NAPLAN Reading based on 92% achievement in PAT-R in 2022. 100 % Year 6 students (10/10) achieve SEA in PAT-R based on 100 % achievement in NAPLAN in 2022. 75 % Year 7 students (9/12) achieve SEA in NAPLAN based on 45 % achievement in PAT-R in 2022. 85% Year 8 students (12 /14) achieve SEA in PAT-R based on 71 % achievement in NAPLAN in 2022. 82 % Year 9 students (9 /11) achieve SEA in NAPLAN based on 77% achievement in PAT-R in 2022. 88 % Year 10 students (8 /9) achieve SEA in PAT-R based on 82 % achievement in NAPLAN in 2022. Retain students in High Bands</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: In improving our explicit teaching of <i>Before During and After Reading</i> strategies in 2024 through professional development and planning, then we will improve student achievement Needs Additional Support/Developing Proficiencies and retain Strong and Exceeding Proficiencies in Reading</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> • In assessing students, we will see evidence of engagement and success with reading various texts and extracting information. For example, using ORF, PAT-R assessments, informal Reading for Meaning, Running Records (RR), informal Guided Reading and Comprehension strategies of BDA. Read/Write Inc. strategy in primary. • In assessing students, we will hear them confidently share their understandings, ideas and wonderings about texts by connecting ideas in different parts of a text. ORF and RR using Fountas & Pinnell 	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>

- In assessing students and examining comprehension through their writing or oral presentations, we will see and hear them use implied and explicitly stated information from a text. **ORF and RR using Fountas & Pinnell**
- In assessing for evidence of student learning in learning areas other than English, we will see the use of Before, During and After reading strategies, demonstrating transferrable skills. **Other ongoing in classes, with range of texts with comprehension questions in tests**
- In assessing students, we will see them use an expanded vocabulary by comprehending and using an ever-increasing number of words. **ORF, Brightpath, Every**
- In listening to students read, we will hear them develop fluency, by reading with appropriate phrasing, expression and pace that supports their meaning making **informally through oral presentations, MultiLit, MiniLit, Read/Write/Inc. strategies.**
- In assessing students, we will hear them confidently speak about their own data and areas for improvement. **Goal setting, progressively through the year (an example of 3 way Learning Conferences)**

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.](#)

Goal 2: To improve student achievement in writing.




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

<p>Targets 2023: 75% Year 3 students (6/8) achieve SEA in NAPLAN through their Oral Reading Fluency (ORF) (71% 2021) 87% Year 5 students (13/15) achieve SEA in NAPLAN (85% 2022 as year 3s) 66% Year 7 students (8/12) achieve SEA in NAPLAN (60% 2022 as year 5s) 72% Year 9 students (8/11) achieve SEA in NAPLAN (63% 2022 as year 7s)</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If we develop a common evidence and informed approach with high impact teaching strategies, with focus on four areas,</p> <ul style="list-style-type: none"> • Explicit Teaching, • Feedback, • Differentiation and • Learning Intentions with Success Criteria, <p>to ensure students develop narrative and persuasive writing styles, we will see an increase in achievement in writing. Better use of Brightpath to inform where students are at and where to next.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria: When we look at students work, we will notice students writing skills improving through awareness of purpose and audience, greater use of compound and complex sentences to convey ideas and concepts, precision in their choice of vocabulary and control over the use of punctuation to convey ideas in narrative and persuasive texts.</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>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.</p>	

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.

Goal 3: All SACE students will achieve growth in their Grade Point Average (GPA).

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

<p>Targets 2023: 100% of Year 11 (13/13) students achieve a 0.33 growth in GPA (Grade Point Average) results in 2024 based on semester 2 2022 GPA and complete compulsory SACE subjects with C or better grades. 0.33 GPA growth equates to 2 subjects increasing by one grade band ie C to B or B to A</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If we continue to develop a common approach to secondary moderation with staff to inform student understanding of SACE performance, teamed with case management (individual student review cycle) and continue to build a culture of high expectations in senior secondary subjects (years 10-12), then we will see increase the GPA in senior secondary/SACE subjects.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria: When we look at students work, we will notice students demonstrating a greater understanding of SACE performance standards and requirements within Learning Assessment Plans, with application to their chosen curriculum pathways.</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>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.</p>	
<p>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.</p>	

