Improvement Plan for

North Ingle School

2019 to 2021

Vision statement

North Ingle School provides high quality teaching and learning, empowering all learners to be confident, resilient and successful global citizens.

Goals	Targets	Challenge of practice	Success criteria
Every student will develop as a balanced reader with fluency, phrasing, decoding and comprehension within a wide range of text types and genres, through explicit Modelled and Guided Reading.	Year 3 Reading 86% 12/14 students achieved the SEA Year 5 Reading 94% 14/16 students achieved the SEA Year 7 Reading 91% 21/23 students achieved the SEA NAPLAN data not available in 2020 2020 PAT Data Year 3– 20 out of 23(87%) achieved SEA 95+ Year 4 – 10 out of 13(77%) achieved SEA 106- Year 5 – 17 out of 17 (100%) achieved SEA 112+ Year 6 – 14 out of 14 (100%) achieved SEA 118+ Year 7 – 12 out of 15 (80%) achieved SEA 120+ Year 3- 65% 17/26 to achieve the SEA in NAPLAN Reading Year 5- 60% 7/15 to achieve the SEA in NAPLAN Reading Year 7- 71% 10/14 to achieve the SEA in NAPLAN Reading	All teachers will demonstrate consistent practice in explicit Modelled and Guided Reading.	Students will read with fluency, phrasing and decode with accuracy at their instructional reading level. Students will comprehend a range of text types and genres by responding to literal and inferential questions from the text.
Every student will know and understand their reading goals based on feedback informed by rigorous and consistent assessment from a Running Record.	19 out of 24 (79%) Year 2 students achieved the SEA of Level 21 and above. 7 out of 16(44%) Year 1 students achieved SEA 13 and above in Running Records 9 out of 25(36%) Year 2 students achieved SEA 21 and above in Running Records 6 out of 17 (35%) Year 1 students to achieve the SEA 13 and above in Running Records 5 out of 20 of (25 %) Year 2 students to achieve the SEA 21 and above in Running Records	All teachers will provide feedback and establish reading goals with the student following a Running Record Assessment.	Students will know their reading goals. Students will practise their identified reading strategies to achieve their reading goals.
Every student will be proficient in their knowledge, skills and understanding of Phonological Awareness and Phonics at their year level.	Year 1 Phonics Screener - achieve the SEA 28+ 2019 - 16 from 27 - 59% Year 1 Phonics Screener - achieve the SEA 28+ 2020 - 13 from 17 - 76.5% Year 1 Phonics Screener - 83% 14/17 to achieve the SEA 28+	All teachers will demonstrate consistent practice in line with the agreed Statements of Practice in Phonics, Phonological and Phonemic Awareness.	Students will have phonetic knowledge in blending, segmenting, letter sound relationships and use of meta-language (digraphs, trigraphs, vowels, consonants). Students will use phonic knowledge and understandings to read increasingly complex words.

Improvement plan for North Ingle School

2019 to 2021

- Complete every step. The Quality School Improvement Planning Handbook explains how to do this. In addition, your education director will provide support.

- Text will reduce in size the more you type. Exceeding the optimal limits will result in illegible text size electronically and in-print.

- Complete steps **1 to 3** during term 4 and have it approved by the principal, governing council chairperson, and education director.

- Email this plan (steps 1 to 3) to your education director.

- Publish your school improvement plan (steps 1-3) on your school website.

- Work through **step 4** (Improve practice and monitor impact) regularly throughout the school year. This step does not need to be published on your website.

- Complete **step 5** (Review and evaluate) in term 4 of each year. This step does not need to be published on your website, though it should inform the Improvement Planning – Review and evaluate section of your annual report to the school community.

- Your school improvement plan will be current for 2019 to 2021 and should be updated in term 4 each year.

- Note that each text box has a specific optimal character limit. Character limit includes words, punctuation, bullet points and spaces.

- Be careful when copying from other documents, and remove any paragraph spaces from lists and bullet points as that will reduce text size.

- Steps 1-3 will auto-populate as you type in text, meaning text will carry over across multiple pages and sections.

Step 1

Analyse evidence of student learning and answer the question 'What are our goals for improvement?' Specify up to 3 goals and annual targets for student learning improvement in the table below.

Goal	Targets	
Goal 1 Every student will develop as a balanced reader with fluency, phrasing, decoding and comprehension within a wide range of text types and genres, through explicit Modelled and Guided Reading.	2019	Year 3 Reading 86% 12/14 students achieved the SEA Year 5 Reading 94% 14/16 students achieved the SEA Year 7 Reading 91% 21/23 students achieved the SEA
	2020	NAPLAN data not available in 2020 2020 PAT Data Year 3 – 20 out of 23(87%) achieved SEA 95+ Year 4 – 10 out of 13(77%) achieved SEA 106+ Year 5 – 17 out of 17 (100%) achieved SEA 112+ Year 6 – 14 out of 14 (100%) achieved SEA 118+ Year 7 – 12 out of 15 (80%) achieved SEA 120+
	2021	Year 3- 65% 17/26 to achieve the SEA in NAPLAN Reading Year 5- 60% 7/15 to achieve the SEA in NAPLAN Reading Year 7- 71% 10/14 to achieve the SEA in NAPLAN Reading
Goal 2 Every student will know and understand their reading goals based on feedback informed by rigorous and consistent assessment from a Running Record.	2019	19 out of 24 (79%) Year 2 students achieved the SEA of Level 21 and above.
	2020	7 out of 16(44%) Year 1 students achieved SEA 13 and above in Running Records 9 out of 25(36%) Year 2 students achieved SEA 21 and above in Running Records
	2021	6 out of 17 (35%) Year 1 students to achieve the SEA 13 and above in Running Records 5 out 20 of (25 %) Year 2 students to achieve the SEA 21 and above in Running Records
Goal 3 Every student will be proficient in their knowledge, skills and understanding of Phonological Awareness and Phonics at their year level.	2019	Year 1 Phonics Screener - achieve the SEA 28+ 2019 - 16 from 27 - 59%
	2020	Year 1 Phonics Screener - achieve the SEA 28+ 2020 - 13 from 17 - 76.5%
	2021	Year 1 Phonics Screener - 83% 14/17 to achieve the SEA 28+

Step 2

Consider how improvements in teaching practice will help to achieve your improvement goals and answer the question 'What areas of practice should we focus on improving to reach our goals?' Specify your challenge of practice for each goal in the table below.

Challenge of practice	Success criteria
Goal 1 All teachers will demonstrate consistent practice in explicit Modelled and Guided Reading.	Students will read with fluency, phrasing and decode with accuracy at their instructional reading level. Students will comprehend a range of text types and genres by responding to literal and inferential questions from the text.
Goal 2 All teachers will provide feedback and establish reading goals with the student following a Running Record Assessment.	Students will know their reading goals. Students will practise their identified reading strategies to achieve their reading goals.
Goal 3 All teachers will demonstrate consistent practice in line with the agreed Statements of Practice in Phonics, Phonological and Phonemic Awareness.	Students will have phonetic knowledge in blending, segmenting, letter sound relationships and use of meta-language (digraphs, trigraphs, vowels, consonants). Students will use phonic knowledge and understandings to read increasingly complex words.

Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?'

Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

Goal 1: Every student will develop as a balanced reader with fluency, phrasing, decoding and comprehension within a wide range of text types and genres, through explicit Modelled and Guided Reading.

Challenge of practice: All teachers will demonstrate consistent practice in explicit Modelled and Guided Reading.

Actions	Timeline	Roles and responsibilities	Resources
Staff participate in professional learning in explicit Modelled and Guided Reading.	Terms 1,2,3,4 2021	The Reading Satellite Group, P-7 Leadership Team & Teacher Representatives to engage, co-lead and co-ordinate professional learning at the site.	PM Guided Reading Sets. Stephen Graham Portfolio Videos on Reading.
		Teachers to observe Stephen Graham at classroom level on site modelling explicit, modelled and guided reading.	Professional Learning with Stephen Graham - Student Free Day $2650 (split between NIS & PHPS)
			Observation Day $2650 (NIS) + 4 TRT days $2200 on rotation to release 3x teams of teachers throughout the day
			New staff induction - 6 TRT days - $3,000
Staff implement the Statement of Practice in Guided Reading.	Terms 1,2,3,4 2021	Reading Satellite Group to develop a Statement of Practice in Guided Reading with all staff.	Montague Partnership Guiding Principles in Guided Reading.
		Staff to implement the Statement of Practice in Guided Reading.	Best Advice Papers.
		Teachers' learning programs and timetabling reflect explicit Guided Reading sessions and timetables provided to Leadership.	Principal Consultant.
			Montague Reading Coach.
Staff develop a deep understanding of the PM story and its features identified in the levelled texts.	Terms 1,2,3,4 2021	All staff Professional Development with Stephen Graham on Student Free Day. Consult with Partnership and Site trained Reading Coach.	The PM Story. Montague Reading Coach. Stephen Graham.

Step 3 cont.

Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?'

Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

Goal 1 continued:

Actions	Timeline	Roles and responsibilities	Resources
Develop a Guided Reading Template to support Guided Reading planning for student groups	2021	Reading Satellite group. Classroom Teachers	Best Advice Paper. Stephen Graham's Templates Principal Consultant.
Staff to develop a Statement of Practice in Modelled Reading.	2022	Reading Satellite group.	Best Advice Paper. Stephen Graham. Montague Partnership Guiding Principles in Modelled Reading. Principal Consultant.

Total financial resources allocated	$8,000

Success criteria	Students will read with fluency, phrasing and decode with accuracy at their instructional reading level. Students will comprehend a range of text types and genres by responding to literal and inferential questions from the text.

Step 3 cont.

Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?'
Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

Goal 2: Every student will know and understand their reading goals based on feedback informed by rigorous and consistent assessment from a Running Record.

Challenge of practice: All teachers will provide feedback and establish reading goals with the student following a Running Record Assessment.

Actions	Timeline	Roles and responsibilities	Resources
Teachers R-7 will use the PM Assessment Kit to administer a Running Record.	Terms 1,2,3, 4 2021- twice a term.	Classroom Teachers	PM Benchmark Assessment Kit
Teachers will moderate student Running Record data in Year level teams.	Terms 1 and 3 2021	Every teacher and leader to be part of this process.	PM Benchmark Assessment Kit Student Running Records - raw data
Teachers will use Running Record data to inform the next steps in teaching.	Terms 1, 2, 3 and 4.	Every teacher and leader to be part of this process.	PM Benchmark Assessment Kit Student Running Records - raw data

Step 3 cont.

3 Plan actions for improvement

Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?'

Goal 2 continued:

Actions	Timeline	Roles and responsibilities	Resources
Running Record data is collected at the end of each term and entered on a spreadsheet for analysis.	Terms 1, 2, 3, and 4.	Class Teachers and data entry officer.	PM Benchmark Assessment Kit.

Total financial resources allocated	
Success criteria	Students will know their reading goals. Students will practise their identified reading strategies to achieve their reading goals.

Step 3 cont.

Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?'

Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

Goal 3:

Every student will be proficient in their knowledge, skills and understanding of Phonological Awareness and Phonics at their year level.

Challenge of practice:

All teachers will demonstrate consistent practice in line with the agreed Statements of Practice in Phonics, Phonological and Phonemic Awareness.

| Actions	Timeline	Roles and responsibilities	Resources
Staff implement the agreed P-7 Statement of Practice in Phonics, Phonological & Phonemic Awareness.	Terms 1,2,3,4 2021	All teachers commit and implement the Statement of Practice in Phonics, Phonological & Phonemic Awareness.	Letters & Sounds Framework Jolly Phonics card sets Michael Heggerty Phonemic Awareness Program Twinkl Phonics Resources.
Implement the whole school Phonics Assessment Guide.	Terms 1,2,3,4 2021	Phonics Satellite Group Teachers & Satellite Group to track, monitor and analyse student Phonics Screening data	Letters & Sounds Stages of Phonics Assessments. Year 1 Phonics Screener Release days from Year 1 Phonics Screening
Data is used to inform targeted and specific intervention for every learner.	Terms 1,2,3,4 2021	Classroom Teachers SSO Staff Student Review Team	Professional learning for all SSO staff. Tool kits developed for every SSO to enable consistent implementation and delivery of intervention strategies. Complexity Funding & Better Schools Funding

Step 3 cont.

3
Plan actions for improvement

Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?' Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

Goal 3 continued:

Actions	Timeline	Roles and responsibilities	Resources
ATSI/EALD/SWD are tracked and monitored in a local SRT Meeting, held twice a term to analyse, track and review in consultation with classroom teachers	Week 4 and 9- Every Term.	SRT Team Teachers EALD Teacher	Data Spreadsheets

Total financial resources allocated	
Success criteria	Students will have phonetic knowledge in blending, segmenting, letter sound relationships and use of meta-language (digraphs, trigraphs, vowels, consonants). Students will use phonic knowledge and understandings to read increasingly complex words.

Approvals
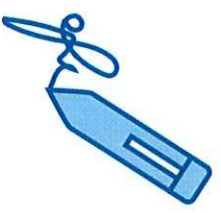
Approved by principal

Name

Dina Zunis

Date

17/03/2021

Approved by governing council chairperson

Name

Alicia Pelentsov

Date

17/03/2021

Approved by education director

Name

Tim McLeod

Date

22/03/2021