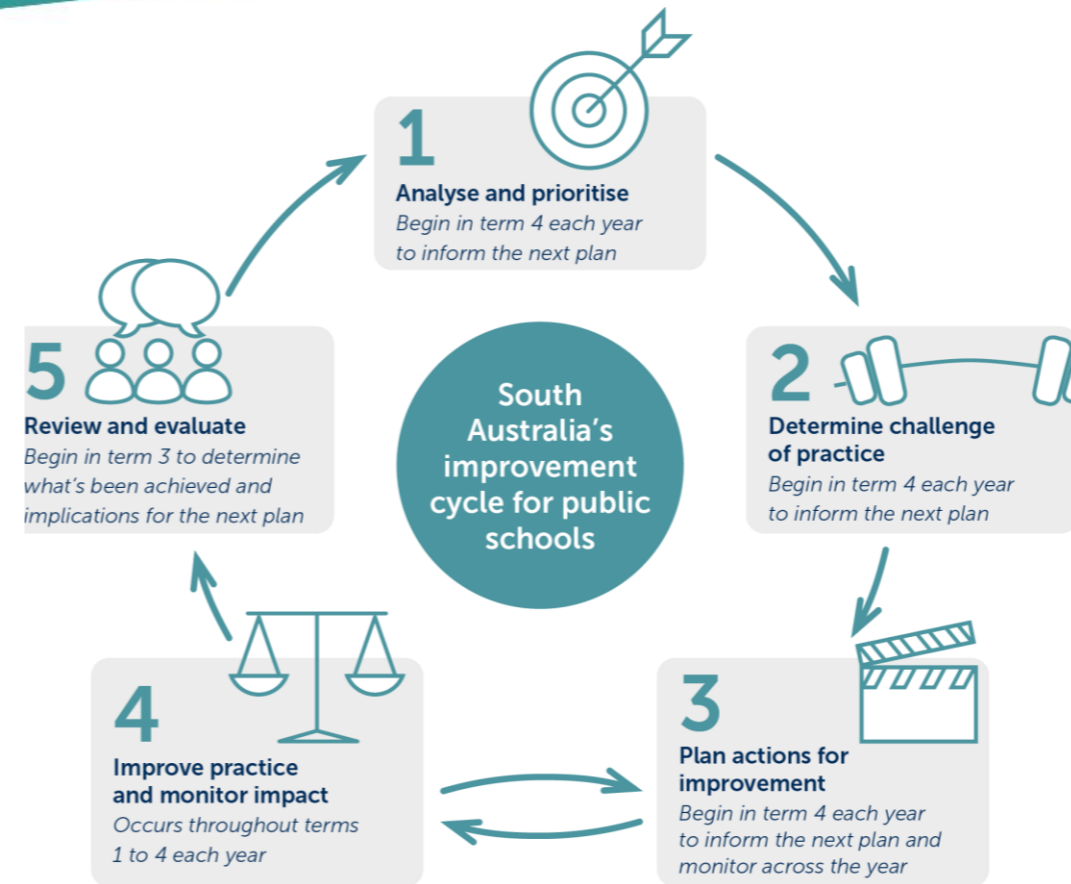


2022 - 2024

School Improvement Plan for West Beach Primary School

Site Number:
1004



Vision Statement:

"West Beach Primary School- a community of collaborative, life-long powerful learners achieving individual excellence as active global citizens."



Government of South Australia
Department for Education

2022 – 2024

School Improvement Plan for West Beach 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 - [The School Improvement Planning Handbook](#) explains how to do this. In addition, your Local Education Team will provide support.

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

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



Government of South Australia
Department for Education

STEP 1 Analyse and Prioritise

Site name: West Beach Primary School

Goal 1: To improve high band attainment and retention in writing		ESR Directions: 1. Develop agreed expectations of what teachers need to do to support students at each level of schooling to demonstrate rigorous and deeper learning. 2. To support students not meeting the Standard of Educational Achievement in Running Records, investigate current assessment and instructional practices. 3. Identify and enact consistent practices and ensure the learning activities are personalised in reading to meet individual students' assessed needs. 4. Strengthen pedagogical practices which contribute to greater authentic student influence in their learning.
Target 2022: Year 3 NAPLAN writing high band achievement increases from 52% (average 2018-2021) to 60% Year 5 NAPLAN writing high band achievement increases from 19% (average 2018-2021) to 30%	2023: Year 3 HB students 90% retention in year 5 Year 3 HB attainment of 65%	2024: Year 3 HB attainment in Writing 70% Year 3 HB students 90% retention in year 5

STEP 2 Challenge of practice

Challenge of Practice:

If we use a teaching and learning cycle to build writing instruction by intentionally/purposefully planning using the Australian Curriculum across all learning areas, we will increase HB retention in writing.

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

We will see students creating different types of spoken, written and multimodal texts (especially imaginative, informative, persuasive, and response genres), using text structure and language feature knowledge
 We will see students editing texts for meaning, structure, and grammatical features.

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
All teachers will plan and rigorously implement the Australian Curriculum: English using the scope and sequence and units of work'	2022 Semester 1-Ongoing	Literacy Leader to: <ul style="list-style-type: none"> - Provide/order reading materials for; procedure, persuasive, recount, explanation, poetry, letter writing. - Explicitly deconstruct the teaching and learning cycle for staff. Staff to: <ul style="list-style-type: none"> - Create guided reading activities that support students in reading and responding to a range of text types. - Provide students with intentional dialogic opportunities prior to writing 	Teaching and Learning cycle Sheena Cameron's book on Guided Reading Seven Steps
All teachers will intentionally plan and explicitly teach in order to provide appropriate stretch and challenge for all students through: <ul style="list-style-type: none"> • Differentiated teaching • Multiple exposures 	2022 Semester 1- Ongoing	<ul style="list-style-type: none"> - Teachers to: - Explicitly explain and display the various stages of the writing cycle. (Plan, Draft, Edit, Recraft and publish) 	The writing cycle Exit cards Brightpath

<ul style="list-style-type: none"> • Feedback • Metacognitive strategies. <p>All teachers will use explicit teaching to provide instruction, demonstrate concepts and build student knowledge and skills in writing</p>		<p>Teachers will give students individual writing goals using the Brightpath descriptors.</p> <ul style="list-style-type: none"> - To support peer assessment using exit cards. <p>PLC teams to:</p> <ul style="list-style-type: none"> - Create a consistent 'bump it up wall', for each genre, with their teams to display in their classroom. 	
<p>Teachers will have sound knowledge of key genres of schooling at word, sentence and text level to inform and guide assessment in writing.</p>	2022-Semester 2 Ongoing	<ul style="list-style-type: none"> - Leaders to: - Provide Targeted professional development on sentence structure and text level cohesion via Brightpath training. - Teachers to: - Word walls that display topic vocabulary specific to the writing focus. - Learning Intentions and Success Criteria to be displayed and referred to. - Using the DfE units which ensure genre teaching is embedded in the context of curriculum learning - - Follow a scope and sequence of when genres are taught. 	Attachment 2 audit tool - Identify teacher knowledge of the key genres. Sevens Steps DfE Units Brightpath PD
.	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.	<ul style="list-style-type: none"> - 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 1: To improve high band attainment and retention 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?

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?
	<p>We will see students creating different types of spoken, written and multimodal texts (especially imaginative, informative, persuasive, and response genres), using text structure and language feature knowledge</p> <p>We will see students editing texts for meaning, structure, and grammatical features.</p>	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 teachers will plan and rigorously implement the Australian Curriculum: English using the scope and sequence and units of work'	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All teachers will intentionally plan and explicitly teach in order to provide appropriate stretch and challenge for all students through: <ul style="list-style-type: none"> • Differentiated teaching • Multiple exposures • Feedback • Metacognitive strategies. All teachers will use explicit teaching to provide instruction, demonstrate concepts and build student knowledge and skills in writing	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will have sound knowledge of key genres of schooling at word, sentence and text level to inform and guide assessment in writing.	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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Goal 1: To improve high band attainment and retention 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?

Targets 2022:

Year 3 NAPLAN writing high band achievement increases from 52% (average 2018-2021) to 60%
Year 5 NAPLAN writing high band achievement increases from 19% (average 2018-2021) to 30%

Results towards targets:

Click or tap here to enter text.

<p>Challenge of Practice: If we use a teaching and learning cycle to build writing instruction by intentionally/purposefully planning using the Australian Curriculum across all learning areas, we will increase HB retention in writing.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria:</p> <p>We will see students creating different types of spoken, written and multimodal texts (especially imaginative, informative, persuasive, and response genres), using text structure and language feature knowledge</p> <p>We will see students editing texts for meaning, structure, and grammatical features.</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year? Click or tap here to enter text.</p>	
<p>Reflection on our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps? Click or tap here to enter text.</p>	

STEP 1 Analyse and Prioritise

<p>Goal 2: To improve high band attainment and retention in reading</p>		<p>ESR Directions:</p> <ol style="list-style-type: none"> 1. Develop agreed expectations of what teachers need to do to support students at each level of schooling to demonstrate rigorous and deeper learning. 2. To support students not meeting the Standard of Educational Achievement in Running Records, investigate current assessment and instructional practices. 3. Identify and enact consistent practices and ensure the learning activities are personalised in reading to meet individual students' assessed needs. 4. Strengthen pedagogical practices which contribute to greater authentic student influence in their learning. 	
<p>Target 2022:</p> <p>Year 3 NAPLAN reading high band achievement increases from 51% (average 2018-2021) to 60%</p> <p>Year 5 NAPLAN reading high band achievement increases from 47% (average 2018-2021) to 50%</p>	<p>2023:</p> <p>Year 3 HB students 90% retention in year 5</p> <p>Year 3 HB attainment 70%</p>	<p>2024:</p>	

STEP 2 Challenge of practice

Challenge of Practice:

If we establish PLCs to evaluate the impact of our teaching practices on reading comprehension, then we will improve high band attainment and retention in reading.

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

We will see students deepen oral language interactions and apply them in reading activities to build comprehension.

We will see students develop the ability to identify the discrete sounds in speech (phenomes) and to reproduce and manipulate them orally.


We will see students develop an understanding of the relationship between sounds and letters (graphemes).




STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
<p>Leaders establish Professional Learning Communities to inquire into effective teaching practices that inform reading comprehension strategies and incorporate dialogic teaching strategies around literature and factual texts.</p> <p>All teachers will use explicit teaching to provide instruction, demonstrate concepts and build student knowledge and skills in reading.</p>	<p>2022- Semester 1</p> <p>Ongoing</p>	<p>School Leaders to facilitate PLC formation:</p> <ul style="list-style-type: none"> - Implementation and expectations - Schedule release time and timetabled staff meeting PLC teams - Leader to 'check in' with PLC teams for feedback and support <p>Staff to:</p> <ul style="list-style-type: none"> - Establish a daily timetabled reading program which integrates the big 6 of reading - Use Literacy Learning Progressions to guide students to identify individual reading goals for improving reading (lead by leader) - Monitor independent reading through student RR and Literacy Pro data 	<p>Literacy Best Advice Papers Integrating the Big 6 of Reading Scarborough – Simple view of Reading</p> <p>Literacy Guidebooks</p> <p>Sheena Cameron text – Teaching Reading Comprehension Strategies and The Reading Book</p> <p>PD – Stephen Graham</p>

		<ul style="list-style-type: none"> - Program for year 3-6 students to complete Literacy Pro quizzes - To ensure every student has one teacher led guided reading session a week. 	
<p>Teachers will engage in the Australian Curriculum thorough:</p> <ul style="list-style-type: none"> - Year level teams complete the Curriculum Planning Tracker (Year 3-7 teachers completed this in 2021, however teams will change) - Year 3-6 teachers implementing DfE English Units of Work - Consistent approach to curriculum planning – yearly/termly/weekly overviews - Teaching and learning through the development of curriculum profile - Moderation of student work samples and assessment tasks 	2022- Semester 1 Ongoing	<p>Leader to:</p> <ul style="list-style-type: none"> - Lead the development of Literacy Curriculum Profile - Work with year level teams years 3-6 to support in the planning and teaching of English Units of Work - Provide planning release time to support the planning process <p>Staff to:</p> <ul style="list-style-type: none"> - Ensure teaching and learning programs provide opportunities for a daily reading and writing focus - Collaboratively plan and moderate together (A-E grade focus) 	DfE Units Scope and Sequence A-E Grade Australian Curriculum evidence
<p>Teachers will engage with student achievement data to support the implementation of a differentiated reading program through agreed strategies for assessing, tracking and monitoring student achievement; analysis of PAT, NAPLAN, LEAP, PSC</p>	Semester 1 2022 Ongoing	<p>School leaders to:</p> <ul style="list-style-type: none"> - Meet with Year Level teams to analyse Literacy data – identification of students for targeted support or stretch - Lead staff PD to support analysis of data - Ensure staff have access to quality professional learning and resources to build their capacity <p>Staff to:</p> <ul style="list-style-type: none"> - Use Literacy Guidebooks for support - Analyse student achievement data to inform next steps - Identify target students to track ORF (using DIBELS) and share data/targeted support with staff <p>Plot students onto the SVR grid to identify competency in reading fluency and comprehension</p>	Scarborough – Simple view of Reading Scarborough SVR Reading Grid Literacy Guidebooks
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Goal 2: To improve high band attainment and retention 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?**

<p>Student Success Criteria</p>	 Yes	<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>
	 Needs attention/work in progress		
	 Not on track		

<p>We will see students deepen oral language interactions and apply them in reading activities to build comprehension.</p> <p>We will see students develop the ability to identify the discrete sounds in speech (phenomes) and to reproduce and manipulate them orally.</p> <p>We will see students develop an understanding of the relationship between sounds and letters (graphemes).</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="display: flex; align-items: center;">● 90% embedded</div> <div style="display: flex; align-items: center;">● Needs attention/work in progress</div> <div style="display: flex; align-items: center;">● Not on track</div> </div>	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>Leaders establish Professional Learning Communities to inquire into effective teaching practices that inform reading comprehension strategies and incorporate dialogic teaching strategies around literature and factual texts.</p> <p>All teachers will use explicit teaching to provide instruction, demonstrate concepts and build student knowledge and skills in reading.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>Teachers will engage in the Australian Curriculum thorough:</p> <ul style="list-style-type: none"> - Year level teams complete the Curriculum Planning Tracker (Year 3-7 teachers completed this in 2021, however teams will change) - Year 3-6 teachers implementing DfE English Units of Work - Consistent approach to curriculum planning – yearly/termly/weekly overviews - Teaching and learning through the development of curriculum profile - Moderation of student work samples and assessment tasks 	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>Teachers will engage with student achievement data to support the implementation of a differentiated reading program through agreed strategies for assessing, tracking and monitoring student achievement; analysis of PAT, NAPLAN, LEAP, PSC</p>	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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Goal 2: To improve high band attainment and retention 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 2022:</p> <p>Year 3 NAPLAN reading high band achievement increases from 51% (average 2018-2021) to 60%</p> <p>Year 5 NAPLAN reading high band achievement increases from 47% (average 2018-2021) to 50%</p>	<p>Results towards targets:</p> <p>Click or tap here to enter text.</p>
<p>Challenge of Practice:</p> <p>If we establish PLCs to evaluate the impact of our teaching practices on reading comprehension, then we will improve high band attainment and retention in reading.</p>	<p>Evidence - has this made an impact?</p> <p>Click or tap here to enter text.</p>
<p>Success Criteria – did we improve student learning?</p> <p>We will see students deepen oral language interactions and apply them in reading activities to build comprehension.</p> <p>We will see students develop the ability to identify the discrete sounds in speech (phenomes) and to reproduce and manipulate them orally.</p> <p>We will see students develop an understanding of the relationship between sounds and letters (graphemes).</p>	<p>Evidence - did we improve student learning? how do we know?</p> <p>Click or tap here to enter text.</p>
<p>Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?</p> <p>Click or tap here to enter text.</p>	

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

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STEP 1 Analyse and Prioritise

Goal 3: Click or tap here to enter text.		ESR Directions: 1. Develop agreed expectations of what teachers need to do to support students at each level of schooling to demonstrate rigorous and deeper learning. 2. To support students not meeting the Standard of Educational Achievement in Running Records, investigate current assessment and instructional practices. 3. Identify and enact consistent practices and ensure the learning activities are personalised in reading to meet individual students' assessed needs. 4. Strengthen pedagogical practices which contribute to greater authentic student influence in their learning.	
Target 2022: Click or tap here to enter text.	2023: Click or tap here to enter text.	2024: Click or tap here to enter text.	



STEP 2 Challenge of practice

Challenge of Practice: Click or tap here to enter text.
Student Success Criteria (what students know, do, and understand): Click or tap here to enter text.



STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
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Goal 3: Click or tap here to enter text.



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

Student Success Criteria	● Yes ● Needs attention/work in progress ● Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?	
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	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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Goal 3: Click or tap here to enter text.



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

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

