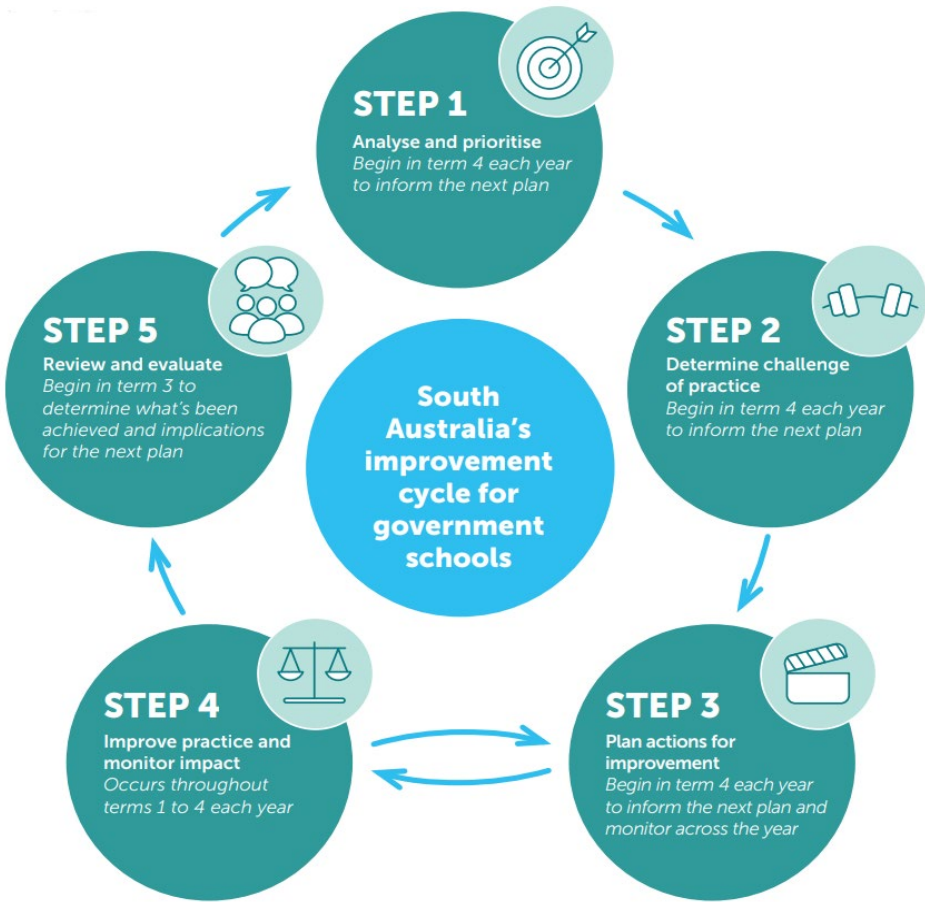


2023 School Improvement Plan for Kadina Memorial School



Vision Statement:
Kadina Memorial School inspires learning that challenges and supports our students, instilling a passion for lifelong learning, the desire to achieve and the confidence to participate as active and responsible community members

2022 - 2024

2023 School Improvement Plan for

Kadina Memorial 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.

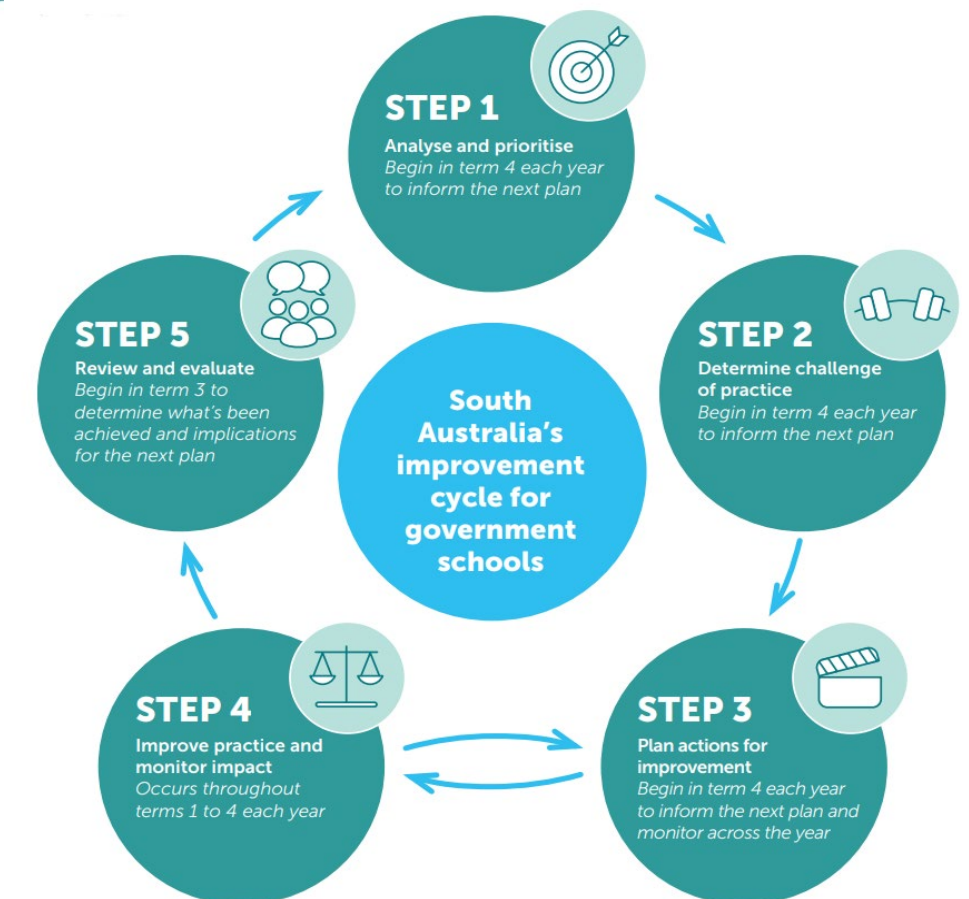
- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 9, Term 4 (16 December 2022).
- Once approved, copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council 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



Government of South Australia

Department for Education

STEP 1 Analyse and Prioritise

Site name: Kadina Memorial School

Goal 1: To increase the number of students achieving the SEA and in the high bands for reading.


Achievement towards Goal in 2022:
59% of Year 1 students (45 out of 70) to achieve at or above SEA for the Phonics Screening Test
35% of year 3 students (23 out of 65) to achieve in the higher bands in NAPLAN Reading
28% of year 5 students (23 out of 83) to achieve in the higher bands in NAPLAN Reading
14% of year 7 students (14 out of 102) to achieve in the higher bands in NAPLAN Reading

Target 2023:
64% of Year 1 students (45 out of 70) to achieve at or above SEA for the Phonics Screening Test
45% of year 3 students (24 out of 53) to achieve in the higher bands in NAPLAN Reading
32% of year 5 students (21 out of 64) to achieve in the higher bands in NAPLAN Reading
19% of year 7 students (22 out of 114) to achieve in the higher bands in NAPLAN Reading


2024:
[Click or tap here to enter text.](#)

ESR Directions:

- To provide greater consistency in effective classroom practices reception to year 12, develop a shared approach to data-led professional learning communities to monitor the impact of agreed pedagogies.
- Maintain a focus on reading improvement and formative feedback to increase the consistency of effective practice to support and challenge all learners, including high achievers.
- Use in-school expertise and external opportunities to provide evidence-based leadership development for current and aspiring leaders, which balances effective management and instructional leadership.

STEP 2 Challenge of practice

Challenge of Practice:
If we prioritise a consistent, daily timetabled reading program that embeds the reciprocal teaching and InitialLit teaching strategies, then we will retain and increase the number of students achieving in the Higher Bands

STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):
We will see each student;
In R-2 students pre and post assessments of InitialLit will demonstrated the acquisition of skills required to decode and read

In Year 3 – 6 we will see students self-assess their learning against he success criteria of the lesson and see them explaining their learning lesson by lesson

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

- Use weekly meetings with staff determine their progress towards PDP goals aligned with the SIP
- Use PLC meetings, held 3 times per term, to monitor feedback to students
- Use regular walkthroughs during key times to see progress of explicit teaching lessons focussed on Reciprocal Teaching
- Review Reading Goals set by teachers to determine their challenge and progress

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
Every Year 3-6 teacher will build their capacity to teach reading by engaging in professional learning focussed on DIBELS and the Simple View of Reading	Staff Meetings Term 1 Week 0 introduce DIBELS	Each R-6 teacher will... <ul style="list-style-type: none">will plot students against the SVR Quadrants and identify which DIBELS test to test students on and then plan their next learning stepswill devise a reading goal for all students aligned to the Australian Curriculum, updated as the reading goal is met. Reading goal to be visible and known to student. All Years R-6 teachers will provide written feedback about/to all students about reading progress and next learning steps.	DfE Big Six of Reading Best Advice Papers Focussed Text: Reciprocal Teaching

	<p>Follow up Week 4, 7 10 through PLC groupings</p> <p>DIBELS Testing- Start, Middle , End of Year to track growth</p> <p>SPELD Training</p>	<ul style="list-style-type: none"> engage in professional learning to deepen their understanding of the teaching of reading and how this applies to the teaching of reciprocal teaching strategies through the use of a common focussed text for professional learning <p>Each Year 3-6 teacher</p> <ul style="list-style-type: none"> will devise a reading goal for all students aligned to the Australian Curriculum, updated as the reading goal is met. Reading goal to be visible and known to student. will provide feedback about/to all students about reading progress and next learning steps. <p>Each leader will...</p> <ul style="list-style-type: none"> will lead professional learning focused on DIBELS principles and the links between SVR and the DIBELS monitor and give feedback on reading goals and lead PLC groups 	<p>(chapters for discussion at staff meetings)</p> <p>DfE Literacy Guidebooks</p> <p>Primary Leadership Team</p> <p>Literacy Guarantee Unit Literacy Coach</p>
<p>Every Years R-6 teacher will build their capacity of reading through embedding reciprocal teaching into their daily teaching programs.</p>	<p>Terms 1 to 4 High Impact Coaches to have weekly coaching meetings with three teachers per term.</p> <p>Primary Leadership Team/ Teachers Professional Learning Community meetings in Weeks 3, 6 and 9</p> <p>All year 1 – 6 Classroom teachers will have their literacy groups, learning intentions and success criteria prepared by the end of week 3 with regular changes as students progress</p> <p>High Impact Coaches review LI and</p>	<p>Each R-2 teacher will...</p> <ul style="list-style-type: none"> use InitialLit Story sessions to familiarise their students with Reciprocal Teaching skills <p>Each Year 3 – 6 teacher will...</p> <ul style="list-style-type: none"> plan and implement reciprocal teaching into their reading groups using the outcomes of their DIBELS testing and the literacy capabilities four times a week. <p>Each Year 1- 6 teacher will...</p> <ul style="list-style-type: none"> have their literacy groups, learning intentions and success criteria prepared by the end of week 3 – Students are able to articulate the learning intention and reflect on their achievement at the end of lesson devise a reading goal for all students aligned to the Australian Curriculum, updated as the reading goal is met. Reading goal to be visible and known to student. All Years R-6 teachers will provide feedback about/to all students about reading progress and next learning steps <p>Each teacher will...</p> <ul style="list-style-type: none"> read, reflect and contribute to the book club through the teacher training development text – Reciprocal Teaching at Work. track student reading progress using the Literacy Capabilities aligned to the Australian Curriculum in PLC Meetings in Weeks 3,6 and 9. <p>Each leader will...</p> <ul style="list-style-type: none"> support teachers in their programming, planning and implementation of reciprocal teaching through modelling, scaffolding, observations which include pre and post feedback discussions/recordings. <p>Each High Impact Coach will...</p> <ul style="list-style-type: none"> coach three teachers per term; working with them to embed high quality practice. 	<p>Australian Curriculum documents</p> <p>Literacy Capabilities</p> <p>DIBELS Testing Suite</p> <p>Focussed Text: Reciprocal Teaching</p> <p>DfE Literacy Guidebooks Primary Leadership Team</p> <p>Curriculum Project Officer</p> <p>Curriculum Lead</p> <p>Data Assessment Schedule</p> <p>High Impact Coach</p> <p>LET</p>

	SC data for change every 4 weeks		
Every years R-6 teacher will collect, annotate, and analyse work samples to provide evidence of student achievement.	<p>Throughout year Individualised Reading goals devised for all Years R-6 students and updated as goal met</p> <p>Terms 1 to 4 Professional Learning Community meetings Work samples of written feedback of reading progress in Weeks 3, 6 and 9 to Literacy Progressions Data Tracking and Analysis</p> <p>Primary Leadership team to view and provide feedback to staff on written next learning step feedback to students in writing by Week 4 of each term</p> <p>Terms 1 to 4 Data Collection Data collected as per Data Assessment Schedule</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> unpack the Australian Curriculum and literacy capabilities to build capacity in understanding the next curriculum decisions in reading bring and critically analyse (working towards) high band annotated student work samples of reciprocal teaching recordings aligned to the Australian Curriculum and determine next curriculum decisions at Professional Learning Community meetings in Weeks 3, 6 and 9 (<i>Assessment, Implementation and Reflection cycle</i>). <p>Each High Impact Coach will...</p> <ul style="list-style-type: none"> lead the critical analysis and reflection of (working towards) high band annotated student work samples of reciprocal teaching recordings in Weeks 3, 6 and 9 at Professional Learning Community meetings. Organise filming of learning conversations with students organised by High Impact coaches with the use of an external interviewer (Brenton Lamshed or someone similar). Focus on reading goals and next learning steps. develop an action plan, ensure data is collected and meet with teachers to analyse data in terms of higher bands plan next learning steps <p>Executive Leadership will...</p> <ul style="list-style-type: none"> meet with High Impact Coaches fortnightly to review progress and plan next steps 	<p>Literacy Progressions Australian Curriculum documents Reciprocal Teaching work samples – students in high bands Data Assessment Schedule Primary Leadership Team LET Kate Knill</p>


	<p>Terms 1 and 3 Film learning conversations with students in Week 7 to track progress over time</p> <p>Term 1 Week 9 and 10 Reading Progressions – what they are and how to use them</p>		
<p>All R-6 teachers of mathematics will ensure the integration of literacy and comprehension strategies to support students to apply mathematical language.</p>	<p>Terms 1-4</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> analyse the literacy demands of a task and provide language support, including opportunities for students to practise using correct mathematical language to articulate their thinking. build mathematical language by ensuring students hear, see and use increasingly sophisticated mathematical language to enable them to discuss concepts and build understanding of, and create their own generalisations and abstractions. <p>Each leader will...</p> <ul style="list-style-type: none"> identify good examples of the integration of literacy and comprehension strategies in mathematics and ask teachers to share with R-6 staff. <p>Numeracy Coordinator will...</p> <ul style="list-style-type: none"> lead teachers in breaking down the literacy demands of a task 	<p>DfE numeracy guidebooks DfE Literacy and Numeracy First Numeracy Coordinator Australian Curriculum Documents</p>
<p>Every Years R-2 teacher will build their capacity to teach phonics and phonological awareness through the InitialLit program</p>	<p>InitialLit to commence week 3 Term 1 Teachers to recommence Heggerty in to daily routine High Impact Coach to select 3 teachers for weekly coaching sessions during Semester 1 by Week 2 Term 1 Teachers to meet weekly with HIC HIC to collate and bring to twice per term meetings progress</p>	<p>Each R-2 teacher will...</p> <ul style="list-style-type: none"> engage in InitialLit and other phonics development programs professional learning to deepen their understanding of the teaching of phonics and phonological awareness and how this applies to the teaching of guided reading. implement the InitialLit program five days a week with a focus on the consistent, explicit teaching of phonics and phonological awareness. enter student InitialLit Cumulative Review data to track student phonics and phonological awareness skills twice a term Twice per term, review the data collected via progress monitoring to discuss next steps <p>High Impact Coach will...</p> <ul style="list-style-type: none"> meet weekly with small targeted group of teachers to support fidelity of implementation 	<p>InitialLit program and documents High Impact Coach Heggerty Books Primary Leadership team InitialLit Cumulative Review data Data Assessment Schedule</p>

	monitoring data		
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.


STEP 1 Analyse and Prioritise

Site name: Kadina Memorial School

Goal 2: To increase the number of secondary students who achieve in the high bands for NAPLAN reading and SACE		ESR Directions: <ul style="list-style-type: none">To provide greater consistency in effective classroom practices reception to year 12, develop a shared approach to data-led professional learning communities to monitor the impact of agreed pedagogies.Maintain a focus on reading improvement and formative feedback to increase the consistency of effective practice to support and challenge all learners, including high achievers.Use in-school expertise and external opportunities to provide evidence-based leadership development for current and aspiring leaders, which balances effective management and instructional leadership.	
Achievement towards Goal in 2022: 14% 20% of year 7 (19 out of 97)students achieve in the high bands in NAPLAN reading 12% 15% of year 9 (14 out of 89) students achieve in the high bands in NAPLAN reading 65.3% 65% of SACE results are above B- grade	Target 2023: 20% of year 7 (23 out of 113)students achieve in the high bands in NAPLAN reading 15% of year 9 (20 out of 133) students achieve in the high bands in NAPLAN reading 65% of SACE results are above B- grade	2024: Click or tap here to enter text.	

STEP 2 Challenge of practice

Challenge of Practice:
If we embed the practice of reciprocal teaching so that it is consistently used when literacy tasks are being used, then we will increase the number of students achieving in the high bands

STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand): Click or tap here to enter text.	How and when will this be monitored, tracked and measured? Click or tap here to enter text.		
What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice			
Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources

<p>Teachers of Year 7-9 English classes will teach all four strategies within the reciprocal teaching strategy through a targeted text, once per week from Week 4</p>	<p>Term 1 Week 4 English teachers will teach RT Semester 2 Teachers will use English or HASS to teach RT</p>	<p>Each Year 7-9 English teacher will explicitly teach one or more reciprocal teaching skill with Year 7 – 9 teachers collecting data both pre and post</p> <p>Each Leader will facilitate the collection and review of data through faculty meetings and analyse and use data to determine effectiveness and next steps provide guidance to programming and support teachers in gaining the resources coach new and existing staff through faculty and year level meetings</p> <p>High Impact Coach will support faculty implementation through attendance of meetings, working with faculty leaders and observation of classroom practice</p> <p>High Impact Coach, Leader of English and HASS, Sub-School Leaders will conduct walkthroughs to ensure practice is being embedded</p>	<p>Targeted Text TRT resources to create texts PAT Resources High Impact Coach Leader of English and HASS</p>
<p>All subject teachers will build their capacity through utilising reciprocal teaching programs with at least one area of focus</p>	<p>Leaders to have a faculty goal by the end of Week 4 Term 1</p> <p>Teachers to have in place in their PDP by Week 5</p> <p>Evidence collection - ongoing</p>	<p>Each teacher will use faculty goal to direct their PDP – teachers will only use one faculty goal utilise the reciprocal teaching practice as per their faculty goal. Record and share evidence as per their faculty goal.</p> <p>Each leader will develop a faculty goal in conjunction with their faculty team provide time within faculty meetings in order to focus on the recording and sharing of evidence</p>	<p>Action plan Student Free days including Week Zero Reciprocal Teaching handbook Reciprocal Teaching Resources including Bookmark and Question Sheet</p>
<p>Teachers will ensure that third tier language is added to all task sheets ensuring that students are aware that these words should be embedded into their writing.</p>	<p>Throughout year</p>	<p>Each teacher will Include Tier 2 and 3 language within units and assessment tasks</p> <p>Each leader will ensure that third tier language is used within units and assessment tasks</p>	<p>Faculty Leaders Leader of English and HASS Previous Exemplars</p>
<p>Teachers will use reciprocal teaching techniques to explain marking rubrics to students when introducing an assessment task (as per ESR).</p>	<p>Throughout year</p>	<p>Each teacher will introduce new assessment tasks, ensuring that the marks rubric is explained using Reciprocal Teaching Strategies.</p> <p>Each leader will Conduct walkthroughs to collect evidence of Reciprocal Teaching in practise within classes</p>	<p>Click or tap here to enter text.</p>
<p>All Year 7 – 12 subject teachers will use full reciprocal teaching process at least once per unit, specifically when teaching content.</p>	<p>From Term 1 throughout the year</p>	<p>Each teacher will plan for a time where they will apply the full range of Reciprocal Teaching strategies Collect evidence of their approaches</p> <p>Each leader will... Reinforce the RT Process with teachers early in Term 1 Will direct the way in which it will apply in their context Use faculty meetings to discuss approaches by teachers within their subjects</p>	<p>Faculty Meetings Student Free Days</p>