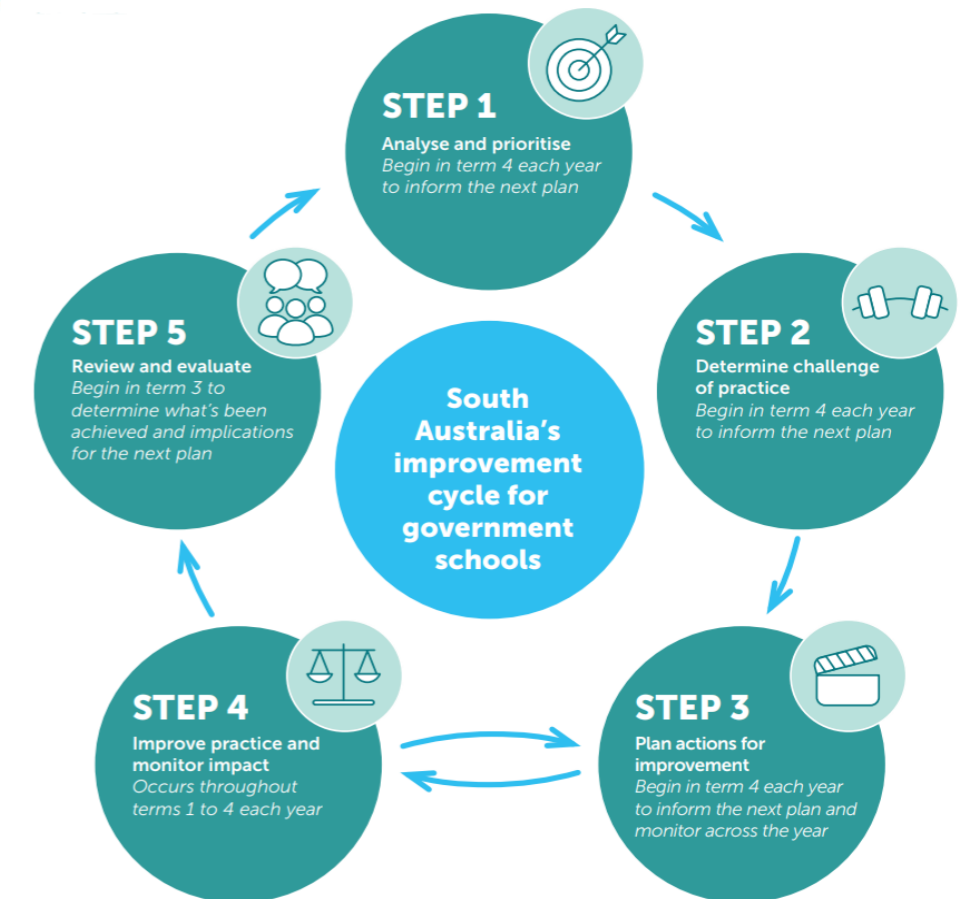


2022 - 2024

# 2023 School Improvement Plan for Klemzig School

Site Number:  
0898



## Vision Statement:

Our Vision:

Klemzig is a community that is committed to working together in a caring, supportive environment where every student can achieve their potential.

We achieve this through:

- encouraging innovation
- a whole school approach to a bilingual bicultural programme
- working in partnership with families
- a curriculum that includes methodologies which support learners of English as an Additional Language or Dialect
- learning intervention and support programmes that meet the needs of all children
- managing resources effectively to provide the best possible learning environment

Our Mission

To put learners' intellectual challenge and ethical engagement at the heart of everything we do.

Our Values:

- Respect for ourselves, others and the environment
- Success through goal setting and achievement
- Communication developing greater understanding through speaking, signing and writing



Government of South Australia

Department for Education

2022 - 2024

# 2023 School Improvement Plan for Klemzig School

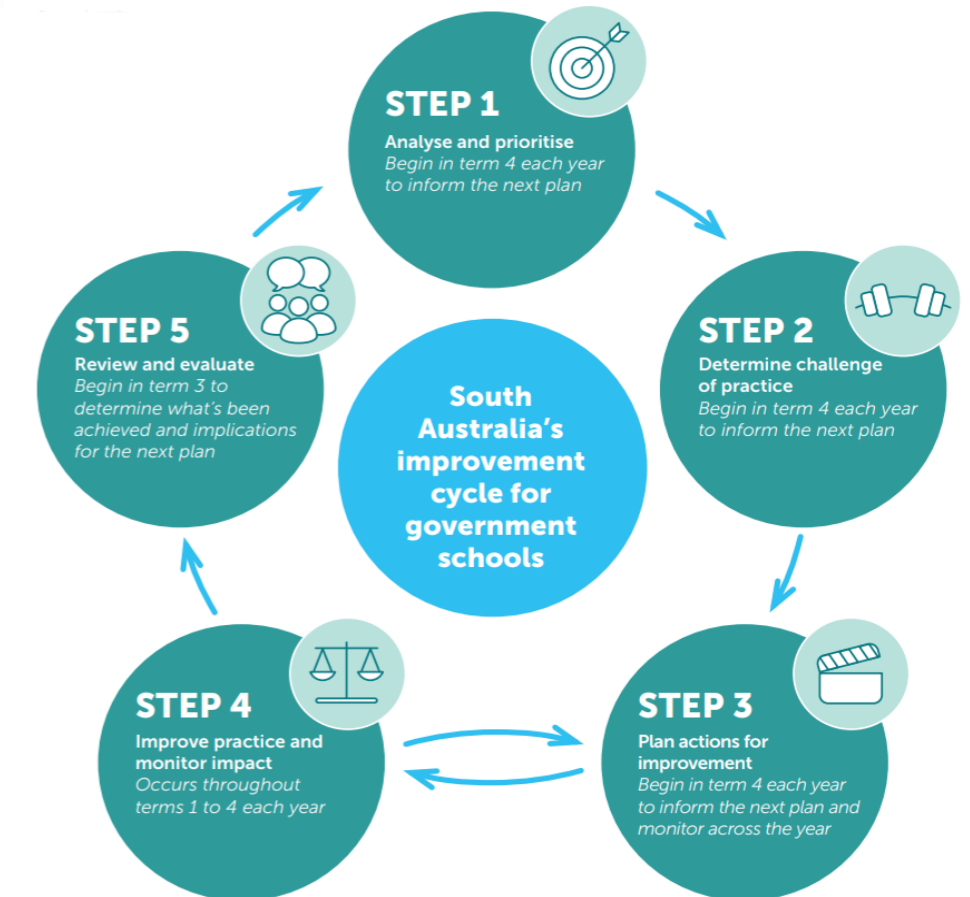
## Completing the template:

- 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.
- Please note, editing will not be possible whilst the template is in Teams. Whilst it 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).
- Use the template in Term 4 of each year to capture Step 5 work (Review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

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



 **STEP 1 Analyse and Prioritise**

Site name: Klemzig School

**Goal 1: Reading Comprehension: to increase the number of students consistently and successfully decoding words to comprehend simple texts.**

**ESR Directions:**

Ensure all learner’s potential is maximized through concentrated analysis of data that indicates a student is performing at higher levels, and the design of teaching that further extends their capability and understanding.

Ensure all learner’s potential is maximized through concentrated analysis of data that indicates a student is performing at higher levels, and the design of teaching that further extends their capability and understanding.

**Achievement towards Goal in 2022:**

Reception- 60% of Reception students will achieve the SEA as measured by Running Records term 3. (15 out of 25 students.)

Year 1 – 70% of Year 1s score 26 or above at the year 1 phonics screening. (21 students out of 30)

**Target 2023:**

Reception - 80% of Reception students will achieve 50% or above in RWI assessment (1st Sound and Word Entry Assessment) by week 5 term 3.

Year 1 – 75% of year 1s score 26 or above at the year 1 phonics screening in term 3.( 18 out of 24 students)

**2024:**

Reception - 85% of Reception students will achieve 50% or above RWI assessment (1st Sound and Word Entry Assessment) by week 5 term 3.

Year 1 – 90% of year 1s score 26 or above at the year 1 phonics screening in term 3. (27 out of 30 students)

 **STEP 2 Challenge of practice**

**Challenge of Practice:**

Plan, with a focus on assessment of learning, using the Scarborough’s Rope to design an interactive reading programme that develops reading comprehension.

 **STEP 3 Plan actions for improvement**

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

*Through the termly analysis of reading conferences, we will see more students demonstrating: **Teacher analysis***

**Reception:**

- *Use predicting and questioning strategies to make meaning from texts*
- *Recall 1 or 2 events from texts*
- *Identify connects to personal lives*

**Year 1**

- *Understand/identify the different purposes of texts*
- *Describe characters, settings and events in different types of literature*
- *Understand/Identify sequence of events*

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

**Term 1**

- Analysis of Reading conferences
- Analysis of students using SVW
- Analysis of student goals
- Analysis of English Units of work
- Analysis of Reader disposition
- Analysis of reader disposition survey **student** analysis

**Term 2**

- Analysis of Reading conferences
- Analysis of students using SVW
- EAL/D and Aboriginal students Blank’s levels of questioning - Yr 1 students
- Analysis of Interactive Reading – Teaching strategies
- Analysis of student goals
- Pedagogical survey based on Scarborough’s rope

**Term 3**

- Analysis of Reading conferences
- Analysis of English Units of work
- Analysis of PSC
- Post Video based assessment of Introduction of Interactive Reading – Teaching strategies
- EAL/D and Aboriginal students Blank’s levels of questioning - Reception students
- Analysis of students using SVR

**Term 4**

- Analysis of Reader disposition
- Pedagogical survey based on Scarborough’s rope
- Analysis of student goals
- Analysis of students using SVW

Analysis of reader disposition survey **student** analysis

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><b>All teachers will strategically and routinely collect and analyse data to determine appropriate interventions for learners and use this in their planning and programming</b></p>	<p>All year as outlines in shared agreement</p>	<p><b>Each teacher will...</b></p> <ul style="list-style-type: none"> <li>Collect and analyse phonological and comprehension data in line with shared agreement</li> <li>Moderate data analysis once a term with colleagues</li> <li>Use data analysis to inform their learning intent and success criteria</li> </ul> <p><b>Each leader will...</b></p> <ul style="list-style-type: none"> <li>Allocate of professional learning time</li> <li>Design and lead professional learning to unpack and moderate the collection and analysis of key data sets (Michelle)</li> <li>Facilitate the Analysis of teachers English Units of work to identify increasing clarity of use of data informed planning (term 1 and 3) <b>teacher</b> and <b>leadership</b> analysis</li> <li>Meet once a term to discuss planning and programming with an emphasis on use of data(Michelle)</li> </ul>	<ul style="list-style-type: none"> <li>DIBELS training</li> <li>RWI Training updated</li> <li>Heggarty resources</li> <li>LGU</li> </ul>
<p><b>All teachers develop a shared understanding and consistency of:</b>                      - interactive reading strategy                      - Scarborough’s sub-strand (reading rope) - word recognition</p>	<p>All Year</p> <p>Termly</p>	<p><b>Each teacher will...</b></p> <ul style="list-style-type: none"> <li>Explicitly teach reading behaviours and strategies (Before/during and After: first read/second read) interactive reading based on their analysis of learner data</li> <li>Plan and programme for teaching both constrained and unconstrained components of reading (Scarborough’s rope)</li> <li>Assess students reading using the Simple View of Reading matrix to determine the most appropriate intervention <b>Teacher</b> assessment</li> <li>Plan and implement differentiated programmes for RWI &amp; phonological awareness</li> </ul> <p><b>Each leader will...</b></p> <ul style="list-style-type: none"> <li>Allocation of professional learning and resources</li> <li>Analysis of teacher pedagogical survey based on Scarborough’s rope sub-strands (comprehension) to identify growth in the teacher confidence (term 2 and 4) <b>Leadership</b> analysis</li> <li>Train teachers to ensure consistency of the DIBLES assessment, RWI, whole school phonological assessment (Michelle)</li> </ul> <p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>Negotiating personal goals using Scarborough’s Rope sub-strands</li> </ul>	<p>Scarborough’s rope Staff training day</p> <p>Big 6 best advice papers</p> <p>Simple View of Reading</p> <p>Interactive Reading ( first read/second read....)</p> <p><a href="#">The power of literature for enriching the literacy learning of every child (YouTube, 46 minutes)</a></p> <p><a href="#">Reading comprehension – essential steps before, during and after text reading course (plink)</a></p>
<p><b>All staff practices develop a deep reading culture that builds good reading habits.</b></p>	<p>Termly</p>	<p><b>Each teacher will...</b></p> <ul style="list-style-type: none"> <li>Model reading comprehension strategies through an ‘I do, we do, you do’ approach</li> <li>Visual prompts around the class/school promote diverse opinions about common texts</li> <li>Design units of work and daily routines that teach the 3 strands of English concurrently</li> <li>Develop shared expectations about reading daily routines and student reading behaviours</li> <li>Use DoJo to engage families with reading comprehension learning at home.</li> </ul>	<p>#resource/research that will underpin and guide the deepening of the reading culture</p> <p>SSO hours</p>

		<p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>Engage in peer and cross age reading experiences that focus on building shared connection to text</li> </ul> <p><b>Each leader will...</b></p> <ul style="list-style-type: none"> <li>Provide the community with information and opportunities to learn about 'How students learn to read' and how families can support reading</li> <li>EALD teacher supports families from diverse cultures to understand how students learn to read.</li> </ul>	<p>EALD teacher time</p> <p>Book week celebration</p> <p>Kids Council</p> <p>SA English Units of Work</p> <p><a href="#">The reading brain</a></p>
<p>All teachers deepen data driven practice by implementing small group format instructional teaching in RWI and phonological awareness:</p>	<p>Term 2 and 3</p>	<p><b>Each teacher will...</b></p> <ul style="list-style-type: none"> <li>Use DfE recommended small group phonic lesson format to provide differentiated instructional teaching in RWI and Phonological awareness</li> <li>Incorporate learner interventions into interactive reading sessions focusing on levels of questioning and content requirements</li> <li>Analyse pre and post data focused on the success of introduced small group phonic lessons. <b>Teacher</b> analysis</li> <li>Provide peer feedback through Smart borrowing video observations</li> </ul> <p><b>Each Leader will...</b></p> <ul style="list-style-type: none"> <li>Time and support of leader teacher to facilitate PLC</li> <li>Analysis of EALD and Aboriginal Learners comprehension of text using the Blanks level of questioning, 5 students' year 1 term 2, reception in term 3.</li> </ul>	<p>Blanks level of questioning</p> <p><a href="https://www.readingrockets.org/strategies/inference">https://www.readingrockets.org/strategies/inference</a></p> <p><a href="https://www.readingrockets.org/article/repeated-interactive-read-alouds-preschool-and-kindergarten">https://www.readingrockets.org/article/repeated-interactive-read-alouds-preschool-and-kindergarten</a></p> <p>Breakspear tools</p>
<p>Teachers identify and monitor Aboriginal learners using the Simple View of Reading to design intervention programmes. • Develop One Plan goals and actions aligned to reading development priorities</p>	<p>Termly</p>	<p><b>Each teacher will...</b></p> <ul style="list-style-type: none"> <li>Develop reading goals in OnePlans based on the Simple View of Reading analysis</li> <li>Review, analyse and update OnePlan goals</li> <li>Ensure intervention is designed to support reading goals</li> </ul> <p><b>ACEO will....</b></p> <ul style="list-style-type: none"> <li>Work with families to explain reading process and achievement</li> </ul> <p><b>Students will....</b></p> <ul style="list-style-type: none"> <li>Negotiate personal goals for reading at least once a term based on Scarborough's rope language comprehension strands <b>Roger</b></li> </ul> <p><b>Each leader will...</b></p> <ul style="list-style-type: none"> <li>Meet with teachers each term to monitor the achievement of Aboriginal learners reading progress (ACEO, AET, Michele and Gayle)</li> </ul>	<p>APAS funding</p> <p>ACEO time</p> <p>AET time</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p><b>Each teacher will...</b></p> <p><b>Each leader will...</b></p>	



 **STEP 1 Analyse and Prioritise**

Site name: Klemzig School

**Goal 2: Reading Comprehension : To increase the number of students reaching and staying in the Higher Bands for Reading Years 3-5 language comprehension**

**ESR Directions:**

Ensure all learner’s potential is maximized through concentrated analysis of data that indicates a student is performing at higher levels, and the design of teaching that further extends their capability and understanding.

Ensure all learner’s potential is maximized through concentrated analysis of data that indicates a student is performing at higher levels, and the design of teaching that further extends their capability and understanding.

**Achievement towards Goal in 2022:**

- 35% of students in Year 2 will achieve 84 or above in Pat Reading. (12 students out of 34)
- 25% of students in year 3 will achieve in the higher bands of NAPLAN Reading.(6 out of 22)
- 25% of students in Year 4 will achieve 126 or above in Pat Reading.(6 out of 22)
- 25% of students in year 5 will achieve in the higher bands of NAPLAN Reading.(6 out of 23)
- 25% of students in Year 6 will achieve 141 or above in Pat Reading.(4 out of 17)

**2023:**

- 25% of students in Year 2 will achieve 100 or above in Pat Reading
- 35% of students in Year 3 will achieve in the higher bands of NAPLAN Reading
- 30% of students in year 4 will achieve 126 or above in Pat Reading
- 26% of students in Year 5 will achieve higher bands of NAPLAN reading
- 25% of students in Year 6 will achieve 141 or above in Pat Reading

**2024:**

- 40% of students in Year 2 will achieve 84 or above in Pat Reading
- 30% of students in Year 3 will achieve in the higher bands of NAPLAN Reading
- 40% of students in year 4 will achieve 126 or above in Pat Reading
- 35% of students in year 5 will achieve in the higher bands of NAPLAN Reading
- 35%of students in Year 6 will achieve 141 or above in Pat Reading

 **STEP 2 Challenge of practice**

**Challenge of Practice:**

Plan, with a focus on sequencing of learning, and implement literature circles as a way of teaching reading strategies that allow students to respond to complex and inferred information in a range of texts.

 **STEP 3 Plan actions for improvement**

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

Through a termly analysis of literature circles focusing on comprehension strategies, of students at Lexile proficient level for their year level, we will see more students demonstrating the ability to:

- **Identify a passage in a text that uses imagery to infer the intention of the author**
- **Make judgements about the main purpose/plot of the whole text and the role of other themes**
- Choose and use vocab that concisely summarises the text purpose/plot.
- Choose an interesting passage and construct questions to gain greater clarity about the intention of the author
- **Identify subtle clues in the text that allow you to infer the intention of the author**
- Identify what resonated with you about the text

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

**Term 1**

- Analysis of Literature Circles - **Teacher** and **student** analysis
- Analysis of Reader disposition - **student** analysis
- Pre Video based assessment of Literature Circles – Teaching strategies **Teacher** analysis
- Solo Taxonomy summarising and inferring analysis - **Teacher** and **student** analysis

**Term 2**

- Analysis of Literature Circles - **Teacher** and **student** analysis
- EALD/Aboriginal Inference survey - 5 x Yr 6 students **Leadership** analysis
- Analysis of Lexile growth **Leadership** and **Teacher** analysis
- Pedagogical survey based on Scarborough’s rope - **Leadership** analysis
- Analysis of English Units of work - **Leadership** analysis

**Term 3**

- Analysis of Literature Circles **Teacher** and **student** analysis
- EALD/Aboriginal Inference survey - 5 x Yr 6 students - **Leadership** analysis
- Feedback for teachers about impact of Literature circles - **student** analysis
- Solo Taxonomy summarising and inferring analysis - **Teacher** and **student** analysis
- NAPLAN and PAT R - **Leadership** and **Teacher** analysis

<p><b>Supplementary: Analysis of EALD and Aboriginal reader understanding of inference based on AC achievement standards receptive language vocabulary (why did the author use the word (author intent), what other word could they have chosen (breadth and depth), would that they changed the meaning (connection to text)) 5 student sample term 2 (year 6), term 3 (year 5).</b></p> <p>AC standards / PAT R</p>	<p><b>Term 4</b>                  Analysis of Literature Circles - <b>Teacher</b> and <b>student</b> analysis                  Analysis of Reader disposition - <b>student</b> analysis                  Analysis of Lexile growth - <b>Leadership</b> and <b>Teacher</b> analysis                  Pedagogical survey based on Scarborough's rope <b>Leadership</b> analysis                  Post Video based assessment of Literature Circles – Teaching strategies <b>Teacher</b> analysis</p>
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**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>All teachers understand SOLO Taxonomy as a tool for task design and assessment of complex and inferred information.</p>	<p>Term 1 – Term 3</p>	<p>Each Teacher will</p> <ul style="list-style-type: none"> <li>• Use SOLO taxonomy in their Unit of work for English, specifically reading related tasks</li> <li>• Peer Analysis of teacher's English Units of work to identify increasing effectiveness of SOLO taxonomy on their task design and assessment</li> <li>• Use SOLO taxonomy to assess student learning in English</li> </ul> <p>Each Leader will</p> <ul style="list-style-type: none"> <li>• Allocation of professional learning time</li> <li>• Design and lead professional learning to unpack SOLO taxonomy ( Jae, Rachel, Gayle)</li> <li>• Meet once a semester to discuss planning and programming with an emphasis on SOLO taxonomy</li> </ul>	<p>DfE English Units of Work based in SOLO taxonomy</p> <p>Visible Learning Resources  <a href="https://www.bing.com/visible-learning-Search">visible learning - Search (bing.com)</a></p> <p>Introduction SOLO taxonomy video:  <a href="https://www.bing.com/videos/search?q=solo+taxonomy&amp;docid=603487615709948140&amp;mid=712C99580BAED1307E67712C99580BAED1307E67&amp;view=detail&amp;FORM=VIRE&amp;adlt=strict">https://www.bing.com/videos/search?q=solo+taxonomy&amp;docid=603487615709948140&amp;mid=712C99580BAED1307E67712C99580BAED1307E67&amp;view=detail&amp;FORM=VIRE&amp;adlt=strict</a></p>
<p>Click or tap here to enter text.</p>	<p>All year</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>All Staff practices develop a deep reading culture that activates student agency to analyse and respond to texts with peers and adults</p>	<p>All year</p> <p>Weekly</p>	<p><b>Each teacher will...</b></p> <ul style="list-style-type: none"> <li>• Visuals prompts around the class/school promote diverse opinions about common texts</li> <li>• Explicitly teach metacognitive strategies to develop an understanding of deep reading, including concept mapping, classroom discussion, self-questioning and problem solving.</li> <li>• Use whole texts to unpack changes of tense and flashbacks</li> <li>• Assumption about character placement and development across a text ( not just in set up)</li> <li>• <i>Action moves between the main character's internal and external worlds, and keeping track of these shifts can prove difficult.</i></li> <li>• <i>Use DIBELS assessments for students not at the expected level</i></li> <li>• Explicitly teach reading with Subtlety. (is used to avoid making a detail less obvious or apparent. Subtlety may exist in small differences between two characters, foreshadowing, or perhaps even changes in dialogue or diction. Subtlety may also be referred to as nuance, subtext, or innuendo.)</li> </ul> <p><b>Each leader will...</b></p> <ul style="list-style-type: none"> <li>• Provide the community with information and opportunities to learn about 'How students learn to read' and how families can support reading</li> <li>• EALD teacher supports families from diverse cultures to understand how students learn to read</li> <li>• Provide training for SSO working with students to develop skills the use of metacognitive strategies</li> </ul> <p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• Engage in peer and cross age reading experiences that focus on building shared connection to text</li> </ul>	<p><a href="#">Reading brain and implications for explicit teaching (in plink).</a></p>
<p>All teachers work collaboratively to develop a shared understanding and consistency of Literature circles practice and explicitly teach Scarborough's reading rope sub-strands</p> <ul style="list-style-type: none"> <li>• Language Structures that includes a focus on depth and breadth of working with challenging phrases, clauses and sentences.</li> <li>• Knowledge of text structures that includes text organisation, purpose and features, and signal words of different genres</li> </ul>	<p>Term 2 and 3</p>	<p><b>Each teacher will...</b></p> <ul style="list-style-type: none"> <li>• Provide peer feedback through Smart borrowing video observations. Use Google classrooms to design reading comprehension tasks that makes best use of ICT.</li> <li>• Explicitly teach students to use the structure of texts to understand purpose, and organise and express their understanding (SOLO Taxonomy)</li> <li>• Explicitly teach students to purpose, features and signal words of different genres.</li> <li>• Use whole texts to explicitly teacher sentence comprehension, work with challenging sentences and integrate ideas within and between sentences.</li> <li>• Set goals with Scarborough rope.</li> </ul> <p><b>Each leader will...</b></p> <ul style="list-style-type: none"> <li>• Time and support of leader to facilitate PLC ( Rachel / Jae)</li> <li>• Facilitate groups processes that support teachers to identify, trial and evaluate classroom targeted practice</li> <li>• Model lessons using SOLO taxonomy design principles</li> <li>• Developing teacher leader to coach teachers in SOLO Taxonomy</li> </ul>	<p>Common text: Blue print to reading comprehension Before, during and after reading strategies. Literature circles resource centre website</p> <p><a href="#">The power of literature for enriching the literacy learning of every child (YouTube, 46 minutes)</a></p> <p><a href="#">Close and critical reading in grades 6 to 12 (YouTube, 50 minutes)</a> <a href="#">Literacy Summit page</a></p>
<p>All teachers identify and monitor Aboriginal learners using the Simple View of Reading to design intervention programmes.</p> <ul style="list-style-type: none"> <li>• Develop One Plan goals and actions aligned to reading development priorities.</li> </ul>	<p>Termly</p>	<p><b>Each teacher will...</b> Develop reading goals in OnePlans based on the Simple View of Reading analysis. Ensure intervention is designed to support reading goals.</p> <p><b>Each leader will...</b></p> <ul style="list-style-type: none"> <li>• Meet with teachers each term to monitor the achievement of Aboriginal learners reading progress (ACEO, AET, Michele and Gayle)</li> </ul> <p><b>ACEO</b></p> <ul style="list-style-type: none"> <li>• Work with families to explain reading process and achievement</li> </ul> <p><b>Students</b></p>	<p>APAS funding</p> <p>ACEO time</p> <p>AET time</p>




		<ul style="list-style-type: none"> <li>Set goals for reading at least once a term (Roger)</li> </ul>	
Click or tap here to enter text.	Click or tap here to enter text.	<p><b>Each teacher will...</b></p> <p><b>Each leader will...</b></p>	Click or tap here to enter text.


 **STEP 1 Analyse and Prioritise** Site name: Klemzig School

<p><b>Goal 3: Reading comprehension: to improve Deaf students' skill in accessing direct information and inferred information in reading English, (low language level students.)</b></p>	<p><b>ESR Directions:</b> Ensure all learner's potential is maximized through concentrated analysis of data that indicates a student is performing at higher levels, and the design of teaching that further extends their capability and understanding.</p> <p>Ensure all learner's potential is maximized through concentrated analysis of data that indicates a student is performing at higher levels, and the design of teaching that further extends their capability and understanding.</p>
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<p><b>Achievement towards Goal in 2022:</b> Click or tap here to enter text.</p>	<p><b>Target 2023:</b> 50% of students in the low language group make medium to high progress against the Bedrock Literacy for DHH students vocab lists 50% students reach national minimal Benchmark at year 5</p>	<p><b>2024:</b> 75% of students on the low language group make medium to high progress against the Bedrock Literacy for DHH students vocab lists 75% students reach national minimal benchmark at year 5</p>
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 **STEP 2 Challenge of practice**

<p><b>Challenge of Practice:</b> Plan using the Bedrock literacy curriculum for Deaf and Hard of Hearing students' and the Fingerspelling Our Way to Reading program for DHH to establish and implement explicit strategies for vocabulary development, phonological fingerspelling, and reading comprehension.</p>
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 **STEP 3 Plan actions for improvement**

<p><b>Student Success Criteria</b> (what students know, do, and understand):</p> <ol style="list-style-type: none"> <li>1) Translation (English to Auslan), reading hierarchy once a term <b>teacher</b> analysis</li> <li>2) Spelling families, <b>teacher</b> analysis</li> <li>3) word categories (Vocabulary development) Week 3 and week 8 each term test word category words and sight words <b>teacher</b> analysis</li> </ol>	<p><b>How will this be monitored, tracked and measured?</b></p> <ol style="list-style-type: none"> <li>4) Translation (English to Auslan), reading hierarchy once a term <b>teacher</b> analysis</li> <li>5) Spelling families, <b>teacher</b> analysis</li> <li>6) word categories (Vocabulary development) Week 3 and week 8 each term test word category words and sight words <b>teacher</b> analysis</li> </ol>
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**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
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<p><b>All Teachers of the Deaf develop a comprehensive understanding and knowledge of the Bedrock Literacy Curriculum for Deaf and HH</b></p>	<p>Term 1</p>	<p><b>Each teacher will...</b> Explicitly include Bedrock Curriculum related to English in the class year curriculum plan</p> <ul style="list-style-type: none"> <li>• Incorporate bedrock pedagogies as part of their daily literacy programme</li> <li>• Moderate student assessments to ensure accuracy of interpretation</li> <li>• Work with meg speech pathologist to inform their learning intent and success criteria</li> <li>• Design learning groups/tasks based on developmental language levels not chronological /year levels</li> <li>•</li> <li>• <b>Each leader will...</b></li> <li>• Allocation of professional learning time</li> <li>• Design and lead professional learning to unpack the scope and sequence of Bedrock (Sandra)</li> <li>• Meet once a term to discuss planning and programming with an emphasis on sequencing of learning</li> </ul>	<p>Bedrock Literacy Curriculum for Deaf and Hard of Hearing</p> <p>Kristen Anderson Di Perri online training (author Bedrock Literacy Curriculum)</p> <p>Staff training day</p>
<p><b>All Teachers adjust their pedagogical approach to incorporate the Bedrock Literacy Curriculum</b></p>	<p>All Year</p>	<p><b>Each teacher will...</b> Design learning groups/tasks based on developmental language levels not chronological/year levels</p> <ul style="list-style-type: none"> <li>• <b>Each leader will...</b> Allocation of professional learning and resources</li> <li>• Analysis of teacher pedagogical survey based on Bedrock Curriculum for DHH to identify growth in the teacher confidence (term 2 and 4) <b>Leadership</b> analysis</li> <li>• Develop and refine RR assessment Auslan Version (Sandra/ Meg)</li> <li>• Assess students at least once a term (unseen text) against the RR Auslan version</li> <li>• Provide feedback for the refinement of the RR Auslan version</li> </ul>	<p>Fingerspelling your way to reading Fingerspelling your way to reading comprehension Colourful semantics</p> <p>RR Assessment Auslan version</p> <p>2 x staff training days</p>
<p><b>All teachers work collaboratively (PLC) to develop consistency of practice in teaching vocabulary, fingerspelling and reading comprehension.</b></p>	<p>Term 2 and 3</p>	<p><b>Each teacher will...</b> Bedrock Literacy Curriculum Use the SPRINT process focus on the Bedrock literacy curriculum as a key part of reading instruction Analyse pre and post data focused on the success of introduced teaching strategies. <b>Teacher</b> analysis Provide peer feedback through Smartborrowing video observations Oneplans and levels of questioning</p> <p><b>Each leader will...</b></p>	<p>Bedrock Literacy Curriculum</p> <p>Breakspear Tools</p>
<p><b>All Teachers of the Deaf develop a comprehensive understanding and knowledge of Finger spelling your way to reading</b></p>	<p>Click or tap here to enter text.</p>	<p><b>Each teacher will...</b></p> <p><b>Each leader will...</b></p> <ul style="list-style-type: none"> <li>- Fidelity check teachers language appropriate to the programme</li> <li>-</li> </ul>	<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><b>Each teacher will...</b></p> <p><b>Each leader will...</b></p>	<p>Click or tap here to enter text.</p>
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2022 - 2024

# 2023 School Improvement Plan for Klemzig 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.








		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="6">Reception Phonics Growth</th> </tr> <tr> <th>Score</th> <th>Term 1 Beginning</th> <th>Term 1 End</th> <th>Term 2 End</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>0-25%</td> <td>26</td> <td>8</td> <td>3</td> <td>0</td> <td>0</td> </tr> <tr> <td>25-50%</td> <td>2</td> <td>21</td> <td>6</td> <td>0</td> <td>0</td> </tr> <tr> <td>50-75%</td> <td>0</td> <td>0</td> <td>20</td> <td>0</td> <td>0</td> </tr> <tr> <td>75-100%</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Target: Reception - 80% of Reception students will achieve 50% or above in RWI assessment (1st Sound and Word Entry Assessment) by week 5 term 3. 20 out of 30 have met the target (66.6%) on track to meeting target.</p>	Reception Phonics Growth						Score	Term 1 Beginning	Term 1 End	Term 2 End	Term 3	Term 4	0-25%	26	8	3	0	0	25-50%	2	21	6	0	0	50-75%	0	0	20	0	0	75-100%	0	0	1	0	0	
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<p><b>All teachers develop a shared understanding and consistency of:</b></p> <ul style="list-style-type: none"> <li>- interactive reading strategy</li> <li>- Scarborough’s sub-strand (reading rope) - word recognition</li> </ul>	<p>T1: Orange</p> <p>T2: Orange</p>	<p>Interactive Reading teacher observation analysis</p> <p><b>Analysis</b></p> <p>All teachers had prepared levelled questions appropriate to text</p> <p>Student engagement evidenced by</p> <ul style="list-style-type: none"> <li>- Students able to answer level of questioning appropriate to their level</li> <li>- Students heard higher levelled questions answered as modelled by peers and were able to join in with follow on response or able to repeat answer given by peer</li> </ul> <p>All teachers prepared explicit vocabulary as a focus. They used post-it notes throughout text as prompts.</p> <p>Student engagement evidenced by</p> <ul style="list-style-type: none"> <li>- observed to have learnt vocab from first read (second read observed) calling out vocab during read</li> </ul> <p>All teachers modelled “think alouds” to support comprehension and inference</p> <p>Student engagement evidenced by</p> <ul style="list-style-type: none"> <li>- students listening to modelled “think alouds” by teacher and attempted own</li> </ul>	<p><b>Implications for teachers</b></p> <p>Further develop focus on making connections explicit to students</p> <p>Inferential questions not as apparent as levels 1-3 Blanks levels of Questioning</p> <p>Further development of teacher model reading comprehension strategies through an ‘I do, we do, you do’ approach</p> <p><b>Implications for leaders</b></p> <p>Breakspear Tools</p> <p>Provide time during PLC for Sprint Process</p> <p>2 Two Pillars to complete training term 3</p> <p>Provide release opportunities for teachers to observe each other’s practice</p>																																				
<p><b>All staff practices develop a deep reading culture that builds good reading habits.</b></p>	<p>T1: Orange</p> <p>T2: Orange</p>	<p>T1: Developing evidence of daily reading opportunities</p> <p>T2: Walkthroughs, reading conference data and interactive reading observations – strong evidence of building good reading habits</p> <ul style="list-style-type: none"> <li>• evidence of daily DEAR</li> </ul>	<p>T1: Developing consistency</p> <p>T2: Develop consistent parent communication regarding home reading programme through DOJO messaging.</p>																																				
<p><b>All teachers deepen data driven practice by implementing small group format instructional teaching in RWI and phonological awareness:</b></p>	<p>T1: Orange</p> <p>T2: Green</p>	<p>T1: Developing evidence of small group structured reading groups</p> <ul style="list-style-type: none"> <li>• Weekly timetable, using SSOs to implement small group intervention</li> </ul> <p>T2: Strong evidence of small group structured reading groups</p> <ul style="list-style-type: none"> <li>• Weekly timetable, using SSOs to implement small group intervention</li> </ul> <p>Termly Team meetings to discuss movement of students</p>	<p>T1: Consistency when students complete the programme – next steps? (LEXILE, LGU?)</p> <p>T2: Consistency when students complete the programme – next steps? (LEXILE, LGU?)</p>																																				
<p><b>Teachers identify and monitor Aboriginal learners using the Simple View of Reading to design intervention programmes. • Develop One Plan goals and actions aligned to reading development priorities</b></p>	<p>T1: Orange</p> <p>T2: Green</p>	<p>T1: ACEO/SSO support targeted goals, using Simple View of Reading analysis</p> <p>T2: A-E data of the 4 Aboriginal students targeted 3 moved from D-C in their Term 2 English Reports</p>	<p>T1: Implement and maintain programmes – Sam to support SSOs and ACEOs</p> <p>T2: Continued focus to gain further movement</p>																																				
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Goal 2: Reading Comprehension : To increase the number of students reaching and staying in the Higher Bands for Reading Years 3-5 language comprehension



**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	<b>Evidence</b> <b>Are we improving student learning?</b> <b>How are we tracking against our student success criteria?</b>	<b>What are our next steps?</b> <b>Potential adjustments?</b>
<p>Through a termly analysis of literature circles focusing on comprehension strategies, of students at Lexile proficient level for their year level, we will see more students demonstrating the ability to:</p> <ul style="list-style-type: none"> <li>• <b>Identify a passage in a text that uses imagery to infer the intention of the author</b></li> <li>• <b>Make judgements about the main purpose/plot of the whole text and the role of other themes</b></li> <li>• Choose and use vocab that concisely summarises the text purpose/plot.</li> <li>• Choose an interesting passage and construct questions to gain greater clarity about the intention of the author</li> <li>• <b>Identify subtle clues in the text that allow you to infer the intention of the author</b></li> <li>• Identify what resonated with you about the text</li> </ul> <p>Supplementary: Analysis of EALD and Aboriginal reader understanding of inference based on AC achievement standards receptive language vocabulary (why did the author use the word (author intent), what other word could they have chosen (breadth and depth), would that they changed the meaning (connection to text)) 5 student sample term 2 (year 6), term 3 (year 5).</p>	<p>T1: Orange</p> <p>T2: Green</p>	<p><b>Literature circles</b>                      Students responses to texts sample group  <b>ANALYSIS</b></p> <ul style="list-style-type: none"> <li>- Most students drawing on more multiple perspectives to infer with clear reasoning</li> <li>- Some evidence of transfer of knowledge</li> <li>- Some evidence of the use metacognitive strategies</li> </ul>	<p><b>Term 2/3</b>  <b>IMPLICATIONS FOR TEACHERS</b></p> <ul style="list-style-type: none"> <li>• Sprint focus for T3 – Target level of SOLO Taxonomy level of questioning where students demonstrated less accuracy – unpack level of questioning to focus on verb</li> <li>• Moderating SOLO taxonomy levels across classes for consistency</li> <li>• Develop SOLO taxonomy questioning as part of formative feedback</li> <li>• Focus on researching their own practice rather than look for a new practice/programme</li> <li>• Review self-regulation learning for students in orange – greater student agency</li> <li>• Stay connected with community and students around learning and One-plans – greater student agency</li> </ul> <p><b>IMPLICATIONS FOR LEADERS</b></p> <ul style="list-style-type: none"> <li>• Start the conversation around any perceived correlation around SOLO taxonomy and achievement of the English standard A-E</li> <li>• Introduction of article ‘13 examples of metacognitive strategies’ and ‘Metacognition- a key to unlocking learning’</li> <li>• Walkthrough feedback to include noticing metacognitive strategies in use by students.</li> <li>• Introduction of Dibels (Fluency) to track student reading for older readers below standard</li> </ul>

<p>AC standards / PAT R</p>			
<p><b>Actions</b></p>	<p>  90% embedded   Needs attention/work in progress   Not on track                 </p>	<p><b>Evidence</b></p> <p>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><b>What are our next steps? Potential adjustments?</b></p>
<p><b>All teachers understand SOLO Taxonomy as a tool for task design and assessment of complex and inferred information.</b></p>	<p>T1: Orange T2: Orange</p>	<p><b>SOLO taxonomy (summarising and inferring)</b> ANALYSIS</p> <ul style="list-style-type: none"> <li>All teachers have started to use SOLO taxonomy to design their questioning.</li> <li>Most teachers are using SOLO taxonomy to design comprehension rubrics to provide feedback and goal setting.</li> <li>Student feedback indicates students understanding where they are in their understanding against the rubric.</li> <li>The SOLO taxonomy rubrics are being used to track student learning and have been motivating for students to act on feedback.</li> </ul>	<p><b>Term 2/3</b> <u>IMPLICATIONS FOR TEACHERS</u></p> <ul style="list-style-type: none"> <li>Sprint focus for T3 – Target level of SOLO Taxonomy level of questioning where students demonstrated less accuracy – unpack level of questioning to focus on verb</li> <li>Moderating SOLO taxonomy levels across classes for consistency</li> <li>Develop SOLO taxonomy questioning as part of formative feedback</li> <li>Focus on researching their own practice rather than look for a new practice/programme</li> <li>Review self-regulation learning for students in orange – greater student agency</li> <li>Stay connected with community and students around learning and One-plans – greater student agency</li> </ul> <p><u>IMPLICATIONS FOR LEADERS</u></p> <ul style="list-style-type: none"> <li>Start the conversation around any perceived correlation around SOLO taxonomy and achievement of the English standard A-E</li> <li>Introduction of article ‘13 examples of metacognitive strategies’ and ‘Metacognition- a key to unlocking learning’</li> <li>Walkthrough feedback to include noticing metacognitive strategies in use by students.</li> <li>Introduction of Dibels (Fluency) to track student reading for older readers below standard</li> </ul>
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<p><b>All Staff practices develop a deep reading culture that activates student agency to analyse and respond to texts with peers and adults</b></p>	<p>T1: Orange T2: Orange</p>	<p>Teachers have created groups to support student’s comprehension by working in teams.</p> <ul style="list-style-type: none"> <li>Introducing and unpacking higher order thinking</li> <li>Questions using the solo taxonomy</li> </ul> <p>Literature circles created to differentiate student’s needs. Consistent use of Lexiles to look at the norms and growth of individual students and comprehension of text. Transferring this into Teachers programming to support the development of deeper reading.</p>	<p>Will unpack the levels of questioning within solo taxonomy and focus on verbs to ensure students accessibility and understanding of each question. Done through explicit teaching practices.</p>

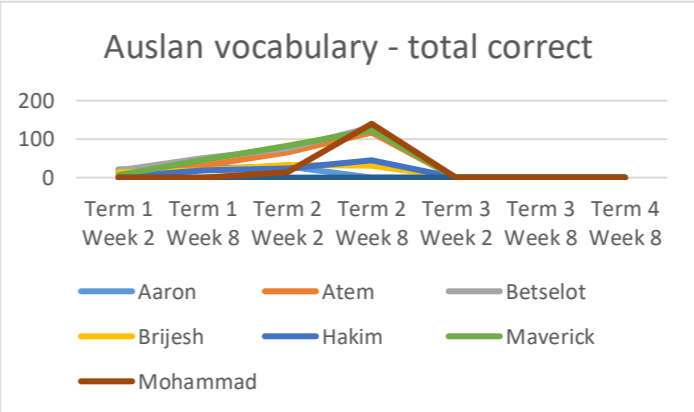
<p><b>All teachers work collaboratively to develop a shared understanding and consistency of Literature circles practice and explicitly teach Scarborough’s reading rope sub-strands</b></p> <ul style="list-style-type: none"> <li>• <b>Language Structures that includes a focus on depth and breadth of working with challenging phrases, clauses and sentences. Knowledge of text structures that includes text organisation, purpose and features, and signal words of different genres</b></li> </ul>	<p>T1: Orange</p> <p>T2: Orange</p>	<p><b>Teacher Pedagogical reading comprehension survey (Term 2)</b></p> <table border="1"> <thead> <tr> <th>Scarborough’s rope</th> <th>2022</th> <th>2023</th> <th>variance</th> </tr> </thead> <tbody> <tr> <td>Background Knowledge</td> <td>4.0</td> <td>4.22</td> <td>+.22</td> </tr> <tr> <td>Vocabulary</td> <td>4.14</td> <td>4.33</td> <td>+.19</td> </tr> <tr> <td>Language structure</td> <td>3.29</td> <td>4.0</td> <td><b>+.71</b></td> </tr> <tr> <td>Verbal reasoning</td> <td>4.14</td> <td>4.44</td> <td>+.30</td> </tr> <tr> <td>Literacy Knowledge</td> <td>4.14</td> <td>4.78</td> <td><b>+.64</b></td> </tr> <tr> <td>Phonological awareness</td> <td>3.57</td> <td>4.11</td> <td>+.54</td> </tr> <tr> <td>Decoding</td> <td>3.86</td> <td>4.11</td> <td>+.25</td> </tr> <tr> <td>Sight word recognition</td> <td>2.86</td> <td>3.67</td> <td><b>+.81</b></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>SIP focus</th> <th>2022</th> <th>2023</th> <th>variance</th> </tr> <tr> <td>Interactive reading</td> <td>2.86</td> <td>3.78</td> <td>+.92</td> </tr> <tr> <td>Literature Circles</td> <td>3.29</td> <td>3.78</td> <td>+.49</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>ANALYSIS</p> <ul style="list-style-type: none"> <li>- Gains are in all areas</li> <li>- Strong gains in the use and understanding of interactive reading strategies (EY)</li> <li>- Sight word recognition remain lowest area of inclusion although has made some strong gains (EY)</li> </ul>	Scarborough’s rope	2022	2023	variance	Background Knowledge	4.0	4.22	+.22	Vocabulary	4.14	4.33	+.19	Language structure	3.29	4.0	<b>+.71</b>	Verbal reasoning	4.14	4.44	+.30	Literacy Knowledge	4.14	4.78	<b>+.64</b>	Phonological awareness	3.57	4.11	+.54	Decoding	3.86	4.11	+.25	Sight word recognition	2.86	3.67	<b>+.81</b>					SIP focus	2022	2023	variance	Interactive reading	2.86	3.78	+.92	Literature Circles	3.29	3.78	+.49					<p><b>Term 2/3</b></p> <p><u>IMPLICATIONS FOR TEACHERS</u></p> <ul style="list-style-type: none"> <li>• Sprint focus for T3 – Target level of SOLO Taxonomy level of questioning where students demonstrated less accuracy – unpack level of questioning to focus on verb</li> <li>• Moderating SOLO taxonomy levels across classes for consistency</li> <li>• Develop SOLO taxonomy questioning as part of formative feedback</li> <li>• Focus on researching their own practice rather than look for a new practice/programme</li> <li>• Review self-regulation learning for students in orange – greater student agency</li> <li>• Stay connected with community and students around learning and One-plans – greater student agency</li> </ul> <p><u>IMPLICATIONS FOR LEADERS</u></p> <ul style="list-style-type: none"> <li>• Start the conversation around any perceived correlation around SOLO taxonomy and achievement of the English standard A-E</li> <li>• Introduction of article ‘13 examples of metacognitive strategies’ and ‘Metacognition- a key to unlocking learning’</li> <li>• Walkthrough feedback to include noticing metacognitive strategies in use by students.</li> <li>• Introduction of Dibels (Fluency) to track student reading for older readers below standard</li> </ul>
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**Goal 3:** Reading comprehension: to improve Deaf students' skill in accessing direct information and inferred information in reading English, (low language level students.)

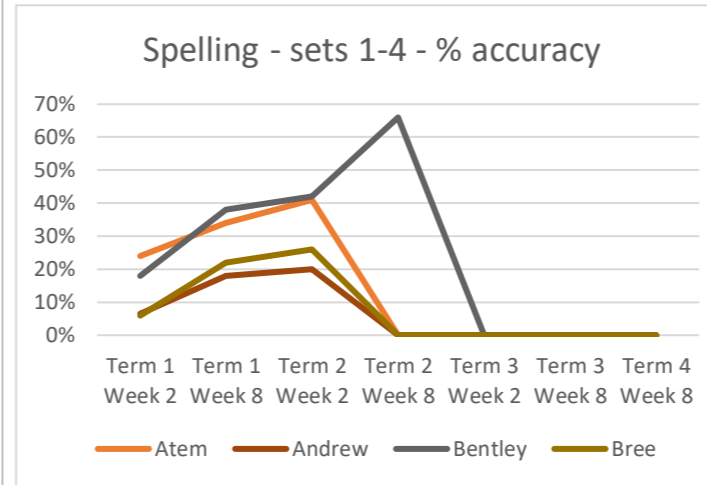


**STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?**

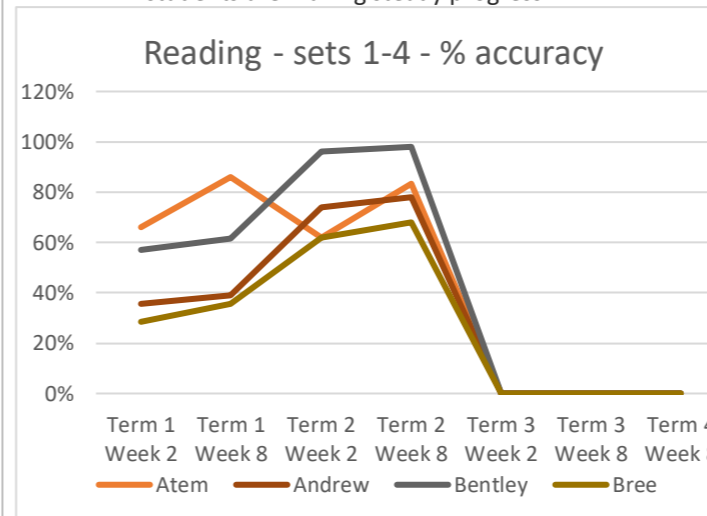
Student Success Criteria	<p>● Yes</p> <p>● Needs attention/work in progress</p> <p>● Not on track</p>	<p><b>Evidence</b></p> <p><b>Are we improving student learning?</b></p> <p><b>How are we tracking against our student success criteria?</b></p>	<p><b>What are our next steps?</b></p> <p><b>Potential adjustments?</b></p>
<p>7) Translation (English to Auslan), reading hierarchy once a term <b>teacher analysis</b></p> <p>8) Spelling families, <b>teacher analysis</b></p> <p>9) word categories (Vocabulary development) Week 3 and week 8 each term test word category words and sight words <b>teacher analysis</b></p>	<p>T1: Green</p> <p>T2: Green</p>	<p>Expressive Vocabulary</p>  <ul style="list-style-type: none"> <li>• Pre and post testing of adapted first word lists from Bedrock Curriculum for DHH students</li> <li>• Increase of total Auslan expressive vocabulary</li> <li>• We can see an increase in all but two students - Brijesh and Aaron (Brijesh has recently been diagnosed with an ID, Aaron was away from school overseas)</li> <li>• Mohammad arrived late in term 1 and so did not start the program until that time, he has made a huge leap in Auslan vocab – we have put a BSSO who can help with his Arabic home language</li> <li>• Hakim is making steady progress, he is a reception child who only had 30 hours of preschool before coming to Klemzig School</li> <li>• Students vary in many different ways:</li> <li>• Type and degree of hearing loss</li> </ul>	<p>Continue to monitor student progress. Re-evaluate set vocab lists</p>



- type of technology used
- Consistency in use of technology
- Age of language acquisition
- Language spoken at home
- Home communication skills



- This is a different cohort of low-level language students
- Students are older and have had more exposure to language and literacy; their goals are around written English proficiency rather than Auslan proficiency
- They are fully involved in the Fingerspelling Our Way to Reading program started 2 years ago
- Fingerspelling Our Way to Reading program uses phonological Fingerspelling and reading comprehension
- We are waiting for data to be uploaded for some students
- All students are making steady progress



- Reading has been measured with this group using single word recognition for reading fluency
- The number of words Atem (orange colour) read correctly increased from 33-43-93 but on the last testing point, he was tested on 150 words (rather than 50), so his percentage went down but this does not reflect a decrease in words read; instead, his number has increased significantly but he was tested on more words
- Students continue to make progress

**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><b>All Teachers of the Deaf develop a comprehensive understanding and knowledge of the Bedrock Literacy Curriculum for Deaf and HH</b></p>	<p>T1: <b>Yellow</b> T2: <b>Green</b></p>	<p>Teachers attended PD provided by Speech Pathologist for CDE on how to implement the assessments and how to enter results into the spreadsheets.</p>	<p>To extend the Bedrock strategies into other areas of curriculum</p>
<p><b>All Teachers adjust their pedagogical approach to incorporate the Bedrock Literacy Curriculum</b></p>	<p>T1: <b>Yellow</b> T2: <b>Green</b></p>	<p>All Teachers reflected on their pedagogical approach using the SPRINT process. All students are now engaged in the programme.</p>	<p>Teachers to continue using Bedrock within their literacy block times</p>
<p><b>All teachers work collaboratively (PLC) to develop consistency of practice in teaching vocabulary, fingerspelling and reading comprehension.</b></p>	<p>T1: <b>Yellow</b> T2: <b>Green</b></p>	<p>Teachers shared SMART borrowing and information during PLCs and SPRINTS.</p>	<p>Teachers to develop more SMART borrowing for fidelity checking.</p>
<p><b>All Teachers of the Deaf develop a comprehensive understanding and knowledge of Finger spelling your way to reading</b></p>	<p>T1: <b>Yellow</b> T2: <b>Yellow</b></p>	<p>Teachers attended a PD day with Speech Pathologist for CDE about how to implement the reading comprehension programme linked to the fingerspelling your way to reading.</p>	<p>Some Teachers still need to be fidelity checked by speech pathologist.</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 1: Reading Comprehension: to increase the number of students consistently and successfully decoding words to comprehend simple texts.**



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

<p><b>Targets 2023:</b>  <b>Reception - 80% of Reception students will achieve 50% or above in RWI assessment (1st Sound and Word Entry Assessment) by week 5 term 3.</b>  <b>Year 1 – 75% of year 1s score 26 or above at the year 1 phonics screening in term 3.( 18 out of 24 students)</b></p>	<p><b>Results towards targets:</b>                  Click or tap here to enter text.</p>
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<p><b>Challenge of Practice:</b> Plan, with a focus on assessment of learning, using the Scarborough’s Rope to design an interactive reading programme that develops reading comprehension.</p>	<p><b>Evidence - has this made an impact?</b> Click or tap here to enter text.</p>
<p><b>Success Criteria:</b> <i>Through the termly analysis of reading conferences, we will see more students demonstrating: <b>Teacher analysis</b></i></p> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• <i>Use predicting and questioning strategies to make meaning from texts</i></li> <li>• <i>Recall 1 or 2 events from texts</i></li> <li>• <i>Identify connects to personal lives</i></li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• <i>Understand/identify the different purposes of texts</i></li> <li>• <i>Describe characters, settings and events in different types of literature</i></li> <li>• <i>Understand/Identify sequence of events</i></li> </ul>	<p><b>Evidence - did we improve student learning? how do we know?</b> Click or tap here to enter text.</p>
<p><b>Evaluate our actions</b> – 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><b>Review our improvement planning and implementation</b> – 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>	

<p><b>Targets 2023:</b> 25% of students in Year 2 will achieve 100 or above in Pat Reading 35% of students in Year 3 will achieve in the higher bands of NAPLAN Reading 30% of students in year 4 will achieve 126 or above in Pat Reading 26% of students in Year 5 will achieve higher bands of NAPLAN reading 25% of students in Year 6 will achieve 141 or above in Pat Reading</p>	<p><b>Results towards targets:</b> Click or tap here to enter text.</p>
<p><b>Challenge of Practice:</b> Plan, with a focus on sequencing of learning, and implement literature circles as a way of teaching reading strategies that allow students to respond to complex and inferred information in a range of texts.</p>	<p><b>Evidence - has this made an impact?</b> Click or tap here to enter text.</p>
<p><b>Success Criteria:</b> Through a termly analysis of literature circles focusing on comprehension strategies, of students at Lexile proficient level for their year level, we will see more students demonstrating the ability to:</p> <ul style="list-style-type: none"><li>• Identify a passage in a text that uses imagery to infer the intention of the author</li><li>• Make judgements about the main purpose/plot of the whole text and the role of other themes</li><li>• Choose and use vocab that concisely summarises the text purpose/plot.</li><li>• Choose an interesting passage and construct questions to gain greater clarity about the intention of the author</li><li>• Identify subtle clues in the text that allow you to infer the intention of the author</li><li>• Identify what resonated with you about the text</li></ul>	<p><b>Evidence - did we improve student learning? how do we know?</b> Click or tap here to enter text.</p>

**Supplementary: Analysis of EALD and Aboriginal reader understanding of inference based on AC achievement standards receptive language vocabulary (why did the author use the word (author intent), what other word could they have chosen (breadth and depth), would that they changed the meaning (connection to text)) 5 student sample term 2 (year 6), term 3 (year 5).**

AC standards / PAT R

**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 3: Reading comprehension: to improve Deaf students' skill in accessing direct information and inferred information in reading English, (low language level students.)**



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



<p><b>Targets 2023:</b> 50% of students in the low language group make medium to high progress against the Bedrock Literacy for DHH students vocab lists 50% students reach national minimal Benchmark at year 5</p>	<p><b>Results towards targets:</b> Click or tap here to enter text.</p>
<p><b>Challenge of Practice:</b> Plan using the Bedrock literacy curriculum for Deaf and Hard of Hearing students' and the Fingerspelling Our Way to Reading program for DHH to establish and implement explicit strategies for vocabulary development, phonological fingerspelling, and reading comprehension.</p>	<p><b>Evidence - has this made an impact?</b> Click or tap here to enter text.</p>
<p><b>Success Criteria:</b> 10) Translation (English to Auslan), reading hierarchy once a term <b>teacher</b> analysis 11) Spelling families, <b>teacher</b> analysis 12) word categories (Vocabulary development) Week 3 and week 8 each term test word category words and sight words <b>teacher</b> analysis</p>	<p><b>Evidence - did we improve student learning? how do we know?</b> Click or tap here to enter text.</p>
<p><b>Evaluate our Actions</b> – 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><b>Review our improvement planning and implementation</b> – 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>	