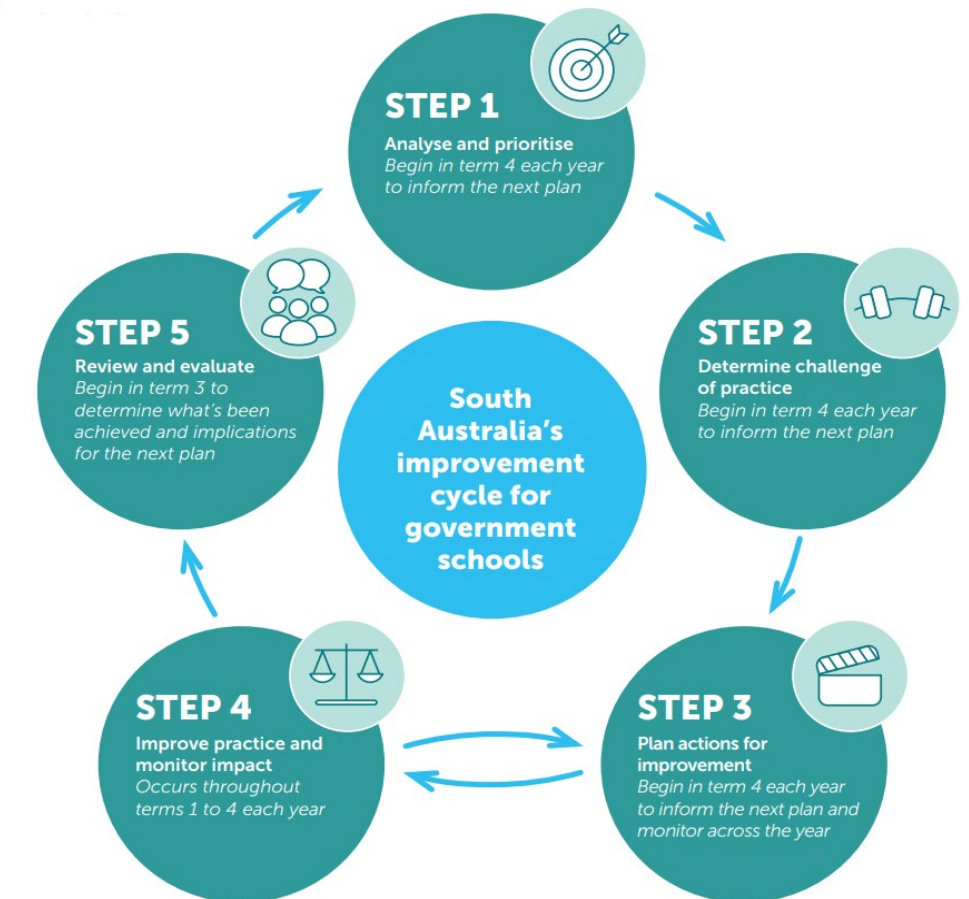


2022 - 2024

# 2023 School Improvement Plan for Ungarra Primary School

Site Number:  
0446



## Vision Statement:

- To build powerful, resilient and confident learners who engage in their learning and articulate their learning progression.
- Every student reaching their potential in academic performance through high expectations, differentiation and purposeful learning.
- To build teacher capacity to deliver quality teaching and learning.



Government of South Australia

Department for Education

2022 - 2024

# 2023 School Improvement Plan for Ungarra Primary School

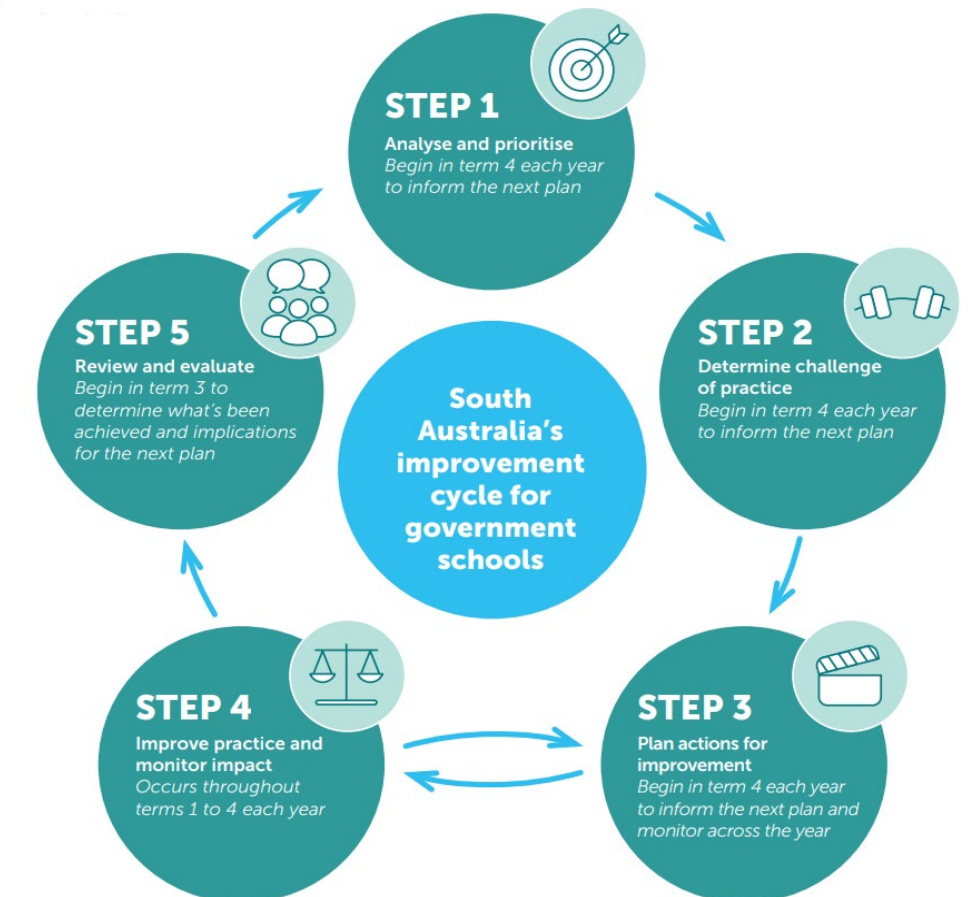
## Completing the template:

- 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](mailto:education.RIA@sa.gov.au)



 **STEP 1 Analyse and Prioritise**

Site name: Ungarra Primary School

**Goal 1: To improve every students achievement in writing**

**ESR Directions:**

1. Gather and use student feedback about teaching and learning to adjust and refine pedagogy and tasks to support further growth for every child.
2. Further build in-depth knowledge of the Australian Curriculum to deliver continuity of learning with students receiving their year level entitlements in a multi-age classroom.

**Achievement towards Goal in 2022:**

- **100% of year 3 students (3 of 3) to achieve High Bands in NAPLAN Writing. 1/3 achieved this goal (other 2 students in band below).**
- 66% of year 5 students (2 of 3) to achieve High Bands in NAPLAN Writing. 0/3 achieved this goal with 2 students just below high bands and 1 student 2 bands below high bands.**

**Target 2023:**

5/5 of Year 5 students (100%) reach SEA for NAPLAN Writing  
 2/5 Year 5 students (40%) reach High Bands for NAPLAN Writing.  
 4/4 of Year 3 students (100%) reach SEA for NAPLAN Writing.  
 2/4 of Year 3 students (50%) reach High Bands for NAPLAN Writing.

**2024:**

3/3 of Year 5 students (100%) reach SEA for NAPLAN Writing  
 2/3 Year 5 students (66%) reach High Bands for NAPLAN Writing.  
 7/7 of Year 3 students (100%) reach SEA for NAPLAN Writing.  
 3/7 of Year 3 students (43%) reach High Bands for NAPLAN writing

 **STEP 2 Challenge of practice**

**Challenge of Practice:**

**If we explore text structures and how language features shape meaning, by intentionally deconstructing and co-constructing text with students, then we will see an improvement in student’s independent writing.**

 **STEP 3 Plan actions for improvement**

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

Year 3 students will use text structures including paragraphs and language features including compound sentences, topic specific vocabulary and literary devices, describing their use.

Year 5 students will use text structures and paragraphs to organise, elaborate and link their ideas and include language features in their writing explaining how they affect the meaning and purpose of the text.

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

Each teacher will monitor and track student success criteria through student conferences and writing samples. Each Leader will track and monitor teacher practice through walk throughs, formal observations and provide ongoing feedback for improvement.

Each student will explain and justify their textual and linguistic choices in their writing.

**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
Each teacher will explicitly model the deconstruct and co-construction of texts with students	Ongoing	Each teacher will... <ul style="list-style-type: none"> <li>• explicitly teach how to connect key ideas within texts.</li> <li>• Model think aloud and self-talk when deconstructing modelled text.</li> <li>• Use quality literature mentor texts for deconstruction and co-construction.</li> <li>• break longer texts into meaningful stages and tackle them one stage at a time.</li> <li>• lead a whole class joint construction, incorporating turn and talk at each stage of the text so students have a chance to think and verbalise before contributing to the joint text.</li> </ul> Each leader will... <ul style="list-style-type: none"> <li>• Track and monitor the effectiveness of teacher practice using walk-throughs.</li> </ul>	<a href="#">Teaching-learning cycle: reading and writing connections</a> ,  <a href="#">Rethinking writing: as design (YouTube, 48 minutes)</a> with Professor Debra Myhill Metacognitive strategies <a href="#">Education Endowment Foundation 2018:22</a>  <a href="#">Link A path to better writing: evidence-based practices in the classroom 2016 (PDF 120KB)</a>  Quality modelled texts sourced from LET team and curriculum units.

			Building learning power – AC Leaders Resource Forms Survey
Each teacher will intentionally design formative assessment and feedback strategies.	Ongoing	<p>Each teacher will...</p> <ul style="list-style-type: none"> <li>jointly construct success criteria and annotate examples of the target genre at different levels so that students can have clear goals</li> <li>Explicitly teach student self-assessment strategies against writing success criteria.</li> <li>Use metalanguage in questions to elicit student understanding.</li> <li>Provide opportunities for students to engage in collaborative feedback.</li> <li>Provide explicit feedback to students for next steps to writing</li> <li>Provide opportunity for students to edit their writing.</li> <li>Facilitate scheduled conferences for goal setting.</li> </ul> <p>Each leader will...</p> <ul style="list-style-type: none"> <li>Provide Professional Development for Formative Assessment and Feedback.</li> <li>Track and monitor use of formative assessment through walk-throughs and observations.</li> </ul>	Dylan William – <a href="#">Self and peer assessment</a> How to Give Effective Feedback to Your Students - <a href="#">Brookhart 2008 (PDF 6.1MB)</a> Effective student conferences Professional Development.
Each teacher will design tasks that provide differentiation and rigour for all students.	Ongoing	<p>Each teacher will...</p> <ul style="list-style-type: none"> <li>Show differentiation in planning through task design and consideration given to: process (how students learn), product (how students show their knowledge or understanding) and content (what learning is appropriate and relevant for the student)</li> <li>Differentiate Success Criteria and link to the Australian Curriculum Achievement Standards and qualifiers. If/peer assessment tools and rubrics that accommodate differentiation.</li> </ul> <p>Each leader will.....</p> <ul style="list-style-type: none"> <li>Lead and participate in PD for task design and differentiation.</li> <li>Provide feedback on task design.</li> </ul>	SC Australian Curriculum Placemats.
Leaders will design and implementation and evaluation processes to improve student writing achievement.	Ongoing	<p>Each teacher will...</p> <ul style="list-style-type: none"> <li>Bring evidence to step 4.</li> <li>Collaboratively plan and moderate student work and evaluate teacher practice in a PLC with Other sites.</li> <li>Engage in peer observations which provides an opportunity for peer feedback of teaching practice.</li> </ul> <p>Each leader will...</p> <ul style="list-style-type: none"> <li>Provide an implementation plan each term.</li> <li>Provide walkthroughs with intent to collect analyse and inform against the Challenge of Practice.</li> <li>Follow up discussions with teachers to adjust practice.</li> <li>Conduct step 4s twice a term.</li> </ul>	School Improvement Handbook – Step 4 Implementation Plan. Release time for PLCs and observations.

 **STEP 1 Analyse and Prioritise**

Site name: Ungarra Primary School

**Goal 2:** Click or tap here to enter text.

**ESR Directions:**

- Gather and use student feedback about teaching and learning to adjust and refine pedagogy and tasks to support further growth for every child.
- Further build in-depth knowledge of the Australian Curriculum to deliver continuity of learning with students receiving their year level entitlements in a multi-age classroom.

Click or tap here to enter text.

<b>Achievement towards Goal in 2022:</b> Click or tap here to enter text.	<b>Target 2023:</b> Click or tap here to enter text.	<b>2024:</b> Click or tap here to enter text.
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 **STEP 2 Challenge of practice**

**Challenge of Practice:**  
 Click or tap here to enter text.

 **STEP 3 Plan actions for improvement**

<b>Student Success Criteria (what students know, do, and understand):</b> Click or tap here to enter text.	<b>How and when will this be monitored, tracked and measured?</b> Click or tap here to enter text.
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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
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.
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.
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.
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.
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.



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.
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 **STEP 1 Analyse and Prioritise** Site name: Ungarra Primary School

<p><b>Goal 3:</b> Click or tap here to enter text.</p>	<p><b>ESR Directions:</b></p> <ol style="list-style-type: none"> <li>1. Gather and use student feedback about teaching and learning to adjust and refine pedagogy and tasks to support further growth for every child.</li> <li>2. Further build in-depth knowledge of the Australian Curriculum to deliver continuity of learning with students receiving their year level entitlements in a multi-age classroom.</li> <li>3. Click or tap here to enter text.</li> </ol>		
<p><b>Achievement towards Goal in 2022:</b> Click or tap here to enter text.</p>	<p><b>Target 2023:</b> Click or tap here to enter text.</p>	<p><b>2024:</b> Click or tap here to enter text.</p>	

 **STEP 2 Challenge of practice**

<p><b>Challenge of Practice:</b> Click or tap here to enter text.</p>
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 **STEP 3 Plan actions for improvement**

<p><b>Student Success Criteria</b> (what students know, do, and understand): Click or tap here to enter text.</p>	<p><b>How will this be monitored, tracked and measured?</b> Click or tap here to enter text.</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
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.
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.

<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p><b>Each teacher will...</b> <b>Each leader will...</b></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><b>Each teacher will...</b> <b>Each leader will...</b></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><b>Each teacher will...</b> <b>Each leader will...</b></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><b>Each teacher will...</b> <b>Each leader will...</b></p>	<p>Click or tap here to enter text.</p>

2022 - 2024

# 2023 School Improvement Plan for Ungarra Primary School

Step 4 – Improve practice and monitor impact

Step 5 – Review and evaluate

## Completing steps 4 and 5

- Step 4 is about tracking, reflecting on and adjusting your actions. After careful planning, you need to act to improve your teaching and leadership practice.
- Step 5 is the review and evaluation process to determine the next steps for your school.
  
- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact).
- Use the template in Term 4 of each year to capture Step 5 work (Review and evaluate).
  
- Complete every step - The [School Improvement Planning Handbook](#) explains how to do this. In addition, your Local Education Team will provide support.




**Goal 1:** To improve every students achievement in writing









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

Student Success Criteria	Yes Needs attention/work in progress Not on track	<b>Evidence</b> Are we improving student learning? How are we tracking against our student success criteria?	<b>What are our next steps?</b> Potential adjustments?
<b>Year 3 students will use text structures including paragraphs and language features including compound sentences, topic specific vocabulary and literary devices, describing their use.</b>	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	<b>Evidence</b> Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	<b>What are our next steps?</b> Potential adjustments?
<b>Each teacher will intentionally design formative assessment and feedback strategies.</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Each teacher will intentionally design formative assessment and feedback strategies.</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Each teacher will explicitly model the deconstruct and co-construction of texts with students</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Leaders will design and implementation and evaluation processes to improve student writing achievement.</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**Goal 2:** 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	<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>
	 Needs attention/work in progress		
	 Not on track		
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	<b>Evidence</b> <b>Are we doing what we said we would do?</b> <b>Are we improving student learning?</b> <b>How do we know which actions have been effective?</b>	<b>What are our next steps?</b> <b>Potential adjustments?</b>
	 Needs attention/work in progress		
	 Not on track		
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**Goal 3:** 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?**

<b>Student Success Criteria</b>	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>
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.
<b>Actions</b>	90% embedded Needs attention/work in progress Not on track	<b>Evidence</b> <b>Are we doing what we said we would do?</b> <b>Are we improving student learning?</b> <b>How do we know which actions have been effective?</b>	<b>What are our next steps?</b> <b>Potential adjustments?</b>
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.
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**Goal 1: To improve every students achievement in writing**



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

<p><b>Targets 2023:</b>  <b>5/5 of Year 5 students (100%) reach SEA for NAPLAN Writing</b>  <b>2/5 Year 5 students (40%) reach High Bands for NAPLAN Writing.</b>  <b>4/4 of Year 3 students (100%) reach SEA for NAPLAN Writing.</b>  <b>2/4 of Year 3 students (50%) reach High Bands for NAPLAN Writing.</b></p>	<p><b>Results towards targets:</b>                  Click or tap here to enter text.</p>
<p><b>Challenge of Practice:</b>  <b>If we explore text structures and how language features shape meaning, by intentionally deconstructing and co-constructing text with students, then we will see an improvement in student’s independent writing.</b></p>	<p><b>Evidence - has this made an impact?</b>                  Click or tap here to enter text.</p>
<p><b>Success Criteria:</b>  <b>Year 3 students will use text structures including paragraphs and language features including compound sentences, topic specific vocabulary and literary devices, describing their use.</b></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>	



**Goal 2:** 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><b>Targets 2023:</b> Click or tap here to enter text.</p>	<p><b>Results towards targets:</b> Click or tap here to enter text.</p>
<p><b>Challenge of Practice:</b> Click or tap here to enter text.</p>	<p><b>Evidence - has this made an impact?</b> Click or tap here to enter text.</p>
<p><b>Success Criteria:</b> Click or tap here to enter text.</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>	
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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><b>Targets 2023:</b> Click or tap here to enter text.</p>	<p><b>Results towards targets:</b> Click or tap here to enter text.</p>
<p><b>Challenge of Practice:</b> Click or tap here to enter text.</p>	<p><b>Evidence - has this made an impact?</b> Click or tap here to enter text.</p>
<p><b>Success Criteria:</b> Click or tap here to enter text.</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>	
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