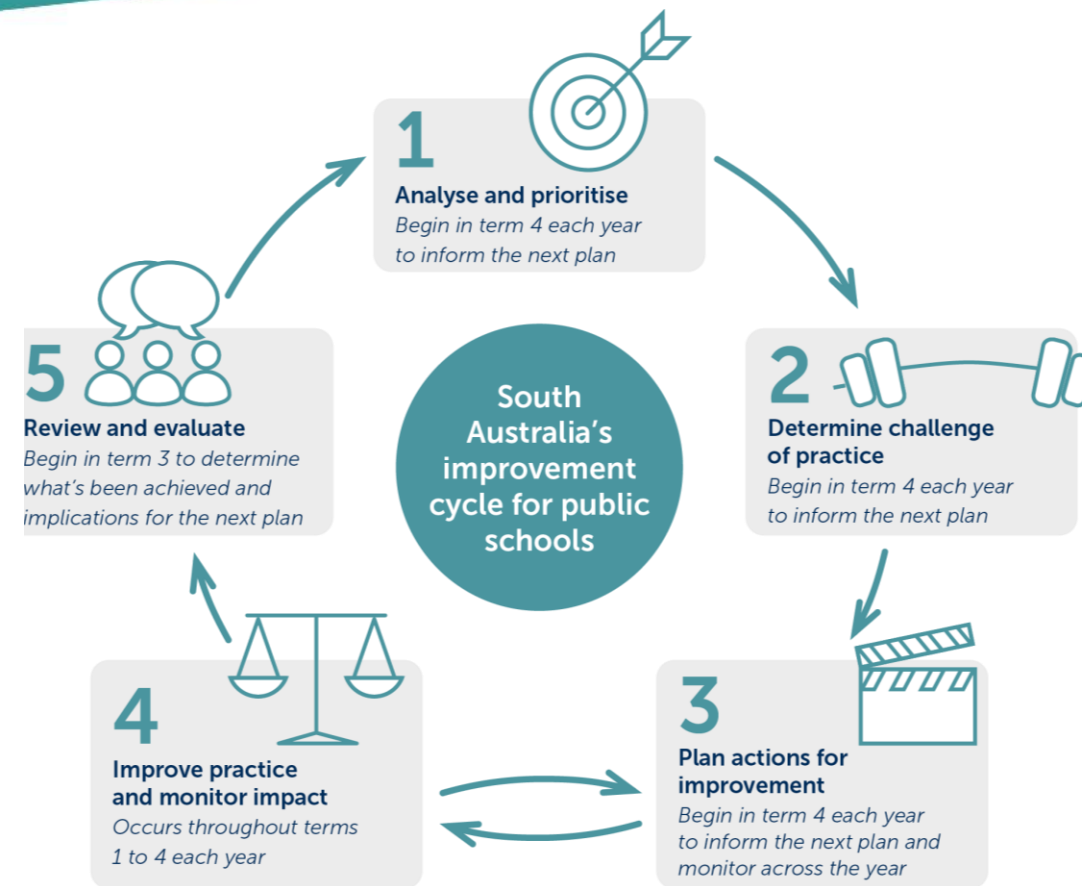


2022 - 2024

School Improvement Plan for

Compton Primary School



Vision Statement:

At Compton Primary School, we are committed to shared values and strong partnerships between staff, parents and children. We aim to empower our students with skills for life-long learning and support them to become confident individuals.

Respect, Perseverance, Resilience, Kindness



Government of South Australia

Department for Education

2022 – 2024

School Improvement Plan for

Compton Primary School

Completing the template:

- The document will open as 'Read Only' so will need to be saved prior to editing
- Note that Steps 1, 2 and your Actions in Step 3 will auto-populate in the corresponding sections in Steps 4 and 5 of the template once you have completed them.
- Once you have typed in your ESR Directions next to Goal 1 they will auto-populate to the corresponding section for the other two goals in the template.

Complete every step - [The School Improvement Planning Handbook](#) explains how to do this. In addition, your Local Education Team will provide support.

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

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



Government of South Australia
Department for Education

STEP 1 Analyse and Prioritise

Site name:

Goal 1: Retain and increase the number of students achieving SEA and in the higher bands in Reading.

ESR Directions:

- 1 - Build consistent staff understanding, ownership and accountability to the SIP by introducing clear structures and timely processes which drive, connect and support the 5-step improvement cycle.
- 2 - Use data to inform the development and implementation of consistent quality teaching strategies to provide stretch and challenge for all students.

Target 2022:

Year 1: 100 % (12/12) students achieve 28 or more in the Phonics Screening check. (Progress indicator)

Year 2: 83% (10/12) students will achieve SEA in PAT reading. (Progress indicator)

Year 3: 27% (3/11) students will achieve in the HB in NAPLAN Reading. 53% (7/13) students will achieve SEA in NAPLAN Reading.

Year 4: 82% (14 /17) students will achieve SEA in PAT reading. (Progress indicator)

Year 5: 81% (9/11) students will retain SEA or above in NAPLAN Reading and 19% (2/11) will make SEA. 27% (3/11) students will achieve HB in NAPLAN Reading.

Year 6: 75% (9/12) students will achieve SEA in PAT reading. (Progress indicator)

2023:

Click or tap here to enter text.

2024:

Click or tap here to enter text.

STEP 2 Challenge of practice

Challenge of Practice:

If we design differentiated reading instruction to explicitly teach all elements of reading comprehension by using strategies available to particular text types as well as group collaboration and reciprocal teaching, then we will maintain and increase SEA and HB reading goals.

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

We will see each student in Reception able to use predicting and questioning strategies to make meaning from texts, when we hold reading conferences.

We will see each student in Year 1 able to recall key ideas and recognise literal and implied meaning in texts, in guided reading groups and student conferences.

We will see each student in Year 2 able to identify literal and implied meaning, main ideas and supporting detail in class activities, guided reading groups and student conferences.

We will see each student in Year 3 able to identify literal and implied meaning connecting ideas in different parts of a text in class activities, guided reading groups and student conferences.

We will see each student in Year 4 able to describe literal and implied meaning connecting ideas in different texts, in class activities, guided reading groups and student conferences.

We will see each student in Year 5 able to analyse and explain literal and implied information from a variety of texts, in class activities, guided reading groups and student conferences.


We will see each student in year 6 able to compare and analyse information in different and complex texts, explaining literal and implied meaning, in class activities, guided reading groups and student conferences.




STEP 3 Plan actions for improvement




Actions	Timeline	Roles & Responsibilities	Resources
Each teacher will know and teach students the strategies that good readers and viewers use (including predicting, connecting, inferring, questioning, visualisation and summarising), along with when and how to use these strategies, to effectively comprehend what they are reading using the Gradual Release Model.	This will form the basis of our sprint work across all terms this year.	<ul style="list-style-type: none"> • Teachers will make sure that they know and understand the different comprehension strategies to teach the students, utilising best practice papers and Guidebooks for teacher capacity. • All staff will fill in an initial survey highlighting their needs in any of the comprehension areas. • Bec will organise any staff training that will be required. 	<ul style="list-style-type: none"> • Guidebooks, Literacy First document Summit Resources • Sheena Cameron teacher resource • PLINK • Staff Meeting times

		<ul style="list-style-type: none"> Bec to guide staff towards T&D opportunities around Guided Reading, Eg: Essential Steps Before, During and After Reading with Mandy Nayton. Bec to purchase Sheena Cameron teacher resources for every teacher. Bec to lead teacher observations around both guided reading and comprehension teaching. Toni to lead sprints to build teacher capacity and improve student achievement. 	<ul style="list-style-type: none"> PDP sessions Training and Development sessions Videos from Kirsty Possible contact with Rachel Bishop if required
Teachers will know what comprehension strategies are taught when, using the Department’s Literacy Progressions.	Term 2 focus then monitored.	<ul style="list-style-type: none"> All staff to identify where in the progressions the comprehension strategies are placed so that they can see their year levels as well as what comes before and after. Teachers will have their comprehensions strategies highlighted in their programs. Bec will observe comprehension strategies used in classrooms. 	<ul style="list-style-type: none"> Staff meeting time
Teachers will teach students collaborative group skills during reciprocal teaching so they can learn to use reading comprehension skills together.	Term 2 building teacher capacity which will then become a Sprints focus. Then practised and monitored for embedding.	<ul style="list-style-type: none"> All staff to use the Guidebooks/ PLINK to learn about reciprocal teaching and how it fits into the model of their Guided Reading sessions. Teachers will teach the strategies of reciprocal teaching to students. Bec will be able to observe reciprocal teaching in Guided Reading lessons. Students should be able to articulate what reciprocal teaching is and when/how they use the strategies taught. 	<ul style="list-style-type: none"> Guidebooks Literacy First document PLINK Staff meeting time PDP sessions Observations
Teachers and Leaders will ‘check in’ to see if we have embedded classroom talk into classroom practice.	Term 2	<ul style="list-style-type: none"> Bec to observe teachers in classroom to see if oral language/ promoting dialogue as a means for learning is embedded across the site. Bec to talk to students about what they are learning and why. Possible transition to a Step 9 staff member to look at this practice across the site 	<ul style="list-style-type: none"> Observation checklist Scheduled observations Informal class walk throughs
Leader will ensure shared priorities for classroom practise are collaboratively developed and recorded in a working document that is constantly reviewed. (Statement of Practice)	Completed by the end of the cycle.	<ul style="list-style-type: none"> Bec and staff to work on the Literacy Whole School Agreement as our Literacy work develops this year. 	<ul style="list-style-type: none"> Staff meeting time Whole School Literacy Agreement that we have started
Leader will use Clear Thinking planning tools at staff meetings to facilitate the co-construction of planning documentation to support teachers’ understanding, ownership and accountability of the 5 step improvement cycle.	Every term with LET. Later in the year with staff.	<ul style="list-style-type: none"> Bec to work with Clarifying canvases and Rapid Action Plan templates a minimum or once each term with LET staff Bec to introduce these templates with staff Bec to work on a retrospective with staff at the end of each term Possible transition to staff leading these sessions. 	<ul style="list-style-type: none"> New SIP Document LET team Breakspear tools Staff meeting time

Goal 1: Retain and increase the number of students achieving SEA and in the higher bands in Reading.

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

Student Success Criteria	 Yes  Needs attention/work in progress  Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
We will see each student in Reception able to use predicting and questioning strategies to make meaning from texts. We will see each student in Year 1 able to recall key ideas and recognise literal and implied meaning in texts.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

<p>We will see each student in Year 2 able to identify literal and implied meaning, main ideas and supporting detail.</p> <p>We will see each student in Year 3 able to identify literal and implied meaning connecting ideas in different parts of a text.</p> <p>We will see each student in Year 4 able to describe literal and implied meaning connecting ideas in different texts.</p> <p>We will see each student in Year 5 able to analyse and explain literal and implied information from a variety of texts.</p> <p>We will see each student in year 6 able to compare and analyse information in different and complex texts, explaining literal and implied meaning.</p>			
<p style="text-align: center;">Actions</p>	<p> 90% embedded</p> <p> Needs attention/work in progress</p> <p> Not on track</p>	<p style="text-align: center;">Evidence</p> <p style="text-align: center;">Are we doing what we said we would do?</p> <p style="text-align: center;">Are we improving student learning?</p> <p style="text-align: center;">How do we know which actions have been effective?</p>	<p style="text-align: center;">What are our next steps?</p> <p style="text-align: center;">Potential adjustments?</p>
<p>Each teacher will know and teach students the strategies that good readers and viewers use (including predicting, connecting, inferring, questioning, visualisation and summarising), along with when and how to use these strategies, to effectively comprehend what they are reading using the Gradual Release Model.</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>Teachers will know what comprehension strategies are taught when, using the Department's Literacy Progressions.</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>Teachers will teach students collaborative group skills during reciprocal teaching so they can learn to use reading comprehension skills together.</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>Teachers and Leaders will 'check in' to see if we have embedded classroom talk into classroom practice.</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>Leaders will ensure shared priorities for classroom practise are collaboratively developed and recorded in a working document that is constantly reviewed. (Statement of Practice)</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: Retain and increase the number of students achieving SEA and in the higher bands in Reading.



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

<p>Targets 2022: Year 1: 100 % (12/12) students achieve 28 or more in the Phonics Screening check. Year 2: 83% (10/12) students will achieve SEA in PAT reading. Year 3: 27% (3/11) students will achieve in the HB in NAPLAN Reading. Year 4: 82% (14 /17) students will achieve SEA in PAT reading. Year 5: 81% (9/11) students will retain SEA or above in NAPLAN Reading and 19% (2/11) will make SEA. Year 6: 75% (9/12) students will achieve SEA in PAT reading.</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If we design differentiated reading instruction to explicitly teach all elements of reading comprehension by using strategies available to particular text types as well as group collaboration and reciprocal teaching, then we will maintain and increase SEA and HB reading goals.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria: We will see each student in Reception able to use predicting and questioning strategies to make meaning from texts. We will see each student in Year 1 able to recall key ideas and recognise literal and implied meaning in texts. We will see each student in Year 2 able to identify literal and implied meaning, main ideas and supporting detail. We will see each student in Year 3 able to identify literal and implied meaning connecting ideas in different parts of a text. We will see each student in Year 4 able to describe literal and implied meaning connecting ideas in different texts. We will see each student in Year 5 able to analyse and explain literal and implied information from a variety of texts. We will see each student in year 6 able to compare and analyse information in different and complex texts, explaining literal and implied meaning.</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>

Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?

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

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

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

**STEP 1 Analyse and Prioritise****Goal 2:** Click or tap here to enter text.**ESR Directions:**

1 - Build consistent staff understanding, ownership and accountability to the SIP by introducing clear structures and timely processes which drive, connect and support the 5-step improvement cycle.

2 - Use data to inform the development and implementation of consistent quality teaching strategies to provide stretch and challenge for all students.

Target 2022:

Click or tap here to enter text.

2023:

Click or tap here to enter text.

2024:

Click or tap here to enter text.

**STEP 2 Challenge of practice****Challenge of Practice:**

Click or tap here to enter text.

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

Click or tap here to enter text.

**STEP 3 Plan actions for improvement**

Actions	Timeline	Roles & Responsibilities	Resources
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.

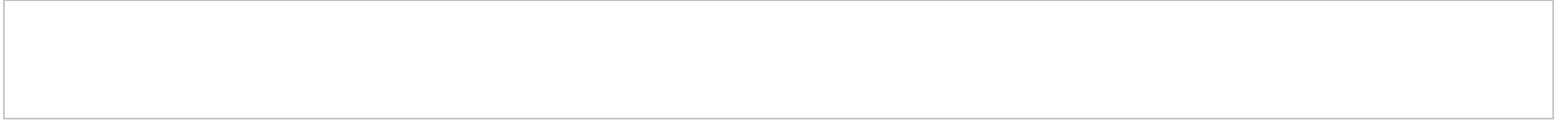
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Goal 2: Click or tap here to enter text.



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

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



STEP 1 Analyse and Prioritise

Goal 3: Click or tap here to enter text.

ESR Directions:

1 - Build consistent staff understanding, ownership and accountability to the SIP by introducing clear structures and timely processes which drive, connect and support the 5-step improvement cycle.

2 - Use data to inform the development and implementation of consistent quality teaching strategies to provide stretch and challenge for all students.

Target 2022:
Click or tap here to enter text.

2023:
Click or tap here to enter text.

2024:
Click or tap here to enter text.

STEP 2 Challenge of practice

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


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

STEP 3 Plan actions for improvement

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

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

Student Success Criteria	 Yes  Needs attention/work in progress  Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	 90% embedded  Needs attention/work in progress  Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
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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Goal 3: Click or tap here to enter text.



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

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

