

2022 - 2024

# School Improvement Plan for Happy Valley Primary School

Site Number:  
0171



## Vision Statement:

Happy Valley Primary School is a place of learning, where every child can grow and develop.



Government of South Australia  
Department for Education

2022 – 2024

# School Improvement Plan for Happy Valley 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 (18 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  
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Government of South Australia  
Department for Education

 **STEP 1 Analyse and Prioritise** Site name: Happy Valley Primary School

<b>Goal 1: Increase student achievement in Reading</b>		<b>ESR Directions:</b> Direction 1 - Collaboratively analyse the data through review and evaluation to assess the impact on student achievement and prioritise the next goals for the SIP. Direction 2 - Strengthen task design that allows multiple-entry points and provides stretch and challenge for all students. Direction 3 - Further develop staff understanding of using assessment for goal-setting review and renewal in an ongoing process to increase student ownership for their learning improvement.	
<b>Target 2022:</b> Increase percentage of students at or above SEA in NAPLAN reading to 80%. Increase the percentage of students in the high bands in Year 5 NAPLAN reading to 30%. Increase the percentage of students achieving the expected achievement score in the Phonics Screening assessment to 75%.	<b>2023:</b> Increase percentage of students at or above SEA in NAPLAN reading. Increase the percentage of students in the high bands in Year 5 NAPLAN reading. Increase the percentage of students achieving the expected achievement score in the Phonics Screening assessment.	<b>2024:</b> Increase percentage of students at or above SEA in NAPLAN reading. Increase the percentage of students in the high bands in Year 5 NAPLAN reading. Increase the percentage of students achieving the expected achievement score in the Phonics Screening assessment.	

 **STEP 2 Challenge of practice**

**Challenge of Practice:**  
If we explicitly design and implement evidence-based reading strategies based on The Big 6 and use evidence and data to inform practice within a dialogic classroom then we will improve student achievement in Reading Years R-6.

**Student Success Criteria** (what students know, do, and understand):  
We will see students **comprehending what they read and view by applying growing contextual, semantic, grammatical, and phonic knowledge.**  
We will see students develop more sophisticated processes for interpreting, analysing, evaluating, and critiquing ideas, information, and issues from a variety of sources.


 **STEP 3 Plan actions for improvement**

Actions	Timeline	Roles & Responsibilities	Resources
Intensive support of teachers, providing planning support, observation, provision of written and verbal feedback, modelled practice and articulation of best practice.	2022-2024	Leaders will: <ul style="list-style-type: none"> <li>Provide release time to work with Steph Lane Literacy Coach (Scaffolded literacy)</li> <li>Provide Pupil Free Days and staff meetings to build knowledge base on best practice</li> <li>Mentor and model to staff in evidence based best practice</li> </ul> Staff will: <ul style="list-style-type: none"> <li>Commit to and teach based on our site Literacy Agreement and Australian Curriculum Planning documents</li> </ul> Together we will	<a href="#">The Australian Curriculum</a> <a href="#">Stages of Improvement Guidebooks</a> <a href="#">Teaching for Effective Learning framework guide</a> <a href="#">Understanding the Big 6 components of reading</a> Best Advice papers NAPLAN marking rubric <a href="#">NAP - Home</a> <a href="#">National Literacy Learning Progression   The Australian Curriculum</a> Whole School Curriculum Planning Guidebook

		<ul style="list-style-type: none"> <li>Review whole school Wave 1,2 &amp; 3 data and track individual students</li> <li></li> </ul>	
<p><b>Plan for explicit teaching of academic literacies through an identified Learning Area of the Australian Curriculum; short and long term reading and writing goals, including spelling, grammar and oral language.</b></p>	2022-2024	<p>In 2023 all staff trained In Yoshimoto Orton-Gillingham approach.</p> <p>2 pupil free days to support PD - High quality instruction in whole class.</p> <p>Increase explicit instruction in phonics, fluency, comprehension and reading R-6.</p> <p>Implement OG intervention year 3-6 with B1 Coordinator and SSO support.</p> <p>Whole school scope and sequence – phonics and morphology</p>	<p><a href="#">The Australian Curriculum</a>  <a href="#">Stages of Improvement Guidebooks</a>  <a href="#">Teaching for Effective Learning framework guide</a>  <a href="#">Understanding the Big 6 components of reading</a>                      Best Advice papers                      NAPLAN marking rubric <a href="#">NAP - Home</a>  <a href="#">National Literacy Learning Progression   The Australian Curriculum</a>                      Whole School Curriculum Planning Guidebook</p>
<p><b>Implement a Tier 2 small group reading program for students in the bottom 25% of the expected range for their age group R-2 providing explicit instruction in phonemic awareness, systematic synthetic phonics for reading and spelling, letter formation, and connected text reading. Implement SPELD Intensive Literacy Program including phonics, grammar and punctuation skills 3-6</b></p>	2022-2024	<p>Leadership will:</p> <ul style="list-style-type: none"> <li>Resource MiniLit implementation, monitoring and reviewing R-2.</li> <li>Mentor and model implementation of Explicit Direct Instruction R-2</li> <li>Implement SPELD Intensive Literacy Program including phonics, grammar and punctuation skills 3-6 (Dandelion Series)</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>Continue to monitor student growth and OG programs with fidelity.</li> <li>R-2 teachers will deliver Heggerty Phonemic awareness</li> <li>R-2 teachers will implement and embed Daily Explicit Direct Instruction as part of Tier 1 &amp; 2 intervention</li> <li>Support students to participate in MiniLit</li> </ul> <p>Together we will:</p> <ul style="list-style-type: none"> <li>Work collaboratively to ensure students have access to high quality, rigorous pedagogy</li> </ul>	<p>Creating Cultures of Thinking                      Making Thinking Visible                      The Power of Protocols                      The Facilitator’s Book of Questions</p>
<p><b>Regularly monitor the development of phonemic awareness, alphabetic principle, accuracy and fluency with text, Vocabulary and comprehension R-6</b></p>	2022-2024	<p>Leadership will:</p> <ul style="list-style-type: none"> <li>Oversee Implementation of DIBELS, monitoring and reviewing R-6</li> <li>Provide Amplify intensive training x 2 Staff to facilitate PLT’s</li> <li>Establishing and embedding Amplify as the school database for DIBELS assessments R-6 with access to targeted resources.</li> <li>Support participation of Department for Education Year 2 Oral Reading Fluency Assessment Trial 2022 (DIBELS)</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>Continue to monitor student growth and deliver Heggerty and OG programs with fidelity.</li> <li>Conduct scheduled DiBELS assessments with release support to assess students</li> <li>R-2 teachers will have a strong focus on oral language, phonics and phonemic awareness.</li> <li>3-6 teachers will have a strong focus on comprehension, vocabulary and fluency.</li> </ul> <p>Together we will:</p> <ul style="list-style-type: none"> <li>Ensure consistency across PLTs</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>Ongoing professional development and mentoring re Explicit Direct Instruction provided by Leadership Team.</p> <p>All R-1 classes using Explicit Direct Instruction for Literacy</p>	<p>Click or tap here to enter text.</p>

		<p>All students in R-6 screened DIBELS and PASM.</p> <p>All classes R-year 2 daily phonological awareness skill development using Heggerty</p> <p>Leaders and Key teachers training in Yoshimoto Orton-Gillingham Approach to support explicit phonics instruction.</p> <p>All staff engaged in staff meetings with focus on OG. Junior primary PLT meeting regularly to disseminate information and ensure consistency with OG.</p> <p>Year 2 teachers involved in Oral Reading Fluency Trial All staff trained to use DIBELS and release provided to classroom teachers to test students</p> <p>Amplify database purchased to assist data collection</p> <p>PD on Scarborough reading rope</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: Increase student achievement in Reading**

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

<p><b>Student Success Criteria</b></p>	<p> <span style="color: green;">●</span> Yes  <span style="color: yellow;">●</span> Needs attention/work in progress  <span style="color: red;">●</span> Not on track                 </p>	<p><b>Evidence</b>                      Are we improving student learning?                      How are we tracking against our student success criteria?</p>	<p><b>What are our next steps?</b>                      Potential adjustments?</p>
<p><b>We will see students comprehending what they read and view by applying growing contextual, semantic, grammatical, and phonic knowledge.</b>  <b>We will see students develop more sophisticated processes for interpreting, analysing, evaluating, and critiquing ideas, information, and issues from a variety of sources.</b></p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Our</p>
<p><b>Actions</b></p>	<p> <span style="color: green;">●</span> 90% embedded  <span style="color: yellow;">●</span> Needs attention/work in progress  <span style="color: red;">●</span> Not on track                 </p>	<p><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?</p>	<p><b>What are our next steps?</b>                      Potential adjustments?</p>
<p><b>Intensive support of teachers, providing planning support, observation, provision of written and verbal feedback, modelled practice and articulation of best practice.</b></p>	<p>Click or tap here to enter text.</p>		<p>Click or tap here to enter text.</p>

<b>Plan for explicit teaching of academic literacies through an identified Learning Area of the Australian Curriculum; short and long term reading and writing goals, including spelling, grammar and oral language.</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Implement a Tier 2 small group reading program for students in the bottom 25% of the expected range for their age group R-2 providing explicit instruction in phonemic awareness, systematic synthetic phonics for reading and spelling, letter formation, and connected text reading. Implement SPELD Intensive Literacy Program including phonics, grammar and punctuation skills 3-6</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Regularly monitor the development of phonemic awareness, alphabetic principle, accuracy and fluency with text, Vocabulary and comprehension R-6</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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**Goal 1:** Increase student achievement 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><b>Targets 2022:</b></p> <p>Increase percentage of students at or above SEA in NAPLAN reading to 80%.  Increase the percentage of students in the high bands in Year 5 NAPLAN reading to 30%.  Increase the percentage of students achieving the expected achievement score in the Phonics Screening assessment to 75%.</p>	<p><b>Results towards targets:</b></p>
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<p><b>Challenge of practice</b> If we explicitly design and implement evidence-based reading strategies based on The Big 6 and use evidence and data to inform practice within a dialogic classroom then we will improve student achievement in Reading Years R-6.</p>	<p><b>Evidence</b> - has this made an impact?</p>
<p><b>Success Criteria:</b> We will see students comprehending what they read and view by applying growing contextual, semantic, grammatical, and phonic knowledge. We will see students develop more sophisticated processes for interpreting, analysing, evaluating, and critiquing ideas, information, and issues from a variety of sources.</p>	<p><b>Evidence</b> - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p><b>Reflection on 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>Reflection on 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?</p>	

## STEP 1 Analyse and Prioritise

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

### ESR Directions:

Direction 1 - Collaboratively analyse the data through review and evaluation to assess the impact on student achievement and prioritise the next goals for the SIP.

Direction 2 - Strengthen task design that allows multiple-entry points and provides stretch and challenge for all students.

Direction 3 - Further develop staff understanding of using assessment for goal-setting review and renewal in an ongoing process to increase student ownership for their learning improvement.

**Target 2022:**

**2023:**

**2024:**

## STEP 2 Challenge of practice

### Challenge of Practice:

Click or tap here to enter text.

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

## 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.	<a href="#">DIBELS Data System (amplify.com)</a> <a href="#">DIBELS 8th Edition   DIBELS®</a> <a href="#">The Australian Curriculum</a> Stages of Improvement Guidebooks <a href="#">Teaching for Effective Learning framework guide</a> <a href="#">Understanding the Big 6 components of reading</a> Best Advice papers <a href="#">National Literacy Learning Progression   The Australian Curriculum</a> Whole School Curriculum Planning Guidebook <a href="#">MiniLit Program - MultiLit</a> <a href="#">Dandelion Readers (speldsa.org.au)</a>
Click or tap here to enter text.	2022-2024	Click or tap here to enter text.	<a href="#">DIBELS Data System (amplify.com)</a> <a href="#">DIBELS 8th Edition   DIBELS®</a> <a href="#">The Australian Curriculum</a> Stages of Improvement Guidebooks



			<a href="#">Teaching for Effective Learning framework guide</a> <a href="#">Understanding the Big 6 components of reading</a> Best Advice papers <a href="#">National Literacy Learning Progression   The Australian Curriculum</a> Whole School Curriculum Planning Guidebook
	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 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>	<span style="color: green;">●</span> Yes	<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?
	<span style="color: orange;">●</span> Needs attention/work in progress		
	<span style="color: red;">●</span> Not on track		

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<b>Actions</b>	<span style="color: green;">●</span> 90% embedded	<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?
	<span style="color: orange;">●</span> Needs attention/work in progress		
	<span style="color: red;">●</span> Not on track		

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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?

<b>Targets 2022:</b>	<b>Results towards targets:</b>
<b>Challenge of Practice:</b> Click or tap here to enter text.	<b>Evidence - has this made an impact?</b>

**Success Criteria** – did we improve student learning?

**Evidence** - did we improve student learning? how do we know?

**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?

**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?

## STEP 1 Analyse and Prioritise

<b>Goal 3:</b> Click or tap here to enter text.		<b>ESR Directions:</b> Direction 1 - Collaboratively analyse the data through review and evaluation to assess the impact on student achievement and prioritise the next goals for the SIP. Direction 2 - Strengthen task design that allows multiple-entry points and provides stretch and challenge for all students. Direction 3 - Further develop staff understanding of using assessment for goal-setting review and renewal in an ongoing process to increase student ownership for their learning improvement.	
<b>Target 2022:</b>	<b>2023:</b> Click or tap here to enter text.	<b>2024:</b> 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):







## 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.	<a href="#">The Australian Curriculum</a> <a href="#">Stages of Improvement Guidebooks</a> <a href="#">Teaching for Effective Learning framework guide</a> <a href="#">Understanding the Big ideas in number</a> Best Advice papers <a href="#">National Numeracy Learning Progression  </a> <a href="#">The Australian Curriculum</a> <a href="#">Whole School Curriculum Planning Guidebook</a>
Click or tap here to enter text.	Click or tap here to enter text.	•	<a href="#">The Australian Curriculum</a> <a href="#">Stages of Improvement Guidebooks</a> <a href="#">Teaching for Effective Learning framework guide</a> <a href="#">Understanding the Big ideas in number</a> <a href="#">National Numeracy Learning Progression  </a> <a href="#">The Australian Curriculum</a> Limitless Mind in the Math Classroom & Mathematical Mindsets – Jo Boaler Best Advice papers

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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	<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>
	2023 Focus	Click or tap here to enter text.	
Actions	 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.	2023	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?

<b>Targets 2022:</b>	<b>Results towards targets:</b> Click or tap here to enter text.
<b>Challenge of practice</b> Click or tap here to enter text.	<b>Evidence - has this made an impact?</b>
<b>Success Criteria – did we improve student learning?</b>	<b>Evidence - did we improve student learning? how do we know?</b> Click or tap here to enter text.

**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?

**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?