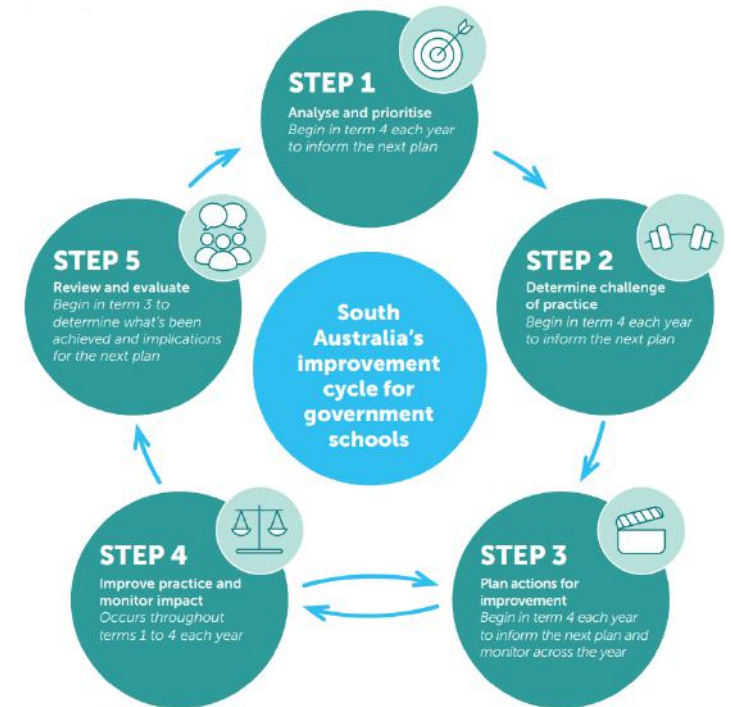


2022 - 2024

2023 School Improvement Plan for Mimili Anangu School

Site Number:
1527



Vision Statement:

Tjungula wakaringkula kuranytju kutu iwara kunpu palyala, munu kunpu tjarttaritjakula iti munu tjitji lulka tjuta-ku kuulu.

Working together for great starts and strong futures.

2022 - 2024

2023 School Improvement Plan for Mimili Anangu 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 it can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes

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 8, Term 4 (9 December 2022).
- Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your [summary page](#) on your school website by Friday of Week 4, Term 1 (24 February 2023).
- Use the template regularly throughout the year to capture your Step 4 work (improve practice and monitor impact), and in Term 4 of each year to capture Step 5 work (review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

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



Government of South Australia
Department for Education

 **STEP 1 Analyse and Prioritise** **Site name: Mimili Anangu School**

Goal 1: Increase all students’ achievement in oral language and progress towards SEA as indicated by LEAP levels and literacy progressions	ESR Directions: <ol style="list-style-type: none"> 1. To ensure that all staff are provided with regular, planned opportunities to collaboratively review and refine SIP priorities. 2. To collaboratively develop and embed a whole-school approach to feedback for learning that is contextual and encompasses visual learning. 3. Click or tap here to enter text.
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Achievement towards Goal in 2022: Click or tap here to enter text.	Target 2023: All students from R-12, with an attendance record greater than 50% of the school year at Mimili Anangu school will increase at least 2 or more oral language LEAP levels in 2023	2024: Click or tap here to enter text.
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 **STEP 2 Challenge of practice**

Challenge of Practice:
 If systematic, evidence-based approaches to planning, teaching and assessing oral language is implemented, with a focus on building vocabulary and register fluency, in SAE and Anangu languages (Pitjantjatjara, Yankunytjatjara) , then we will see increase in students’ oral language skills.

 **STEP 3 Plan actions for improvement**

Student Success Criteria (what students know, do, and understand): Students will be able to: Know and use an expanded vocabulary Use a register appropriate to context in SAE and Anangu languages (Pitjantjatjara and Yankunytjatjara)	How and when will this be monitored, tracked and measured? Oral language LEAP Leveling – twice a year samples will be collected and levelled
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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
Build the capacity of each teacher to explicitly plan for the teaching of oral language, specifically vocabulary	Terms 1-4, 2023/24	Each teacher and AE will have the opportunity to participate in PL sessions and work with the EALD Hub coach and First Language sessions Each leader will provide and organise opportunities for PL opportunities	EALD Hub Coach First Language support – Thomas Hampton, Dan Bleby, AEs Michelle Harvey – Support Services Literacy Progressions, LEAP Levels Heidi Godden – Curriculum Support AMLC
Each teacher will use oral language LEAP levels to inform their planning of daily explicit teaching, specifically vocabulary	Daily 2023	Each teacher will plan using intentional oral language opportunities and resources Each leader will provide feedback on planning and classroom lessons and practice	Australian Curriculum – Literacy progressions LEAP Levels, EALD Hub Coach Support staff – Speech pathology Heidi Godden – Curriculum Support AMLC
Each teacher will assess against the oral language LEAP levels to track and monitor student progress	First sample: Week 6, Term 1/ Week 5, Term 2 Second sample: Week 5, Term 3/ Week 5, Term 4	Each teacher will collect examples of oral language and asses using LEAP Levels Opportunities for teachers to Each leader will support teachers in the collection and provide opportunities for moderation at TEAM meetings	LEAP Levels LEAP support from Rose Nyaramba
All staff to train in EALD Hub and implement strategies in the classroom and reflect with the EALD Hub coach (new staff to train in LEAP Levels)	Two sessions in PL per term - 2023	Each teacher will participate in the EALD Hub coaching Each leader will provide opportunities through PL to work with the EALD Hub Coach	EALD Hub Coach Leadership
Teachers submit yearly, termly and weekly programmes on TEAMS for review, feedback and sharing	Year overview: Week 6, Term 1 Term overviews: Week 4, Terms 1-4 Weekly planning: Monday morning (prior to school), Terms 1-4	Each teacher will submit the relevant planning and programmes on TEAMS Each leader will review and provide feedback as needed	Australian Curriculum Data Leadership team
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.

 **STEP 1 Analyse and Prioritise** **Site name: Mimili Anangu School**

Goal 2: Increase students' progress towards achieving the SEA in PAT-R, and the AC Achievement Standards for Reading.	ESR Directions: <ol style="list-style-type: none">1. To ensure that all staff are provided with regular, planned opportunities to collaboratively review and refine SIP priorities.2. To collaboratively develop and embed a whole-school approach to feedback for learning that is contextual and encompasses visual learning. <small>Click or tap here to enter text.</small>
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Achievement towards Goal in 2022: <small>Click or tap here to enter text.</small>	Target 2023: Students from Year 1-6, whose attendance is greater than 50% (approximately of the school year at Mimili Anangu school will achieve at least one year's growth as measured by NAPLAN Reading, PAT-R, First Language – Phonics checklist and MultiLit Assessments	2024: <small>Click or tap here to enter text.</small>
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 **STEP 2 Challenge of practice**

Challenge of Practice:
If we intentionally plan, teach and assess a daily integrated and evidence-based approach to the teaching of reading (Big 6), then there will be an increase in students' understanding of and skills in decoding, fluency, and comprehension.



STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):
Students will develop and use increasingly sophisticated reading skills in decoding, fluency and comprehension to successfully engage with a range of texts in SAE, Pitjantjatjara and Yankunytjatjara, demonstrating literal and inferential comprehension commensurate with their respective developmental levels.

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

NAPLAN – Term 1
 PAT-R – Term 3
 MultiLit Assessments – termly
 Language Phonics Checklist – Terms 1 and 3

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>Build the capacity of each teacher to plan, teach and assess reading to explicitly integrate the Big 6</p>	<p>Termly</p>	<p>Each teacher will plan for the teaching of reading using relevant data Each leader will provide opportunities through PL to develop skills and planning time in Team Meetings</p>	<p>Best Advice Papers Heidi Godden – Curriculum support AMLC MultiLit resources and data Australian Curriculum – literacy progressions</p>
<p>Each class will have a daily timetabled reading time in their classroom to focus on skills</p>	<p>Daily for 30 minutes</p>	<p>Each teacher will plan the daily reading time into their programme Each leader will review planning and programmes</p>	<p>AMLC EALD Hub coach Heidi Godden – Curriculum support</p>
<p>Provide opportunities for staff to develop their understanding of and skills in how to analyse and plan using reading data sets (MultiLit, PAT-R, NAPLAN, Phonics Screening)</p>	<p>Team Meetings – one per term PL - Termly</p>	<p>Each teacher will ensure data has been collected and recorded in their individual Literacy folders Each leader will organise PL sessions and personnel staff to support teachers</p>	<p>AMLC EALD Hub coach Heidi Godden – Curriculum support</p>

<p>All staff to train in EALD Hub and implement strategies in the classroom and reflect with the EALD Hub coach</p>	<p>2/3 PL EALD Hub coaching sessions per term</p>	<p>Each teacher will participate in the EALD Hub coaching sessions and implement strategies in the classroom Each leader will plan EALD Hub Coaching PL sessions each term and support with the implementation as needed</p>	<p>EALD Hub coach Leadership</p>
<p>Implement rubric for Language Development</p>	<p>Terms 1 and 4</p>	<p>Each teacher will work with AE to record information Each leader will provide PL time to analyse data</p>	<p>Dan Bleby Anangu Coordinator and AEs</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Each teacher will... Each leader will...</p>	<p>Click or tap here to enter text.</p>



STEP 1 Analyse and Prioritise


Site name: Mimili Anangu School

Goal 3: Click or tap here to enter text.

ESR Directions:

1. To ensure that all staff are provided with regular, planned opportunities to collaboratively review and refine SIP priorities.
2. To collaboratively develop and embed a whole-school approach to feedback for learning that is contextual and encompasses visual learning.
3. Click or tap here to enter text.

Achievement towards Goal in 2022: Click or tap here to enter text.	Target 2023: Click or tap here to enter text.	2024: 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**

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



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.








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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?







Goal 1: Increase all students' achievement in oral language and progress towards SEA as indicated by LEAP levels and literacy progressions

Student Success Criteria	 Yes	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
Students will be able to: Know and use an expanded vocabulary Use a register appropriate to context in SAE and Anangu languages (Pitjantjatjara and Yankunytjatjara)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	 90% embedded	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?
	 Needs attention/work in progress		
	 Not on track		
Build the capacity of each teacher to explicitly plan for the teaching of oral language, specifically vocabulary	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each teacher will use oral language LEAP levels to inform their planning of daily explicit teaching, specifically vocabulary	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each teacher will assess against the oral language LEAP levels to track and monitor student progress	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.


All staff to train in EALD Hub and implement strategies in the classroom and reflect with the EALD Hub coach (new staff to train in LEAP Levels)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers submit yearly, termly and weekly programmes on TEAMS for review, feedback and sharing	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.

 **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?







Goal 2: Increase students' progress towards achieving the SEA in PAT-R, and the AC Achievement Standards for Reading.

Student Success Criteria	<p> Yes</p> <p> Needs attention/work in progress</p> <p> Not on track</p>	<p>Evidence</p> <p>Are we improving student learning?</p> <p>How are we tracking against our student success criteria?</p>	<p>What are our next steps?</p> <p>Potential adjustments?</p>
<p>Students will develop and use increasingly sophisticated reading skills in decoding, fluency and comprehension to successfully engage with a range of texts in SAE, Pitjantjatjara and Yankunytjatjara, demonstrating literal and inferential comprehension commensurate with their respective developmental levels.</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>
Actions	<p> 90% embedded</p> <p> Needs attention/work in progress</p> <p> Not on track</p>	<p>Evidence</p> <p>Are we doing what we said we would do?</p> <p>Are we improving student learning?</p> <p>How do we know which actions have been effective?</p>	<p>What are our next steps?</p> <p>Potential adjustments?</p>
<p>Build the capacity of each teacher to plan, teach and asses reading to explicitly integrate the Big 6</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>

Each class will have a daily timetabled reading time in their classroom to focus on skills	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Provide opportunities for staff to develop their understanding of and skills in how to analyse and plan using reading data sets (MultiLit, PAT-R, NAPLAN, Phonics Screening)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All staff to train in EALD Hub and implement strategies in the classroom and reflect with the EALD Hub coach	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Implement rubric for Language Development	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.

 **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?

Goal 3: Click or tap here to enter text.

Student Success Criteria	 Yes	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	 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	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?
	 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.
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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.



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

Goal 1: Increase all students' achievement in oral language and progress towards SEA as indicated by LEAP levels and literacy progressions

<p>Targets 2023: All students from R-12, with an attendance record greater than 50% of the school year at Mimili Anangu school will increase at least 2 or more oral language LEAP levels in 2023</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If systematic, evidence-based approaches to planning, teaching and assessing oral language is implemented, with a focus on building vocabulary and register fluency, in SAE and Anangu languages (Pitjantjatjara, Yankunytjatjara) , then we will see increase in students' oral language skills.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria: Students will be able to: Know and use an expanded vocabulary Use a register appropriate to context in SAE and Anangu languages (Pitjantjatjara and Yankunytjatjara)</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>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.</p>	

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.](#)

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

Goal 2: Increase students' progress towards achieving the SEA in PAT-R, and the AC Achievement Standards for Reading.

Targets 2023:

Students from Year 1-6, whose attendance is greater than 50% (approximately of the school year at Mimili Anangu school) will achieve at least one year's growth as measured by NAPLAN Reading, PAT-R, First Language – Phonics checklist and MultiLit Assessments

Results towards targets:

Click or tap here to enter text.

Challenge of Practice:

If we intentionally plan, teach and assess a daily integrated and evidence-based approach to the teaching of reading (Big 6), then there will be an increase in students' understanding of and skills in decoding, fluency, and comprehension.

Evidence - has this made an impact?

Click or tap here to enter text.

Success Criteria:

Students will develop and use increasingly sophisticated reading skills in decoding, fluency and comprehension to successfully engage with a range of texts in SAE, Pitjantjatjara and Yankunytjatjara, demonstrating literal and inferential comprehension commensurate with their respective developmental levels.

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

Click or tap here to enter text.

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.

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

Goal 3: Click or tap here to enter text.

Targets 2023:
Click or tap here to enter text.

Results towards targets:
Click or tap here to enter text.

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

Evidence - has this made an impact?
Click or tap here to enter text.

Success Criteria:
Click or tap here to enter text.

Evidence - did we improve student learning? how do we know?
Click or tap here to enter text.

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.](#)