

School Improvement Plan for



Vision Statement:

**Our vision is to develop thriving, confident, productive and resilient individuals, who can responsibly contribute to community.
Our purpose is to provide a high quality, meaningful education within a safe and caring learning environment that ensures the wellbeing of everyone.**



2022 – 2024

School Improvement Plan for

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:

<p>Goal 1: Students have at standard content knowledge and think mathematically, using the proficiencies to expand on numeracy skills and concepts</p>	<p>ESR Directions: Direction 1 Analyse and prioritise data to identify strengths and the next steps in planning, teaching and assessing using the Australian Curriculum. Direction 2 Develop a whole-school understanding of formative assessment and implement consistently to further support student achievement. Direction 3 Support each child to continually improve their achievement through data-sharing and collaboratively setting individual goals and targets with children.</p>	
<p>Target 2022: 38% of year students in R (10 out of 26) to achieve at standard or better in their end of year report. 47% of students yr 1s (14 out of 30) to achieve at standard C grade or above in their end of year report 58% of students in YR 2 (14 out of 24) to achieve at standard C grade or above in their end of yr report. 78% of students in yr 3 (14 out of 18) to achieve at standard C grade or above in their end of yr report 80% of students in yr 4 (12 out of 15) to achieve at standard C grade or above in their end of yr report. 45% of students in yr 5 (15 out of 33) to achieve at standard C grade or above in their end of yr report 58% of students in yr 3 (11 out of 19) to achieve at standard C grade or above in their end of yr report.</p>	<p>2023:</p>	<p>2024: Click or tap here to enter text.</p>


STEP 2 Challenge of practice

<p>Challenge of Practice: If teachers design and teach mathematics at year level in a sequential and developmentally appropriate way using manipulatives, regular check-ins and diagnostic assessments to track and monitor progress then students will achieve at standard.</p>
<p>Student Success Criteria (what students know, do, and understand): Students will demonstrate a mastery of and fluency in recalling content within the number and place value aspects appropriate to each year level of the Australian Curriculum. Students will engage in mathematical talk with their teachers and peers, explaining their thinking and recording their reasoning, strategy or working out of problems. Students will use manipulatives, visual models and a range of taught strategies to grapple with rich tasks.</p>


STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
<p>Teachers and leaders will map the Maths curriculum across the year for all year levels and use this to plan a sequential program of learning</p>	<p>Week 0 and first staff meetings ongoing</p>	<p>Leaders: Sally (deputy) to lead and plan for this work with staff. Starting in week 0. Mentors: Shirley MP-Jodie & Steph JP & Ray / Tammy UP-Will meet with Learning teams to lead the planning / mapping for yr levels aligned to curriculum units and Achievement standards for each term</p>	<p>Australian Curriculum Maths achievement standards. Australian Curriculum Units Maths Scope and sequence documents Numeracy progressions Maths Guide books</p>

		Teachers: work collaboratively to plan and program for implementation of curriculum over the year and meet in year level teams on a regular basis to ensure attention to sequential planning at least twice a term.	Source relevant manipulatives
Middle primary educators will work with identified staff member using a coaching/mentor model to co plan and implement the maths curriculum units.	Term 1 and then throughout the year. Time line to be implemented in termly Curriculum planner	Leader: Sally to facilitate and negotiate timelines and support. Sally will facilitate PLC with JP staff to trial JP unit.: Mentor/coach Shirley to be released to facilitate work with Yr 3 and 4 cohort staff. Shirley to continue work as part of Incubate program with Steph Burton and negotiate any PD with leaders for staff meetings or PLCs. Tammy and Ray will facilitate work with Yr 5/ 6 teachers and negotiate time lines. Teachers: commit to working with leads and trialling units within classrooms as per mapping and calendar agreements. SIT : monitor and review at meetings	CIPSI funding /release Year level Curriculum Units 3-6 Scope and sequence documents and 3- 6 Proficiencies Steph Burton CL Relevant manipulatives/ resources
IELP educators to adapt and use Curriculum units 3-6	Term 1 Yrs 3-6 to adapt with ongoing support and implement from mid- term 1 onwards	Leader: Tabitha to work with Shirley to look at units and facilitate relevant PLCs with staff to implement in classes. Mentor/ coach: Shirley to organise time with Tabitha IELP teachers: commit to working with leads and trialling units within classrooms as per mapping and calendar agreements and share successful strategies with PLCs with B2 Leader and at SIT	Year level Curriculum Units 3-6 Scope and sequence documents and 3- 6 Proficiencies Relevant manipulatives
Teachers will actively engage in Internal and external Moderation termly using year level achievement standards.	Weeks 5, terms 1, 2 &3. Early term 4 – week 3	Leaders: Facilitated by leaders Teresa & Sally. Liaise with LET for staff meeting support Tammy to provide data updates before process. Teachers; to bring work books and relevant evidence of learning and actively engage in moderation and plan and engage in conversations as to how this learning informs next teaching steps.	Year level Achievement standards placemats- Sally List of verb explanations. Teresa LDAM recording sheets -Teresa
Teachers will embed high impact formative assessment practices into daily Mathematics lessons-	Early staff meeting term 1. Weeks 3, 6 and 9 PLC meetings with staff	Leaders: Teresa to contact Steph B / Zoe to facilitate PD to followed up by on site leaders – Teresa & Sally & Tammy. Leaders to track and monitor as part of PDP meetings and Instructional leadership focus in classroom observations. Teresa & Elisha to gain student feedback as part of student voice meetings using audit questions and to feedback to SIT. Track & Monitor Coach/ Mentor: Integrate work into year level team meetings and coaching release Teachers: Implement strategies as part of termly sprints and bring evidence of practice to PDPS, staff meetings to monitor impact and plan next steps SIT: book looks and monitor impact. Plan for learning walk focus each semester.	High Impact formative assessment strategies Numeracy first document links Guide books – Numeracy. CIPSI funding release time
Teachers will monitor students OCOP learning goals twice per term, modifying goals as needed to close the gap for all students and identify those who have achieved working at standard with modifications.	Weeks 4 and 9 termly	Leaders: Sally to plan releases for staff to work alongside AET and or B1 Leader to plan. Tammy to monitor progress in data and inform Principal and SIT of progress and or identified needs. Leaders to monitor in PDPS and instructional classroom observations Teachers: commit to ensuring learning goals are updated and monitored and teaching and learning plans are adjusted for individuals. Ensure support staff are aware of updates and differentiation plans for identified students.	One plans, Maths curriculum scope and sequence documents, site based and DfE data.

Goal 1: Students have at standard content knowledge and think mathematically, using the proficiencies to expand on numeracy skills and concepts








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

Evidence

	<p> Needs attention/work in progress</p> <p> Not on track</p>	<p>Are we improving student learning? How are we tracking against our student success criteria?</p>	<p>What are our next steps? Potential adjustments?</p>
<p>Students will demonstrate a mastery of and fluency in recalling content within the number and place value aspects appropriate to each year level of the Australian Curriculum.</p> <p>Students will engage in mathematical talk with their teachers and peers, explaining their thinking and recording their reasoning, strategy or working out of problems.</p> <p>Students will use manipulatives, visual models and a range of taught strategies to grapple with rich tasks.</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>Actions</p>	<p> 90% embedded</p> <p> Needs attention/work in progress</p> <p> Not on track</p>	<p>Evidence 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>What are our next steps? Potential adjustments?</p>
<p>Teachers and leaders will map the Maths curriculum across the year for all year levels and use this to plan a sequential program of learning</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>Middle primary educators will work with identified staff member using a coaching/mentor model to co plan and implement the maths curriculum units.</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>IELP educators to adapt and use Curriculum units 3-6</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>
<p>Teachers will actively engage in Internal and external Moderation termly using year level achievement standards.</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 embed high impact formative assessment practices into daily Mathematics lessons.</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 monitor students OCOP learning goals twice per term, modifying goals as needed to close the gap for all students and identify those who have achieved working at standard with modifications.</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: Students have at standard content knowledge and think mathematically, using the proficiencies to expand on numeracy skills and concepts



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: 38% of year students in R (10 out of 26) to achieve at standard or better in their end of year report. 47% of students yr 1s (14 out of 30) to achieve at standard C grade or above in their end of year report 58% of students in YR 2 (14 out of 24) to achieve at standard C grade or above in their end of yr report. 78% of students in yr 3 (14 out of 18) to achieve at standard C grade or above in their end of yr report 80% of students in yr 4 (12 out of 15) to achieve at standard C grade or above in their end of yr report. 45% of students in yr 5 (15 out of 33) to achieve at standard C grade or above in their end of yr report 58% of students in yr 3 (11 out of 19) to achieve at standard C grade or above in their end of yr report.</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If teachers design and teach mathematics at year level in a sequential and developmentally appropriate way using manipulatives, regular check-ins and diagnostic assessments to track and monitor progress then students will achieve at standard.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria: Students will demonstrate a mastery of and fluency in recalling content within the number and place value aspects appropriate to each year level of the Australian Curriculum. Students will engage in mathematical talk with their teachers and peers, explaining their thinking and recording their reasoning, strategy or working out of problems. Students will use manipulatives, visual models and a range of taught strategies to grapple with rich tasks.</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>	

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: Students will be able to read, respond to rich literature and use this skill to create texts that ensure they achieve at standard and beyond.

ESR Directions:

Direction 1 Analyse and prioritise data to identify strengths and the next steps in planning, teaching and assessing using the Australian Curriculum.

Direction 2 Develop a whole-school understanding of formative assessment and implement consistently to further support student achievement.

Direction 3 Support each child to continually improve their achievement through data-sharing and collaboratively setting individual goals and targets with children.

Target 2022:

38% of students in R (10 out of 26) to achieve at standard grade or above in their end of yr report.

37% of students in yr 1 (11 out of 30) to achieve at standard C grade or above in their end of yr report

61% of students in yr 2 (14 out of 23) to achieve at standard C grade or above in their end of yr report

63% of students in yr 3 (12 out of 19) to achieve at standard C grade or above in their end of yr report

80% of students in yr 4 (12 out of 15) to achieve at standard C grade or above in their end of yr report

57% of students in yr 5 (17 out of 30) to achieve at standard C grade or above in their end of yr report

61% of students in yr 6 (11 out of 18) to achieve at standard C grade or above in their end of yr report

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 teachers R-6 implement a daily, balanced, uninterrupted literacy block integrating the Big 6, daily writing activities and high impact strategies to extend student talk and vocabulary, students' English achievement will improve.

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

Students will use their knowledge and understanding of strategies taught in reading and writing to confidently discuss and create texts.

Students will be able to demonstrate their comprehension of fiction and non-fiction texts when talking about books they have read using an extended vocabulary.

Students will attempt unknown words when writing and demonstrate an increased knowledge of the alphabetic code.

Students will be able to transfer this knowledge and plan for and create texts independently.



STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Teachers will continue to strengthen and embed implementation of Letters and Sounds synthetic phonics program in Yrs R-2 Primary & IELP with a focus on rigorous tracking and assessment using data	Lessons daily in morning Testing once a term week 8 as per data calendar EDPS	Leaders: Tabitha B2 leader to oversee, plan with teachers for movement of student's between phase groups twice a term.	Letters & Sounds resources / testing booklets Decodable readers Tammy Site based data. Track what is being taught and growth through phases.

<p>to plan targeted teaching and Intervention opportunities in all classes.</p>		<p>B1 Leader Tammy to collate data and monitor progress and movement of individual students and report info to SIT, Leaders and Individual teachers termly.</p> <p>Teachers: L and S instructors to test and upload data at end of week 8 each term and plan for teaching and learning.</p>	<p>R-2 English scope and sequence documents R-2 literacy progressions Multi- sensory materials as necessary</p>
<p>Teachers will Continue implementation of BASS (R-6) and Lexiles (5-7)to track reading progress with a focus on rigorous tracking and assessment and using data to plan targeted teaching and intervention opportunities in all classes.</p>	<p>Testing as per data calendar at least x2 termly</p>	<p>Leaders: Teresa to monitor and remind all staff re data calendar expectations. Put dates on cycle of monitoring document and check in at leaders meeting .and plan for any PD in staff meetings including moderation of RRs Teresa & Tammy to track and monitor data termly to inform Interventions. AET to track & monitor ATSI student data to meet with Teresa to inform Interventions and student One plans. Teachers: Test RRs twice at term as per data calendar. Use RR evidence to plan and inform for GR groups and teaching focus. Report progress to line managers in PDPS and PLCs SSOs : continue to take GR groups and use teacher recording processes to support teacher planning and movement of students into appropriate groups</p>	<p>BASS Resources Literacy Pro/Lexiles Fountas and Pinell reading prompts Tammy data calendar R-2 English scope and sequence R-2 literacy progressions</p>
<p>Leaders will work with teachers to develop common whole site understanding and framework of high quality practice to be embedded during shared reading, modelled reading, independent reading, and established guided reading agreement R-6.</p>	<p>Start PD in early term one weeks 4 &8 . Put time lines and sprints in Staff meeting agendas and cycle of monitoring for term 1 with leaders in week 0</p>	<p>Leaders: Teresa to plan with SIT to monitor use of GR agreements via learning walk. Teresa to meet with leaders to plan for releases for peer observations. All leaders to assess in PDP discussions and Instructional leadership observations. Teresa to plan for staff meeting PD re high quality practices for reading including comprehension strategies and sharing of good practice using BAS resources</p>	<p>EDPS GR agreement High Impact strategies document Literacy Literacy First document Guide books & Guide books audits English scope & Sequence documents SIT planning</p>
<p>Teachers choose and use high quality and rich literature daily within their literacy program and in daily guided reading.</p>	<p>Termly planning in Yr level teams – wks 1 and 6</p>	<p>Leaders: Teresa to ensure there is adequate high quality GR sets, modelled texts, shared texts, readers and library books (lexiles). Audit of library resources with SSO Teresa -Plan for financial resourcing – budget. All leaders monitor and observe within Instructional leadership observations and discuss in PLCs SIT: monitor and review GR agreement and impact. Teachers: Plan for use of high quality texts when planning of teaching cycle within yr level teams. Ensure us of GR material to match genre teaching. Plan for mentoring & Coaching of classroom SSOs in process and planning.</p>	<p>High quality GR sets, modelled texts, shared texts, readers and library books (lexiles) available in teacher resource area</p>
<p>Leaders will provide PD in High impact formative assessment strategies for staff which is then embedded into daily literacy R-7.</p>	<p>PD to be added to cycle of monitoring at least once a term Leaders to monitor in PDP meetings – book looks / Instructional leadership focus (Teresa)</p>	<p>Leaders: Teresa to contact Steph B / Zoe to facilitate PD to followed up by on site leaders – Teresa & Sally & Tammy. Leaders to track and monitor as part of PDP meetings and Instructional leadership focus in classroom observations. Teresa & Elisha to gain student feedback as part of student voice meetings using audit questions and to feedback to SIT. Track & Monitor Coach/ Mentor: Integrate work into year level team meetings and coaching release Teachers: Implement strategies as part of termly sprints and bring evidence of practice to PDPS, staff meetings to monitor impact and plan next steps SIT: book looks and monitor impact. Plan for learning walk focus each semester.</p>	<p>Embedded Formative Assessment (Strategies for Classroom Assessment That Drives Student Engagement and Learning) – Dylan William SIT – book looks to monitor progress Student conversations and analysis of student audits Moderation processes</p>
<p>Teachers assess and calibrate students against their One Plan literacy goal twice a term and make modifications where necessary – this will provide an action so students learning is monitored more closely ideally closing the gap for ALL students on One Plans</p>	<p>Weeks 4 and 9 termly</p>	<p>Leaders: Sally to plan releases for staff to work alongside AET and or B1 Leader to plan. Tammy to monitor progress in data and inform Principal and SIT of progress and or identified needs. Teresa to meet with Tammy & Julz & Sit to assess timely intervention is provided for identified students :what will this look like for individuals (SSPs/ Interventions/ other)</p>	<p>One plans, English curriculum scope and sequence documents, site based and DfE data.</p>

Leaders to monitor in PDPS and instructional classroom observations
Teachers: commit to ensuring learning goals are updated and monitored and teaching and learning plans are adjusted for individuals. Ensure support staff are aware of updates and differentiation plans for identified students.

Goal 2: Students will be able to read, respond to rich literature and use this skill to create texts that ensure they achieve at standard and beyond.



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?
<p>Students will use their knowledge and understanding of strategies taught in reading and writing to confidently discuss and create texts.</p> <p>Students will be able to demonstrate their comprehension of fiction and non-fiction texts when talking about books they have read using an extended vocabulary.</p> <p>Students will attempt unknown words when writing and demonstrate an increased knowledge of the alphabetic code.</p> <p>Students will be able to transfer this knowledge and plan for and create texts independently.</p>	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?
<p>Teachers will continue to strengthen and embed implementation of Letters and Sounds synthetic phonics program in Yrs R-2 Primary & IELP with a focus on rigorous tracking and assessment using data to plan targeted teaching and Intervention opportunities in all classes.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>Teachers will Continue implementation of BASS (R-6) and Lexiles (5-7)to track reading progress with a focus on rigorous tracking and assessment and using data to plan targeted teaching and intervention opportunities in all classes.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>Leaders will work with teachers to develop common whole site understanding and framework of high quality practice to be embedded during shared reading, modelled reading, independent reading, and established guided reading agreement R-6.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>Teachers choose and use high quality and rich literature daily within their literacy program and in daily guided reading.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Leaders will provide PD in High impact formative assessment strategies for staff which is then embedded into daily literacy R-7.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers assess and calibrate students against their One Plan literacy goal twice a term and make modifications where necessary – this will provide an action so students learning is monitored more closely ideally closing the gap for ALL students on One Plans	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: Students will be able to read, respond to rich literature and use this skill to create texts that ensure they achieve at standard and beyond.



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: 38% of students in R (10 out of 26) to achieve at standard grade or above in their end of yr report. 37% of students in yr 1 (11 out of 30) to achieve at standard C grade or above in their end of yr report 61% of students in yr 2 (14 out of 23) to achieve at standard C grade or above in their end of yr report 63% of students in yr 3 (12 out of 19) to achieve at standard C grade or above in their end of yr report 80% of students in yr 4 (12 out of 15) to achieve at standard C grade or above in their end of yr report 57% of students in yr 5 (17 out of 30) to achieve at standard C grade or above in their end of yr report 61% of students in yr 6 (11 out of 18) to achieve at standard C grade or above in their end of yr report</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If teachers R-6 implement a daily, balanced, uninterrupted literacy block integrating the Big 6, daily writing activities and high impact strategies to extend student talk and vocabulary, students' English achievement will improve.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria – did we improve student learning? Students will use their knowledge and understanding of strategies taught in reading and writing to confidently discuss and create texts. Students will be able to demonstrate their comprehension of fiction and non-fiction texts when talking about books they have read using an extended vocabulary.</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>

Students will attempt unknown words when writing and demonstrate an increased knowledge of the alphabetic code.
Students will be able to transfer this knowledge and plan for and create texts independently.

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?

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STEP 1 Analyse and Prioritise

Goal 3: Click or tap here to enter text.

ESR Directions:

Direction 1 Analyse and prioritise data to identify strengths and the next steps in planning, teaching and assessing using the Australian Curriculum.

Direction 2 Develop a whole-school understanding of formative assessment and implement consistently to further support student achievement.

Direction 3 Support each child to continually improve their achievement through data-sharing and collaboratively setting individual goals and targets with children.

Target 2022:

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2023:

Click or tap here to enter text.

2024:

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STEP 2 Challenge of practice

Challenge of Practice:

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

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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?
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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>	

