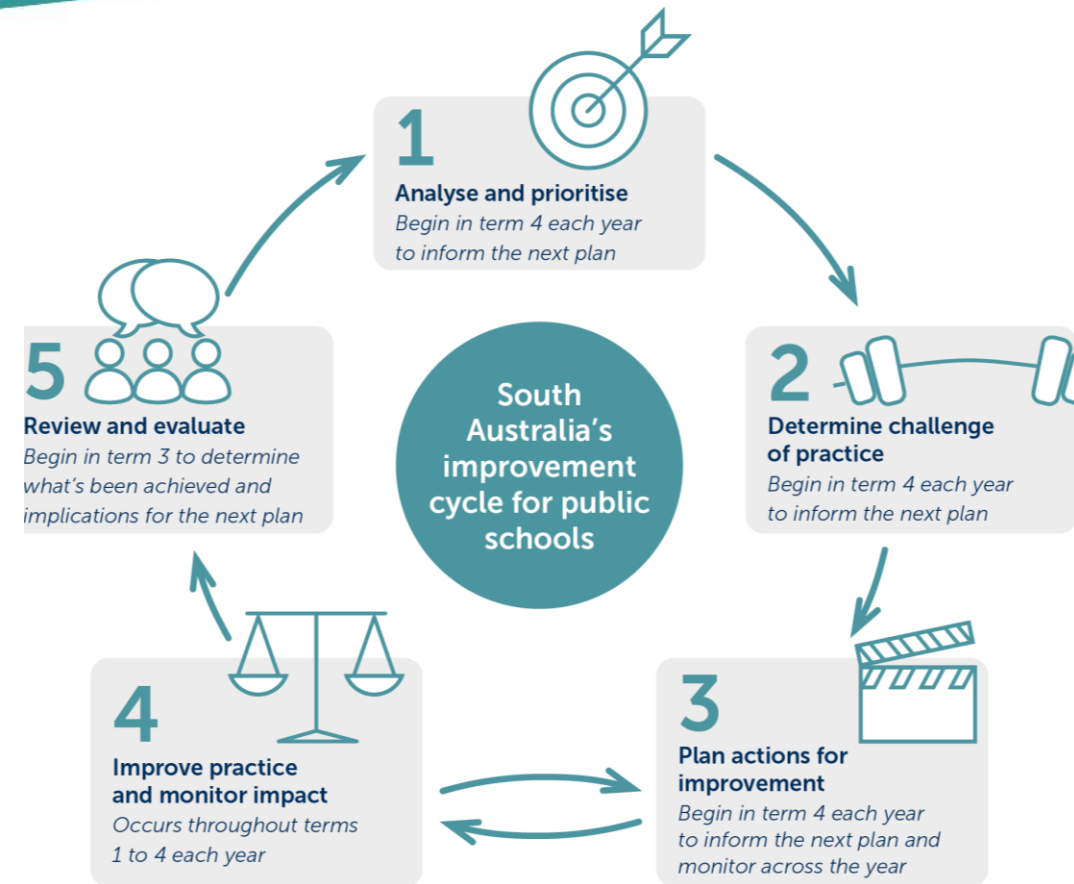


School Improvement Plan for



Vision Statement:

Version 2 - 4 Actions

Learning for Life – Aiming for Excellence



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 (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
education.RIA@sa.gov.au



Government of South Australia
Department for Education

STEP 1 Analyse and Prioritise

Site name:

Goal 1: To improve student understanding of number in the mathematics curriculum

ESR Directions:

Further embed collaborative whole-school improvement processes, including the use of data to identify trends, and sharpen the focus of professional development.

Provide opportunities for students to articulate their thinking and develop and apply the language of learning to deepen their understanding of learning.

Target 2022: NAPLAN: 50% of year 3 will achieve in HB (2 of 4) 70% of year 5 will achieve in HB (2 of 3) PAT M 4/8 year 4 students will reach higher band in PAT Maths 4/6 Year 6 students will reach higher band in PAT Maths	2023: Updated targets will be added per cohort T4 2022	2024: Updated targets will be added per cohort T4 2023
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STEP 2 Challenge of practice

Challenge of Practice:

If we use formative assessment practices, we will improve student achievement in number.

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

- Students can use counting strategies to solve problems using manipulatives (Foundation) – Evidence collected twice a term will be different strategies children have used to problem solve
- Students can carry out simple additions and subtractions using counting strategies (Year 1) – Evidence collected twice a term will be problem solving that shows different strategies children have used
- Students can perform simple addition and subtraction calculations using a range of strategies (Year 2) – Evidence collected twice a term will show different strategies used when problem solving
- Students can solve problems using efficient strategies for multiplication (Year 3) – Evidence collected will be problem solving work that shows different strategies and representations students have used
- Students can choose appropriate strategies for calculations involving multiplication and division (Year 4) – Evidence collected will be problem solving strategies where students have used flexible strategies for multiplication and division
- Students can solve simple problems involving the four operations using a range of strategies (Year 5) – The evidence collected will show a range of strategies used in problem solving
 1. Students can solve problems that involve all operations with whole numbers (Year 6) - The evidence collected will show a range of strategies used in problem solving

STEP 3 Plan actions for improvement







Actions	Timeline	Roles & Responsibilities	Resources
Teachers will engage in review of the current whole school Maths Agreement to include formative assessment	By the end of term 4, 2022 Term 1 Week 0 Term 4 Week 2-5 (Wednesday) Ongoing PD throughout Year	Anne-Marie: To provide time in staff meetings and pupil free days. Provide current document to staff and inform of the review in light of all numeracy work Terms 1-3 Staff: To review and plan collaboratively to develop a whole school Maths agreement Work Prior review includes: <ul style="list-style-type: none"> • formative assessment • Small school Collaborative (This will form a part of other actions)	Small schools' professional development Margarita Breed (numeracy expert) Australian Curriculum Resources Tools for common misunderstanding (BiN) Di Siemen Twilight Series at Staffe meetings https://edi.sa.edu.au/educating/literacy-and-numeracy/big-ideas-in-number#learnmore https://www.oup.com.au/books/higher-education/education/9780190311537-teaching-mathematics Uni SA – Chelsea Cutting PAT team Partnership experts - swivels

<p>Teachers will review and consolidate formative and summative assessment practices and use information to provide feedback and set accessible learning goals with students.</p>	<p>Term 2-3, 2022 Formative assessment modules</p>	<p>Leaders- Implement learning on formative assessment using department resources Support teachers in accessing formative strategies for student goal setting</p> <p>Teachers: Review formative assessment knowledge and practices Engage in Professional Learning and commit to action after each session Commit to implementing formative assessment strategies Review summative assessment strategies Research the best way to set goals with students</p>	<p>Numeracy- Self assessment in build foundations guide book https://edi.sa.edu.au/educating/literacy-and-numeracy/guidebooks/teacher-self-assessment-tool/build-foundations-self-assessment-of-numeracy-teaching-in-primary-schools</p> <p>Formative assessment https://edi.sa.edu.au/educating/curriculum/standards-and-assessment/formative-assessment</p> <p>Formative assessment professional learning modules https://edi.sa.edu.au/educating/curriculum/standards-and-assessment/formative-assessment/formative-assessment-strategies-professional-learning-modules</p>
<p>Teachers use data from formative and other assessments to plan maths curriculum for composite classes.</p>	<p>week 1-10, Term1, 2022</p>	<p>Leader: Introduce Essential Maths Program into the school in Term 1.</p> <p>Teachers: (Y2-Y6) will use Essential Assessment to pre-test unit of work. T (F1) will bring pre-assessments (subitising: YF – 1to5, Y1 – 1-10).</p> <p>Teachers:</p>	<p>Guide books Essential Assessment https://online.stanford.edu/courses/xeduc115n-how-learn-math-teachers Small schools' professional development</p>
<p>Leaders and Teachers Will engage in a Small Schools Collaborative Curriculum Project</p>	<p>Term 2 Pupil Free Days- Term 4 Pupil Free Day</p>	<p>Leaders Regular classroom visits for observation of current practice and to provide feedback on curriculum, BIN and maths proficiencies</p> <ul style="list-style-type: none"> • Leaders Collaborate to support sprint and pupil free day • Planning for SIP and 2023 <p>Teachers Engage in Small School “Learning Sprints” collaboration</p> <ul style="list-style-type: none"> • Teachers collaborate through Small Schools PLC to plan a sprint • Use Curriculum documents and Numeracy progressions and Scope and Sequence to set sprint and individual goals • Data is informing practice and analysed (pre and post sprint) • Build formative assessment into sprint/s • Student feedback • Sequence learning 	<p>Margarita Breed (numeracy expert) Australian Curriculum Resources Tools for common misunderstanding (BiN) Learning Progressions</p> <p>Di Siemen Twilight Series at Staff meetings https://edi.sa.edu.au/educating/literacy-and-numeracy/big-ideas-in-number#learnmore</p> <p>https://www.oup.com.au/books/higher-education/education/9780190311537-teaching-mathematics</p> <p>Uni SA – Chelsea Cutting PAT team Partnership experts - swivels</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: To improve student understanding of number in the mathematics curriculum



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?
<ul style="list-style-type: none"> - Students can use counting strategies to solve problems using manipulatives (Foundation) – Evidence collected twice a term will be different strategies children have used to problem solve - Students can carry out simple additions and subtractions using counting strategies (Year 1) – Evidence collected twice a term will be problem solving that shows different strategies children have used - Students can perform simple addition and subtraction calculations using a range of strategies (Year 2) – Evidence collected twice a term will show different strategies used when problem solving - Students can solve problems using efficient strategies for multiplication (Year 3) – Evidence collected will be problem solving work that shows different strategies and representations students have used - Students can choose appropriate strategies for calculations involving multiplication and division (Year 4) – Evidence collected will be problem solving strategies where students have used flexible strategies for multiplication and division - Students can solve simple problems involving the four operations using a range of strategies (Year 5) – The evidence collected will show a range of strategies used in problem solving <ul style="list-style-type: none"> 2. Students can solve problems that involve all operations with whole numbers (Year 6) - The evidence collected will show a range of strategies used in problem solving 	<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	 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 engage in review of the current whole school Maths Agreement to include formative assessment</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 review and consolidate formative and summative assessment practices and use information to provide feedback and set accessible learning goals with students.</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>

Teachers use data from formative and other assessments to plan maths curriculum for composite classes.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Leaders and Teachers Will engage in a Small Schools Collaborative Curriculum Project	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: To improve student understanding of number in the mathematics curriculum



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

Targets 2022: NAPLAN: 50% of year 3 will achieve in HB (2 of 4) 70% of year 5 will achieve in HB (2 of 3) PAT M 4/8 year 4 students will reach higher band in PAT Maths 4/6 Year 6 students will reach higher band in PAT Maths	Results towards targets: Click or tap here to enter text.
School Improvement planning template If we use formative assessment practices, we will improve student achievement in number.	Evidence - has this made an impact? Click or tap here to enter text.
Success Criteria: <ul style="list-style-type: none"> - Students can use counting strategies to solve problems using manipulatives (Foundation) – Evidence collected twice a term will be different strategies children have used to problem solve - Students can carry out simple additions and subtractions using counting strategies (Year 1) – Evidence collected twice a term will be problem solving that shows different strategies children have used - Students can perform simple addition and subtraction calculations using a range of strategies (Year 2) – Evidence collected twice a term will show different strategies used when problem solving - Students can solve problems using efficient strategies for multiplication (Year 3) – Evidence collected will be problem solving work that shows different strategies and representations students have used 	Evidence - did we improve student learning? how do we know? Click or tap here to enter text.

- **Students can choose appropriate strategies for calculations involving multiplication and division (Year 4) – Evidence collected will be problem solving strategies where students have used flexible strategies for multiplication and division**
- **Students can solve simple problems involving the four operations using a range of strategies (Year 5) – The evidence collected will show a range of strategies used in problem solving**
 3. **Students can solve problems that involve all operations with whole numbers (Year 6) - The evidence collected will show a range of strategies used in problem solving**

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:

Further embed collaborative whole-school improvement processes, including the use of data to identify trends, and sharpen the focus of professional development.

Provide opportunities for students to articulate their thinking and develop and apply the language of learning to deepen their understanding of learning.

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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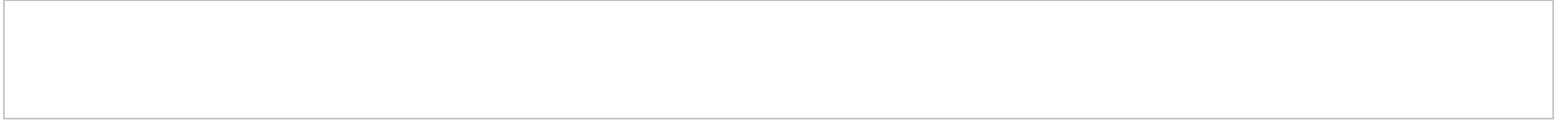
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Goal 2: Click or tap here to enter text.



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:

Further embed collaborative whole-school improvement processes, including the use of data to identify trends, and sharpen the focus of professional development.

Provide opportunities for students to articulate their thinking and develop and apply the language of learning to deepen their understanding of learning.

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?
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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>School Improvement planning 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>	

