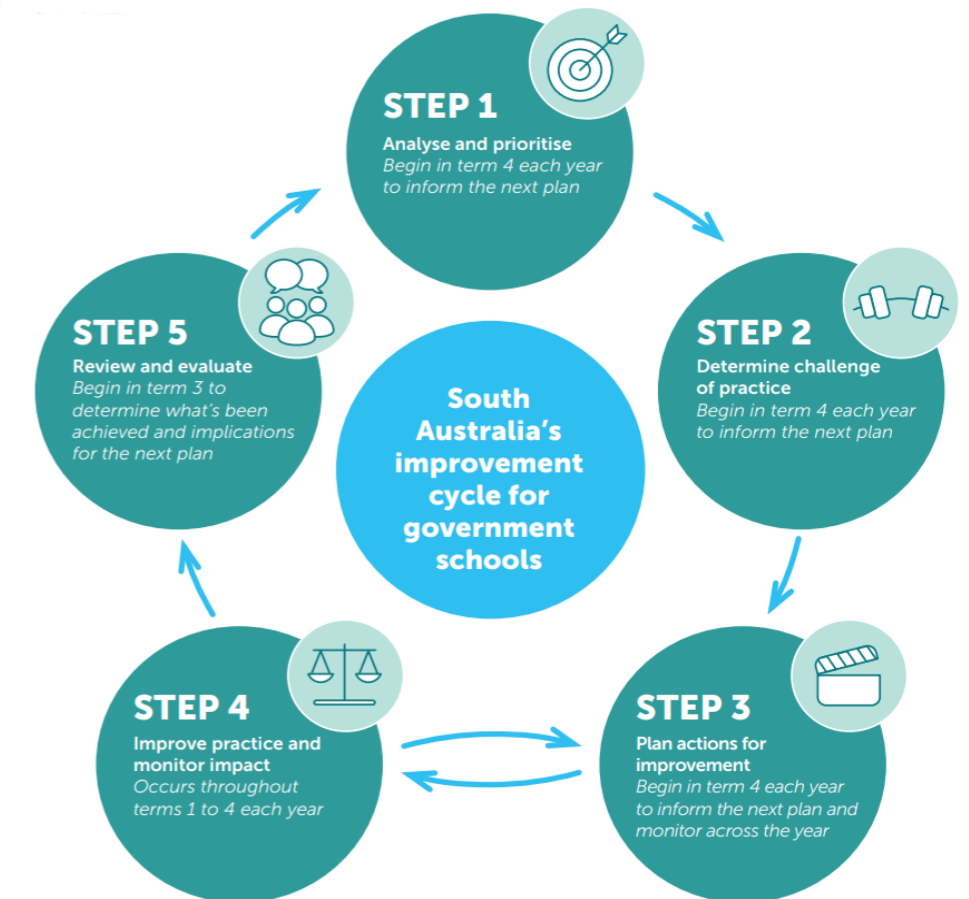2022 - 2024
# 2023 School Improvement Plan for Angle Vale Primary School

Site Number:
0255

**Angle Vale** Primary School

STEP 1
Analyse and prioritise
*Begin in term 4 each year to inform the next plan*

STEP 2
Determine challenge of practice
*Begin in term 4 each year to inform the next plan*

STEP 3
Plan actions for improvement
*Begin in term 4 each year to inform the next plan and monitor across the year*

STEP 4
Improve practice and monitor impact
*Occurs throughout terms 1 to 4 each year*

STEP 5
Review and evaluate
*Begin in term 3 to determine what's been achieved and implications for the next plan*

**South Australia's improvement cycle for government schools**

**Vision Statement:**
 Angle Vale Primary School, with the school community, is committed to support all students to become successful learners, confident and creative individuals, and active and informed citizens.

**Government of South Australia**
Department for Education

# 2022 - 2024

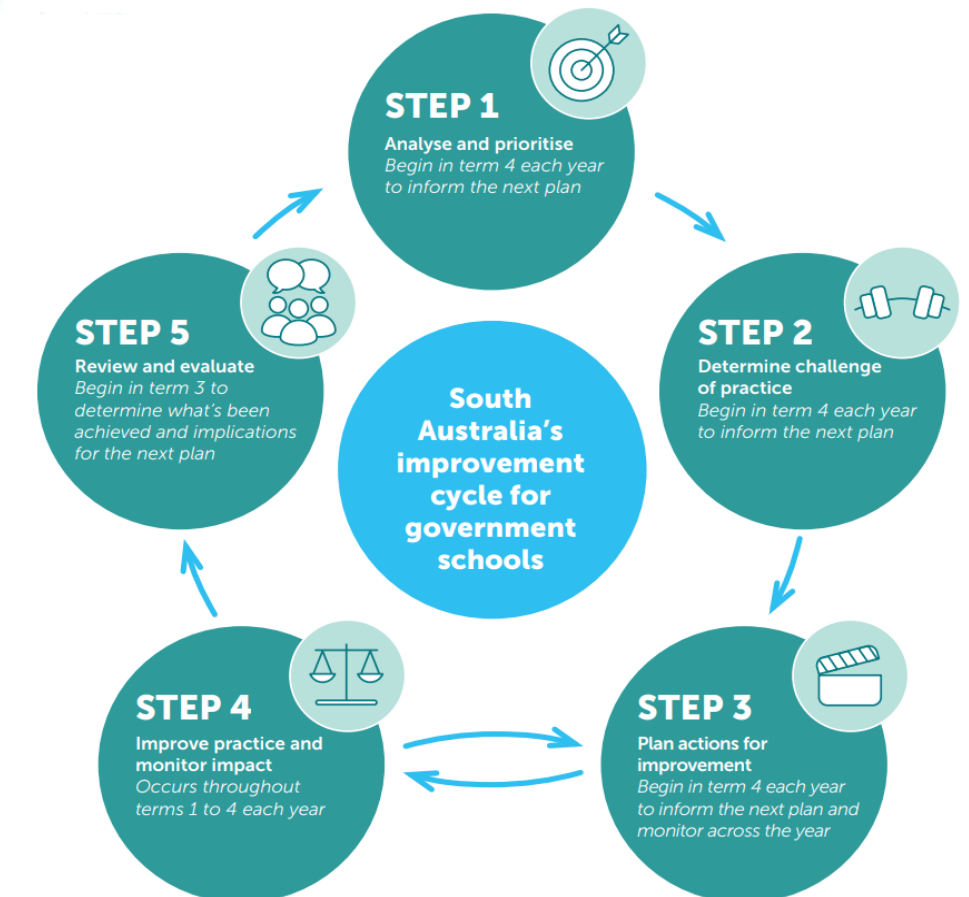# 2023 School Improvement Plan for Angle Vale Primary School

**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 your SIP can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes.
- Click 'View' and then click 'Navigation Pane' to display a table of contents on the left-hand side.

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 (16 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

**South Australia's improvement cycle for government schools**

**STEP 1**
Analyse and prioritise
*Begin in term 4 each year to inform the next plan*

**STEP 2**
Determine challenge of practice
*Begin in term 4 each year to inform the next plan*

**STEP 3**
Plan actions for improvement
*Begin in term 4 each year to inform the next plan and monitor across the year*

**STEP 4**
Improve practice and monitor impact
*Occurs throughout terms 1 to 4 each year*

**STEP 5**
Review and evaluate
*Begin in term 3 to determine what's been achieved and implications for the next plan*

**Government of South Australia**
Department for Education

## 🎯 STEP 1 Analyse and Prioritise

### Site name: Angle Vale Primary School

**Goal 1:** To increase the number of students achieving SEA and high bands in Maths.

**ESR Directions:**
1. Transfer the Pedagogical & Curriculum practices in Reading into other areas of the curriculum
2. To ensure seamless transition points for all learners, develop & embed whole-school pedagogical coherence particularly with English & Mathematics in the first instance.
3. To meet the learning needs of all students, implementing approaches that integrate & effectively embed formative assessment & feedback cycle to drive pedagogical improvement in planning and instruction.

| Achievement towards Goal in 2022: | Target 2023: | 2024: |
|---|---|---|
| Click or tap here to enter text. | Year 3 72% ( 31/44 ) students achieve SEA in NAPLAN<br>Year 5 72% ( 41/57 ) students achieve SEA in NAPLAN<br>Year 3 25% ( 11/44 ) students achieve HB in NAPLAN<br>Year 5 15% ( 8 /57) students achieve HB in NAPLAN | Year 3  % students achieve SEA or above in NAPLAN<br>Year 3  % students achieve Exceeding band in NAPLAN<br>Year 5  % students achieve SEA or above in NAPLAN<br>Year 5  % students achieve Exceeding band in NAPLAN |

## 🏋 STEP 2 Challenge of practice

**Challenge of Practice:**
If we provide a consistent daily timetabled sequential Explicit Direct Instruction structure to maths with embedded daily reviews that develop student's sense of number with a focus on place value and multiplicative thinking then we will increase the number of students achieving SEA and HB in Maths.

## 🎬 STEP 3 Plan actions for improvement

**Student Success Criteria** (what students know, do, and understand):
We will see Reception students represent and compare patterns using the language and processes of counting; initially to and from 20, including zero.
We will see Year 1 students identify and place numbers represented on a number chart to at least 100, partitioning numbers using place value and developing fluency in skip counting by 2s, 5s and 10s.
We will see Year 2 students group collections up to 1000 in a variety of representations, including halves, quarters and eighths and recognise patterns in number sequences extended to include 3s.
We will see Year 3 students problem solving using addition and subtraction and manipulating numbers to and from 10,000
We will see Year 4 students demonstrate knowledge of facts to 10x10 and choose appropriate strategies for effective problem solving to at least tens of thousands.
We will see Year 5 students problem solving involving the four operations by using a range of strategies.
We will see Year 6 students describe special properties of prime, composite, square and triangular numbers and demonstrate their use in solving everyday problems.

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

Numeracy New South Wales Screener administered three times a year R-6
PAT 2-6
NAPLAN 3 + 5
Ongoing formative assessment
Essential Assessment 2 -6 (Optional for staff)
PR1ME Assessments, pre and post assessment of topics

**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 |
|---|---|---|---|

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|---|---|---|---|
| Each teacher will introduce technical language when defining and explaining concepts, supported by spaced interleave repetition to consolidate student's understanding of the technical language through PR1ME. | 2023- 2024 | **Each teacher will…**<br>• implement technical language in their daily reviews<br>• use Maths Mastery 3 times a week and implement own daily review<br>• Use PR1ME daily<br>**Each leader will…**<br>• Coordinator to deliver PD in Multi-sensory Maths and PR1ME.<br>• Coordinator to support in observations.<br>• Coordinator to facilitate PLC discussions<br>**Each support staff will…**<br>• utilise technical language when working with students.<br>• Support students at identified level | EDI (Student Engagement Norms)<br>ACARA V9<br>Maths U See/ Maths Australia/Multi-sensory Maths<br>PR1ME<br>Maths Mastery/Number Chats<br>Staff Meeting<br>Walk through<br>PLC |
| Each teacher will follow a logical and intentional sequence of learning as identified in PR1ME, incorporating Learning Intentions and Success Criteria, so students know what is expected of them to be successful in terms of knowledge, skills and understanding. | 2023 - 2024 | **Each teacher will…**<br>• analyse goals with the students in order to set directions<br>• analyse goals according to student data<br>• include Learning Intentions and Success Criteria for all math lessons.<br>• Follow PR1ME explicit sequence and structure.<br>**Each leader will…**<br>• support staff to implement PR1ME & NSW Screener to develop goals for individual students 3 times a year. | EDI<br>Essential Assessment<br>Maths Mastery/Number Chats<br>ACARA V9<br>PLCs<br>PR1ME<br>NSW Screener |
| Each teacher will use formative assessment and effective feedback to differentiate learning to support every student to grow in the skills and knowledge of a particular concept, so they move on from their starting points and become more independent learners. | 2023 -2024 | **Each teacher will…**<br>• use PR1ME to plan and implement an inclusive, explicit cyclical approach to teaching maths. Teachers can use Curriculum Units of work and Essential Assessment to support pedagogy.<br>• follow an Explicit Direct Instruction approach to teaching maths.<br>• utilise Maths Mastery/Number chats/own reviews to formatively assess current teaching practice and student outcomes.<br>• provide evidence of implementation of PR1ME and NSW Screener within PDP<br>Click or tap here to enter text. | EDI/Student engagement norms<br>Maths U See/ Maths Australia/Multisensory Maths<br>Maths Mastery/Number chats<br>ACARA V9<br>Essential Assessment<br>PR1ME<br>PDP |
| Leaders will ensure shared priorities for classroom practice are collaboratively developed and recorded in a working document that is constantly reviewed, discussed and annotated. | 2023-2024 | **Leaders will…**<br>• monitor the implementation of PR1ME through staff PDP.<br>• establish School Improvement Plan team.<br>• consistently review School Improvement plan in collaboration with staff and SIP team. | PR1ME<br>SIP<br>Staff meeting |
| Leaders will design ongoing, professional development to ensure all teachers have high impact teaching strategies and pedagogical knowledge to support students to build on number ideas and concepts. | 2023-2024 | **Leaders will…**<br>• organise continued professional learning in Essential Assessment.<br>• organise professional learning in term 3 for Multi Sensory Maths and PR1ME<br>• liaise with external support (LET, PR1ME reps) | Multi Sensory Maths<br>PR1ME reps<br>LET |
| Click or tap here to enter text. | Click or tap here to enter text. | **Each teacher will…**<br><br>**Each leader will…** | Click or tap here to enter text. |

| **Goal 2:** To increase the number of students achieving SEA and high bands in reading | **ESR Directions:**<br>1. Transfer the Pedagogical & Curriculum practices in Reading into other areas of the curriculum<br>2. To ensure seamless transition points for all learners, develop & embed whole-school pedagogical coherence particularly with English & Mathematics in the first instance.<br>3. To meet the learning needs of all students, implementing approaches that integrate & effectively embed formative assessment & feedback cycle to drive pedagogical improvement in planning and instruction. |
|---|---|

| **Achievement towards Goal in 2022:**<br>Click or tap here to enter text. | **Target 2023:**<br>Year 1 82% ( 31/38 ) students achieve 28 or more in the Phonics screening Check<br>Year 3 82% ( 36/44 ) students achieve SEA in NAPLAN<br>Year 5 78% ( 44/57 ) students achieve SEA in NAPLAN<br>Year 3 35% ( 15/44 ) students achieve HB in NAPLAN<br>Year 5 35% ( 20/57) students achieve HB in NAPLAN | **2024:**<br><span style="color:red">Year 3 % students achieve SEA or above in NAPLAN</span><br><span style="color:red">Year 3 % students achieve Exceeding band in NAPLAN</span><br><span style="color:red">Year 5 % students achieve SEA or above in NAPLAN</span><br><span style="color:red">Year 5 % students achieve Exceeding band in NAPLAN</span> |
|---|---|---|

## ⚙ STEP 2 Challenge of practice

**Challenge of Practice:**
If we Provide a consistent daily timetabled sequential Explicit Direct Instruction structure to reading and writing, integrating the Science of Reading and Writing with embedded daily reviews (with a focus on phonics, language comprehension and The Writing Revolution) we will increase the number of students achieving SEA and exceeding in reading, writing and grammar and punctuation.

## 🎬 STEP 3 Plan actions for improvement

| **Student Success Criteria** (what students know, do, and understand):<br>We will see students in Reception recognise and generate rhyming words, alliteration patterns, syllables and phonemes in spoken words.<br>We will see students in year 1 manipulate phonemes in spoken works by adding, deleting and substituting initial, medial and final phonemes to generate new words.<br>We will see students in year 2 use most letter-sound matches when reading and writing words that are 1 or more syllables. These include vowel digraphs, less common long vowel patterns, letter clusters, and silent letters.<br>We will see students in year 3 making connections between personal experiences and text, discuss how language is used to describe characters, events and settings.<br>We will see students in year 4 use comprehension strategies to analyse information and integrate and link ideas from a variety of print and digital sources.<br>We will see students in year 5 use comprehension strategies to analyse information, integrating and linking ideas from a variety of text.<br>We will see students in year 6 analyse how text structure and language features work together to meet the purpose of the text in imaginative, informative, persuasive and response texts. | **How and when will this be monitored, tracked and measured?**<br>PASM – Rec (BOY)<br>OLA – Rec (BOY)<br>Phonics Screening check – 1 (3 x per year)<br>Grapheme Audit – 1/2 (3 x per year)<br>PAST – R-2 (3 x per year)<br>DIBELS – R-6 (3 x per year)<br>CUBED3 – Intervention (trialling in 2024)<br>NAPLAN – 3 & 5<br>PAT 2 – 6<br>Formative Assessment |
|---|---|

**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 |
|---|---|---|---|
| | | | |

| | | | |
|---|---|---|---|
| Each teacher will use student engagement norms and formative assessment processes that identify what learners know, understand and can do, prior to and during the learning, and use this information to inform and adjust next teaching steps. | 2024 | Click or tap here to enter text.<br><br>**Each teacher will…**<br>• use the Australian Curriculum to plan and implement an inclusive, explicit, multi-sensory reading program.<br>• use AVPS grapheme and morpheme scope and Sequences<br>• follow an Explicit Direct Instruction approach to teaching reading.<br>• analyse data and work within PLCs to incorporate daily reviews (graphemes, morphemes, vocabulary, and comprehension), based on DIBELS assessment<br>• provide evidence of implementation of Daily Reviews and OG lessons within PDPs.<br>• provide literacy coordinator with DIBELS assessment data 3 times per year. | DIBELS<br>EDI / Engagement Norms<br>Phonics Check<br>Literacy Coordinator<br>CUBED 3<br>AVPS Grapheme scope and sequence |
| **Click or tap here to enter text.** | Click or tap here to enter text. | Click or tap here to enter text.<br><br>Click or tap here to enter text. | Click or tap here to enter text. |
| Each teacher will explicitly teach and model within context, the core comprehension skills required to apply to independent reading, including predicting, connecting, inferring, questioning, visualisation and summarising. | 2024 | **Each teacher will…**<br>• follow AVPS TWR scope and Sequence<br>• follow an Explicit Direct Instruction approach to teaching comprehension, utilising TWR / DfE Units.<br>• Year 1 to trial Story Champs<br><br>**Literacy Coordinator will…**<br>• organise high impact Professional Learning such as The Writing Revolution (TWR) / CUBED3 Assessment / Story Champs.<br>• support teacher planning in PLCs | PLC<br>Literacy Coordinator<br>The Writing Revolution<br>DfE Units of work<br>Story Champs<br>CUBED 3 |
| Each teacher will respond to individual learning needs to direct the next step by developing personal goals in either decoding, fluency or comprehension skills. | 2024 | **Each teacher will…**<br>• use classroom support to target learning for at risk students not attending intervention using CUBED Assessment data and Story Champs. Literacy coordinator to provide resources.<br>• set individual goals with students<br>**Each leader will…**<br>• review DIBELS data set with teachers within PDPs | DIBELS<br>CUBED3<br>Story Champs |
| Leaders will ensure shared priorities for classroom practice are collaboratively developed and recorded in a working document that is constantly reviewed, discussed and annotated. | 2023 | Click or tap here to enter text.<br><br>**Each leader will…**<br>• monitor the implementation of The Writing Revolution Scope and Sequence, Story Champs, CUBED3 Assessment and DIBELS data through staff PDP.<br>• establish School Improvement Plan team.<br>• (SIP team) to consistently review School Improvement plan in collaboration with staff. | DIBELS<br>The Writing Revolution sequence<br>Literacy Agreements<br>Story Champs<br>CUBED3 |
| Leaders will design ongoing professional development to ensure all teachers have high impact teaching strategies and pedagogical knowledge to support students. | 2023 | **Each leader will…**<br>• Liaise with external support (LET)<br>**Literacy Coordinator will:**<br>• organise Professional Learning within The Writing Revolution / CUBED3 / Story Champs<br>• monitor teachers implementation of the TWR through PLCs | Literacy Coordinator<br>Leaders<br>LET |

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## 🎯 STEP 1 Analyse and Prioritise

### Site name: Angle Vale Primary School

| **Goal 3:** Click or tap here to enter text. | **ESR Directions:**<br>1. Transfer the Pedagogical & Curriculum practices in Reading into other areas of the curriculum<br>2. To ensure seamless transition points for all learners, develop & embed whole-school pedagogical coherence particularly with English & Mathematics in the first instance.<br>3. To meet the learning needs of all students, implementing approaches that integrate & effectively embed formative assessment & feedback cycle to drive pedagogical improvement in planning and instruction. |
|---|---|

| **Achievement towards Goal in 2022:**<br>Click or tap here to enter text. | **Target 2023:**<br>Click or tap here to enter text. | **2024:**<br>Click or tap here to enter text. |
|---|---|---|

## 🏋 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):<br>Click or tap here to enter text. | **How will this be monitored, tracked and measured?**<br>Click or tap here to enter text. |
|---|---|

**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…**<br><br>**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…**<br><br>**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…**<br><br>**Each leader will…** | 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. | **Each teacher will…**<br><br>**Each leader will…** | Click or tap here to enter text. |

# 2023 School Improvement Plan for Angle Vale Primary School

## 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.

**Goal 1:**  To increase the number of students achieving SEA and high bands in Maths.

⚖️ **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<br>🟡 Needs attention/work in progress<br>🔴 Not on track | Evidence<br>Are we improving student learning?<br>How are we tracking against our student success criteria? | What are our next steps?<br>Potential adjustments? |
|---|---|---|---|
| We will see Reception students represent and compare patterns using the language and processes of counting; initially to and from 20, including zero.<br>We will see Year 1 students identify and place numbers represented on a number chart to at least 100, partitioning numbers using place value and developing fluency in skip counting by 2s, 5s and 10s.<br>We will see Year 2 students group collections up to 1000 in a variety of representations, including halves, quarters and eighths and recognise patterns in number sequences extended to include 3s.<br>We will see Year 3 students problem solving using addition and subtraction and manipulating numbers to and from 10,000<br>We will see Year 4 students demonstrate knowledge of facts to 10x10 and choose appropriate strategies for effective problem solving to at least tens of thousands.<br>We will see Year 5 students problem solving involving the four operations by using a range of strategies.<br>We will see Year 6 students describe special properties of prime, composite, square and triangular numbers and demonstrate their use in solving everyday problems. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

| Actions | 🟢 90% embedded<br>🟡 Needs attention/work in progress<br>🔴 Not on track | Evidence<br>Are we doing what we said we would do?<br>Are we improving student learning?<br>How do we know which actions have been effective? | What are our next steps?<br>Potential adjustments? |
|---|---|---|---|
| Each teacher will introduce technical language when defining and explaining concepts, supported by spaced interleave repetition to consolidate student's understanding of the technical language through PR1ME. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Each teacher will follow a logical and intentional sequence of learning as identified in PR1ME, incorporating Learning Intentions and Success Criteria, so students know what is expected of them to be successful in terms of knowledge, skills and understanding. | 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 formative assessment and effective feedback to differentiate learning to support every student to grow in the skills and knowledge of a particular concept, so they move on from their starting points and become more independent learners.** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| **Leaders will ensure shared priorities for classroom practice are collaboratively developed and recorded in a working document that is constantly reviewed, discussed and annotated.** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| **Leaders will design ongoing, professional development to ensure all teachers have high impact teaching strategies and pedagogical knowledge to support students to build on number ideas and concepts.** | 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. |

**Goal 2:  To increase the number of students achieving SEA and high bands in reading**

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

| Student Success Criteria | 🟢 Yes<br>🟡 Needs attention/work in progress<br>🔴 Not on track | Evidence<br>Are we improving student learning?<br>How are we tracking against our student success criteria? | What are our next steps?<br>Potential adjustments? |
|---|---|---|---|
| **We will see students in Reception recognise and generate rhyming words, alliteration patterns, syllables and phonemes in spoken words.**<br>**We will see students in year 1 manipulate phonemes in spoken works by adding, deleting and substituting initial, medial and final phonemes to generate new words.**<br>**We will see students in year 2 use most letter-sound matches when reading and writing words that are 1 or more syllables. These include vowel digraphs, less common long vowel patterns, letter clusters, and silent letters.**<br>**We will see students in year 3 making connections between personal experiences and text, discuss how language is used to describe characters, events and settings.**<br>**We will see students in year 4 use comprehension strategies to analyse information and integrate and link ideas from a variety of print and digital sources.**<br>**We will see students in year 5 use comprehension strategies to analyse information, integrating and linking ideas from a variety of text.** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

We will see students in year 6 analyse how text structure and language features work together to meet the purpose of the text in imaginative, informative, persuasive and response texts.

| Actions | ● 90% embedded<br>● Needs attention/work in progress<br>● Not on track | Evidence<br>Are we doing what we said we would do?<br>Are we improving student learning?<br>How do we know which actions have been effective? | What are our next steps?<br>Potential adjustments? |
|---|---|---|---|
| Each teacher will use student engagement norms and formative assessment processes that identify what learners know, understand and can do, prior to and during the learning, and use this information to inform and adjust next teaching steps. | 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. |
| Each teacher will explicitly teach and model within context, the core comprehension skills required to apply to independent reading, including predicting, connecting, inferring, questioning, visualisation and summarising. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Each teacher will respond to individual learning needs to direct the next step by developing personal goals in either decoding, fluency or comprehension skills. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Leaders will ensure shared priorities for classroom practice are collaboratively developed and recorded in a working document that is constantly reviewed, discussed and annotated. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Leaders will design ongoing professional development to ensure all teachers have high impact teaching strategies and pedagogical knowledge to support students. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

**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<br>● Needs attention/work in progress<br>● Not on track | Evidence<br>Are we improving student learning?<br>How are we tracking against our student success criteria? | What are our next steps?<br>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<br>🟡 Needs attention/work in progress<br>🔴 Not on track | **Evidence**<br>**Are we doing what we said we would do?**<br>**Are we improving student learning?**<br>**How do we know which actions have been effective?** | **What are our next steps?**<br>**Potential adjustments?** |
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**Goal 1: To increase the number of students achieving SEA and high bands in Maths.**

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

| **Targets 2023:**<br>**Year 3 72% ( 31/44 ) students achieve SEA in NAPLAN**<br>**Year 5 72% ( 41/57 ) students achieve SEA in NAPLAN**<br>**Year 3 25% ( 11/44 ) students achieve HB in NAPLAN**<br>**Year 5 15% ( 8 /57) students achieve HB in NAPLAN** | **Results towards targets:**<br>Click or tap here to enter text. |
|---|---|

| | |
|---|---|
| **Challenge of Practice:**<br>**If we provide a consistent daily timetabled sequential Explicit Direct Instruction structure to maths with embedded daily reviews that develop student's sense of number with a focus on place value and multiplicative thinking then we will increase the number of students achieving SEA and HB in Maths.** | **Evidence -** has this made an impact?<br>Click or tap here to enter text. |
| **Success Criteria:**<br>**We will see Reception students represent and compare patterns using the language and processes of counting; initially to and from 20, including zero.**<br>**We will see Year 1 students identify and place numbers represented on a number chart to at least 100, partitioning numbers using place value and developing fluency in skip counting by 2s, 5s and 10s.**<br>**We will see Year 2 students group collections up to 1000 in a variety of representations, including halves, quarters and eighths and recognise patterns in number sequences extended to include 3s.**<br>**We will see Year 3 students problem solving using addition and subtraction and manipulating numbers to and from 10,000**<br>**We will see Year 4 students demonstrate knowledge of facts to 10x10 and choose appropriate strategies for effective problem solving to at least tens of thousands.**<br>**We will see Year 5 students problem solving involving the four operations by using a range of strategies.**<br>**We will see Year 6 students describe special properties of prime, composite, square and triangular numbers and demonstrate their use in solving everyday problems.** | **Evidence -** did we improve student learning? how do we know?<br>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.

**Goal 2: To increase the number of students achieving SEA and high bands in reading**

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

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| **Targets 2023:**<br>**Year 1 82% ( 31/38 ) students achieve 28 or more in the Phonics screening Check**<br>**Year 3 82% ( 36/44 ) students achieve SEA in NAPLAN**<br>**Year 5 78% (  44/57 ) students achieve SEA in NAPLAN**<br>**Year 3 35% ( 15/44 ) students achieve HB in NAPLAN**<br>**Year 5 35% ( 20/57) students achieve HB in NAPLAN** | **Results towards targets:**<br>Click or tap here to enter text. |
| **Challenge of Practice:**<br>**If we Provide a consistent daily timetabled sequential Explicit Direct Instruction structure to reading and writing, integrating the Science of Reading and Writing with embedded daily reviews (with a focus on phonics, language comprehension and The Writing Revolution) we will increase the number of students achieving SEA and exceeding in reading, writing and grammar and punctuation.** | **Evidence - has this made an impact?**<br>Click or tap here to enter text. |
| **Success Criteria:**<br>**We will see students in Reception recognise and generate rhyming words, alliteration patterns, syllables and phonemes in spoken words.**<br>**We will see students in year 1 manipulate phonemes in spoken works by adding, deleting and substituting initial, medial and final phonemes to generate new words.**<br>**We will see students in year 2 use most letter-sound matches when reading and writing words that are 1 or more syllables. These include vowel digraphs, less common long vowel patterns, letter clusters, and silent letters.**<br>**We will see students in year 3 making connections between personal experiences and text, discuss how language is used to describe characters, events and settings.**<br>**We will see students in year 4 use comprehension strategies to analyse information and integrate and link ideas from a variety of print and digital sources.**<br>**We will see students in year 5 use comprehension strategies to analyse information, integrating and linking ideas from a variety of text.**<br>**We will see students in year 6 analyse how text structure and language features work together to meet the purpose of the text in imaginative, informative, persuasive and response texts.** | **Evidence -** did we improve student learning? how do we know?<br>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.

**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?

| **Targets 2023:**<br>Click or tap here to enter text. | **Results towards targets:**<br>Click or tap here to enter text. |
|---|---|
| **Challenge of Practice:**<br>Click or tap here to enter text. | **Evidence -** has this made an impact?<br>Click or tap here to enter text. |
| **Success Criteria:**<br>Click or tap here to enter text. | **Evidence -** did we improve student learning? how do we know?<br>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.