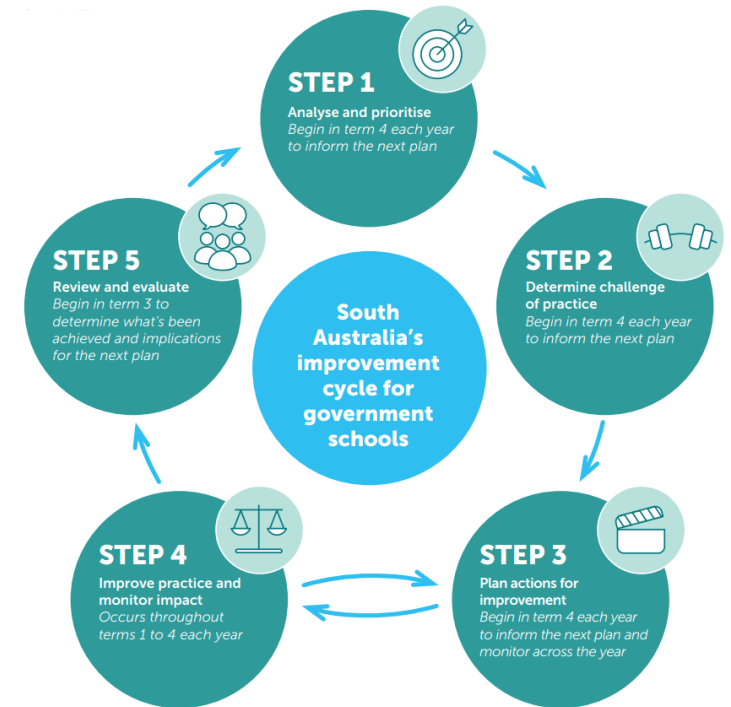


2022 - 2024

# 2023 School Improvement Plan for Coorara Primary School

Site Number:  
0323



## Vision Statement:

Build a community of curious, creative, resilient and open-minded learners

# 2022 - 2024

## 2023 School Improvement Plan for Coorara Primary School

### Completing the template:

- The document will open as 'Read Only' so will need to be saved prior to editing
- Note that Steps 1, 2 and your Actions in Step 3 will auto-populate in the corresponding sections in Steps 4 and 5 of the template once you have completed them.
- Once you have typed in your ESR Directions next to Goal 1 they will auto-populate to the corresponding section for the other two goals in the template.
- Please note, editing will not be possible whilst the template is in Teams. Whilst it can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes

Complete every step - [The School Improvement Planning Handbook](#) explains how to do this. In addition, your Local Education Team will provide support.

- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 8, Term 4 (9 December 2022).
- Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your Summary page on your school website by Friday of Week 4, Term 1 (24 February 2023).
- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact).
- 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: Coorara Primary School**

<p><b>Goal 1: Improve R-6 student achievement in reading</b></p>		<p><b>ESR Directions:</b></p> <ol style="list-style-type: none"> <li>1. Strengthen tracking and monitoring of student progress by closely analyzing priority groups, particularly aboriginal students, to monitor progress and identify trends that will inform practice and interventions.</li> <li>2. Strengthen teachers’ capacity to design and implement learning experiences that enable differentiation, intellectual stretch, and challenge to be an integral aspect of everyday learning for all.</li> <li>3. Enable students to authentically own their own learning through further development of student forums and the consistent implementation of teaching pedagogies.</li> </ol>	
<p><b>Achievement towards Goal in 2022:</b> NA</p>	<p><b>Target 2023:</b> Consistency has been built in our approach to phonics, spelling and morphology, aligning to CPS scope and sequence. Agreements have been made to align with the DfE scope and sequence with familiarisation occurring.</p>	<p><b>2024:</b> Further consistency has been built with staff aligning to OG, DfE resources, and morphology. Dibels data will show growth over the year with 95% of students remaining in or exceeding their testing band. Lesson 1 is focussed on DfE phonics and Morphology across the school.</p>	

 **STEP 2 Challenge of practice**

**Challenge of Practice:**  
If we embed a common, evidence-based approach to the learning and teaching of reading (Phonics and Phonological Understanding) with a focus on explicit teaching (Years R-6), then we will increase the number of students achieving in higher bands in reading.

 **STEP 3 Plan actions for improvement**

<p><b>Student Success Criteria (what students know, do, and understand):</b> Each student will be able to reflect on their growth in this space and be able to articulate their learning and next steps. Each student will willingly engage in all learning opportunities (Tier 1, 2, 3).</p>	<p><b>How and when will this be monitored, tracked and measured?</b></p> <p>Leadership will regularly be involved in classrooms, through Walk Throughs and structured observations, with a focus on ‘Explicit Teaching’ and ‘Lesson Structure’, and also in PLC planning times. Leaders will also meet with staff for literacy data chats each term.</p> <p>Teachers will implement the OG structure and DfE scope and sequence daily in their rooms, monitoring students’ achievement and implementing tier 1, 2 and 3 strategies. All teachers will use Dibels as a school wide assessment tool 3 x per year, plus monitoring.</p> <p>Students will articulate their learning goals and next steps when asked.</p> <p>Teachers will administer the DIBELS assessments 3 times er year, using Amplify to identify next steps.</p> <p>Standardised testing will be used to monitor progress (PAT, NAPLAN, Amplify)</p>
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What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice			
Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
Up skilling of new staff in DfE phonics and morphology scope and sequence, as well as lesson planning and delivery.	January 2024	January 2024 holiday training (16 January) through LGU, as well as week 0 work with Allyson and Sandra. Extra support with LGU to ensure established practice across the school.	Online and face to face training - LGU
Teachers will implement the DfE phonics and morphology structure in their daily phonics programme, lesson 1, building teacher capacity.	2024 across the year and in all classes	Each teacher will: <ul style="list-style-type: none"> <li>- Take responsibility for becoming proficient and fluent in their delivery of daily instruction.</li> <li>- Implement the DfE scope and sequence to ensure whole school alignment.</li> <li>- Support each other across the school to consolidate DfE Scope and sequence, ensuring best practice.</li> </ul> Each leader will: <ul style="list-style-type: none"> <li>- Support all staff in this consolidation, supporting classes when teachers are absent.</li> <li>- Conduct regular classroom walkthroughs with planned feedback sessions.</li> <li>- PDP meetings will foster quality and reflective practice.</li> </ul>	DfE Scope and Sequence cards in all teacher resource kits Whiteboards and markers for each student (school budget?) Staff meeting time allocation to support staff.
Staff will continue to use and refine their Dibels assessment practices across the school, ensuring there are using the monitoring checks for students who require this.	2024 across the year and in all classes	Each teacher will: <ul style="list-style-type: none"> <li>- Be proficient in the use of the assessment tool, and the extracting of and analysing their class data to increase information and improve classroom practice.</li> <li>- Collaborate in learning communities to regularly analyse data to develop targets.</li> </ul>	Staff meeting time for data moderation. Allyson and Sandra to complete sessions with staff assisting in data collection.

		<p>Each leader will:</p> <ul style="list-style-type: none"> <li>- Be proficient in the use of the assessment tool, and the extracting and analysing their whole school data to improve school wide outcomes.</li> </ul>	
<p>Creation of a Literacy team, regular meetings, to review progress and monitoring in literacy.</p>	<p>3 x per term</p>	<p>Each team teacher will:</p> <ul style="list-style-type: none"> <li>- Meet regularly with a focus to developing next steps in literacy development.</li> <li>- Have a regular spot in staff meetings for any developments.</li> </ul> <p>Each leader will:</p> <ul style="list-style-type: none"> <li>- Support Literacy team development, with a representative being an active part of the meeting.</li> </ul>	
<p>Staff will incorporate writing / handwriting into their morning sequence</p>	<p>2024 across the year and in all classes</p>	<p>Each teacher will:</p> <ul style="list-style-type: none"> <li>- Use the whiteboard and dictation opportunities to incorporate the handwriting component.</li> <li>- Have handwriting expectations for all students.</li> </ul> <p>Each leader will:</p> <ul style="list-style-type: none"> <li>- As part of their walk through's, ensure this is happening</li> <li>- Support staff in this space.</li> </ul>	



## STEP 1 Analyse and Prioritise

Site name: Coorara Primary School

**Goal 2: improve student achievement R-6 in writing**

**ESR Directions:**

1. Strengthen tracking and monitoring of student progress by closely analyzing priority groups, particularly aboriginal students, to monitor progress and identify trends that will inform practice and interventions.
2. Strengthen teachers' capacity to design and implement learning experiences that enable differentiation, intellectual stretch, and challenge to be an integral aspect of everyday learning for all.
3. Enable students to authentically own their own learning through further development of student forums and the consistent implementation of teaching pedagogies.

**Achievement towards Goal in 2022:**

**80% of students in year 3 (24 out of 30) to achieve Band 3 in NAPLAN writing.**

**65% of students in year 5 (20 out of 31) to achieve Band 5 in NAPLAN writing 5**

**30% of Year 1-6 students achieve B or better in English for their end of year report**

**Target 2023:**

80% of students in year 3 (who have attended the school for 3 years) to achieve SEA (Band 3) in NAPLAN writing in term 1, 2024.

65% of students in year 5 (who have attended the school for 3 years) to achieve SEA (Band 5) in NAPLAN writing

**2024**

Consistency has been built in our approach to writing, aligning to CPS scope and sequence.

Brightpath data will show growth of 80% of students Narrative writing.

TWR strategies will be implemented into classrooms.



## STEP 2 Challenge of practice

**Challenge of Practice:**

If we develop and consolidate a consistent approach in writing through the use of The Writing Revolution, coupled with explicit teaching strategies and routines, then we will see an increase in student achievement in writing.



## STEP 3 Plan actions for improvement

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

Students will be able to recognise and write a well-structured, age-appropriate piece of writing.

Students will be able to transfer their learning from their reading focus in to their writing.

Students will transfer their writing skills (age-appropriate sentence structure etc) into other curriculum areas.

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

Leadership will regularly be involved in classrooms, through Walk Throughs and structured observations, with a focus on 'Explicit Teaching' and 'Lesson Structure', and in PLC planning times. Leaders will also meet with staff for literacy data chats each term.

Conversations with students will happen regularly, answering questions about what they are writing and why.

Teachers will be implementing The Writing Revolution with daily writing practice, monitoring students' achievement and implementing tier 1, 2 and 3 strategies. All teachers will use Brightpath as a school wide assessment tool.

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
Up skilling of new staff in TWR/CPS scope and sequence, as well as lesson planning and delivery.	Week 0	Sophie and Sandra to assist in upskilling of new staff and mentoring them through the year.	Time with HAT teacher Observation and feedback over the year.
Ensure all staff are proficient in the use of the Brightpath writing assessment tool	Over 2024 school year	Each teacher will: - Be proficient in the use of the assessment tool, and the extracting of and analysing their class data to improve their classroom practice. Each leader will: - Be proficient in the use of the assessment tool, and the extracting of and analysing their whole school data to improve student outcomes.	Week 0 schedule presented to staff for the year. Time in staff meetings to discuss prompts and timeframes. Staff meeting times to discuss outcomes with Brightpath advisors and PLC's.
Teachers will plan daily writing lessons following the TWR and CPS scope and sequence, evidenced in their term overviews.	Over 2024	Each teacher will: - Take responsibility for explicitly planning and delivering daily opportunities to write. - Support each other across the school to consolidate TWR, ensuring best practice. Each leader will: - Support all staff in this consolidation, ensuring relevance in term overviews.	PLC meeting times Use of CPS/TWR scope and sequence
Teachers will have shared learning intentions, and model the skills of 'I do..., we do..., they do... (shared task), you do...'	Over 2024	Each teacher will: - Take responsibility for becoming proficient and fluent in their delivery in daily instruction. - Support each other across the school to consolidate TWR, ensuring best practice, linked to EDI / explicit teaching strategies. Each leader will: - Support all staff in this consolidation.	EDI book study with all staff in term 3 2024 (books purchased already) Staff meeting allocation time

Teachers will set appropriate goals around sentence structure, using Brightpath teaching points to consolidate and extend student achievement	2024	One goal must be around sentence structure using Brightpath teaching points	Continued support in how to ensure this is being met.
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## STEP 1 Analyse and Prioritise

Site name: Coorara Primary School

**Goal 3: Increase R-6 student achievement in maths**

**ESR Directions:**

1. Strengthen tracking and monitoring of student progress by closely analyzing priority groups, particularly aboriginal students, to monitor progress and identify trends that will inform practice and interventions.
2. Strengthen teachers' capacity to design and implement learning experiences that enable differentiation, intellectual stretch, and challenge to be an integral aspect of everyday learning for all.
3. Enable students to authentically own their own learning through further development of student forums and the consistent implementation of teaching pedagogies.

**Achievement towards Goal in 2022:**

Click or tap here to enter text.

**Target 2023:**

To develop a plan for teacher development and whole school focus for 2024.

**2024:**

To have an in-depth focus in Mathematics, consolidating practice with the creation of school wide scope and sequence.  
All staff engaged in evidence based professional learning and implementing through classes.



## STEP 2 Challenge of practice

**Challenge of Practice:**

If embed a common evidence-based approach to teaching and learning mathematics which strategically addresses the Big Ideas in Number and develops problem solving and reasoning, coupled with explicit teaching strategies and routines, then we will see an increase in student achievement in mathematics.



## STEP 3 Plan actions for improvement

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

We will see each student displaying a positive mindset towards mathematics.  
We will see each student demonstrating perseverance.  
We will see each student showing multiple ways to solve a problem.  
We will see students engaging in mathematical dialogue demonstrating reasoning and understanding.

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

Leadership will regularly be involved in classrooms, through Walk Throughs and structured observations, with a focus on 'Explicit Teaching' and 'Lesson Structure', and also in PLC planning times. Leaders will also meet with staff for numeracy data chats each term. Conversations with students will happen regularly, answering questions about the strategies they are using and why.  
Students can articulate learning intentions when probed.  
Standardised testing (PAT) will be used to monitor progress.  
Line managers will collect evidence in classroom walkthroughs and PDP meetings and provide support and direction where needed.

**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
To work alongside a Mathematics coach to review and challenge our thinking and practice.	2024 Focus day in week 0, 2024. Learning sprints across the terms. Staff meeting time. Development Days for JP and MP over the 2024 school year.	Each teacher will: - Attend all training and development. - Take an active part in all discussions and activities. Each leader will: - Attend all training and development alongside teaching staff.	Financial resourcing required. Dates booked and staff advised.
To review our mathematics program and our school scope and sequence for relevance and up to date teaching strategies.	Week 0, 2024	Each teacher will: - Attend the training day in week 0. - Take an active part in discussion and planning moving forward. - Creation of updated maths agreement and actions Each leader will: - Provide opportunities for staff to collaborate and review.	Dates booked for review over year.
Leaders will be in classrooms to observe current teacher practice and capacity in Mathematics to assist in the creation of action 1.	Weekly monitoring and observations.	Each teacher will: - Provide a term overview of their maths focus and their weekly plan of when lessons will be taught. Each leader will: - Provide feedback to staff on the lesson and their observations and will consider student feedback.	
Learning intentions and success criteria that students can understand are transparent.	In daily plans	Each teacher will: - Be strategic about the sharing of learning intentions to maximise student learning outcomes. - Guide students to self-assess their achievement against the success criteria. Each leader will: - Talk with students regularly to ensure they are clear about what they are learning.	



## 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.







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

**Goal 1: Improve R-6 student achievement in reading**

Student Success Criteria	Yes	<b>Evidence</b> Are we improving student learning? How are we tracking against our student success criteria?	<b>What are our next steps?</b> <b>Potential adjustments?</b>
	Needs attention/work in progress		
	Not on track		
<b>Students will develop their reading ability using differentiated and age-appropriate resources aligned to the Big Six, and the OG structure.</b>	 	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Students will communicate effectively for learning and engaging in dialogic talk.</b>	 	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Students will deeply engage in age-appropriate texts for learning and enjoyment, appropriate to their year level. This will be evident also in use of library and borrowing choices.</b>		<ul style="list-style-type: none"> <li>•</li> </ul>	


<p><b>Students with specific reading difficulties will be provided with precise scaffolding and targeted intervention.</b></p>		<p>SSO's in rooms for OG</p>	<p>Clarity around the targeted practices.</p>
<p><b>Each student will be able to reflect on their growth in this space and be able to articulate their learning and next steps.</b></p> <p><b>Each student will willingly engage in all learning opportunities (Tier 1, 2, 3).</b></p>	 <p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Visible goals or next steps students are working on.</p>
<p><b>Actions</b></p>	<p> 90% embedded</p> <p> Needs attention/work in progress</p> <p> Not on track</p>	<p><b>Evidence</b></p> <p><b>Are we doing what we said we would do?</b></p> <p><b>Are we improving student learning?</b></p> <p><b>How do we know which actions have been effective?</b></p>	<p><b>What are our next steps?</b></p> <p><b>Potential adjustments?</b></p>
<p><b>Teachers, classroom SSO's and leaders will undertake OG training building their capacity.</b></p>		<ul style="list-style-type: none"> <li>• Yes to training – SSO's observing and training.</li> <li>• New staff need to be upskilled</li> <li>• It is present in every classroom.</li> </ul>	<p>Most SSO's are trained in OG. Need to follow up on new staff. Now need to embed Provide SSO's with clear jobs during OG lessons</p>
<p><b>Teachers will implement the OG structure in their daily phonics programme, building teacher capacity.</b></p>	 	<p>Ongoing, and developing as year progresses</p> <p>Every class is implementing OG</p> <p>Planning</p> <p>Resource making</p>	<p>Peer and leadership observations underway</p> <p>Whole school agreement of OG not negotiables e.g. cards: sound/name or name/sound, and consistence with y, qu, w sounds</p>
<p><b>All staff will undertake Dibels training in 2023</b></p>		<p>3 staff members trained. Remainder of staff will be trained in Term 3 for final testing.</p> <p>Teachers are undertaking ORF testing</p> <p>Data has been collected school wide over the year by Literacy Intervention Teacher</p>	<p>Staff meeting training and follow up</p>












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

**Goal 2: improve student achievement R-6 in writing**



Student Success Criteria	<p> Yes</p> <p> Needs attention/work in progress</p> <p> Not on track</p>	<p><b>Evidence</b></p> <p><b>Are we improving student learning?</b></p> <p><b>How are we tracking against our student success criteria?</b></p>	<p><b>What are our next steps?</b></p> <p><b>Potential adjustments?</b></p>
<p>Students will be able to recognise and write a well-structured, age-appropriate piece of writing.</p> <p>Students will be able to transfer their learning from their reading focus in to their writing.</p> <p>Students will transfer their writing skills (age-appropriate sentence structure etc) into other curriculum areas.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
Actions	<p> 90% embedded</p> <p> Needs attention/work in progress</p> <p> Not on track</p>	<p><b>Evidence</b></p> <p><b>Are we doing what we said we would do?</b></p> <p><b>Are we improving student learning?</b></p> <p><b>How do we know which actions have been effective?</b></p>	<p><b>What are our next steps?</b></p> <p><b>Potential adjustments?</b></p>

<b>Train all staff in the use of Brightpath as a writing assessment tool.</b>		2 sessions with	Click or tap here to enter text.
<b>Teachers will plan daily writing lessons following 'The Writing Revolution' and CPS Scope and Sequence, evidenced in their term overviews.</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Teachers will have shared learning intentions, and model the skills of 'I do... we do... they do (shared task)...you do...'</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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

Goal 3: Increase R-6 student achievement in maths			
Student Success Criteria	 Yes	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
<p>We will see each student displaying a positive mindset towards mathematics.</p> <p>We will see each student demonstrating perseverance.</p> <p>We will see each student showing multiple ways to solve a problem.</p> <p>We will see students engaging in mathematical dialogue demonstrating reasoning and understanding.</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	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
To create a Numeracy team to investigate and employ an expert to work with staff in 2024.		Click or tap here to enter text.	Click or tap here to enter text.
Leaders will be in classrooms to observe current teacher practice and capacity in numeracy to assist in the creation of action 1.		Click or tap here to enter text.	Click or tap here to enter text.



<p><b>There will be a component of number (Big Ideas in Number, Trusting the count, Fluency, Automaticity) in each daily maths lesson</b></p>		<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p><b>Learning intentions and success criteria that students can understand are transparent and clear</b></p>		<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>



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

**Goal 1: Improve R-6 student achievement in reading**

**Targets 2023:**

Click or tap here to enter text.

**Results towards targets:**

Click or tap here to enter text.

**Challenge of Practice:**

If we embed a common, evidence-based approach to the learning and teaching of reading (Phonics and Phonological Understanding) with a focus on explicit teaching (Years R-6), then we will increase the number of students achieving in higher bands in reading.

**Evidence - has this made an impact?**

Click or tap here to enter text.

**Success Criteria:**

Each student will be able to reflect on their growth in this space and be able to articulate their learning and next steps.

Each student will willingly engage in all learning opportunities (Tier 1, 2, 3).

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

Click or tap here to enter text.

**Evaluate our Actions** – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?

Click or tap here to enter text.

**Review our improvement planning and implementation** – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?

Click or tap here to enter text.



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

**Goal 2: improve student achievement R-6 in writing**

**Targets 2023:**

80% of students in year 3 (who have attended the school for 3 years) to achieve SEA (Band 3) in NAPLAN writing in term 1, 2024.

65% of students in year 5 (who have attended the school for 3 years) to achieve SEA (Band 5) in NAPLAN writing

**Results towards targets:**

Click or tap here to enter text.

**Challenge of Practice:**

If we develop and consolidate a consistent approach in writing through the use of The Writing Revolution, coupled with explicit teaching strategies and routines, then we will see an increase in student achievement in writing.

**Evidence** - has this made an impact?

Click or tap here to enter text.

**Success Criteria:**

Students will be able to recognise and write a well-structured, age-appropriate piece of writing.

Students will be able to transfer their learning from their reading focus in to their writing.

Students will transfer their writing skills (age-appropriate sentence structure etc) into other curriculum areas.

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

Click or tap here to enter text.

**Evaluate our Actions** – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?

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**Review our improvement planning and implementation** – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?

[Click or tap here to enter text.](#)

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

**Goal 3: Increase R-6 student achievement in maths**

**Targets 2023:**

To develop a plan for teacher development and whole school focus for 2024.

**Results towards targets:**

[Click or tap here to enter text.](#)

**Challenge of Practice:**

If embed a common evidence-based approach to teaching and learning mathematics which strategically addresses the Big Ideas in Number and develops problem solving and reasoning, coupled with explicit teaching strategies and routines, then we will see an increase in student achievement in mathematics.

**Evidence** - has this made an impact?

[Click or tap here to enter text.](#)

**Success Criteria:**

- We will see each student displaying a positive mindset towards mathematics.
- We will see each student demonstrating perseverance.
- We will see each student showing multiple ways to solve a problem.
- We will see students engaging in mathematical dialogue demonstrating reasoning and understanding.

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

[Click or tap here to enter text.](#)

**Evaluate our Actions** – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?

[Click or tap here to enter text.](#)

**Review our improvement planning and implementation** – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?

[Click or tap here to enter text.](#)