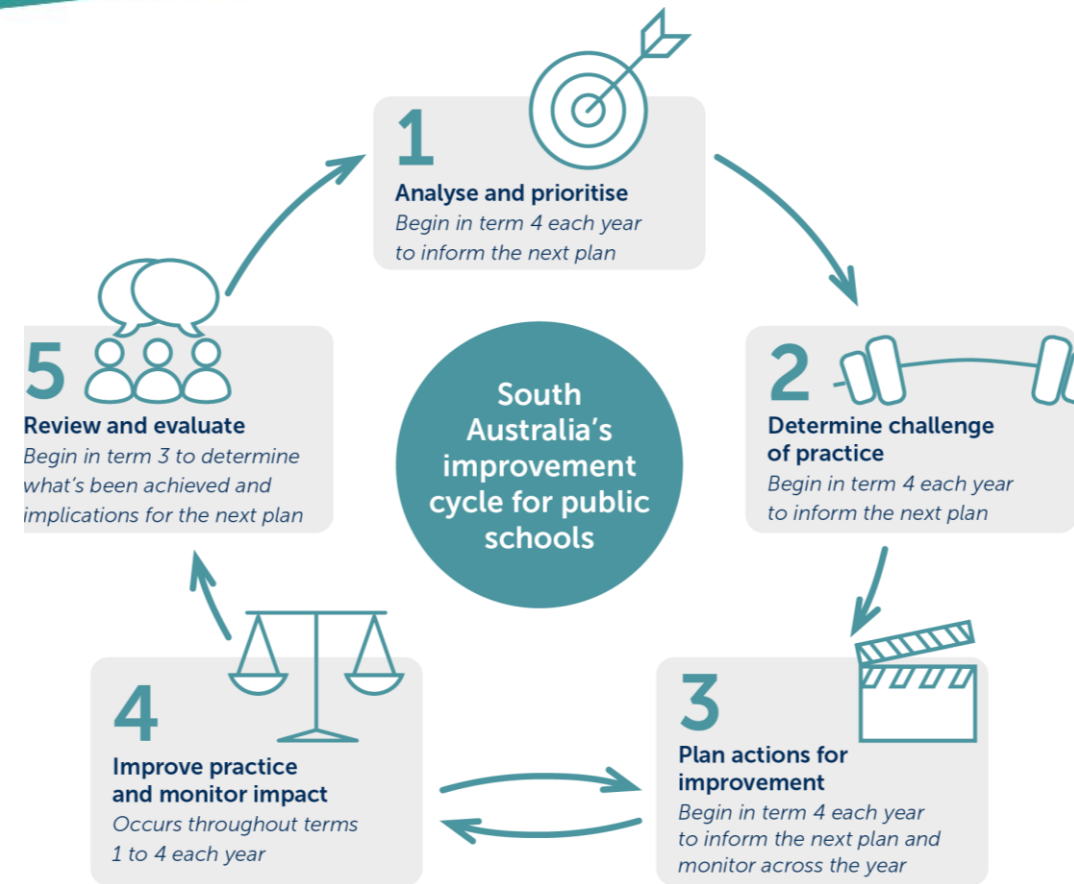


School Improvement Plan for



Vision Statement:

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



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:

Goal 1: To increase student achievement in Writing R-6

ESR Directions:

Direction 1 Strengthen tracking and monitoring of student progress by closely analysing priority groups, particularly Aboriginal students, to monitor progress and identify trends that will inform practice and interventions.

Direction 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.

Direction 3 Enable students to authentically own their learning through further development of student forums and the consistent implementation of teaching pedagogies.

Target 2022:

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

65% of students (20 students out of 31) in year 5 to achieve SEA (Band 5) in NAPLAN Writing.

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

2023:

100% of students (24 out of 32 students) who achieved SEA in year 3 will remain in SEA in year 5 in NAPLAN Writing.

84% of students (26 out of 31) in year 3 to achieve SEA (Band 3) in NAPLAN Writing.

100% of students (6 out of 32 students) who achieved just below higher bands in year 3 will achieve Higher Bands in year 5 NAPLAN Reading.

2024:

90% of students in year 3 to achieve SEA (Band 3) in NAPLAN Writing.

80% of students in year 5 to achieve SEA (Band 5) in NAPLAN Writing.

STEP 2 Challenge of practice

Challenge of Practice:

If we develop a whole school consistent approach by prioritising the use of the teaching and learning cycle to integrate reading and writing then we will increase writing achievement R-6.

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

In Reception students will be able to:

Write all 26 lowercase and uppercase letters with correct formation and using correct pencil (tripod) grip.

Write at least 2 sentences with capital letters, full stops, finger spaces and boundary punctuation (level 1 of the punctuation pyramid) .

Know that sentences contain a noun and a verb, and express a complete thought.

Read a range of year level appropriate text types and identify key text features and structures and apply this to their writing

In Year 1 Students will be able to:

Write increasingly complex sentences using adjectives, adverbs, connectives and tier 2 vocabulary.

Write a variety of sentence types (statement, command, question, exclamation) using capital letters for proper names and boundary punctuation.

Read a range of year level appropriate text types and identify key text features and structures and apply this to their writing

In year 2 students will be able to:

Communicate ideas that flow in a series of sentences.

Use correct grammatical structures in sentences (level 1, 2 and 3 of the punctuation pyramid, word tense/ choice, makes sense).

Understand the text structure and language features of a variety of text types (persuasive, recount, narrative, exposition) and apply this in their writing and to comprehend texts read

Read a range of year level appropriate text types and identify key text features and structures and apply this to their writing

In year 3 students will be able to:

Structure and organise their writing to match a text type (demonstrates multiple features clearly).

Use interesting and varied word choice including descriptive language.

Use a wide range of connectives that clarify relationships between points and ideas (variety of connective word choice).

Read a range of year level appropriate text types and identify key text features and structures and apply this to their writing

Use level 4 of the punctuation pyramid within their writing.

In year 4 students will be able to:

Use more ambitious adjectives, adverbs or descriptive phrases, purposefully chosen for detail and/or emphasis.

Link ideas and events in a clear sequence using paragraph to present, organise, and sequence text (beginning, middle and end)

Regularly use correct grammatical structures in sentences.

Use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words.

Edit their texts for spelling, sentence boundary punctuation and text structure to produce an improved piece of writing (i.e. 'uplevelling their writing')

Read a range of year level appropriate text types and identify key text features and structures and apply this to their writing

In year 5 students will be able to:

Use appropriate tiered language (tier 2) to add interest and engage the audience

Create imaginative, informative and persuasive texts for different purposes and audiences

Use accurate spelling and use of levels 4 and 5 of the punctuation pyramid consistently and accurately.

Edit their work for cohesive structure and meaning.

Read a range of year level appropriate text types and identify key text features and structures and apply this to their writing

In year 6 students will be able to:

Create detailed texts elaborating on key ideas for a range of purposes and audiences.

Use accurate spelling and punctuation for clarity, and make and explain editorial choices based on criteria.

Read a range of year level appropriate text types and identify key text features and structures and apply this to their writing






STEP 3 Plan actions for improvement




Actions	Timeline	Roles & Responsibilities	Resources
Build teacher and leader capacity of the Teaching and Learning cycle and a consistency of common language for writing.	Term 1 2022	Leaders will facilitate professional learning for staff in the teaching and learning cycle including a bookclub. Leaders to source relevant professional learning and materials, and distribute to staff. Teachers will actively participate in professional learning including a bookclub reading 'The Writing Revolution' and make necessary adjustments to their teaching. Leaders will provide time (staff meetings/PLC) for professional learning.	Provide all teaching staff with a copy of the 'The Writing Revolution' (\$34.00 per book).
Track and monitor student progress in Writing R-6 through the use of formative and summative assessments to inform teaching and learning.	One Cold Write per term.	Teachers will implement 5 Cold Write assessments per year and analyse student work samples to identify next steps in learning and track progress. Leaders will organise release time for teachers to analyse student work samples and structure opportunities (PLTs) for teachers to reflect on the data and use the information to plan next steps.	Cold Write Stimulus and Assessment Checklist. TRT release - 10 days \$5800.00 (Literacy Budget).
Teachers will incorporate daily writing activities within the teaching and learning cycle including responding to reading.	Begin implementing mid term 1 2022 and then ongoing.	Teachers will work in year level teams to design and implement daily writing activities including responding to reading. Leaders will support teachers during the year level planning time to design daily writing activities. Leaders will prioritise feedback to teachers about the teaching and learning of writing during walkthroughs. Leaders provide feedback as a result of termly booklooks.	Leadership time to attend year level planning. Writing Revolution and VCOP/Big Write resources. Teacher modelling.
Leaders will facilitate the Development of a R-6 morphology scope and sequence to embed in the teaching and learning cycle and to support reading comprehension.	Term 2 2022	Leaders to facilitate the development of the Morphology scope and sequence. Teachers will trial implementing the scope and sequence and provide feedback to inform practice.	Morpheme Magic
Teachers will build student vocabulary knowledge to support reading and writing.	Begin implementing beginning of term 1 2022 and then ongoing	R-2 teachers to explicitly teach tier 2 vocabulary using evidence based pedagogy as per our common agreements. Year 3-6 teachers will use close reading to explicitly teach tier 2 vocabulary as per common agreements. Specialist teachers explicitly teach tier 3 vocabulary. Teachers will work in year level teams to design learning experiences to build students vocabulary knowledge. Leaders will prioritise feedback to teachers about the explicit teaching of vocabulary during walkthroughs.	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 1: To increase student achievement in Writing R-6



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>In Reception students will be able to: Write all 26 lowercase and uppercase letters with correct formation and using correct pencil (tripod) grip. Write at least 2 sentences with capital letters, full stops, finger spaces and boundary punctuation (level 1 of the punctuation pyramid) . Know that sentences contain a noun and a verb, and express a complete thought. Read a range of year level appropriate text types and identify key text features and structures and apply this to their writing</p> <p>In Year 1 Students will be able to: Write increasingly complex sentences using adjectives, adverbs, connectives and tier 2 vocabulary. Write a variety of sentence types (statement, command, question, exclamation) using capital letters for proper names and boundary punctuation. Read a range of year level appropriate text types and identify key text features and structures and apply this to their writing</p> <p>In year 2 students will be able to: Communicate ideas that flow in a series of sentences. Use correct grammatical structures in sentences (level 1, 2 and 3 of the punctuation pyramid, word tense/ choice, makes sense). Understand the text structure and language features of a variety of text types (persuasive, recount, narrative, exposition) and apply this in their writing and to comprehend texts read</p> <p>Read a range of year level appropriate text types and identify key text features and structures and apply this to their writing</p> <p>In year 3 students will be able to: Structure and organise their writing to match a text type (demonstrates multiple features clearly). Use interesting and varied word choice including descriptive language. Use a wide range of connectives that clarify relationships between points and ideas (variety of connective word choice). Read a range of year level appropriate text types and identify key text features and structures and apply this to their writing</p> <p>Use level 4 of the punctuation pyramid within their writing.</p> <p>In year 4 students will be able to: Use more ambitious adjectives, adverbs or descriptive phrases, purposefully chosen for detail and/or emphasis. Link ideas and events in a clear sequence using paragraph to present, organise, and sequence text (beginning, middle and end) Regularly use correct grammatical structures in sentences. Use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words. Edit their texts for spelling, sentence boundary punctuation and text structure to produce an improved piece of writing (i.e. 'uplevelling their writing')</p> <p>Read a range of year level appropriate text types and identify key text features and structures and apply this to their writing</p> <p>In year 5 students will be able to:</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>Use appropriate tiered language (tier 2) to add interest and engage the audience</p> <p>Create imaginative, informative and persuasive texts for different purposes and audiences</p> <p>Use accurate spelling and use of levels 4 and 5 of the punctuation pyramid consistently and accurately.</p> <p>Edit their work for cohesive structure and meaning.</p> <p>Read a range of year level appropriate text types and identify key text features and structures and apply this to their writing</p> <p>In year 6 students will be able to:</p> <p>Create detailed texts elaborating on key ideas for a range of purposes and audiences.</p> <p>Use accurate spelling and punctuation for clarity, and make and explain editorial choices based on criteria.</p> <p>Read a range of year level appropriate text types and identify key text features and structures and apply this to their writing</p>			
Actions	<p> 90% embedded</p> <p> Needs attention/work in progress</p> <p> Not on track</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?	What are our next steps? Potential adjustments?
<p>Build teacher and leader capacity of the Teaching and Learning cycle and a consistency of common language for writing.</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>Track and monitor student progress in Writing R-6 through the use of formative and summative assessments to inform teaching and 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>Teachers will Incorporate daily writing activities within the teaching and learning cycle including responding to reading.</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>Leaders will facilitate the Development of a R-6 morphology scope and sequence to embed in the teaching and learning cycle and to support reading comprehension.</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 build student vocabulary knowledge to support reading and writing.</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>



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:</p> <p>80% of students (24 out of 30 students) in year 3 to achieve SEA (Band 3) in NAPLAN Writing.</p> <p>65% of students (20 students out of 31) in year 5 to achieve SEA (Band 5) in NAPLAN Writing.</p> <p>30% of Year 1-6 students achieve B or better in English for their end of year report.</p>	<p>Results towards targets:</p> <p>Click or tap here to enter text.</p>
<p>SIP Template 2022-2024</p> <p>If we develop a whole school consistent approach by prioritising the use of the teaching and learning cycle to integrate reading and writing then we will increase writing achievement R-6.</p>	<p>Evidence - has this made an impact?</p> <p>Click or tap here to enter text.</p>
<p>Success Criteria:</p> <p>In Reception students will be able to:</p> <p>Write all 26 lowercase and uppercase letters with correct formation and using correct pencil (tripod) grip.</p> <p>Write at least 2 sentences with capital letters, full stops, finger spaces and boundary punctuation (level 1 of the punctuation pyramid) .</p> <p>Know that sentences contain a noun and a verb, and express a complete thought.</p> <p>Read a range of year level appropriate text types and identify key text features and structures and apply this to their writing</p> <p>In Year 1 Students will be able to:</p> <p>Write increasingly complex sentences using adjectives, adverbs, connectives and tier 2 vocabulary.</p> <p>Write a variety of sentence types (statement, command, question, exclamation) using capital letters for proper names and boundary punctuation.</p> <p>Read a range of year level appropriate text types and identify key text features and structures and apply this to their writing</p> <p>In year 2 students will be able to:</p> <p>Communicate ideas that flow in a series of sentences.</p> <p>Use correct grammatical structures in sentences (level 1, 2 and 3 of the punctuation pyramid, word tense/ choice, makes sense).</p> <p>Understand the text structure and language features of a variety of text types (persuasive, recount, narrative, exposition) and apply this in their writing and to comprehend texts read</p> <p>Read a range of year level appropriate text types and identify key text features and structures and apply this to their writing</p> <p>In year 3 students will be able to:</p> <p>Structure and organise their writing to match a text type (demonstrates multiple features clearly).</p> <p>Use interesting and varied word choice including descriptive language.</p> <p>Use a wide range of connectives that clarify relationships between points and ideas (variety of connective word choice).</p> <p>Read a range of year level appropriate text types and identify key text features and structures and apply this to their writing</p> <p>Use level 4 of the punctuation pyramid within their writing.</p>	<p>Evidence - did we improve student learning? how do we know?</p> <p>Click or tap here to enter text.</p>

In year 4 students will be able to:

Use more ambitious adjectives, adverbs or descriptive phrases, purposefully chosen for detail and/or emphasis.

Link ideas and events in a clear sequence using paragraph to present, organise, and sequence text (beginning, middle and end)

Regularly use correct grammatical structures in sentences.

Use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words.

Edit their texts for spelling, sentence boundary punctuation and text structure to produce an improved piece of writing (i.e. 'uplevelling their writing')

Read a range of year level appropriate text types and identify key text features and structures and apply this to their writing

In year 5 students will be able to:

Use appropriate tiered language (tier 2) to add interest and engage the audience

Create imaginative, informative and persuasive texts for different purposes and audiences

Use accurate spelling and use of levels 4 and 5 of the punctuation pyramid consistently and accurately.

Edit their work for cohesive structure and meaning.

Read a range of year level appropriate text types and identify key text features and structures and apply this to their writing

In year 6 students will be able to:

Create detailed texts elaborating on key ideas for a range of purposes and audiences.

Use accurate spelling and punctuation for clarity, and make and explain editorial choices based on criteria.

Read a range of year level appropriate text types and identify key text features and structures and apply this to their writing

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

<p>Goal 2: To increase student achievement in Numeracy R-6</p>		<p>ESR Directions:</p> <p>Direction 1 Strengthen tracking and monitoring of student progress by closely analysing priority groups, particularly Aboriginal students, to monitor progress and identify trends that will inform practice and interventions.</p> <p>Direction 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.</p> <p>Direction 3 Enable students to authentically own their learning through further development of student forums and the consistent implementation of teaching pedagogies.</p>	
<p>Target 2022: 82 % of year 3 students (24 out of 30 students) to achieve SEA in NAPLAN Numeracy. 80% of year 5 students (25 out of 31 students) to achieve SEA in NAPLAN Numeracy.</p>	<p>2023: 100% of students (10 out of 32 students) who achieved HB in year 3 will remain in Higher bands in year 5 Numeracy. 60% of students (3 out of five) who achieved just below HB in year 3 Numeracy will achieve Higher bands in year 5 Numeracy.</p>	<p>2024: Click or tap here to enter text.</p>	



STEP 2 Challenge of practice

<p>Challenge of Practice: If we design learning experiences in Number that promote mathematical thinking and mathematical language then we will increase student achievement in Numeracy.</p>
<p>Student Success Criteria (what students know, do, and understand): Students in Reception to year 2 will be able to: explain direct and indirect comparisons using informal units or manipulatives. justify their representations of problem solving. explain patterns that have been created. identify and explain strategies they used to solve problems. use year level tier 3 vocabulary to justify their thinking and explain mathematical understanding.</p> <p>Students in year 3-6 will be able to: evaluate two solutions and justify why one solution is more efficient. derive strategies for unfamiliar tasks/problems. communicate their mathematical thinking and evaluate the appropriateness of different representations. adapt the known to the unknown, and transfer learning from one context to another and justify their choices. use year level tier 3 vocabulary to justify their thinking and explain mathematical understanding.</p>




STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
<p>Teachers will use a range of question types to probe and challenge students thinking and reasoning.</p>	<p>Term 2 2022</p>	<p>Teachers will work in year level teams to plan opportunities for questioning throughout the Maths lesson. Leaders will support teachers to trial and reflect on their current practice and prioritise feedback to teachers about their use of questioning during walkthroughs. Leaders will provide professional learning about questioning strategies. Leaders to provide resources to teachers.</p>	<p>BITL Tool Question Stem Lanyards</p>

Leaders will support teachers to build their knowledge of the DfE Units of Work and to work in year level planning time to unpack lessons and resources.	Ongoing	Leaders provide time and space for teachers to engage with DfE curriculum materials. Leaders support teachers to differentiate when implementing the units to allow for intellectual challenge.	DfE Units of Work Curriculum Lead
Teachers will design learning experiences that provide challenge and stretch that allow for structured reflection using the STARR model	Term 2 2022	Teachers will work in year level teams to plan learning experiences which include opportunities for reflection to support Mathematical thinking and language.	Click or tap here to enter text.
Leaders will facilitate the development of R-6 scope and sequence of thinking routines. Teachers explicitly teach and model thinking routines to promote mathematical thinking.	Term 3 2022	Leaders will work with teachers to develop a R-6 scope and sequence of thinking routines to support consistency of practice and student independence. Leaders will provide professional learning in thinking routines. Teachers will work in year level teams to embed thinking routines into the lesson structure.	Making Thinking Visible Text (Ron Ritchard)
Teachers will model tier 3 vocabulary and provide opportunities for students to use tier 3 vocabulary.	Term 1 2022	Teachers will co-construct visual vocabulary display for students to access. Teachers will focus on using tier 3 vocabulary during the reflection part of the lesson.	DfE Units of Work Paul Swan Resource Anita Chinn Resource
Track and monitor student progress to inform practice and interventions	Ongoing	Leaders provide time and space for teachers to actively engage with internal moderation processes using the termly common assessments. Teachers design and implement pre and post assessments (for each unit of work) and use the assessment information to inform practice and interventions.	Common Assessments on Team Drive and Internal Moderation process on Team Drive

Goal 2: To increase student achievement in Numeracy R-6

 **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 in Reception to year 2 will be able to: explain direct and indirect comparisons using informal units or manipulatives. justify their representations of problem solving. explain patterns that have been created. identify and explain strategies they used to solve problems. use year level tier 3 vocabulary to justify their thinking and explain mathematical understanding.</p> <p>Students in year 3-6 will be able to: evaluate two solutions and justify why one solution is more efficient. derive strategies for unfamiliar tasks/problems. communicate their mathematical thinking and evaluate the appropriateness of different representations. adapt the known to the unknown, and transfer learning from one context to another and justify their choices. use year level tier 3 vocabulary to justify their thinking and explain mathematical understanding.</p>	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?

Teachers will use a range of question types to probe and challenge students thinking and reasoning.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Leaders will support teachers to build their knowledge of the DfE Units of Work and to work in year level planning time to unpack lessons and resources.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will design learning experiences that provide challenge and stretch that allow for structured reflection using the STARR model	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Leaders will facilitate the development of R-6 scope and sequence of thinking routines. Teachers explicitly teach and model thinking routines to promote mathematical thinking.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will model tier 3 vocabulary and provide opportunities for students to use tier 3 vocabulary.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Track and monitor student progress to inform practice and interventions	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 student achievement in Numeracy R-6



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: 82 % of year 3 students (24 out of 30 students) to achieve SEA in NAPLAN Numeracy. 80% of year 5 students (25 out of 31 students) to achieve SEA in NAPLAN Numeracy.	Results towards targets: Click or tap here to enter text.
Challenge of Practice: If we design learning experiences in Number that promote mathematical thinking and mathematical language then we will increase student achievement in Numeracy.	Evidence - has this made an impact? Click or tap here to enter text.

<p>Success Criteria – did we improve student learning? Students in Reception to year 2 will be able to: explain direct and indirect comparisons using informal units or manipulatives. justify their representations of problem solving. explain patterns that have been created. identify and explain strategies they used to solve problems. use year level tier 3 vocabulary to justify their thinking and explain mathematical understanding.</p> <p>Students in year 3-6 will be able to: evaluate two solutions and justify why one solution is more efficient. derive strategies for unfamiliar tasks/problems. communicate their mathematical thinking and evaluate the appropriateness of different representations. adapt the known to the unknown, and transfer learning from one context to another and justify their choices. use year level tier 3 vocabulary to justify their thinking and explain mathematical understanding.</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:****Direction 1** Strengthen tracking and monitoring of student progress by closely analysing priority groups, particularly Aboriginal students, to monitor progress and identify trends that will inform practice and interventions.**Direction 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.**Direction 3** Enable students to authentically own their learning through further development of student forums and the consistent implementation of teaching pedagogies.**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.
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.	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.	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 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?
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.	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.	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.	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 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 2022-2024 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>	

