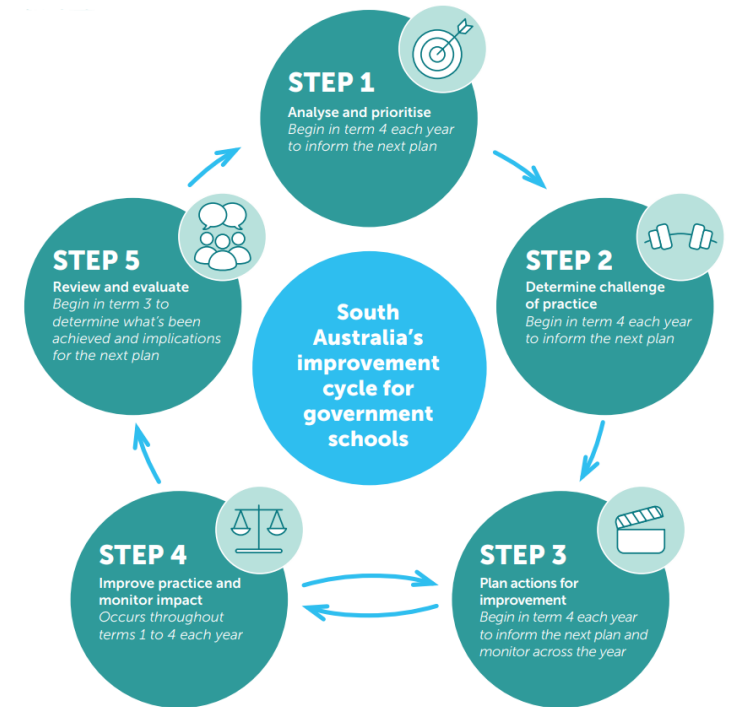


2022 - 2024

2023 School Improvement Plan for Mt Gambier North Primary School

Site Number:
0953



Vision Statement:

At Mt Gambier North Primary School, we pride ourselves on providing a high-quality, academic learning environment, which is both caring and supportive of individual students.

We are committed to providing an educational program that meets the social, emotional and learning needs of students from all nations, serving, as we do, a diverse community.

"We work hard, choose kind and everyone has the right to feel safe."

2022 - 2024

2023 School Improvement Plan for Mt Gambier North 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: Mt Gambier North Primary School**

Goal 1: Retain and increase the number of students meeting SEA and in the higher bands in Numeracy

ESR Directions:

The school can ensure further improvement in teacher practice and student outcomes through the following: 1. Collectively developed agreements in the use of data that informs the effective design of learning and assessment to meet the needs of all students. 2. The further development of rigorous evidence-based performance development strategies that support improvement of teacher practice. 3. Build a whole school culture (R-6) where shared commitment and responsibility from all staff ensures continuous improvement and high expectations.

Achievement towards Goal in 2022:

Results towards targets:

- 22/28 (78%) **Actual 19/32 (59%) met NAPLAN SEA in yr 3**
- 13/26 (50%) **Actual 13/26 (50%) met NAPLAN SEA in yr 5**
- 7/28(25%) **Actual 2/32 (6%) reached HB in Yr 3 NAPLAN**
- 5/26 (19%) **Actual 1/26 (4%) reached HB in Yr 5 NAPLAN**

Progress targets (PAT Numeracy) :

- Yr 3: 22/32 69% - **Actual 22/31 = 71%**
- Yr 4: 15/33 45%- **Actual 12/33= 36%**
- Yr 5: 14/28 50%- **Actual 19/30= 63%**
- Yr 6: 16/29 55% -**Actual 21/29 = 72%**

Target 2023:

Maintain 3/3(100%) and increase by 3 (6/28 – 21%) students in Year 5 achieving HB in Numeracy.

- Year 3 - Increase to x % (x/y students i.e. an additional x students) achieve SEA and X% achieve in the Higher Bands in NAPLAN Numeracy
- Year 3 – Increase to 74% (23/31) students i.e. an additional 2 students) achieve SEA in PAT-M
- Year 4 - Increase to x% (x/y students i.e. an additional x students) achieve a C or above in their 2023 EOY Report
- Year 4 - Maintain 60% (18/30 students i.e. 18 achieve SEA in PAT-M)
- Year 5 - Increase to x% (x/y students i.e. an additional x students) achieve SEA and maintain 3/3 (100%) and increase to 21% (6/28 students i.e. an additional 3 students) achieve in Higher bands in NAPLAN Numeracy
- Year 5 - Increase to 53% (17/32 students i.e. an additional 2 students) achieve SEA in PAT-M
- Year 6 - Increase to x% (x/y students i.e. an additional x students) achieve a C or above in their EOY Report
- Year 6 - Increase to 57% (16/28 students i.e. an additional 2 students) achieve SEA in PAT-M

PAT Numeracy targets:

- Yr 3: 23/31 = 74%
- Yr 4: 18/30 = 60%
- Yr 5: 17/32 = 53%
- Yr 6: 16/28 = 57%

2024:

NAPLAN targets:

% (out of) students in Year 3 and 67% (24 out of 32) students in Year 5 achieve SEA in NAPLAN Numeracy

Maintain 1/1 (100%) and increase by 3 (4/32 – 13%) students in Year 5 achieving HB in Numeracy.

--	--	--

 **STEP 2 Challenge of practice**

Challenge of Practice:
 When we strengthen teacher’s capacity to support students to build upon number ideas and concepts developmentally by embedding school agreed practices and curriculum with a focus on evidence-based teacher practice in number then we will increase the number of students achieving SEA in Numeracy.

 **STEP 3 Plan actions for improvement**

<p>Student Success Criteria (what students know, do, and understand): We will see each student meet the achieve standard in place value understanding in number when we analyse essential assessment data. Foundation- subitise small collections of objects Yr 1- count collections to 100 by partitioning numbers using place value Yr 2-Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting Yr 3- Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems Yr 4 -Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems Yr 5- Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation Yr 6- Recognise that the place value system can be extended beyond hundredths</p>	<p>How and when will this be monitored, tracked and measured? In order to monitor our success criteria, we have identified the elements of Essential assessment that align with our SC. These elements will be added to the school assessment schedule to be an expected assessment. Using pre-data we will identify key areas to cover. Use assessment in units of work as formative assessment to track progress and data used to inform the effective design of learning. Essential Assessment undertaken in Term 3 will measure progress against success criteria.</p>
---	--

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
---------	----------	---	-----------

<p>Teachers will consistently implement the Australian Curriculum across the school, using differentiation in task design to allow for individual student growth, stretch and challenge in learning</p>	<p>Starting Term 1 but active throughout 2023</p>	<p>Each teacher will implement a DfE Maths unit with intentional use of differentiation and explicit teaching strategies. Teachers will progress to other subject areas, over time (ESR Directions 2 & 3)</p> <p>Each teacher will collaboratively plan within teams and across teams (i.e. Junior primary, middle and upper primary, EALD, Special Options) to intentionally differentiate learning for higher bands (and just below higher bands students) in the numeracy block. Teachers to include opportunities for students to pursue interests outside of the curriculum, use technology to extend content, product or process and explicitly teach skills for independent and group problem solving/mathematical investigations (ESR Direction 3)</p> <p>Each teacher will use the ‘assess-plan-teach-track-adjust’ cycle to monitor and adjust instruction and content based on multiple checks for understanding and formative assessment i.e. Essential Assessments (ESR Direction 1)</p> <p>Leaders will support teachers to implement units by:</p> <ul style="list-style-type: none">• Facilitating ongoing support for teachers to collaboratively plan, prepare, resource, adapt and implement DfE units with fidelity to the learning intentions, supporting teachers to plan learning area teaching and learning with reference to the DfE Scope and Sequences year level format docs provided• Numeracy coordinator to support the provision of materials in the first instance to be able to teach the unit	<p><u>Units of work</u> Achievement standards measured against DfE Units documents Curriculum Lead \$5000 committed to topping up resources to support teachers Victorian Education Department’s <u>HITS Guide</u></p>
--	---	--	--

		<ul style="list-style-type: none"> • Provide TRT release for teams to reflect and share following the completion the unit • Ensure accountability through moderation, collection of evidence and shared assessment. <p><i>Leaders will develop effective differentiated instructional practices through the provision of professional development in:</i></p> <ul style="list-style-type: none"> • Curriculum Planning • Curriculum Planning Tracker (self-audit tool) • Formative assessment; and • Explicit teaching. (ESR Direction 1) 	
<p>Teachers will implement Teaching Sprints focussing on High Impact Teaching strategies in the areas of differentiation, explicit teaching and learning goals, with the aim of embedding these practices across the school</p>	<p>From term 1</p>	<p>Each teacher will engage in Simon Breakspear Teaching Sprints training</p> <p>Each teacher will actively engage in termly teaching sprints in a specific High Impact Teaching strategy, using agreed planning and implementation documentation and MGNPS resources (ESR Summary Report Recommendations)</p> <p><i>Each teacher will use a backwards design process to ensure instructional planning begins with the end in mind, starting with the big ideas, learning intentions and planned criteria to assess mastery</i></p> <p>Each teacher will collaboratively plan and implement explicit teaching strategies during a unit of work. When students are beginning to learn about a concept explicit instruction will involve:</p> <ul style="list-style-type: none"> - activating prior knowledge and introducing new vocabulary - highlighting key mathematical ideas from previous student work - connecting different representations and strategies 	<p>Simon Breakspear - Friday 17th Feb High Impact teaching strategies – Vic Edu Dept Time allocated in staff meetings</p>

		<p>- modelling how to use manipulatives or representations</p> <p>When students are progressing with their learning, explicit instruction will involve:</p> <ul style="list-style-type: none">- reinforcing procedures, or helping students use more efficient procedures- highlighting or introducing mathematical conventions <p>When students are deep in the learning process, explicit instruction will involve:</p> <ul style="list-style-type: none">- highlighting connections between tasks, strategies, representations, and concepts- encouraging metacognition or thinking about one's own thinking <p><i>Each teacher will use Essential Assessments at the beginning of a unit to uncover what students know, understand and can do, further adding to this data set throughout a unit to show a student's growth and depth of understanding, over time</i></p> <p><i>Each teacher will use EA data and current performance levels to help narrow instructional planning and guide small group and wave 2/3 instruction, allowing for targeted and guided maths instruction that meets the needs of all learners (ESR Direction 1)</i></p> <p><i>Each teacher will implement the school's agreed Data Schedule and Data Use Agreement to support regular evaluation of the impact of their classroom instruction on student learning growth. This will enable teachers to work out if all students have progressed as intended, which students have excelled and those students who have struggled to make progress. Teachers will do this by mapping students' development to curriculum achievement standards from entry to the end of a unit. As a result,</i></p>	
--	--	--	--

		<p>teachers will co-reflect on their unit plans with 3 guiding questions:</p> <ul style="list-style-type: none">o What have we learned about the impact of this unit on students?o What were the strengths? What do we need to continue doing?o What do we need to strengthen if we are to enable optimal learning growth for every student? (ESR Direction 1) <p>Each teacher will use EA and other data, including observed attitudes and behaviours of students to co-design with students specific individual SMARTAR numeracy goals (ESR Direction 3)</p> <p>Each teacher will develop Bumpit Up walls and Data walls that support students in monitoring and checking their progress towards learning goals and student ownership of data (ESR Summary Report Recommendations)</p> <p>Each teacher will establish clear goals that articulate the skills that students are learning as a result of instruction in a lesson, over a series of lessons, or throughout a unit, identifying how the goal fits within a numeracy learning progression. This will give a shared understanding of the concept of quality and what they are aiming for. Feedback will be provided to move students towards this concept</p> <p>Each teacher will review learning strengths and errors with students, re teach as needed and help students to revise their work to co-design and set new learning goals (ESR Direction 3)</p>	
--	--	--	--

		<p>Leaders will provide professional learning in teaching sprints, <u>explicit teaching and learning goals</u></p> <p>Leaders will provide time for teachers to engage in sprint work</p> <p>Leaders will identify & develop a team with mentors to model HITS ('what good looks like') to staff (ESR Summary Report Recommendations)</p> <p>Leaders will see student learning goals visible in classes during 'walk throughs' and 'observations' and through discussion with students as they will be able to articulate their success criteria and the skills necessary to achieve this</p> <p>Leaders will establish structures that enable teachers to collaboratively engage in the 'assess-plan-teach-track-adjust' cycle on a regular basis (ESR Direction 1)</p> <p>Leaders will regularly evaluate impact of implemented learning goals on student achievement. This will involve teachers presenting at staff meetings a teaching cycle including learning goal, sample student work, teacher planning and feedback that has moved the student forward, challenges along the way and future direction for student learning. Teachers to present data on the identified below SEA and below HB students in their classes</p>	
<p>Teachers will have SIP targets and areas for growth reflected on in their PDPs</p>	<p>Pre-PDP meeting early term 1</p>	<p>Each teacher will complete the Maths self-review from guidebooks and HIT strategies self-review to identify knowledge and professional learning needs.</p> <p><i>Each teacher will be provided with PAT, NAPLAN, phonics data as well as using Power BI to understand SIP targets.</i></p>	<p>DfE PDP doc Release time Power BI PAT, NAPLAN and phonics data</p>

		<p><i>Teachers will know and be able to intentionally plan for students just below SEA and just below HB identified in their classes.</i></p> <p>Each teacher will use feedback from self-review and data to inform their PDP goals.</p> <p>Leaders will provide access to data and release time for teachers to have a pre-PDP meetings, followed by whole mid-year PDP review</p> <p>Leaders will make the SIP visible to all staff, with Steps 3 and 4</p>	
<p>Teachers will implement evidence-based performance development strategies through regular and agreed teacher observation and effective feedback processes</p>	<p>Termly</p>	<p>Each teacher will engage observation and feedback to improve practice connected to sprints.</p> <p>Leaders will provide release time to ensure peer to peer and leader/teacher observations are completed each term with verbal and written feedback</p> <p>Leaders will undertake Dept observation and feedback best practice training</p> <p>Leaders will provide consistent observation templates/tools, structures and processes for providing feedback (i.e. suggest using the Orbis classroom practice observation tool) (ESR Direction 2)</p> <p>Leaders will observe and provide written feedback in relation to Mathematics practice, through focussed observations on Sprints and walkthroughs (ESR Direction 2)</p>	<p>Time Plink course Growth coaching Course</p>

<p>Implement clear and consistent protocols and shared practice of numeracy programs in staff meetings.</p>	<p>From term 1</p>	<p><i>Teachers will implement the MGNPS Numeracy Statement of Practice referencing this when planning and implementing the curriculum.</i></p> <p>Teachers will co-design with school leadership a one pager pedagogical agreement and associated monitoring tool, that will sit alongside the Numeracy Statement of Practice to support fidelity of implementation and self-peer-leader review, at scheduled times throughout the year</p> <p>Each teacher will adhere to protocols, be organised to share when required and participate in robust discussions about practice.</p> <p>Leaders will support staff to embed the Numeracy Statement of Practice, ensuring authentic ownership and revising of strategies identified. This will occur through establishing of structures and time (as per the Data Schedule) to engage in self-peer-leadership observation review</p> <p>Leaders will restate and communicate/publish expectations for professional learning and conversations</p> <p>Leaders will ensure staff meeting agendas are clear and provided in advance, promoting discussion, ensuring accountability for staff attendance at meetings and a high level of psychological safety during meetings</p>	<p>Staff meeting protocols document</p>
<p>Teachers will use a common assessment tool (Essential Assessment) to analyse student growth through the data and reflect on programs. Teachers will use data to inform the effective</p>	<p>From term 1</p>	<p>Each teacher will use Essential Assessment to pre-test and post test for student understanding for learning in accordance with the school’s MDNPS Data Schedule.</p>	<p>Essential Assessment license</p>

<p>design of learning and assessment to meet the needs of all students</p>		<p>Leaders will ensure all teachers collaboratively develop and agree on formative and summative assessment processes (including EA and other assessments) that: identify what learners know, understand and can do, before and during learning; and use this information to inform and adjust next teaching steps. Leaders will facilitate opportunities during staff meetings in ColTTs for diagnostic information to be reviewed and used to support planning and learning design</p> <p><i>Leaders will support the use of the assessment tool, ensure required assessments are undertaken and support the technological issues when they arise.</i></p> <p>Leaders will develop and communicate a well understood decision making process about 'qualification' for wave 2 intervention including clear evidence and data 'cut points' for making decisions</p> <p>Key Currently working on Next focus Previous focus / working on embedding Future priorities</p>	
---	--	--	--



STEP 1 Analyse and Prioritise

Site name: Mt Gambier North Primary School

Goal 2: Click or tap here to enter text.

ESR Directions:

The school can ensure further improvement in teacher practice and student outcomes through the following: 1. Collectively developed agreements in the use of data that informs the effective design of learning and assessment to meet the needs of all students. 2. The further development of rigorous evidence-based performance development strategies that support improvement of teacher practice. 3. Build a whole school culture (R-6) where shared commitment and responsibility from all staff ensures continuous improvement and high expectations.

Achievement towards Goal in 2022:

Click or tap here to enter text.

Target 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.



STEP 3 Plan actions for improvement

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

Click or tap here to enter text.

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

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
Teaching sprints based on High Impact Teaching strategies	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Consistency of assessment	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Scope and sequence	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Staff meeting protocols	Click or tap here to enter text.	Each teacher will... 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... 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... Each leader will...	Click or tap here to enter text.

 **STEP 1 Analyse and Prioritise** **Site name: Mt Gambier North Primary School**

<p>Goal 3: Click or tap here to enter text.</p>	<p>ESR Directions: The school can ensure further improvement in teacher practice and student outcomes through the following: 1. Collectively developed agreements in the use of data that informs the effective design of learning and assessment to meet the needs of all students. 2. The further development of rigorous evidence-based performance development strategies that support improvement of teacher practice. 3. Build a whole school culture (R-6) where shared commitment and responsibility from all staff ensures continuous improvement and high expectations.</p>
--	--

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

 **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):
Click or tap here to enter text.

How and when will this be monitored, tracked and measured?
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... 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... 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... 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... 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... Each leader will...	Click or tap here to enter text.

<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Each leader will... Each teacher will...</p>	<p>Click or tap here to enter text.</p>
---	---	---	---





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.






Government of South Australia
Department for Education



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: Retain and increase the number of students meeting SEA and in the higher bands in Numeracy

Student Success Criteria	 Yes	Evidence	
---------------------------------	---	-----------------	--







	 Needs attention/work in progress	Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	 Not on track		
<p>We will see each student meet the achieve standard in place value understanding in number when we analyse essential assessment data.</p> <p>Foundation- subitise small collections of objects</p> <p>Yr 1- count collections to 100 by partitioning numbers using place value</p> <p>Yr 2-Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting</p> <p>Yr 3- Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems</p> <p>Yr 4 -Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems</p> <p>Yr 5- Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation</p> <p>Yr 6- Recognise that the place value system can be extended beyond hundredths</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	 90% embedded	<p style="text-align: center;">Evidence</p> <p style="text-align: center;">Are we doing what we said we would do?</p> <p style="text-align: center;">Are we improving student learning?</p> <p style="text-align: center;">How do we know which actions have been effective?</p>	<p style="text-align: center;">What are our next steps?</p> <p style="text-align: center;">Potential adjustments?</p>
	 Needs attention/work in progress		
	 Not on track		
<p>Teachers will consistently implement the Australian Curriculum across the school, using differentiation in task design to allow for individual student growth, stretch and challenge in 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 implement Teaching Sprints focussing on High Impact Teaching strategies in the areas of differentiation, explicit teaching and learning goals, with the aim of embedding these practices across the school</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 have SIP targets and areas for growth reflected on in their PDPs</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 implement evidence-based performance development strategies through regular and agreed teacher observation and effective feedback processes</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>


Implement clear and consistent protocols and shared practice of numeracy programs in staff meetings.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will use a common assessment tool (Essential Assessment) to analyse student growth through the data and reflect on programs. Teachers will use data to inform the effective design of learning and assessment to meet the needs of all students	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 2: Click or tap here to enter text.			
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		
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	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		
Teaching sprints based on High Impact Teaching strategies	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Consistency of assessment	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Scope and sequence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Staff meeting protocols	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.

 **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: Click or tap here to enter text.

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		
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	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		
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.



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: Retain and increase the number of students meeting SEA and in the higher bands in Numeracy

Targets 2023:

Maintain 3/3(100%) and increase by 3 (6/28 – 21%) students in Year 5 achieving HB in Numeracy.

Year 3 - Increase to x % (x/y students i.e. an additional x students) achieve SEA and X% achieve in the Higher Bands in NAPLAN Numeracy

Year 3 – Increase to 74% (23/31) students i.e. an additional 2 students) achieve SEA in PAT-M

Year 4 - Increase to x% (x/y students i.e. an additional x students) achieve a C or above in their 2023 EOY Report

Year 4 - Maintain 60% (18/30 students i.e. 18 achieve SEA in PAT-M)

Year 5 - Increase to x% (x/y students i.e. an additional x students) achieve SEA and maintain 3/3 (100%) and increase to 21% (6/28 students i.e. an additional 3 students) achieve in Higher bands in NAPLAN Numeracy

Year 5 - Increase to 53% (17/32 students i.e. an additional 2 students) achieve SEA in PAT-M

Year 6 - Increase to x% (x/y students i.e. an additional x students) achieve a C or above in their EOY Report

Year 6 - Increase to 57% (16/28 students i.e. an additional 2 students) achieve SEA in PAT-M

PAT Numeracy targets:

Yr 3: 23/31 = 74%

Yr 4: 18/30 = 60%

Yr 5: 17/32 = 53%

Yr 6: 16/28 = 57%

Results towards targets:

Click or tap here to enter text.

Challenge of Practice:

When we strengthen teacher’s capacity to support students to build upon number ideas and concepts developmentally by embedding school agreed practices and curriculum with a focus on evidence-based teacher practice in number then we will increase the number of students achieving SEA in Numeracy.

Evidence - has this made an impact?

Click or tap here to enter text.

Success Criteria:

We will see each student meet the achieve standard in place value understanding in number when we analyse essential assessment data.

Foundation- subitise small collections of objects

Yr 1- count collections to 100 by partitioning numbers using place value

Yr 2-Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting

Yr 3- Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems

Yr 4 -Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems

Yr 5- Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation

Yr 6- Recognise that the place value system can be extended beyond hundredths

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: Click or tap here to enter text.

Targets 2023:

Click or tap here to enter text.

Results towards targets:

Click or tap here to enter text.

Challenge of Practice:

Click or tap here to enter text.

Evidence - has this made an impact?

Click or tap here to enter text.

Success Criteria:

Click or tap here to enter text.

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 3: Click or tap here to enter text.

Targets 2023:

Click or tap here to enter text.

Results towards targets:

Click or tap here to enter text.

Challenge of Practice:

Click or tap here to enter text.

Evidence - has this made an impact?

Click or tap here to enter text.

Success Criteria:

Click or tap here to enter text.

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.

