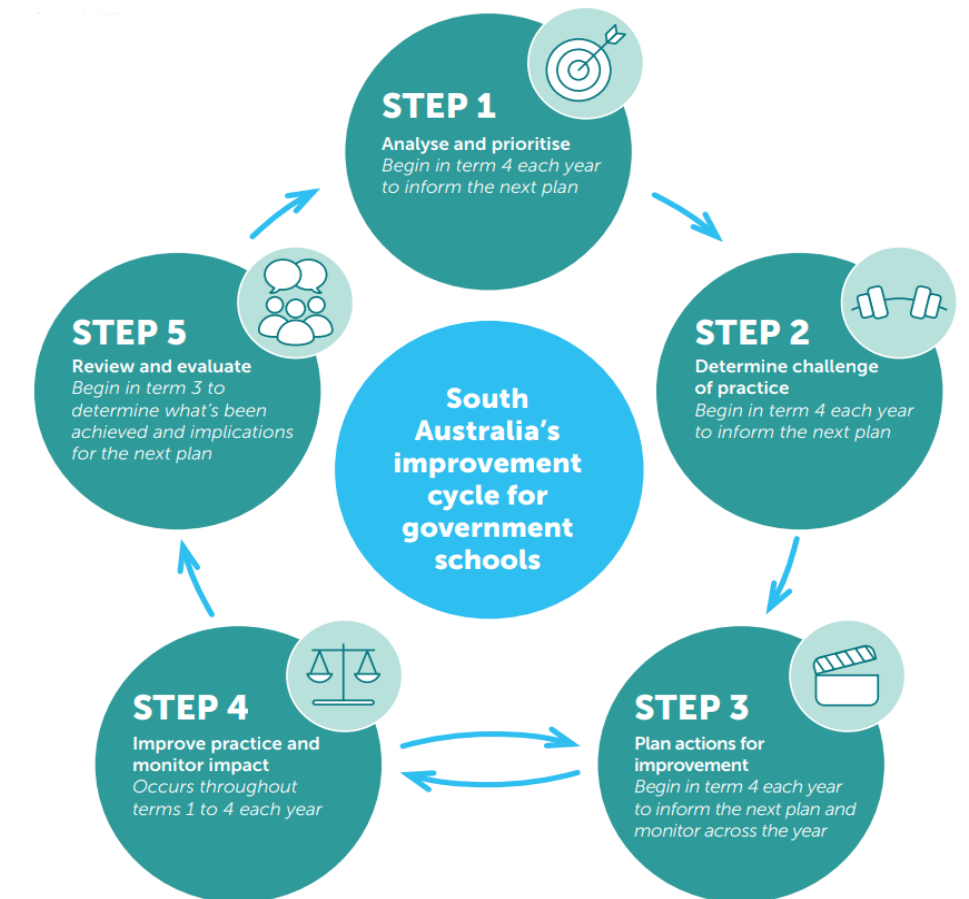


2022 - 2024

2023 School Improvement Plan for Felixstow Primary School

Site Number:
1228



Vision Statement:

"Quality learning that sticks for life..."

FCS students are self-directed, socially aware learners striving to achieve their full potential.

FCS students are creative, critical thinkers contributing as collaborative and engaged global citizens.

FCS provides a positive, flexible and collaborative learning environment encouraging strong academic, social and emotional growth for every student.



Government of South Australia

Department for Education

2022 - 2024

2023 School Improvement Plan for Felixstow Primary School

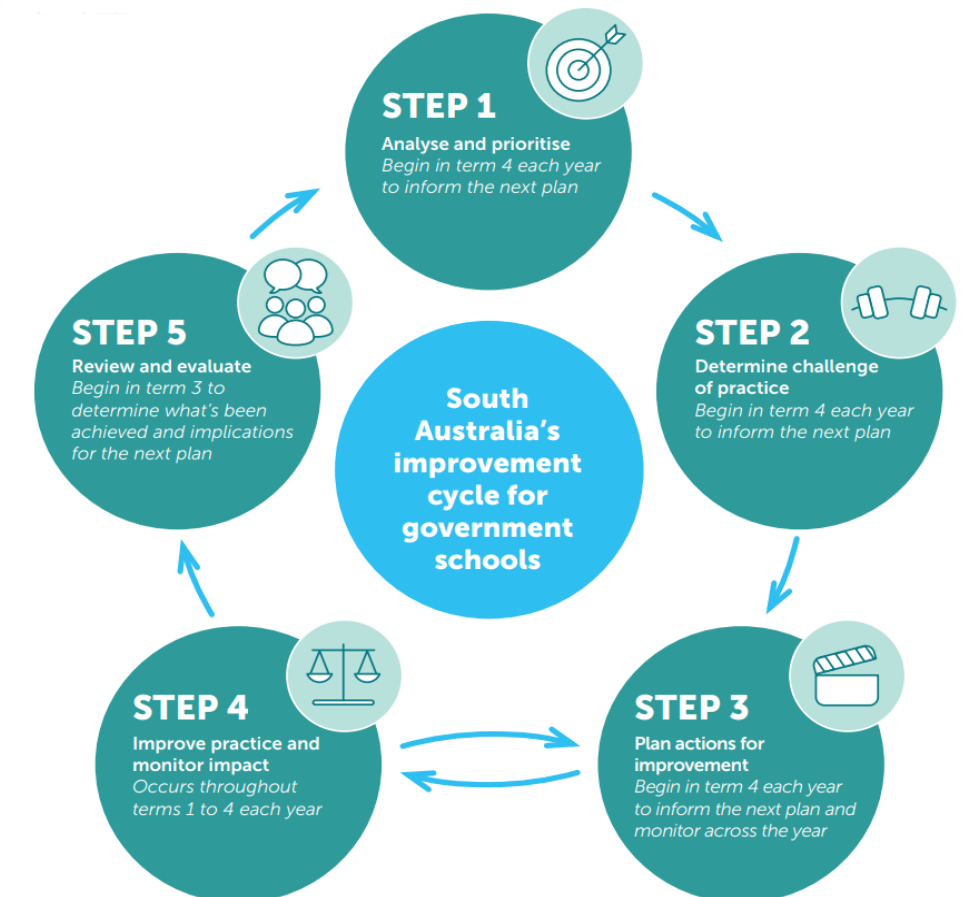
Completing the template:

- The document will open as 'Read Only' so will need to be saved prior to editing.
- If copying and pasting text from another document, paste as 'keep text only' or 'merge formatting'.
- Note that Steps 1, 2 and your Actions in Step 3 will auto-populate in the corresponding sections in Steps 4 and 5 of the template once you have completed them.
- Once you have typed in your ESR Directions next to Goal 1 they will auto-populate to the corresponding section for the other two goals in the template.
- Please note, editing will not be possible whilst the template is in Teams. Whilst your SIP can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes.
- Click 'View' and then click 'Navigation Pane' to display a table of contents on the left-hand side.

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

- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 9, Term 4 (16 December 2022).
- Once approved, copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your [summary page](#) on your school website by Friday of Week 4, Term 1 (24 February 2023).
- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact), and in Term 4 of each year to capture Step 5 work (Review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

For further information and advice, contact:
Review, Improvement and Accountability
Phone: 8226 1284
education.RIA@sa.gov.au



 **STEP 1 Analyse and Prioritise**

Site name: Felixstow Primary School

Goal 1: To increase R-6 student achievement in writing.

ESR Directions:

1. Strengthen ongoing processes to monitor progress of the SIP by measuring the collective impact of the actions taken on the challenges of practice and the success criteria.
2. Strengthen high-yield practices in the use of formative assessment and effective two-way feedback providing students with increased differentiated learning and clarity of their next steps.
3. Foster innovation in effective task design through continuing to develop teachers' capacity to critically collaborate, enhancing challenge for all learners (as at Term 1 2021)

Achievement towards Goal in 2022:

NAPLAN:

9/13 yr 3's will reach SEA and 4/13 will reach HB in NAPLAN writing
4/7 yr 5's will reach SEA and 1/7 will reach HB in NAPLAN writing

RESULTS:

NAPLAN:

10/11 Year 3's who sat NAPLAN met SEA in Writing; 4 /11 met HB in writing
5/6 Year 5's who sat NAPLAN met SEA in Writing; 0/6 met HB In writing

Target 2023:

NAPLAN

8/10 year 5's who participated in year 3 NAPLAN will demonstrate middle or upper growth in NAPLAN reading and writing scores.
5/13 year 5's will reach HB in Year 5 NAPLAN writing.

BRIGHTPATH

80% of students (year 1 – 6) will show growth of 20 points or greater on the Brightpath scales

2024:

NAPLAN

6/11 2022 Year 3 students (2024 year 5's) will reach HB in Year 5 NAPLAN writing assessment

90% Year 5 students show middle or upper growth in NAPLAN writing assessment
2023 data to inform

BRIGHTPATH

80% of students (year 1 – 6) will show growth of 20 points or greater on the Brightpath scales

 **STEP 2 Challenge of practice**

Challenge of Practice:

If each teacher strengthens their formative and summative assessment practices to inform the next steps in the design of teaching writing, students will increase their achievement in writing.

 **STEP 3 Plan actions for improvement**

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

Dispositions

Learners will seek to write to effectively communicate
Learners will show an increase in writing stamina.
Learners will independently seek feedback from others using checklists/rubrics.

NPDL – (Communication)

Learners will be able to successfully engage in dialogue to articulate their progress in writing against their individual writing goals using commonly understood NPDL metalanguage.

Formative Assessment

Learners will seek and provide feedback to each other using 2 stars and a wish criteria
Learners will engage with 'Bump it Up Walls' and rubrics to self and peer assess their writing progress and use these to set goals

Academic

Learners will increase in NAPLAN and BRIGHTPATH Writing results as per targets
Learners will plan, create and publish one text type a term based on the genre that links to inquiry-based learning areas.

Engagement -

Learners will be engaging in daily writing activities.
Learners will be able to recognise and articulate the link between Oral Language, Vocabulary development, Reading and Writing

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

- PLC meetings and discussions twice per term
- Class teachers to monitor and measure stamina for writing twice per term using Berry St Stamina tools
- Walkthroughs during writing lessons twice per term
- NAPLAN writing data
- Brightpath tools and resources for tracking progress - students (year 1 – 6) will show growth of 20 points or greater on the Brightpath scales

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>Each teacher to strengthen formative and summative assessment practices (What we need to know or understand)</p>	<p>2023</p> <ul style="list-style-type: none"> • Narrative T1 & T3 • Persuasive T2 & T4 	<p>Each teacher will...</p> <ul style="list-style-type: none"> • Engage in PL sessions with Brightpath facilitators • engage in BRIGHTPATH assessment and implement learnt strategies • assess, moderate and provide explicit feedback to students on writing progress and next steps, which will be informed by the use of the BRIGHTPATH assessment tools and criteria • use pre-post Brightpath assessment for narrative and persuasive text types <p>Each leader will...</p> <ul style="list-style-type: none"> • arrange allocation of staff meetings for PLC discussions • Arrange any required Brightpath training • Investigate opportunities within the partnership for moderation of writing samples 	<p>BRIGHTPATH online resources & team. Team meetings</p> <p>Best advice papers - Writing</p>
<p>Teachers will deepen understanding of formative assessment strategies</p> <p>- Teachers will strengthen formative assessment strategies that supports them to co-design goal setting with students engaging them in developing skills to set their own goals and identify next steps</p> <p>(What we need to know or understand) (ESR Direction 2)</p>	<p>Week 0 team planning time Each term week 9 planning and review</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> • participate in PLC process and be prepared to follow agreed norms and expectations • further develop use of formative assessment practices as identified (ie use of SAPPA resource & DfE resources) • support the development of SSO skill in providing feedback to students to support students to build their skills, knowledge and understanding in monitoring their writing progress. • Teachers to identify high leverage formative assessment strategies. Each educator will provide models of the various stages of success in writing via ‘bump it up walls’ and rubrics, to enable self-assessment and personal goal setting • Each educator will support students to write and reach writing goals using Brightpath assessment data, self and peer feedback and formative/summative assessment <p>Each leader will...</p> <ul style="list-style-type: none"> • arrange allocation of staff meetings for PLC meetings • support through walkthrough observational feedback and discussion 	<p>AC leaders resource – ‘Formative assessment’ Release time for planning and design -week 9 each term</p> <p>Literacy Guidebooks – Maintain Momentum & Inspire Literacy guidebook – Maintain Momentum Literacy guidebook – Inspire</p> <p>SAPPA Formative assessment resource Dylan Wiliam – Embedding Formative Assessment - https://www.dylanwiliam.org/Dylan_Wiliams_website/Welcome.html</p>
<p>Each class teacher will engage in PLC dialogue to develop consistent moderation and assessment of writing tasks to develop common and consistent language and assessment practices</p> <p>(Pedagogy and practice - design & Implement)</p>	<p>Planning day once per term PLC meetings Week 3 & 8</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> • participate in PLC process and be prepared to follow agreed norms and expectations • engage with ‘best advice papers – writing’ <p>Each leader will...</p> <ul style="list-style-type: none"> • arrange allocation of staff meetings for PLC meetings • engage in PLC process 	<p>PLC staff meetings -2 per term Best Advice papers – Writing</p>
<p>Each teacher will develop ‘pedagogical focus’ for implementation to track via Action research PLC approach in practice in line with:</p> <ul style="list-style-type: none"> • NDPL, • HITS /TfEL • Formative assessment practices <p>(Pedagogy and practice - design & Implement) (ESR Direction 2)</p>	<p>PFD 2022 Term 4 – Focus area decided</p> <p>Week 0 – plan shared</p> <p>Two PLC’s per term</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> • identify 1 area of TfEL or HITS as a focus for implementation and professional development each semester • use of NPDL resources to track development of critical thinking and communication <p>Each leader will...</p> <ul style="list-style-type: none"> • arrange allocation of staff meetings for PLC meetings • support through walkthrough observational feedback and discussion • Order a copy of the TfEL companion planner for each teaching staff member • Provide feedback via observations and PD 	<p>NPDL resources TfEL planners & Resources High Impact Strategies – Vic Education Dept - https://www.education.vic.gov.au/Documents/school/teachers/support/high-impact-teaching-strategies.pdf</p>

<p>Teachers will design learning collaboratively to support students to develop language choices for specific purposes and audiences through NPDL Inquiry planning process</p> <p>(Pedagogy and practice - design & Implement) (ESR Direction 3)</p>	<p>Once per term week 9 Inquiry planning Check in meetings – wk 2, 6 & 9 F/n team meetings</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> • - Co-design as teaching team once per term - Co design and review in Junior/Primary level teams (in NIT release time fortnightly) - Co-design and review in whole staff inquiry check ins • use of NPDL resources to plan and track development of critical thinking and communication • set daily writing activities to enable learners to respond to reading • develop language knowledge and vocabulary to allow differentiated language instruction when teaching writing across the curriculum areas • design teaching and learning that includes dialogic talk and reading activities to build content before writing <p>Each leader will...</p> <ul style="list-style-type: none"> • arrange release time for team planning • provide resources as required for team • engage in planning processes with staff 	<p>Release time for planning and design -week 9 each term</p> <p>Literacy Guidebooks – Maintain Momentum & Inspire</p> <ul style="list-style-type: none"> • Literacy guidebook – Maintain Momentum • Literacy guidebook – Inspire
	<p>Click or tap here to enter text.</p>		<p>Click or tap here to enter text.</p>

 **STEP 1 Analyse and Prioritise**

Site name: Felixstow Primary School

Goal 2: To increase R-6 student achievement in Mathematics.

ESR Directions:

1. Strengthen ongoing processes to monitor progress of the SIP by measuring the collective impact of the actions taken on the challenges of practice and the success criteria.
2. Strengthen high-yield practices in the use of formative assessment and effective two-way feedback providing students with increased differentiated learning and clarity of their next steps.
3. Foster innovation in effective task design through continuing to develop teachers' capacity to critically collaborate, enhancing challenge for all learners (as at Term 1 2021)

Achievement towards Goal in 2022:

PAT

Results:

NAPLAN

7/13 yr 3's will reach SEA and 4/13 will reach HB in NAPLAN numeracy
 4/7 yr 5's will reach SEA and 1/7 will reach HB in NAPLAN numeracy
8/11 Year 3's met SEA in NAPLAN numeracy; 1/11 Year 3's met HB in NAPLAN Numeracy; 3/11 did not meet SEA
5/6 Year 5's met SEA in NAPLAN Numeracy; 1/6 did not meet SEA

Target 2023:

PAT
 85% of students (yr 3-6) will reach above national benchmarks in Mathematics
 - Year 3: 101 or above
 - Year 4: 110 or above
 - Year 5: 112 or above
 - Year 6: 120 or above
 75% of year 2's will reach year 3 PAT benchmarks or above

90% of students to be on year level appropriate test - Individual student growth to be tracked (ie students below and above test level)

NAPLAN
 6/9 Year 3s will reach SEA and 3/9 will reach HB in NAPLAN Numeracy
 10/11 will reach SEA or above and 3/11 will reach HB in NAPLAN Numeracy

2024:

PAT

Growth in PAT scale score for all year 3-6 (2021 – yr R-3's) students
2023 data to inform % growth

90% of students (yr 2-6) will reach above national benchmarks in Mathematics

90% of students to be on year level appropriate test - Individual student growth to be tracked (ie students below and above test level)

NAPLAN

12/18 yr 3's will reach SEA and 7/18 will reach HB in NAPLAN numeracy
 9/13 yr 5's will reach SEA and 4/13 will reach HB in NAPLAN numeracy

2022 PAT Data

- **76% of year 2-5 students reaching national benchmarks**
- Year 2 – 7/10 students met benchmark (yr 3 benchmarks used)
- Year 3 – 9/12 students met benchmark or above
- Year 4 – 11/13 students met benchmark or above
- Year 5 – 5/7 students met benchmark or above

 **STEP 2 Challenge of practice**

Challenge of Practice:

If each teacher strengthens teaching of mathematical language and its relationship to concepts in Number, we will see an increase in the % of students reaching above benchmark in PAT scale scores and NAPLAN numeracy scores.

 **STEP 3 Plan actions for improvement**

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

Dispositions

Learners will demonstrate a increased positive disposition for maths as measured by the maths disposition survey each year
 Learners will demonstrate an openness to take on new challenges & concepts in maths lessons as observed and tracked by class teachers

NPDL

Learners will demonstrate increasing levels of Collaboration and Critical thinking ability in maths lessons as tracked by NPDL rubrics

Formative Assessment

Learners will actively seek and provide feedback to each other

Engagement

Learners can actively identify what manipulatives they need to support their thinking and problem solving.
 Focused observations of students using a range of manipulatives to solve problems.

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

Staff meeting – SIP check ins
 PAT data
 NAPLAN data
 Walkthroughs during math lessons

<p>Learners will be developing an understanding of mental models of number, known number facts, choosing correct operations, modelling solutions using manipulatives, understanding the relationship between multiplication and division, and addition and subtraction.</p> <p>Academic Learners will demonstrate increased usage of mathematical vocabulary and language in math lessons as observed and tracked by class teachers and observations Learners will demonstrate a higher scale score in the number aspect of PAT-M and in the Numeracy aspect of NAPLAN</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
<p>Each teacher to strengthen their formative and summative assessment practices in Big Ideas in Number</p> <p>(What we need to know or understand) (ESR direction 2)</p>	Semester 2 2023 /2024	<p>Click or tap here to enter text.</p> <p>Each teacher will...</p> <ul style="list-style-type: none"> • Support SSO team to create 'diagnostic tool kit' for each classroom as directed by teaching staff • Each teacher to undertake Plink 'big ideas in number' course • Each teacher to identify students requiring additional support via use of diagnostic tools • Investigate the use of the DfE scope and sequence and units of work resources (access on Plink) • Investigate the Maths units of work across whole cohort <p>Each leader will...</p> <ul style="list-style-type: none"> • arrange allocation of time for SSO's to create assessment kit • Allocate staff meeting time for continued conversations 	<p>Formative Assessment resources on AC Leaders Resource: https://acleadersresource.sa.edu.au/resources/formative-assessment/</p> <p>DfE 'Big Ideas in Number'</p> <p>DfE units of work (via Plink)</p> <p>SSO time allocated</p> <p>Staff meeting time</p>
<p>Each teacher will further develop collaborative practices in maths</p> <p>(Pedagogy and practice - design & Implement) (ESR direction 3)</p>	2024	<p>Each teacher will ...</p> <ul style="list-style-type: none"> • Work collaboratively in and across learning teams to develop mastery in numeracy content and pedagogy • Collaboratively design mathematics learning and assessment- one common mathematics task per semester for each team using an inquiry approach that can be shared and moderated collaboratively • Investigate units of works in math <p>Each leader will...</p> <ul style="list-style-type: none"> • Allocate staff meeting time for continued conversations and planning • Conduct walkthrough observations and feedback processes 	<p>DfE units of work – Mathematics (Via PLINK)</p> <p>Planning time allocated</p>
<p>Each teacher will design learning using inquiry approaches</p> <p>(Pedagogy and practice - design & Implement) (ESR Direction 3)</p>	2024	<p>Each teacher will...</p> <ul style="list-style-type: none"> • (who has attended ORBIS training) share learning with all staff at staff meetings/PFDs and through PLC's and modelling of strategies and practices learnt • Design structured inquiry learning opportunities with multiple entry/exit points to build students' collaborative inquiry skills • Plan for multidimensional groupings • Design tasks using interactive techniques to support mathematical thinking & dialogue <p>Each leader will...</p> <ul style="list-style-type: none"> • investigate opportunities for quality PD for teachers and SSO's through ORBIS • Conduct walkthrough observations and feedback processes 	<p>TRT allocation for teachers attending ORBIS training program</p> <p>Numeracy Guidebooks - Primary Numeracy guidebooks – pre-school</p>

<p>Each teacher will explicitly teach mathematical vocabulary and problem solving strategies</p> <p>(What we need to know or understand)</p>	<p>2023 Week 0 & Week 9 each term – teaching team release to review and plan Fortnightly year level teams review in NIT</p>	<p>Click or tap here to enter text.</p> <p>Each Teacher will...</p> <ul style="list-style-type: none"> design learning opportunities to engage students in collaborative problem solving tasks that focus on development of fluency, metacognition, questioning skills and mathematical vocabulary use daily 'warm ups' in maths lessons to engage in mathematical thinking and provide opportunities to build student fluency and vocabulary in number <p>Each leader will...</p> <ul style="list-style-type: none"> Provide feedback via observations and PD Conduct walkthrough observations and feedback processes 	<p>BiTL Tool on AC Leaders resource: https://acleadersresource.sa.edu.au/resources/working-with-curriculum/mathematics</p> <p>'Mathematical Mindsets' – Jo Boaler</p> <p>'Leading improvement in math teaching and learning' - Sullivan</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>Each teacher will</p> <p>Each leader will...</p>	<p>Click or tap here to enter text.</p>

 **STEP 1 Analyse and Prioritise**

Site name: Felixstow Primary School

Goal 3:	ESR Directions: <ol style="list-style-type: none"> 1. Strengthen ongoing processes to monitor progress of the SIP by measuring the collective impact of the actions taken on the challenges of practice and the success criteria. 2. Strengthen high-yield practices in the use of formative assessment and effective two-way feedback providing students with increased differentiated learning and clarity of their next steps. 3. Foster innovation in effective task design through continuing to develop teachers' capacity to critically collaborate, enhancing challenge for all learners (as at Term 1 2021)
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Achievement towards Goal in 2022:	Target 2023: Click or tap here to enter text.	2024:
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 **STEP 2 Challenge of practice**

Challenge of Practice:

 **STEP 3 Plan actions for improvement**

Student Success Criteria (what students know, do, and understand): Click or tap here to enter text.	How will this be monitored, tracked and measured? Click or tap here to enter text.
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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
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text. Click or tap here to enter text.	
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... 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 teacher will... Each leader will...</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>Each teacher will... Each leader will...</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>Each teacher will... Each leader will...</p>	<p>Click or tap here to enter text.</p>

2022 - 2024

2023 School Improvement Plan for Felixstow Primary School

Step 4 – Improve practice and monitor impact

Step 5 – Review and evaluate

Completing steps 4 and 5

- Step 4 is about tracking, reflecting on and adjusting your actions. After careful planning, you need to act to improve your teaching and leadership practice.
- Step 5 is the review and evaluation process to determine the next steps for your school.

- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact).
- Use the template in Term 4 of each year to capture Step 5 work (Review and evaluate).

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

Goal 1: **To increase R-6 student achievement in writing.**




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>Dispositions Learners will seek to write to effectively communicate Learners will show an increase in writing stamina. Learners will independently seek feedback from others using checklists/rubrics. NPDL – (Communication) Learners will be able to successfully engage in dialogue to articulate their progress in writing against their individual writing goals using commonly understood NPDL metalanguage. Formative Assessment Learners will seek and provide feedback to each other using 2 stars and a wish criteria Learners will engage with ‘Bump it Up Walls’ and rubrics to self and peer assess their writing progress and use these to set goals Academic Learners will increase in NAPLAN and BRIGHTPATH Writing results as per targets Learners will plan, create and publish one text type a term based on the genre that links to inquiry-based learning areas. Engagement - Learners will be engaging in daily writing activities. Learners will be able to recognise and articulate the link between Oral Language, Vocabulary development, 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>
Actions	90% embedded Needs attention/work in progress Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
<p>Each teacher to strengthen formative and summative assessment practices (What we need to know or understand)</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 deepen understanding of formative assessment strategies - Teachers will strengthen formative assessment strategies that supports them to co-design goal setting with students engaging them in developing skills to set their own goals and identify next steps (What we need to know or understand) (ESR Direction 2)</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>Each class teacher will engage in PLC dialogue to develop consistent moderation and assessment of writing tasks to develop common and consistent language and assessment practices</p> <p>(Pedagogy and practice - design & Implement)</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>Each teacher will develop 'pedagogical focus' for implementation to track via Action research PLC approach in practice in line with:</p> <ul style="list-style-type: none"> • NDPL, • HITS /TfEL • Formative assessment practices <p>(Pedagogy and practice - design & Implement) (ESR Direction 2)</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 design learning collaboratively to support students to develop language choices for specific purposes and audiences through NPD L Inquiry planning process</p> <p>(Pedagogy and practice - design & Implement) (ESR Direction 3)</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>

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Goal 2: To increase R-6 student achievement in Mathematics.


 **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>Dispositions Learners will demonstrate a increased positive disposition for maths as measured by the maths disposition survey each year Learners will demonstrate an openness to take on new challenges & concepts in maths lessons as observed and tracked by class teachers</p> <p>NPDL Learners will demonstrate increasing levels of Collaboration and Critical thinking ability in maths lessons as tracked by NPDL rubrics</p> <p>Formative Assessment Learners will actively seek and provide feedback to each other</p> <p>Engagement Learners can actively identify what manipulatives they need to support their thinking and problem solving. Focused observations of students using a range of manipulatives to solve problems. Learners will be developing an understanding of mental models of number, known number facts, choosing correct operations, modelling solutions using manipulatives, understanding the relationship between multiplication and division, and addition and subtraction.</p> <p>Academic Learners will demonstrate increased usage of mathematical vocabulary and language in math lessons as observed and tracked by class teachers and observations Learners will demonstrate a higher scale score in the number aspect of PAT-M and in the Numeracy aspect of NAPLAN</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  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?

Each teacher to strengthen their formative and summative assessment practices in Big Ideas in Number (What we need to know or understand) (ESR direction 2)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each teacher will further develop collaborative practices in maths (Pedagogy and practice - design & Implement) (ESR direction 3)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each teacher will design learning using inquiry approaches (Pedagogy and practice - design & Implement) (ESR Direction 3)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each teacher will explicitly teach mathematical vocabulary and problem solving strategies (What we need to know or understand)	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.

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Goal 3:

 **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?**

<p>Student Success Criteria</p>	<p> ● Yes ● Needs attention/work in progress ● Not on track </p>	<p>Evidence Are we improving student learning? How are we tracking against our student success criteria? </p>	<p>What are our next steps? Potential adjustments? </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>Actions</p>	<p> ● 90% embedded ● Needs attention/work in progress ● Not on track </p>	<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? </p>	<p>What are our next steps? Potential adjustments? </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>
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Goal 1: To increase R-6 student achievement in writing.

 **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 2023: NAPLAN 8/10 year 5's who participated in year 3 NAPLAN will demonstrate middle or upper growth in NAPLAN reading and writing scores. 5/13 year 5's will reach HB in Year 5 NAPLAN writing.</p> <p>BRIGHTPATH 80% of students (year 1 – 6) will show growth of 20 points or greater on the Brightpath scales</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If each teacher strengthens their formative and summative assessment practices to inform the next steps in the design of teaching writing, students will increase their achievement in writing.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria: Dispositions Learners will seek to write to effectively communicate Learners will show an increase in writing stamina. Learners will independently seek feedback from others using checklists/rubrics. NPDL – (Communication) Learners will be able to successfully engage in dialogue to articulate their progress in writing against their individual writing goals using commonly understood NPDL metalanguage. Formative Assessment</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>

Learners will seek and provide feedback to each other using 2 stars and a wish criteria
Learners will engage with 'Bump it Up Walls' and rubrics to self and peer assess their writing progress and use these to set goals
Academic
Learners will increase in NAPLAN and BRIGHTPATH Writing results as per targets
Learners will plan, create and publish one text type a term based on the genre that links to inquiry-based learning areas.
Engagement -
Learners will be engaging in daily writing activities.
Learners will be able to recognise and articulate the link between Oral Language, Vocabulary development, Reading and Writing

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

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

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

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

Goal 2: To increase R-6 student achievement in Mathematics.



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 2023: PAT 85% of students (yr 3-6) will reach above national benchmarks in Mathematics - Year 3: 101 or above - Year 4: 110 or above - Year 5: 112 or above - Year 6: 120 or above 75% of year 2's will reach year 3 PAT benchmarks or above</p> <p>90% of students to be on year level appropriate test - Individual student growth to be tracked (ie students below and above test level)</p> <p>NAPLAN 6/9 Year 3s will reach SEA and 3/9 will reach HB in NAPLAN Numeracy 10/11 will reach SEA or above and 3/11 will reach HB in NAPLAN Numeracy</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If each teacher strengthens teaching of mathematical language and its relationship to concepts in Number, we will see an increase in the % of students reaching above benchmark in PAT scale scores and NAPLAN numeracy scores.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria: Dispositions Learners will demonstrate a increased positive disposition for maths as measured by the maths disposition survey each year Learners will demonstrate an openness to take on new challenges & concepts in maths lessons as observed and tracked by class teachers NPDL Learners will demonstrate increasing levels of Collaboration and Critical thinking ability in maths lessons as tracked by NPDL rubrics Formative Assessment Learners will actively seek and provide feedback to each other Engagement</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>

Learners can actively identify what manipulatives they need to support their thinking and problem solving. Focused observations of students using a range of manipulatives to solve problems.

Learners will be developing an understanding of mental models of number, known number facts, choosing correct operations, modelling solutions using manipulatives, understanding the relationship between multiplication and division, and addition and subtraction.

Academic

Learners will demonstrate increased usage of mathematical vocabulary and language in math lessons as observed and tracked by class teachers and observations

Learners will demonstrate a higher scale score in the number aspect of PAT-M and in the Numeracy aspect of NAPLAN

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

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

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

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

Goal 3:



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 2023: Click or tap here to enter text.</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice:</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria: 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>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.</p>	
<p>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.</p>	