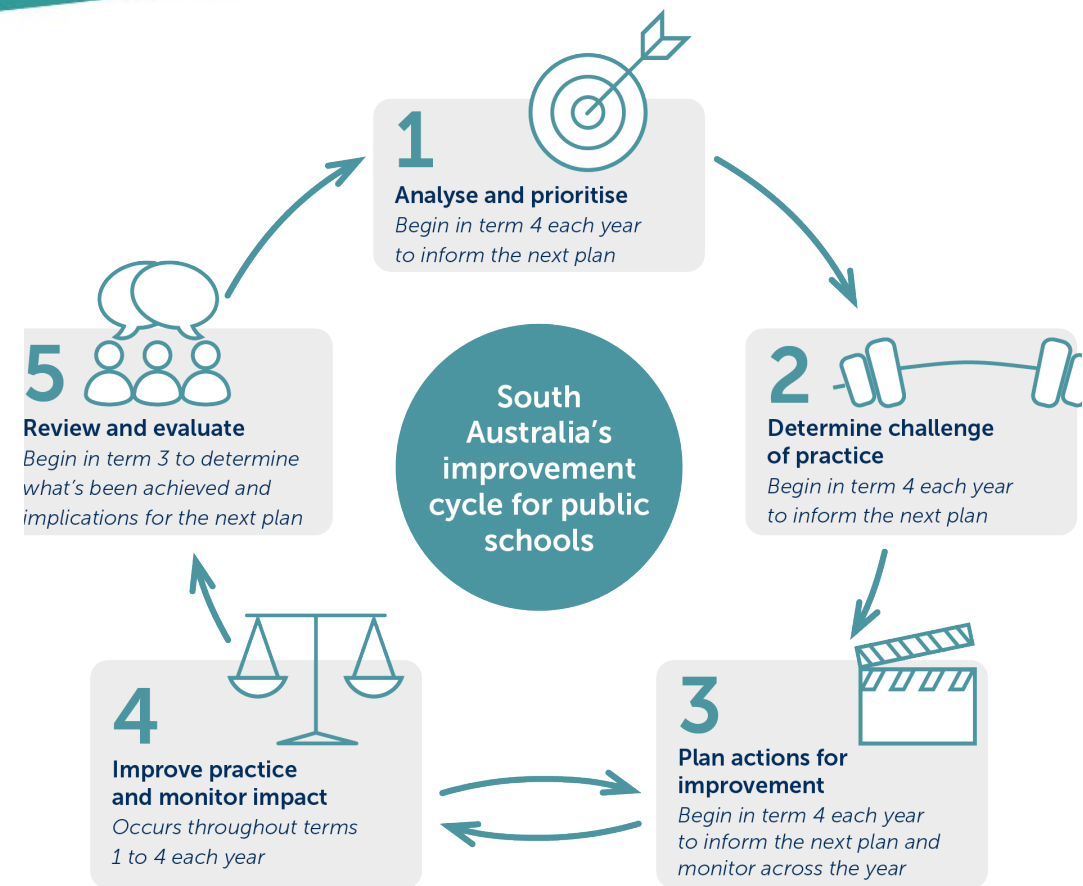


2022 - 2024

School Improvement Plan for

Site Number:

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



Vision Statement:

Our school empowers all students to embrace learning, by developing learning dispositions and characteristics that enable them to:

- Be persistent, resilient and optimistic when faced with challenge.
- Identify clear learning goals and career pathways, continuously striving to achieve their personal best and elevate their physical, emotional, social and mental health well being.
- Develop a strong sense of purpose, identity, belonging and community.
- Strive to thrive - transitioning from school well equipped with the skills, capabilities and competencies that bring high levels of personal satisfaction and contribution to community citizenship.



Government of South Australia

Department for Education

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 achievement in reading

ESR Directions:

1. Develop whole-school agreements of learner dispositions that are references to the professional learning curriculum undertaken by staff in Visible Learning, LSAM and TfEL
2. Collaboratively develop whole-school agreements around pedagogical approaches aligned to the TfEL Framework and strengthened by evidence-based professional development processes.
3. Develop agreements and documentation that give clarity about self-review and improvement processes.

Target 2022:

Raise achievement for every student:

- Year 7: 85% of students at PAT SEA (6/7 students)
- Year 8: 85% of students PAT SEA (9/11 students)
- Year 9: 80% of students at PAT SEA (8/10 students)
- Year 10: 75% of students at PAT SEA (14/18 students)

CURRENT (2020):

- Year 6: 4/7 students (57%) at PAT-R at SEA
- Year 7: 8/10 students (80%) at PAT-R at SEA
- Year 8: 6/10 students (60%) at PAT-R at SEA
- Year 9: 8/18 students (44%) at PAR-R at SEA; 3/18 0.9 below SEA
-

2023:

Raise achievement for every student:

- Year 7: 85% of students at PAT SEA
- Year 8: 100% of students at PAT SEA (7/7 students)
- Year 9: 90% of students at PAT SEA (10/11 students)
- Year 10: 90 % of students at PAT SEA (9/10)

2024:

Raise achievement for every student:

- Year 7: 85% of students at PAT SEA
- Year 8: 100% of students at PAT SEA (7/7 students)
- Year 9: 30% HB in NAPLAN (3/11 students)
- Year 10: 100 % of students at PAT SEA (10/10)

STEP 2 Challenge of practice

Challenge of Practice:

If we improve our explicit teaching of *Before, During and After* Reading strategies, then we will improve student achievement of SEA and High Bands in Reading.

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


- When we talk and listen with students and examine their writing, we will see and hear them use their ability to activate prior knowledge and make connections between prior leaning and the text when engaging with fiction and non-fiction texts.
- When we talk with students and examine their writing and oral language, we will hear them confidently use tier 3 words from all subject areas.
- When we examine evidence of student learning in learning areas other than English, we will see the use of Before, During and After reading strategies, demonstrating transference of skills




STEP 3 Plan actions for improvement




Actions	Timeline	Roles & Responsibilities	Resources
<p>Each teacher as part of their PLT will build and extend their capacity to:</p> <ul style="list-style-type: none"> • Differentiate to implement learning activities based on PAT-R data to improve an aspect of reading using PAT-Resources. • Collaboratively reflect on evidence of student learning against the Australia Curriculum Achievement Standards to support A-E moderation 	<ul style="list-style-type: none"> • Week 0, Term 1 • Staff meeting PLTs rotation • Moderation, Week 5 term 2 and 4 	<ul style="list-style-type: none"> • Teachers will undertake planning sessions in Week 0 facilitate by leadership • Teachers will plan in their PLTs support by QLAT • Teachers in PLT will be support by QLAT to: <ul style="list-style-type: none"> • Interpreted PAT data for differentiation • Determine appropriate texted aligned to the units of work • Design quality tasks which allow for multiple entry points. • Teachers to integrate Aboriginal Perspectives when planning text and 	<ul style="list-style-type: none"> • PAT-R Teacher Resource Centre • Literacy Guide Books • Units of work • LID team • PLTs • Transforming tasks • LSMA formative assessment • BDA overview

		<p>learning task supported by Aboriginal Education Teacher/Inclusion leader</p> <ul style="list-style-type: none"> Teachers will moderate student evidence in PLTs and collect evidence against the SIP student success criteria support by the principal. 	
<p>All staff implement Before, During and After reading activities in an ongoing 5 week sprint model in English and one other subject.</p> <ul style="list-style-type: none"> Before eg activate prior knowledge, explicitly teaching vocabulary, making predictions During eg use questioning and think alouds, use dialogic teaching strategies and notation of text After eg explicitly teaching of summarising, retelling and reflection, identification of literacy techniques and modelled writing. 	<ul style="list-style-type: none"> PL provided in term 1 Peer observations cycle once a term. Unit plans and task sheets Week 1, term 2, 3, 4 	<ul style="list-style-type: none"> Every teacher to be supported by leadership to implement BDA strategies with a focus on clarity and differentiation Classroom support staff to use BDA reading strategies as part of Wave 2 and Wave 3 intervention supported by Inclusion leader and classroom teachers. 	<ul style="list-style-type: none"> Breakspears sprint model Peer-observation tool Literacy Guidebooks Best Advice paper – Intervention to address literacy and nummary learning difficulties. AC Literacy progression
<p>MacqLit intervention program to target individual students who are significantly below the recommended PAT standard for educational achievement (SEA) for reading.</p> <ul style="list-style-type: none"> SSO to test and group student according to their level on the WARP test. Inclusion leader and SSO will monitor and track student progress through fluency progress test. 	<ul style="list-style-type: none"> Week 1, Term 1 Fluency progress test every 3 weeks Collate data, end of semester semester 	<ul style="list-style-type: none"> Inclusion leader will identify student who are significantly below PAT-R SEA. SSO to implement MacqLit program 100 minutes per week per student SSO to monitor and track student progress through fluency progress test. 	<ul style="list-style-type: none"> PAT-R/NAPLAN data Maqulit SSO 2 SPELD SA
<p>All staff will build and extend their capacity and knowledge of the 'Big 6 of reading'.</p> <ul style="list-style-type: none"> Vocabulary Fluency Comprehension 	<ul style="list-style-type: none"> Staff meeting PLTs rotation 	<ul style="list-style-type: none"> All teachers and leaders will engage in professional learning to deepen understanding of the big 6 in reading led by leadership Teachers will reflect on students vocabulary, fluency and comprehension in the PLTs Teachers to integrate Aboriginal Perspectives when planning text and learning task supported by Aboriginal Education Teacher/Inclusion leader 	<ul style="list-style-type: none"> Literacy Guidebooks Best Advice paper – Vocabulary Best Advice Paper – Fluency Best Advice Paper – Comprehension
<p>All staff will embed the explicit teaching of Tier 2 and 3 and Text genre.</p>	<ul style="list-style-type: none"> Staff meeting week 2, term 1 Collection of evidence week 5, term 2 and 4. Unit plans and task sheets Week 1, term 2, 3, 4 	<ul style="list-style-type: none"> All teachers e=will engage in professional learning to deepen and clarify their understanding to Tier 2 and 3 words. All teacher plan and review tier 2 and 3 words lists in PLTs support by leaders Teachers will moderate student evidence in PLTs and collect evidence against the SIP student success criteria support by the principal. 	<ul style="list-style-type: none"> Glossary units of work/Ac website PHS text genre handbook Literacy Guidebooks DfE genre mapping
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 achievement of SEA reading

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

<p>Student Success Criteria</p>	 Yes	<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>
	 Needs attention/work in progress		
	 Not on track		

<ul style="list-style-type: none"> • When we talk with students and examine their writing, we will see and hear them use their ability to activate prior knowledge and make connections between prior leaning and the text when engaging with fiction and non-fiction texts. • When we talk with students and examine their writing and oral language, we will hear them confidently use them use tier 3 words from all subject areas. • When we examine evidence of student learning in learning areas other than English, we will see the use of Before, During and After reading strategies, demonstrating transference of skills 	<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 style="text-align: center;">Actions</p>	<p> 90% embedded</p> <p> Needs attention/work in progress</p> <p> Not on track</p>	<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>
<p>Each teacher as part of their PLT will build and extend their capacity to:</p> <ul style="list-style-type: none"> • Differentiate to implement learning activities based on PAT-R data to improve an aspect of reading using PAT-Resources. • Collaboratively reflect on evidence of student learning against the Australia Curriculum Achievement Standards to support A-E moderation 	<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>MacqLit intervention program to target individual students who are significantly below the recommended PAT standard for educational achievement (SEA) for reading.</p> <ul style="list-style-type: none"> • SSO to test and group student according to their level on the WARP test. • Inclusion leader and SSO will monitor and track student progress through fluency progress test. 	<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>All staff will build and extend their capacity and knowledge of the 'Big 6 of reading'.</p> <ul style="list-style-type: none"> • Vocabulary • Fluency • Comprehension 	<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>All staff implement Before, During and After reading activities in an ongoing 5 week sprint model in English and one other subject.</p> <ul style="list-style-type: none"> • Before eg activate prior knowledge, explicitly teaching vocabulary, making predictions • During eg use questioning and think alouds, use dialogic teaching strategies and notation of text • After eg explicitly teaching of summarising, retelling and reflection, identification of literacy techniques and modelled writing. 	<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>

All staff will embed the explicit teaching of Tier 2 and 3 and Text genre.	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 1: To increase achievement of SEA reading

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: Raise achievement for every student:</p> <ul style="list-style-type: none"> • Year 7: 85% of students at PAT SEA (6/7 students) • Year 8: 85% of students PAT SEA (9/11 students) • Year 9: 80% of students at PAT SEA (8/10 students) • Year 10: 75% of students at PAT SEA (14/18 students) 	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If we improve our explicit teaching of <i>Before, During and After</i> Reading strategies, then we will improve student achievement of SEA and High Bands in Reading.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> • When we talk with students and examine their writing, we will see and hear them use their ability to activate prior knowledge and make connections between prior leaning and the text when engaging with fiction and non-fiction texts. • When we talk with students and examine their writing and oral language, we will hear them confidently use them use tier 3 words from all subject areas. • When we examine evidence of student learning in learning areas other than English, we will see the use of Before, During and After reading strategies, demonstrating transference of skills 	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</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.](#)

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

Goal 2: To increase achievement of in numeracy		ESR Directions: Click or tap here to enter text.
Target 2022: Raise achievement of every student in PAT Maths <ul style="list-style-type: none"> Year 7: 70% of students at PAT SEA (5/7 students) Year 8: 70% of students at PAT SEA (8/11 students) Year 9: 100% of students at PAT SEA (10/10 students) Year 10: 95% of students at PAT SEA (17/18 students) CURRENT: <ul style="list-style-type: none"> Year 6: 2/7 students (29%) at PAT-R at SEA Year 7: 4/10 students (40%) at PAT-R at SEA Year 8: 6/10 students (60%) at PAT-R at SEA; 2/10 0.3 below SEA Year 9: 14/18 students (78%) at PAR-R at SEA; 3/18 0.9 below SEA 	2023: Raise achievement of every student in PAT Maths <ul style="list-style-type: none"> Year 7: 70% of students at PAT SEA Year 8: 85% of students at PAT SEA (6/7 students) Year 9: 90% of students at PAT SEA (10/11 students) Year 10: 100% of students at PAT SEA (10/10 students) 	2024: Raise achievement of every student in PAT Maths <ul style="list-style-type: none"> Year 7: 70% of students at PAT SEA Year 8: 85% of students at PAT SEA Year 9: 100% of students at PAT SEA (7/7 students) Year 10: 100% of students at PAT SEA (11/11 students)

STEP 2 Challenge of practice

Challenge of Practice:

If we explicitly teach the big ideas in number, then we will improve student achievement in of SEA and higher bands.

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

- When we examine students work in SNMY will see and hear their ability to use numbers flexibly.
- When we talk and examine student work we will hear and see them using consistence numeracy strategies and language.

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Year 7 and 8 math teachers work collaboratively together to provide SNMY activity at the student LAF zone level. <ul style="list-style-type: none"> Year 7 and 8 Maths teachers to track and monitor progression through the LAF levels 	<ul style="list-style-type: none"> Week 2, term 1 End of each term 	<ul style="list-style-type: none"> Year 7 and 8 Math teachers will implement the SNMY diagnostic tool QLAT to support Year 7 and 8 Maths teachers will extend their capacity in the 'big ideas in number' 	<ul style="list-style-type: none"> Numeracy guidebooks 6-9 Mathematics - Orbis DfE curriculum resources SNMY – Sunshine Best Advice papers – Trusting the count Best Advice papers – Place Value Best Advice papers – Multiplicative thinking Best Advice papers – Partitioning Best Advice papers – Proportional

			<ul style="list-style-type: none"> reasoning Best Advice papers – Generalising Transforming tasks
All teachers of mathematics will complete 6 – 9 Mathematics through Orbis	<ul style="list-style-type: none"> July 2022 	<ul style="list-style-type: none"> All teachers of Mathematics to attend the Orbis training supported by leadership. 	Thinking Maths – Orbis Transforming tasks
Each teacher as part of their PLT will build and extend their capacity to: <ul style="list-style-type: none"> Implement learning activities based on PAT-M data to improve an aspect of numeracy using PAT Resources. Collaboratively reflect on evidence of student learning against the Australia Curriculum Numeracy continuum 	<ul style="list-style-type: none"> Week 0, term 1 Staff meeting PLTs rotation Moderation, week 5, term 2 and 5 	<ul style="list-style-type: none"> Teachers will undertake planning sessions in Week 0 facilitate by leadership Teachers will plan in their PLTs support by QLAT Teachers in PLT will be support by QLAT to: <ul style="list-style-type: none"> Interpreted PAT data for differentiation Determine appropriate numeracy sub-element Design quality tasks which allow for multiple entry points. Teachers to integrate Aboriginal Perspectives when planning text and learning task supported by Aboriginal Education Teacher/Inclusion leader Teachers will moderate student evidence in PLTs and collect evidence against the SIP student success criteria support by the principal. 	<ul style="list-style-type: none"> PAT Teacher Resource Centre Numeracy Guidebooks PHS whole school numeracy agreement Best Advice papers – Trusting the count Best Advice papers – Place Value Best Advice papers – Multiplicative thinking Best Advice papers – Partitioning Best Advice papers – Proportional reasoning Best Advice papers – Generalising Transforming tasks LDAM – formative assessment
All staff will build and extend their capacity and knowledge of ‘big ideas in number’ to support learning design. <ul style="list-style-type: none"> Trusting the count Place value Multiplicative thinking 	<ul style="list-style-type: none"> PL provided in Term 1 Staff meeting PLT rotation 	<ul style="list-style-type: none"> Teachers will implement and explicitly teach transference of Numeracy into other/all subject areas supported by Maths teachers Teachers will use formative assessment to assess problem-solving skills and identify next teaching steps. 	<ul style="list-style-type: none"> DfE curriculum resources Numeracy Guidebooks Best Advice papers – Trusting the count Best Advice papers – Place Value Best Advice papers – Multiplicative thinking
All learning areas to use the technical language of mathematics rather than everyday terms when teaching numeracy concepts. <ul style="list-style-type: none"> Explicit teaching vocabulary in the big ideas in number Identification of numeracy on task sheets. 	<ul style="list-style-type: none"> PL provided in Term 1 Staff meeting PLT rotation Peer observations Unit plans and task sheets Week 1, term 2, 3, 4 	<ul style="list-style-type: none"> Teachers will model and explicitly teach the technical language of mathematics supported by Maths teachers Teacher will reflect on students vocabulary in PLTs 	<ul style="list-style-type: none"> DfE curriculum resources Numeracy Guidebooks PHS whole school numeracy agreement Best Advice papers – Trusting the count Best Advice papers – Place Value Best Advice papers – Multiplicative thinking Transforming tasks LDAM – formative assessment
All teachers make explicit connections between mathematics and the application in other subject areas in an ongoing 5 week sprint model. <ul style="list-style-type: none"> Explicit teaching of numeracy against the AC Numeracy Continuum define numeracy focus on task sheets 	<ul style="list-style-type: none"> PL provided in Term 1 Peer observations once a term Staff meeting PLT rotation Unit plans and task sheets Week 1, term 2, 3, 4 	<ul style="list-style-type: none"> Teachers will design learning activities that explicitly connects using the CPA (concrete, pictorial, abstract) model. Teachers to integrate Aboriginal Perspectives when planning text and learning task supported by Aboriginal Education Teacher/Inclusion leader Teachers will moderate student evidence in PLTs and collect evidence against the SIP student success criteria support by the principal. 	<ul style="list-style-type: none"> DfE Curriculum resources Numeracy Guidebooks PHS whole school numeracy agreement Best Advice papers – Trusting the count Best Advice papers – Place Value Best Advice papers – Multiplicative thinking

- Transforming tasks
- LDAM – formative assessment

Goal 2: To increase achievement of SEA in numeracy

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?
When we examine students work in SNMY will see and hear their ability to use numbers flexibly.	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?
Year 7 and 8 math teachers work collaboratively together to provide SNMY activity at the student LAF zone level. Year 7 and 8 Maths teachers to track and monitor progression through the LAF levels	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All teachers of mathematics will complete 6 – 9 Mathematics through Orbis	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each teacher as part of their PLT will build and extend their capacity to: <ul style="list-style-type: none"> • Implement learning activities based on PAT-M data to improve an aspect of numeracy using PAT Resources. Collaboratively reflect on evidence of student learning against the Australia Curriculum Numeracy continuum	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All staff will build and extend their capacity and knowledge of ‘big ideas in number’. <ul style="list-style-type: none"> • Trusting the count • Place value Multiplicative thinking	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All learning areas to use the technical language of mathematics rather than everyday terms when teaching numeracy concepts. <ul style="list-style-type: none"> • Explicit teaching vocabulary in the big ideas in number Identification of numeracy on task sheets.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

<p>All teachers make explicit connections between mathematics and the application in other subject areas in an ongoing 5 week sprint model.</p> <ul style="list-style-type: none"> • Explicit teaching of numeracy against the AC Numeracy Continuum • Identification of numeracy on task sheets 	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 2: To increase achievement of SEA in numeracy



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: Raise achievement of every student in PAT Maths</p> <ul style="list-style-type: none"> • Year 7: 70% of students at PAT SEA (5/7 students) • Year 8: 70% of students at PAT SEA (8/11 students) • Year 9: 100% of students at PAT SEA (10/10 students) • Year 10: 95% of students at PAT SEA (17/18 students) 	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If we explicitly teach the big ideas in number, then we will improve student achievement in of SEA and higher bands.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria – did we improve student learning? When we examine students work in SNMY will see and hear their ability to use numbers flexibly.</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>	

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

Goal 3: Click or tap here to enter text.

ESR Directions:

Click or tap here to enter text.

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.
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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 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>	