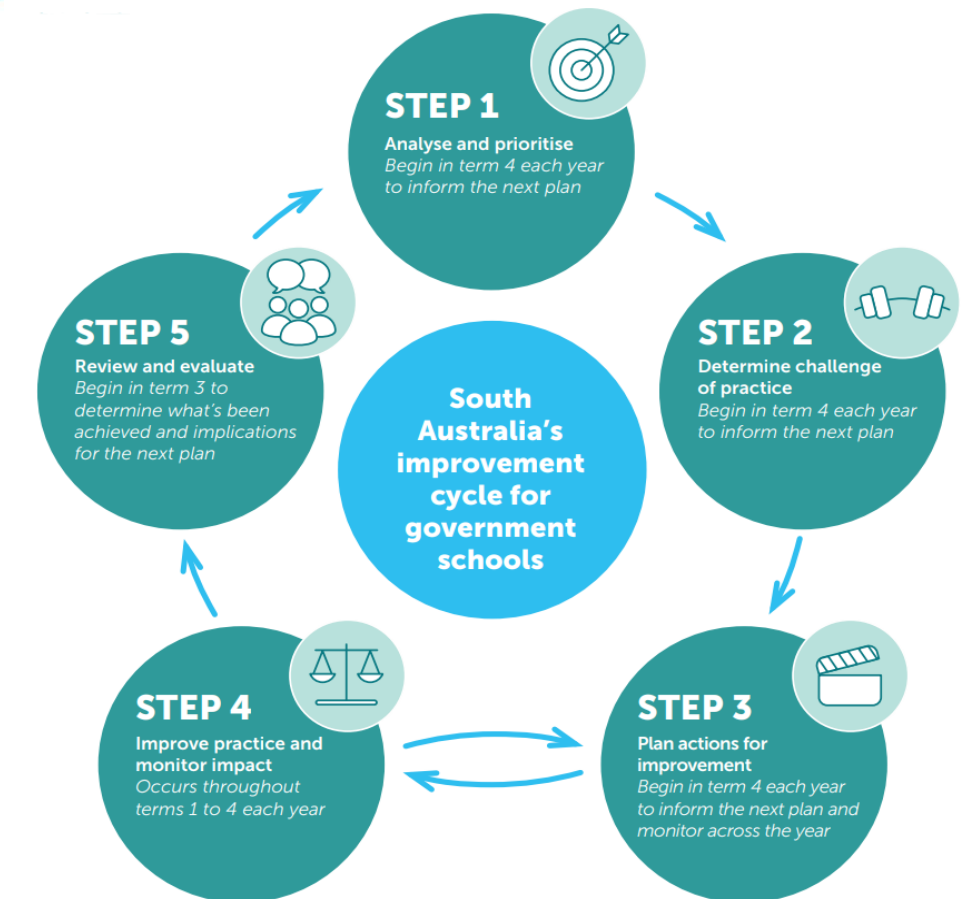


2022 - 2024

# 2024 School Improvement Plan for Uraidla Primary School

Site Number:

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



## Vision Statement:

At Uraidla Primary School we want our students and staff to Learn, Stand, Give, Fly.

Learn: We will be learners who are curious and anticipate challenge by being aware of our goals; learners who question, wonder and succeed.

Stand: We will be strong, self-aware and in control of our actions; mindful of our values, standing up for ourselves and others, with a clear sense of purpose.

Give: We will be community minded world citizens who look inward for their contribution and outward for their inspiration.

Fly: We will be the kind of learners who strive to go beyond the possible to reach the impossible; celebrating our 'Eureka' moments!



Government of South Australia

Department for Education

2022 - 2024

# 2024 School Improvement Plan for Uraidla 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.

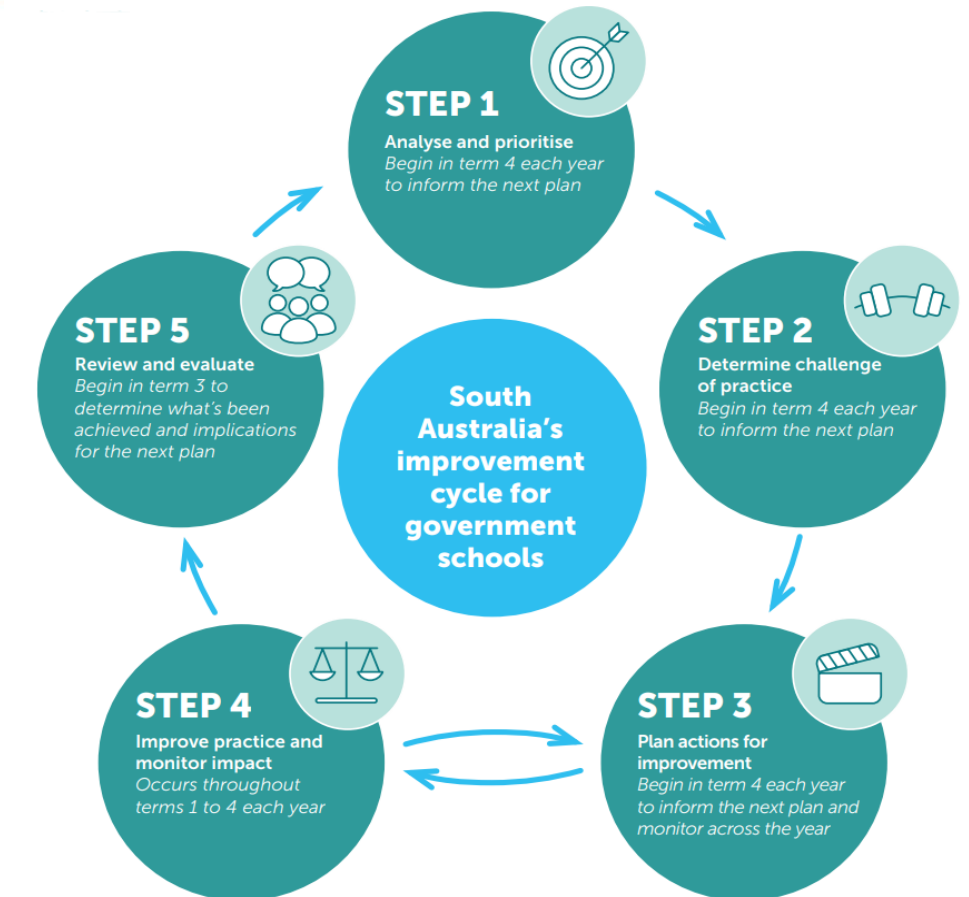
Complete every step - [The School Improvement Planning Handbook](#) explains how to do this. In addition, your Local Education Team will provide support.

- Complete Steps 1 to 3 during Term 4. Your Local Education Team can support you as required.
- Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- 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:

School Improvement

education.schoolimprovement@sa.gov.au



Government of South Australia

Department for Education

 **STEP 1 Analyse and Prioritise**

Site name: Uraidla Primary School

|  |   |  |
|--|---|--|
| <p><b>Goal 1: Increase student achievement in literacy with a focus on reading R-2 and writing R-6</b></p>   |   | <p><b>ESR Directions:</b></p> <ol style="list-style-type: none"> <li>1. Ensure pedagogical coherence to deliver improvement goals through a strategic coaching model, which provides focused observations and feedback for improvement.</li> <li>2. Collaboratively strengthen teachers' capacity to design and implement learning experiences that further enable differentiation, and intellectual challenge to be an integral aspect of everyday learning for all.</li> <li>3. Further develop a culture of high expectations and aspirational achievement, which enables all students to monitor and assess their learning, establish clear success criteria and receive targeted and timely feedback.</li> </ol>  |
| <p><b>Achievement towards Goal in 2022:</b><br/> <b>Target: Reading 90% SEA NAPLAN Year 3 (18/20 students) 85% up from 81% in 2021</b><br/> <b>Achievement 85% of students met SEA in NAPLAN reading. This is 17/20 students.</b></p> <p><b>Target: Writing 60% 'significantly above' SEA PAT-R Years 2-6 (54/90 students)</b><br/> <b>Achievement: 52% 'significantly above' SEA PAT-R Years 2-6</b></p> <p><b>Target: Writing 70% high band achievement NAPLAN Yr 3 (14/20 students); 45% Yr 5 (8/17 students)</b></p> <p><b>Achievement:</b><br/> <b>29% high band achievement NAPLAN Yr 3 (14/20 students); 31% Yr 5 (8/17 students)</b></p> | <p><b>Target 2023:</b><br/> <b>Reading:</b><br/> <b>Reception – 100% able to decode CVC words by end of year</b><br/> <b>Achievement:</b></p> <p><b>Year 1- 87% (20/23) Phonics screening check pass</b><br/> <b>Achievement:19/23 81%</b></p> <p><b>Year 2 – 100% Heggerty phonemic Awareness screening end of year</b><br/> <b>Achievement: 24/28 86%</b></p> <p><b>Year 3- 78% (17/22 students) SEA NAPLAN</b><br/> <b>Achievement: 17/20 85%</b></p> <p><b>Year 2 PAT data 83% (24/29 students) SEA</b><br/> <b>Achievement:</b><br/> <b>Year 3 PAT data -78% (17/22 students) SEA</b><br/> <b>Writing:</b><br/> <b>Year 3 - 78% (17/22) SEA NAPLAN , 32% (7/22) high band achievement</b><br/> <b>Year 5 - 84% (16/19) SEA NAPLAN, 53% (10/19) high band achievement</b><br/> <b>Reception – Year 6 Brightpath – average 0.6 effect size in each genre (narrative, information report writing, persuasive and recount)</b></p> | <p><b>2024:</b><br/> <b>Reading:</b><br/>                 Reception – 90% of all four term reception students are at level 8 decodables by the end of term 4.<br/>                 Year 1- 90% Phonics screening check pass<br/>                 Year 2 – 90% Heggerty phonemic Awareness screening end of year<br/>                 Year 3 – 25% (7/29) students reach exceeding benchmark in Naplan testing. – NB * Dibels benchmark to be set in 2024, from T1 data<br/>                 Year 5 – 40% (7/18) of students show upper growth in Naplan reading. 50% of students in Years 3-6 have an effect size greater than 0.4 in PAT-R.<br/> <b>Writing:</b><br/>                 Year 3 – all 29 students reach developing or higher in Naplan.<br/>                 Year 5 - 30% (6/18) exceeding achievement<br/>                 90% of students in REC-Year 6 are able to articulate what their learning goals are in writing.<br/>                 80% of students in REC-Year 6 are able to articulate what their success criteria s in writing.</p> |

 **STEP 2 Challenge of practice**

**Challenge of Practice:**  
 If we focus on phonics and phonemic awareness in the Early years and on differentiation, aspirational achievement and student goal-setting in writing R-6, then we will increase student achievement in literacy.

 **STEP 3 Plan actions for improvement**

|   |   |
|---|---|
| <p><b>Student Success Criteria (what students know, do, and understand):</b><br/> <b>Each student will be able to apply their sound/letter knowledge to decode texts.</b></p> <p><b>Each Year 4-6 student will be able to set writing goals in authorial choices and language conventions and share with their peers.</b><br/> <b>Each Year Rec-2 student will be introduced to setting individual goals in writing.</b><br/> <b>Each student R-6 will self-assess their writing according to success criteria and act on feedback provided by their teacher.</b></p> | <p><b>How and when will this be monitored, tracked and measured?</b><br/>                 Year Reception to Year 2 teachers use LGU resources to monitor progress in phonics and phonemic awareness fortnightly, Heggerty assessment once a year and Dibels 3 x year.</p> <p>Students will share their writing goals with their families.<br/>                 Leaders will ask students to share their writing goals in formalised walkthroughs once a term.</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   |
| Each teacher R-2 will strengthen their teaching of the English curriculum with a focus on synthetic phonics.  | Terms 1-4 2024 | <p>Each teacher will follow the phonics sequence set by LGU (Literacy Guarantee Unit) and monitor students' progression through the full range of decodable readers.</p> <p>The principal will meet with JP teachers twice a term to monitor progress and provide support. The principal will meet once a term with LGU to consult and make adjustments as needed to the JP reading program.</p>  | <p>LGU phonics program</p> <p>Decodable readers</p> <p>LGU staff</p>  |
| Each teacher will assess and frequently monitor student understanding of phonemic awareness and phonics to inform whole class teaching review and wave 2 literacy intervention for all students Reception - Year 2 and students below SEA in reading Years 3-6. | Terms 1-4 2024 | <p>Each teacher will assess students in phonemic awareness a (all students Reception - Year 2 and students below SEA in reading Years 3-6). Progress monitoring each teacher will use fortnightly progress monitoring data to inform whole class review and individual interventions.</p> <p>Each teacher R-2 will teach phonics and phonemic awareness daily.</p> <p>The principal will coordinate the collection and recording of data centrally and will set LGU interventions once a term according to the results. The principal lead the use of Dibels to inform teaching and learning and will organise the recording of phonics data. The principal will work with LGU to plan training and Dibels analysis for teachers.</p> | <p>Dibels training</p> <p>Dibels program</p> <p>Heggerty</p> <p>LGU intervention</p> <p>Phonics screening test</p>  |
| Each teacher will expand their knowledge of the English curriculum with a focus on opportunities for student to develop language conventions and authorial choices in writing opportunities.  | Terms 1-4 2024 | <p>Each teacher will continue to develop and consolidate their writing program from professional learning opportunities provided and in consultation with the other teachers, with a focus on sentence structure, punctuation and grammar. (spelling in 2025 if data indicates need)</p> <p>Each class will explicitly teach VCOP and hold at least 2 big writes per term (Reception Big Talk)</p> <p>The assistant principal will gather information from teachers and from assessment data. Leaders will design and provide professional learning opportunities for each teacher.</p>   | <p>Seven Steps</p> <p>Big Write</p> <p>DfE curriculum units</p> <p>DfE curriculum lead</p> <p>Brightpath PD</p> <p>Brightpath student success criteria</p> <p>Tim Moore NAPLAN</p> <p>Dyslexia training</p> |
| Each teacher will moderate student writing once a term in 3 genres.   | Terms 1-4 2024 | <p>Each teacher Year Rec-6 will participate in Brightpath moderation of narrative, persuasive and information report, with Reception samples from terms 3 and 4 in recount, narrative and information report.</p> <p>The assistant principal will work with staff to develop whole school agreements around pedagogy and assessment in writing, and work with teachers to apply new learning in an instructional coaching model.</p>  | <p>Brightpath moderation</p> <p>Brightpath</p>  |
| Each teacher R-6 will support learner agency by supporting students to use their own progress data to set individual goals in writing   | Terms 1-4 2024 | <p>Each teacher will provide students opportunities to access their writing data and support them to set a "I can" language convention writing goal based on success criteria once a term, and in years 3-6 an additional authorial choice goal.</p> <p>The principal will ask students in each class to explain their writing goal once a term in formalised walkthroughs.</p>   | <p>Brightpath teaching points</p>   |
| Each teacher will provide writing Learning Intentions and Success Criteria in their literacy block.   | Terms 1-4 2024 | <p>Each teacher will deepen their understanding of Learning Intentions and Success Criteria through formalised PD and sharing with peers.</p> <p>The leaders will provide clarity professional learning on Learning Intentions and Success Criteria and will provide feedback to teachers through observations.</p>   | <p>UPS observation templates</p> <p>DfE curriculum lead</p>   |

 **STEP 1 Analyse and Prioritise**

Site name: Uraidla Primary School

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| <p><b>Goal 2: Increase student achievement in the higher bands in mathematics R-6.</b></p>   |  | <p><b>ESR Directions:</b></p> <ol style="list-style-type: none"> <li>1. Ensure pedagogical coherence to deliver improvement goals through a strategic coaching model, which provides focused observations and feedback for improvement.</li> <li>2. Collaboratively strengthen teachers' capacity to design and implement learning experiences that further enable differentiation, and intellectual challenge to be an integral aspect of everyday learning for all.</li> <li>3. Further develop a culture of high expectations and aspirational achievement, which enables all students to monitor and assess their learning, establish clear success criteria and receive targeted and timely feedback.</li> </ol> |
| <p><b>Achievement towards Goal in 2022:</b><br/>                 Target: NAPLAN- 50 % Yr 3 (10/20 students) 40% yr 5 (7/17 students) at high bands in mathematics</p> <p><b>Achievement: 35% of students in Year 3 (7/20) reached the higher bands, 56% of students in Year 5 (8/15) reached the higher bands</b></p> <p><b>Target:</b><br/>                 PAT-M – 45% significantly above SEA (41/90 students)</p> <p><b>Achievement: 34% of students (22/64) in Years 3-6 reached significantly above SEA.</b></p> | <p><b>Target 2023:</b><br/>                 Year 2- 89% (24/27) Trust the Count- pass by end of Term 4<br/>                 Year 3- 82% (18/22 students) SEA NAPLAN<br/>                 Year 3 –32% (7/22 students) NAPLAN high bands<br/>                 Year 5 – 53% (10/19 students) NAPLAN high bands<br/>                 Years 2-6 – 40% (41/102 students) PAT-M significantly above SEA</p> | <p><b>2024:</b><br/>                 Year 2- 89% (24/27) Trust the Count- pass by end of Term 4<br/>                 Year 3 – 100% (29/29) are on track or higher in PVAT testing<br/>                 Year 4 – 75% (15/20) are on track or higher in PVAT testing.<br/>                 Year 5 – 50% (9/18) are showing in the upper growth percentile in Naplan.<br/>                 Years 3-6 75% demonstrate above 0.4 effect size in PAT-M<br/>                 Years 3-6 have an average 0.8 effect size in PVAT testing</p>   |

 **STEP 2 Challenge of practice**

**Challenge of Practice:**  
 If we strengthen teachers' capacity to design and implement learning experiences that further enable differentiation and intellectual challenge we will see higher achievement in maths.

 **STEP 3 Plan actions for improvement**

|  |   |
|--|---|
| <p><b>Student Success Criteria</b> (what students know, do, and understand):<br/>                 Each student can explain their reasoning in maths.<br/>                 Students can represent their understandings: concrete, pictorial and abstract.<br/>                 Students use specific mathematics vocabulary.<br/>                 Students are confident to take risks.</p> | <p><b>How and when will this be monitored, tracked and measured?</b><br/>                 Teachers will conference with each student as they work, give them opportunities to reflect on their learning and ask them to explain and represent their thinking.<br/>                 Assistant principal will monitor teaching and learning program weekly in mathematics.<br/>                 Assistant Principal will conduct the mindsets survey.<br/>                 Principal will question students' reasoning during walkthroughs.</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><b>Each teacher creates a classroom culture of positive mathematics mindset.</b></p>  | <p>Terms 1-3 2024</p> | <p><b>Each teacher will explicitly teach the Learning Pit and encourage safe risk taking in mathematics in their classroom each term through their mathematical learning experiences. New staff members will attend mindsets training with Sarah Centofanti.</b></p> <p><b>The assistant principal will survey students Years 2-6 on their mathematical mindset in Terms 1 and 4 and share results. The assistant principal will support teachers with pedagogy that promotes positive mathematical mindsets through demonstrations in class and providing resources to support this learning</b></p>  | <p>Learning Pit<br/>Mindsets Survey<br/>Numeracy Lead<br/>Jo Boaler texts<br/>Jo B mindsets Poster</p>  |
| <p><b>Each teacher provides students opportunities to develop conceptual understanding through rich tasks with multiple entry points using the 6S problem-solving process.</b></p> | <p>Terms 1-4 2024</p> | <p><b>Each teacher will work collaboratively to analyse task design and provide students with differentiated rich tasks with multiple entry points. Teachers will model 6S problem solving process and problem solving strategies (toolbox)for students to use in problem-solving tasks.</b></p> <p><b>The assistant principal will work with each teacher to model and design rich tasks, and develop an understanding of the problem solving process and strategies through demonstrations, professional learning and opportunities for staff to share classroom learning.</b></p>   | <p>Numeracy lead<br/>Van der Walle texts<br/>Jo Boaler texts<br/>Peter Sullivan texts<br/>6S model<br/>Classroom posters<br/>AP demonstrations and PD</p> |
| <p><b>Each teacher provides students with the capabilities to represent and share their understandings in multiple ways (reasoning).</b></p>                                       | <p>Terms 1-4 2024</p> | <p><b>Each teacher will provide concrete materials for problem solving. Each teacher will reinforce the use of concrete, pictorial and abstract ways for students to explain their thinking. Each teacher will engineer opportunities for children to share with their peers how they have solved the problem (strategies used).</b></p> <p><b>The assistant principal will explicitly share problem-solving strategies (tool box) and a problem-solving process with all teachers. The AP will do classroom demonstrations with a focus on problem solving process/strategies and reasoning skills/opportunities to share learning.</b></p> | <p>Problem-solving process (Sarah Centofanti)<br/>Problem-solving toolbox<br/>Mini whiteboards<br/>Posters</p>  |
| <p><b>Each teacher will monitor and assess student understandings in number and teach to address misconceptions.</b></p>   | <p>Terms 1-4 2024</p> | <p><b>Each teacher will assess their students' understandings using Trust the Count, PVAT (yr3 upwards) and LAP testing provided by the assistant principal. Each teacher will analyse their class' assessment data and adjust the teaching to address misconceptions through targeted teaching strategies.</b></p> <p><b>The assistant principal will support teachers to assess and analyse student learning and coach them to address student misunderstandings. Leadership will provide professional learning opportunities for staff to address misconceptions in Place value from Years 2-6.</b></p>                                   | <p>NCTEM testing<br/>Trust the Count<br/>PVAT<br/>LAP (multiplicative thinking)</p>   |
| <p><b>All teachers support students to set individual goals in number.</b></p>   | <p>Terms 1-4 2024</p> | <p><b>Each teacher will provide students access to their assessment data in number and will support them to set an individual goal each term for maths.</b></p> <p><b>The assistant principal will work with staff to complete pre/post tests which students can use to set their own goals. The principal will ask students to share their goals in walkthrough observations in terms 2/3.</b></p>  | <p>Pre/Post Testing<br/>Learning Statements<br/>Summative Assessment Tasks<br/>Planning documents</p>   |
| <p><b>Each teacher will use existing data to identify students for numeracy intervention.</b></p>  | <p>Terms 1-4 2024</p> | <p><b>Each teacher in years 1-5 will conduct pre intervention data test to assist in identifying students to complete Bond Blocks intervention program. Each teacher will provide timetable which allows for interventions to be run along teaching and learning program.</b></p> <p><b>AP will provide learning for SSO's to run intervention program across different age groups. AP will check in with SSO's fortnightly to provide targeted feedback on Bond Blocks program.</b></p>   | <p>Bond Blocks intervention<br/>Professional learning<br/>AP<br/>Numeracy lead</p>  |

 **STEP 1 Analyse and Prioritise**

Site name: Uraidla Primary School

|  |   |   |
|--|---|---|
| <p><b>Goal 3: Increase student well-being and connectedness to learning through self-regulation.</b></p> |   | <p><b>ESR Directions:</b></p> <ol style="list-style-type: none"> <li>1. Ensure pedagogical coherence to deliver improvement goals through a strategic coaching model, which provides focused observations and feedback for improvement.</li> <li>2. Collaboratively strengthen teachers' capacity to design and implement learning experiences that further enable differentiation, and intellectual challenge to be an integral aspect of everyday learning for all.</li> <li>3. Further develop a culture of high expectations and aspirational achievement, which enables all students to monitor and assess their learning, establish clear success criteria and receive targeted and timely feedback.</li> </ol> |
| <p><b>Achievement towards Goal in 2022:</b><br/>Click or tap here to enter text.</p>                     | <p><b>Target 2023:</b><br/>Click or tap here to enter text.</p> | <p><b>2024:</b><br/><b>Well-being and engagement collection (Yr 4-6)</b><br/><b>Increase in emotional regulation by 10% in strongly agree (44%)</b><br/><b>Increase in emotional literacy by 10% in strongly agree (33%)</b></p>  |

 **STEP 2 Challenge of practice**

**Challenge of Practice:**  
If we teach self-regulation through Zones of Regulation, Berry Street and well-being initiatives, we will increase student engagement in learning.

 **STEP 3 Plan actions for improvement**

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|---|---|
| <p><b>Student Success Criteria</b> (what students know, do, and understand):<br/>Each student R-6 will be able to recognise their emotions and Zone and identify when they are 'ready to learn'. Each student R-6 will know the tools they need for self-regulation in each Zone.</p> | <p><b>How will this be monitored, tracked and measured?</b><br/>School well-being survey<br/>Zones of regulations check ins<br/>Teacher monitoring<br/>Walkthrough data</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  |
|--|----------------|---|--|
| Each teacher will explicitly teach the Zones of Regulation.            | Terms 1-4 2024 | <p>Each teacher will follow the Zones lessons provided in the weekly notes, display zones of regulation in classroom and check in daily with students about their zones.</p> <p>The principal will provide professional learning in the area of emotional literacy and restorative justice. The Learn, Stand, Give, Fly committee will provide lessons weekly in Zones and school values.</p> | <p>Zones of regulation<br/>Building Wellbeing<br/>Kimochis<br/>Self Regulation service<br/>SMART trauma training</p> |
| Each teacher will build connectedness through Berry Street agreements. | Terms 1-4 2024 | <p>Each teacher will start each day with morning circle, provide brain and movement breaks in each block.</p> <p>Principal will provide professional learning opportunities and chances to share practice in morning meetings.</p>  | <p>Zones of regulation<br/>Building Wellbeing<br/>Kimochis<br/>Self Regulation service<br/>SMART trauma training</p> |

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| <p><b>Each teacher will teach emotional literacy.</b></p>   | <p>Terms 1-4 2024</p>                   | <p><b>Each teacher will teach students to resolve differences through a school wide consistent restorative justice model.</b></p> <p><b>Principal will provide professional learning in the areas of emotional literacy and restorative justice.</b></p>                 | <p>Restorative Practice<br/>Zones of regulation<br/>Building Wellbeing<br/>Kimoichis<br/>Self Regulation service<br/>SMART trauma training<br/>What's the Buzz</p> |
| <p><b>Each teacher will develop 'ready to learn' plans with all students.</b></p>                       | <p>Terms 1-4 2024</p>                   | <p><b>Each teacher will develop 'ready to learn' plans with all students in their class.</b></p> <p><b>Principal will guide ready to learn lessons in weekly notes.</b></p>  | <p>Zones of regulation<br/>Building Wellbeing<br/>Kimoichis<br/>Self Regulation service<br/>SMART trauma training</p>  |
| <p><b>Provide regulation spaces for students and teach students how to use these appropriately.</b></p> | <p>Terms 1-4 2024</p>                   | <p><b>Each teacher will provide regulation space for students</b></p> <p><b>Each leader will resource classes with a sensory kit and appropriate tools and resources. Facilitate the use of the sensory room and teach staff effective use and recording system.</b></p> | <p>Sensory kit<br/>Furniture<br/>Materials</p>   |
| <p>Click or tap here to enter text.</p>   | <p>Click or tap here to enter text.</p> | <p><b>Each teacher will...</b></p> <p><b>Each leader will...</b></p>   | <p>Click or tap here to enter text.</p>  |



2022 - 2024

# 2024 School Improvement Plan for Uraidla 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: Increase student achievement in literacy with a focus on reading R-2 and writing R-6**





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

| Student Success Criteria   |  Yes<br> Needs attention/work in progress<br> Not on track             | <b>Evidence</b><br><b>Are we improving student learning?</b><br><b>How are we tracking against our student success criteria?</b>  | <b>What are our next steps?</b><br><b>Potential adjustments?</b> |
|--|--|---|--|
| <p>Each student will be able to apply their sound/letter knowledge to decode texts.</p> <p>Each Year 4-6 student will be able to set writing goals in authorial choices and language conventions and share with their peers.</p> <p>Each Year Rec-2 student will be introduced to setting individual goals in writing.</p> <p>Each student R-6 will self-assess their writing according to success criteria and act on feedback provided by their teacher.</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<br> Needs attention/work in progress<br> Not on track | <b>Evidence</b><br><b>Are we doing what we said we would do?</b><br><b>Are we improving student learning?</b><br><b>How do we know which actions have been effective?</b> | <b>What are our next steps?</b><br><b>Potential adjustments?</b> |
| <p>Each teacher R-2 will strengthen their teaching of the English curriculum with a focus on synthetic phonics.</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 assess and frequently monitor student understanding of phonemic awareness and phonics to inform whole class teaching review and wave 2 literacy intervention for all students Reception - Year 2 and students below SEA in reading Years 3-6.</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 expand their knowledge of the English curriculum with a focus on opportunities for student to develop language conventions and authorial choices in writing opportunities.</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 moderate student writing once a term in 3 genres.</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 R-6 will support learner agency by supporting students to use their own progress data to set individual goals in 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>                          |

|   |   |   |   |
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| <p><b>Each teacher will provide writing Learning Intentions and Success Criteria in their literacy block.</b></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: Increase student achievement in the higher bands in mathematics R-6.**

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

| <p><b>Student Success Criteria</b></p>  | <p>  Yes<br/>  Needs attention/work in progress<br/>  Not on track                 </p>                | <p><b>Evidence</b><br/> <b>Are we improving student learning?</b><br/> <b>How are we tracking against our student success criteria?</b></p>  | <p><b>What are our next steps?</b><br/> <b>Potential adjustments?</b></p> |
|---|--|--|---|
| <p><b>Each student can explain their reasoning in maths.</b><br/> <b>Students can represent their understandings: concrete, pictorial and abstract.</b><br/> <b>Students use specific mathematics vocabulary.</b><br/> <b>Students are confident to take risks.</b></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><b>Actions</b></p>   | <p>  90% embedded<br/>  Needs attention/work in progress<br/>  Not on track                 </p> | <p><b>Evidence</b><br/> <b>Are we doing what we said we would do?</b><br/> <b>Are we improving student learning?</b><br/> <b>How do we know which actions have been effective?</b></p> | <p><b>What are our next steps?</b><br/> <b>Potential adjustments?</b></p> |
| <p><b>Each teacher creates a classroom culture of positive mathematics mindset.</b></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><b>Each teacher provides students opportunities to develop conceptual understanding through rich tasks with multiple entry points using the 6S problem-solving process.</b></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><b>Each teacher provides students with the capabilities to represent and share their understandings in multiple ways (reasoning).</b></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><b>Each teacher will monitor and assess student understandings in number and teach to address misconceptions.</b></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>                                   |

|  |                                  |                                  |                                  |
|--|----------------------------------|----------------------------------|----------------------------------|
| <b>All teachers support students to set individual goals in number.</b>                    | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| <b>Each teacher will use existing data to identify students for numeracy intervention.</b> | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |


**Goal 3:** Increase student well-being and connectedness to learning through self-regulation.

 **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<br> Needs attention/work in progress<br> Not on track                | <b>Evidence</b><br><b>Are we improving student learning?</b><br><b>How are we tracking against our student success criteria?</b>  | <b>What are our next steps?</b><br><b>Potential adjustments?</b> |
|---|---|---|--|
| <b>Each student R-6 will be able to recognise their emotions and Zone and identify when they are ‘ready to learn’. Each student R-6 will know the tools they need for self-regulation in each Zone.</b> | Click or tap here to enter text.  | Click or tap here to enter text.  | Click or tap here to enter text.                                 |
| Actions   |  90% embedded<br> Needs attention/work in progress<br> Not on track | <b>Evidence</b><br><b>Are we doing what we said we would do?</b><br><b>Are we improving student learning?</b><br><b>How do we know which actions have been effective?</b> | <b>What are our next steps?</b><br><b>Potential adjustments?</b> |
| <b>Each teacher will explicitly teach the Zones of Regulation.</b>  | Click or tap here to enter text.  | Click or tap here to enter text.  | Click or tap here to enter text.                                 |
| <b>Each teacher will build connectedness through Berry Street agreements.</b>   | Click or tap here to enter text.  | Click or tap here to enter text.  | Click or tap here to enter text.                                 |
| <b>Each teacher will teach emotional literacy.</b>  | Click or tap here to enter text.  | Click or tap here to enter text.  | Click or tap here to enter text.                                 |
| <b>Each teacher will develop ‘ready to learn’ plans with all students.</b>  | Click or tap here to enter text.  | Click or tap here to enter text.  | Click or tap here to enter text.                                 |

|   |   |   |   |
|---|---|---|---|
| <p><b>Provide regulation spaces for students and teach students how to use these appropriately.</b></p> | <p>Click or tap here to enter text.</p> | <p>Click or tap here to enter text.</p> | <p>Click or tap here to enter text.</p> |
| <p>Click or tap here to enter text.</p>   | <p>Click or tap here to enter text.</p> | <p>Click or tap here to enter text.</p> | <p>Click or tap here to enter text.</p> |

**Goal 1: Increase student achievement in literacy with a focus on reading R-2 and writing R-6**

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

|   |   |
|---|---|
| <p><b>Targets 2024:</b><br/> <b>Reading:</b><br/> <b>Reception – 100% able to decode CVC words by end of year</b><br/> <b>Achievement:</b></p> <p><b>Year 1- 87% (20/23) Phonics screening check pass</b><br/> <b>Achievement:19/23 81%</b></p> <p><b>Year 2 – 100% Heggerty phonemic Awareness screening end of year</b><br/> <b>Achievement: 24/28 86%</b></p> <p><b>Year 3- 78% (17/22 students) SEA NAPLAN</b><br/> <b>Achievement: 17/20 85%</b></p> <p>Year 2 PAT data 83% (24/29 students) SEA<br/>         Achievement:</p> <p>Year 3 PAT data -78% (17/22 students) SEA</p> <p><b>Writing:</b><br/>         Year 3 - 78% (17/22) SEA NAPLAN , 32% (7/22) high band achievement<br/>         Year 5 - 84% (16/19) SEA NAPLAN, 53% (10/19) high band achievement<br/>         Reception – Year 6 Brightpath – average 0.6 effect size in each genre<br/>         (narrative, information report writing, persuasive and recount)</p> | <p><b>Results towards targets:</b><br/>         Click or tap here to enter text.</p>            |
| <p><b>Challenge of Practice:</b><br/> <b>If we focus on phonics and phonemic awareness in the Early years and on differentiation, aspirational achievement and student goal-setting in writing R-6, then we will increase student achievement in literacy.</b></p>  | <p><b>Evidence - has this made an impact?</b><br/>         Click or tap here to enter text.</p> |

|  |  |
|--|--|
| <p><b>Success Criteria:</b><br/>Each student will be able to apply their sound/letter knowledge to decode texts.</p> <p>Each Year 4-6 student will be able to set writing goals in authorial choices and language conventions and share with their peers.<br/>Each Year Rec-2 student will be introduced to setting individual goals in writing.<br/>Each student R-6 will self-assess their writing according to success criteria and act on feedback provided by their teacher.</p>          | <p><b>Evidence</b> - did we improve student learning? how do we know?<br/>Click or tap here to enter text.</p> |
| <p><b>Evaluate our actions</b> – 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?<br/>Click or tap here to enter text.</p>  |  |
| <p><b>Review our improvement planning and implementation</b> – 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?<br/>Click or tap here to enter text.</p> |  |

**Goal 2: Increase student achievement in the higher bands in mathematics R-6.**



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

|   |   |
|---|---|
| <p><b>Targets 2024:</b><br/> <b>Year 2- 89% (24/27) Trust the Count- pass by end of Term 4</b><br/> <b>Year 3- 82% (18/22 students) SEA NAPLAN</b><br/> <b>Year 3 –32% (7/22 students) NAPLAN high bands</b><br/> <b>Year 5 – 53% (10/19 students) NAPLAN high bands</b><br/> <b>Years 2-6 – 40% (41/102 students) PAT-M significantly above SEA</b></p>  | <p><b>Results towards targets:</b><br/>                 Click or tap here to enter text.</p>                                    |
| <p><b>Challenge of Practice:</b><br/> <b>If we strengthen teachers’ capacity to design and implement learning experiences that further enable differentiation and intellectual challenge we will see higher achievement in maths.</b></p>   | <p><b>Evidence - has this made an impact?</b><br/>                 Click or tap here to enter text.</p>                         |
| <p><b>Success Criteria:</b><br/> <b>Each student can explain their reasoning in maths.</b><br/> <b>Students can represent their understandings: concrete, pictorial and abstract.</b><br/> <b>Students use specific mathematics vocabulary.</b><br/> <b>Students are confident to take risks.</b></p>   | <p><b>Evidence - did we improve student learning? how do we know?</b><br/>                 Click or tap here to enter text.</p> |
| <p><b>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?</b><br/>                 Click or tap here to enter text.</p>  |   |
| <p><b>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?</b><br/>                 Click or tap here to enter text.</p> |   |





**Goal 3: Increase student well-being and connectedness to learning through self-regulation.**



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

|  |  |
|--|--|
| <p><b>Targets 2024:</b><br/>Click or tap here to enter text.</p>   | <p><b>Results towards targets:</b><br/>Click or tap here to enter text.</p>                                    |
| <p><b>Challenge of Practice:</b><br/>If we teach self-regulation through Zones of Regulation, Berry Street and well-being initiatives, we will increase student engagement in learning.</p>  | <p><b>Evidence - has this made an impact?</b><br/>Click or tap here to enter text.</p>                         |
| <p><b>Success Criteria:</b><br/>Each student R-6 will be able to recognise their emotions and Zone and identify when they are 'ready to learn'. Each student R-6 will know the tools they need for self-regulation in each Zone.</p>   | <p><b>Evidence - did we improve student learning? how do we know?</b><br/>Click or tap here to enter text.</p> |
| <p><b>Evaluate our Actions</b> – 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?<br/>Click or tap here to enter text.</p>  |  |
| <p><b>Review our improvement planning and implementation</b> – 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?<br/>Click or tap here to enter text.</p> |  |