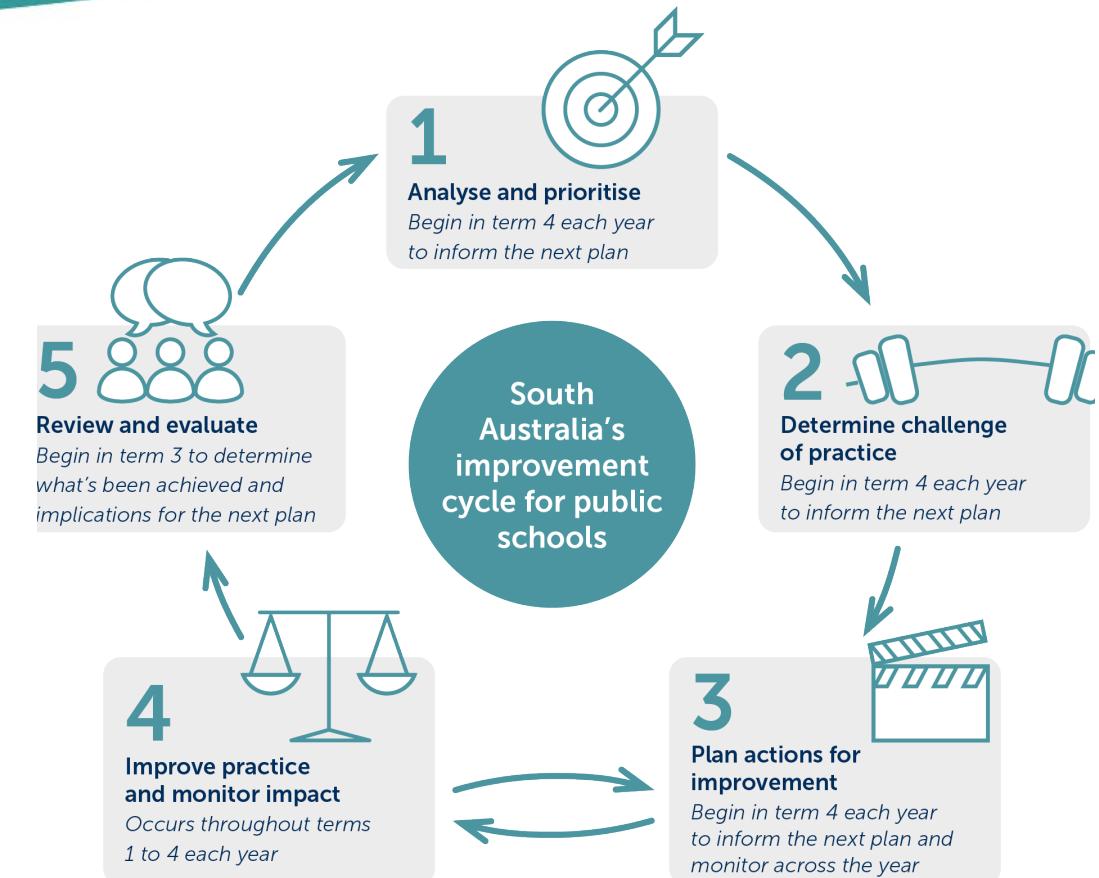


School Improvement Plan for Watervale Primary School



Vision Statement:

Learners at Watervale will be educated in a vibrant setting allowing for engagement, curiosity and stretch whilst being confident in their own skills and abilities. All classrooms will educate children using the guidance of the Australian Curriculum and ensure there is differentiation and high expectations for all while respecting each child's different needs. Learners will engage with values education and focus on the importance of respect, community, happiness and learning both in the classroom, school and the wider community. Educators will support and promote the wellbeing of all learners, creating a place of comfort and belonging with a positive mindset towards learning. At Watervale, educators and school leaders will show respect to all learners, families and the wider community. They will develop positive relationships which builds a strong foundation of trust and respect. Consistent, honest and positive communication is our goal to allow for a positive school culture. Parents are encouraged to be involved in their child's learning journey and by creating a partnership of trust, respect and honest communication, a positive school culture will be promoted. Watervale Primary embraces all opportunities to be involved in and around the community. We believe connection to our community, both Watervale and surrounding towns, is important to develop strong relationships and create an inclusive environment.

School Improvement Plan for Watervale Primary School

Completing the template:

- The document will open as ‘Read Only’ so will need to be saved prior to editing
- Note that Steps 1, 2 and your Actions in Step 3 will auto -populate in the corresponding sections in Steps 4 and 5 of the template once you have completed them.
- Once you have typed in your ESR Directions next to Goal 1 they will auto-populate to the corresponding section for the other two goals in the template.
- Please note, editing will not be possible whilst the template is in Teams. Whilst it can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes

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

- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 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





STEP 1 Analyse and Prioritise

Site name: Watervale Primary School

Goal 1: To accelerate reading achievement R – 6.

Target 2022:

To have 60% of learners (17/28 children) in Year 1 – 6 meet SEA in PAT-R and all Year 1 learners to meet SEA for the Phonics Screen Check in term 3. To have 65% (7/9) Year 3 – 5 learners meet SEA in NAPLAN reading.

2023:

To have 100% (2/2) Year 3's (2021 – Year 1's) meet SEA for NAPLAN Reading and 75% (6/8) of Year 5's increase reading results through meeting SEA or increasing to HB in NAPLAN Reading.

2024:

For 75% of learners in year 1 – 6 to achieve and increase SEA in PAT-R result and have 60% of year 1 students meet SEA in the Phonics Screening Check. To have 75% (3/4) Year 5's increase SEA or HB in NAPLAN Reading.

STEP 2 Challenge of practice

Challenge of Practice:

If we embed a consistent, daily, timetabled reading program based on decoding, fluency and comprehension, including a strong program of synthetic phonics, then we will accelerate reading achievement R – 6.

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

During walk throughs, learners will:

- Demonstrate an understanding of the instructional routines in both Phonics and Guided Reading and be able to share this with those asking
- Know the learning intention and success criteria of the daily lesson and acknowledge it's place in their learning
- Share the weekly comprehension strategy and phonics focus with those asking
- Engage in class, group, peer and independent discussions with confidence



STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Educators will collaboratively modify (2022) and embed (2023) an instructional routine for phonics and guided reading from R – 3 and 4 – 6 that model clear routines and associated behaviours for the literacy blocks.	Term 4, 2021 – reflection of Instructional Routines Term 1, 2022 ongoing – embed into classrooms	<p>Principal will:</p> <ul style="list-style-type: none"> - Conduct observations to ensure IR are being used and to support with next steps to build capacity - Support release to allow educators to view colleagues using an instructional routine on and at neighbouring sites - Engage with LGU for further support in phonics instruction to strengthen reading growth - Develop observation of routines and support with next steps to build educator capacity - Ensure shared priorities for phonics practice are collaboratively developed and recorded in a working document that is constantly reviewed, discussed and annotated <p>Teachers will:</p> <ul style="list-style-type: none"> - Embed the instructional routine for phonics and guided reading into class routines 	Literacy Guidebook – Build Foundations p. 4 – Principal Literacy Guidebook – Build Foundations p. 9 – 15 – Educators Engagement with LGU to work with junior primary re phonics Engagement with Renee Book from LGU to develop scope and sequence of Phonics at Watervale Use of Big 6 as focus texts in particular phonics, comprehension, reading and fluency (1 per term) for all staff Literacy Guidebook – Shifting Gear -Inclusion of Learning Intentions and Success Criteria – all educators

		<ul style="list-style-type: none"> - Participate in observations and make changes to practice in a timely manner - Develop 5-week learning sprints to build capacity in aspects of routines that are outlined through observation as needing further work to enable further student success <p>SSO's will:</p> <ul style="list-style-type: none"> - Support the instructional routine of the phonic and reading learning sessions by working with assigned learners - Embed the language of phonics for continuity across the classroom - Model decoding and fluency when reading with learners - Display a positive mindset around literacy 	
Each teacher will be observed twice a term (week 4 & 8) to focus on tiered differentiation in reading groups and supported teaching strategies by Support Services and Principal.	Week 4 and 8 Term 1 – 4, 2022 onwards Ongoing work to build teacher capacity around reading instruction for all	<p>Principal will:</p> <ul style="list-style-type: none"> - Collaboratively create the "Differentiation Surfboard" with staff in Week 0 for English - Enable the teacher to have the observation and then support release for discussion with observer. This discussion will include time for reflection, suggestion and next steps - Utilise the differentiation tiered sheet to discuss where learning opportunities are provided within lessons and through planning - Put differentiation into PDP expectation to allow for continual focus and improvement - View all available data and provide time for discussion with teachers around what this is telling us in line with grading, moderation and differentiation <p>Teachers will:</p> <ul style="list-style-type: none"> - Set learning sprints from observation and follow up changes to allow for growth for all – Phonics in 2022 and Reading in 2023 - Ensure differentiation is embedded into PDP goals - Build in differentiation to classroom practice and use it to drive the intervention and support provided by SSO's <p>SSO's will:</p> <ul style="list-style-type: none"> - Work with a variety of learners through the tiered differentiation to support growth in phonics and reading - Follow the timetable and ensure preparation has been done prior to lessons to ensure high level outcomes - Meet with teacher 1 x per fortnight to discuss next steps and noticing – release provided for this 	Melissa Jones from Support Services to support differentiation observations and discussions Differentiation Tiered Thinking sheet Differentiation Surfboard to be used across the site Literacy Guidebook – Shift Gear – p.5 strengthening differentiation – Principal Literacy Guidebook – Shift Gear – p. 9 and 11 – Differentiated goals for children
Implementation of SSO support within the classroom working with children within differentiation tiers to strengthen guided reading group practices	2023	<p>Principal will:</p> <ul style="list-style-type: none"> - Provide onsite, whole staff training in reading comprehension in line with DfE best practice using the Guidebooks and the Big 6 of Reading - Focus on the FAB4 in line with the guide books - Provide opportunities for evidence-based, personalised and specialised instruction for students who are struggling with reading skills <p>Teacher will:</p> <ul style="list-style-type: none"> - Plan the guided reading instruction for the SSO based on the instructional routine and differentiation tiers - Support the SSO to build on their understanding of Guided Reading support groups 	Whole site Sheena Cameron training to strengthen understanding of reading comprehension strategies Use of Big 6 as focus texts in particular phonics, comprehension, reading and fluency (1 per term) Literacy Guidebook – Stretch – understanding comprehension strategies p. 10 – 12

		<ul style="list-style-type: none"> - Model positive literacy practice in whole-group teaching to allow others to learn within the classroom space <p>SSO's will:</p> <ul style="list-style-type: none"> - Follow up with 3 weekly observations about change in learner ability and have regular conversations with the educator - Work with all differentiation groups throughout the week - Know the goals of the learners and support them to achieve that goal 	
Each teacher will explicitly teach a variety of comprehension strategies including a description of the strategy, modelling and explanation of how, when and why it is used.	2023	<p>Principal will:</p> <ul style="list-style-type: none"> - Develop a common framework for developing the language of learning areas to lead to more consistent literacy teaching across the school - Develop a comprehension strategy map using the data from the PAT-R, Phonics Screener and Running Records results to ensure teaching is in line with learners needs - Develop an instructional routine in Guided Reading that demonstrates the gradual release model and use the FAB 4 reading strategies <p>Teachers will:</p> <ul style="list-style-type: none"> - Adapt and embed the common language of literacy, in reading and phonics, to deepen learners understanding of the terminology and language involved in reading and phonics. - Follow the comprehension strategy map and use this to support the learners in their classroom - Follow and embed the Guided Reading instructional routine created from the best advice of the DfE - Engage in training around the comprehension strategies beginning with the FAB 4 and PAT-R focus areas to build strong reading routines <p>SSO's will:</p> <ul style="list-style-type: none"> - Adapt and embed the common language of literacy, in reading and phonics, to deepen learners understanding of the terminology and language involved in reading and phonics - Engage in training around the comprehension strategies 	Whole site Sheena Cameron training DfE Best Advice papers - Big 6 of Reading Literacy Guidebook – Stretch – understanding comprehension strategies p. 10 – 12 Utilising the ‘Units of Work’ to support and embed a variety of strategies
Each teacher will incorporate phonics strategies into work with texts through embedding the use of pseudo words and decodable texts in daily reading and phonics learning to build on decoding, fluency and comprehension skills.	Week 4, Term 1 ongoing	<p>Principal will:</p> <ul style="list-style-type: none"> - Work with teachers to embed the instructional routine in phonics 2022 and reading in 2023 - Engage with support networks like the Literacy Guarantee Unit PLC - Observation and discussion of lessons to embed strong instructional routines - Develop a site wide PowerPoint for teachers to use within their teaching space for phonics and Guided Reading - Collaboratively build upon the Literacy Agreement <p>Teachers will:</p> <ul style="list-style-type: none"> - Embed the phonics instructional routine within their classes to build learner capacity - Engage with and use pseudo words in phonics lessons to build children’s understanding of blends and diagraphs 	Best Advice Paper- Decodable Readers and Phonics Phonics Screening Check – Plink Training Fluency and Decoding – Best Advice Papers Work with the LGU

		<ul style="list-style-type: none"> - Embed decodable texts in to weekly routine through use of "spotter stories" and for weekly dictation - Foster a love for vocabulary and words through the use of a range of different words to spark interest and wonder - Engage with training and Best Advice Papers to deepen knowledge and build upon practice - JP teacher will engage with Phonics PLC and UP will build on Spelling approach developed in 2021 through targeted Professional learning <p>SSO's will:</p> <ul style="list-style-type: none"> - Support small groups particularly those identified in Tier 1 - Engage with training and Best Advice Papers to deepen knowledge 	
Watervale educators will build on family and community understanding of comprehension and phonics instruction to allow for common language throughout our community to support learners and families	Term 4 2022	<p>Principal will:</p> <ul style="list-style-type: none"> - Establish an understanding of the SIP with the Governing Council through regular check ins at meetings - Organise and run, in conjunction with teachers, a Literacy night to share different elements of the literacy program with families - Build in a regular check in with the SIP and literacy through the newsletter giving parents tips and tricks to support them at home. <p>Teachers will:</p> <ul style="list-style-type: none"> - Send home clear homework instructions from Week 1, Term 1 to build families understanding of what is expected with list words, sight words, reading etc - Send home the weekly focus for spelling and guided reading in their "home books" with supported questions and ideas to work on these at home - Be clear about expectations of literacy during the open night - Run an "open classroom" in late term 2 to allow families to come and see the work that is being done - Have consistent conversations with families to build their capacity in this area 	Click or tap here to enter text.

Goal 1: To accelerate reading achievement 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	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	Needs attention/work in progress		
	Not on track		
During walk throughs, learners will: <ul style="list-style-type: none"> - Demonstrate an understanding of the instructional routines in both Phonics and Guided Reading and be able to share this with those asking - Know the learning intention and success criteria of the daily lesson and acknowledge it's place in their learning 	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

- Share the weekly comprehension strategy and phonics focus with those asking - Engage in class, group, peer and independent discussions with confidence			
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?
Educators will collaboratively modify (2022) and embed (2023) an instructional routine for phonics and guided reading from R – 3 and 4 – 6 that model clear routines and associated behaviours for the literacy blocks.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each teacher will be observed twice a term (week 4 & 8) to focus on tiered differentiation in reading groups and supported teaching strategies by Support Services and Principal.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Implementation of SSO support within the classroom working with children within differentiation tiers to strengthen guided reading group practices	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 a variety of comprehension strategies including a description of the strategy, modelling and explanation of how, when and why it is used.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each teacher will incorporate phonics strategies into work with texts through embedding the use of pseudo words and decodable texts in daily reading and phonics learning to build on decoding, fluency and comprehension skills.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Watervale educators will build on family and community understanding of comprehension and phonics instruction to allow for common language throughout our community to support learners and families	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: To accelerate reading achievement R – 6.**STEP 5 Review and Evaluate** - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?**Targets 2022:**

To have 60% of learners (17/28 children) in Year 1 – 6 meet SEA in PAT-R and all Year 1 learners to meet SEA for the Phonics Screen Check in term 3. To have 65% (7/9) Year 3 – 5 learners meet SEA in NAPLAN reading.

Results towards targets:

Click or tap here to enter text.

Challenge of Practice: If we embed a consistent, daily, timetabled reading program based on decoding, fluency and comprehension, including a strong program of synthetic phonics, then we will accelerate reading achievement R – 6.	Evidence - has this made an impact? Click or tap here to enter text.
Success Criteria: During walk throughs, learners will: <ul style="list-style-type: none">- Demonstrate an understanding of the instructional routines in both Phonics and Guided Reading and be able to share this with those asking- Know the learning intention and success criteria of the daily lesson and acknowledge it's place in their learning- Share the weekly comprehension strategy and phonics focus with those asking- Engage in class, group, peer and independent discussions with confidence	Evidence - did we improve student learning? how do we know? Click or tap here to enter text.
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 excel R – 6 Numeracy results.

Target 2022:

To have 80% of learners to exceed SEA standards in PAT-M and 50% (2/4) of Year 3's and 5's sitting NAPLAN to achieve SEA or HB in 2022.

2023:

To have 60% of Year 5 learners maintain or increase into the HB in NAPLAN Numeracy.

2024:

For 50% (2/4) Year 5's to maintain or increase into HB for NAPLAN Numeracy and 75% of all learners to meet SEA in PAT-M.

STEP 2 Challenge of practice

Challenge of Practice:

If we teacher number sense sequentially, with a focus on Recall of Facts and Base 10 approaches, we will increase student achievement in Numeracy.

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

During walk throughs, learners will:

- Demonstrate an understanding of the instructional routines in Numeracy and follow this with consistency and rigour
- Know the learning intention and success criteria of the daily lesson and acknowledge it's place in their learning
- Acknowledge their own learning goals through use of regular audits and targeted learning structures.
- Share feedback and goals with confidence and knowledge of next steps to support them in their learning goals.



STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Each teacher will be involved in the creation and implementation of an instructional routine for Maths lessons R – 6 to create continuity and high expectation within learning spaces.	Term 4 2022	Principal will: <ul style="list-style-type: none"> - Support teachers to create an instructional routine in line with the PMA resources, Best Advice Papers and Guidebooks Teacher will: <ul style="list-style-type: none"> - Use the Resources from Primary Maths Association such as Process of Calculation- do I count or calculate? - Regular connection and discussion with Lisa-Jane O'Connor via Zoom and F2F meetings SSO will: <ul style="list-style-type: none"> - Follow the instructional routine as per teacher direction 	Numeracy Guidebooks – Shift Gear p.4 and p.8 Consultancy work with PMA- Lisa-Jane O'Connor Use of units of work to support format
Educators will build consistent language around maths concepts, in particular Number, across the site using common resources.	2023 Once all staff are trained in PMA resources including	Principal will: <ul style="list-style-type: none"> - Support learning opportunities in maths through setting up consultation times and building in practical sessions in staff meeting. Teacher will:	Numeracy Guidebooks – Shift Gear p.4 – Learning Intentions Best Advice Paper – Beliefs and Attitudes

	Base 10 and Recall of Facts	<ul style="list-style-type: none"> - Learning intentions and success criteria to be evident within daily lessons - Develop word walls in line with units of work to build language and understanding - Develop positive beliefs and attitudes around maths for all learners <p>SSO will:</p> <ul style="list-style-type: none"> - Build on positive attitudes and beliefs - Support teacher to implement learning intentions 	Units of Work – checking in on language Learning Intention book - Hattie
Educators will build their capacity and attitudes around maths to ensure whole school improvement in Number through onsite training and support.	Term 2 2022	<p>Principal will:</p> <ul style="list-style-type: none"> - Focussed and regular staff members to support capacity building of all staff - Provide opportunities for capacity building through training both on and off site with professionals such as PMA and through the department best advice. <p>Teacher will:</p> <ul style="list-style-type: none"> - Engage with collaborative consultation with Lisa-Jane O'Connor - Work through the Best Advice Numeracy Paper in staff meeting to develop their understandings in maths - Use the Units of Work to support and develop their capacity in areas of maths they feel uncertain. - Build of beliefs around a maths classroom - Collaborative building of units throughout the site and with other local teachers 	Numeracy Guidebooks – Build Foundations p. 6/7/8 and 9 Gear Best Advice Paper – Beliefs and Attitudes Onsite training opportunities with Lisa-Jane O'Connor Units of Work
Each teacher will build on giving feedback to support learners growth.	From Term 2 - ongoing	<p>Principal will:</p> <ul style="list-style-type: none"> - Support moderation times and discussion with teachers to allow for building on feedback - Work through the Shift Gear work in the guidebooks to implement feedback through maths <p>Teacher will:</p> <ul style="list-style-type: none"> - Use the Units of work to support content and discuss from these how to give feedback - Work through the Jo Boaler feedback article as described in the guidebooks - Purchase and use the Feedback stamps as beginning process - Incorporate positive feedback to develop learners belief of self. <p>SSO will:</p> <ul style="list-style-type: none"> - Use feedback stamps when seeing the children meeting learning intentions and success criteria to support teachers marking process and be a part of the giving of feedback 	Numeracy Guidebooks – Shift Gear p. 12 & 13 Numeracy Guidebooks – Stretch p.9 & 10 Feedback stamps
Each teacher will provide opportunities for learners to experience and create guided inquiry to manipulate maths across the curriculum.	2023	<p>Principal will:</p> <ul style="list-style-type: none"> - Map maths curriculum to Friday learning to build connections to curriculum across the school - Encourage the participation of learners and staff in PMA State Maths Competition to build opportunities, experience and stretch in inquiry learning <p>Teacher will:</p> <ul style="list-style-type: none"> - Use the units of work from DfE to build on experience and inquiry through an understanding of the content 	Numeracy Guidebooks – Stretch p. 5 & 6; p. 17 & 18

		- Connection and involvement in Friday learning opportunities	
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 2: To excel R – 6 Numeracy results.			
 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	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
During walk throughs, learners will: <ul style="list-style-type: none"> - Demonstrate an understanding of the instructional routines in Numeracy and follow this with consistency and rigour - Know the learning intention and success criteria of the daily lesson and acknowledge it's place in their learning - Acknowledge their own learning goals through use of regular audits and targeted learning structures. - Share feedback and goals with confidence and knowledge of next steps to support them in their learning goals. 	Needs attention/work in progress	Not on track	
Actions	90% embedded	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Each teacher will be involved in the creation and implementation of an instructional routine for Maths lessons R – 6 to create continuity and high expectation within learning spaces.	Needs attention/work in progress	Not on track	
Educators will build consistent language around maths concepts, in particular Number, across the site using common resources.			
Educators will build their capacity and attitudes around maths to ensure whole school improvement in Number through onsite training and support.			

Each teacher will build on giving feedback to support learners growth.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each teacher will provide opportunities for learners to experience and create guided inquiry to manipulate maths across the curriculum.	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 2: To excel R – 6 Numeracy results.**STEP 5 Review and Evaluate -** Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

Targets 2022: To have 80% of learners to exceed SEA standards in PAT-M and 50% (2/4) of Year 3's and 5's sitting NAPLAN to achieve SEA or HB in 2022.	Results towards targets: Click or tap here to enter text.
Challenge of Practice: If we teacher number sense sequentially, with a focus on Recall of Facts and Base 10 approaches, we will increase student achievement in Numeracy.	Evidence - has this made an impact? Click or tap here to enter text.
Success Criteria – did we improve student learning? During walk throughs, learners will: <ul style="list-style-type: none"> - Demonstrate an understanding of the instructional routines in Numeracy and follow this with consistency and rigour - Know the learning intention and success criteria of the daily lesson and acknowledge it's place in their learning - Acknowledge their own learning goals through use of regular audits and targeted learning structures. - Share feedback and goals with confidence and knowledge of next steps to support them in their learning goals. 	Evidence - did we improve student learning? how do we know? Click or tap here to enter text.

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?

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STEP 1 Analyse and Prioritise

Goal 3: Click or tap here to enter text.

Target 2022:

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2023:

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ESR Directions:

Develop systems and processes to ensure that staff share and trial new learning with peers thus collaboratively developing and strengthening the capacity of all staff.

Develop and embed a whole-school approach to task design that provides ongoing opportunities for all students to display learning at higher levels across all areas of the curriculum.

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
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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?

Targets 2022: Click or tap here to enter text.	Results towards targets: Click or tap here to enter text.
Challenge of Practice: Click or tap here to enter text.	Evidence - has this made an impact? Click or tap here to enter text.
Success Criteria – did we improve student learning? Click or tap here to enter text.	Evidence - did we improve student learning? how do we know? Click or tap here to enter text.

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?

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