

2022 - 2024

2024 School Improvement Plan for Richmond Primary school

Site Number: 0381
Richmond Primary



Vision Statement:

Our Vision: To support our students to become active articulate citizens of the world.

Our Mission: Rich Learning in a Family Atmosphere

Our Motto: Learning and Caring, for Life.

Our Values: Honesty, Inclusivity, Courage and Empathy

2022 - 2024

2023 School Improvement Plan for Richmond 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 it can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes

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

- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 8, Term 4 (9 December 2022).
- Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your [summary page](#) on your school website by Friday of Week 4, Term 1 (24 February 2023).
- Use the template regularly throughout the year to capture your Step 4 work (improve practice and monitor impact), and in Term 4 of each year to capture Step 5 work (review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

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



Government of South Australia
Department for Education

 **STEP 1 Analyse and Prioritise** **Site name: Richmond Primary school**

<p>Goal 1: Increase reading achievement in the Higher Bands.</p>	<p>ESR Directions:</p> <ol style="list-style-type: none"> 1. Build on teachers' use of shared formative assessments to gather evidence of student learning and collaboratively analyze the links between student achievement, growth and teacher practice. 2. Build a coherent school-wide approach to the ongoing development of teacher capacity in teaching effectively for student numeracy achievement and growth. 1. Build on the school's inclusive approach to working with priority students in order to ensure Aboriginal students are making learning and wellbeing progress appropriate to the goals in their individual education plans.
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<p>Achievement towards Goal in 2022: A growth of</p> <ul style="list-style-type: none"> • 7% increase (34 out of 56 students) of Year 3 students reaching the Higher Bands in NAPLAN (60% attaining Higher Bands) • 5% increase (27 out of 47 students) of Year 5 students reaching the Higher Bands in NAPLAN (55% attaining Higher Bands) <p>Milestones:</p> <ul style="list-style-type: none"> • 45% (26 out of 56 students) of Year 3s achieving PAT Scale score 120 and above • 45% (26 out of 57 students) of Year 4s achieving PAT Scale score 130 and above • 55% (27 out of 47 students) of Year 5s achieving PAT Scale score 130 and above • 30% (14 out of 48 students) of Year 6s achieving PAT Scale score 140 and above 	<p>Target 2023:</p> <ul style="list-style-type: none"> • A growth of • 85% (42 students) of year 1 students exceeding the DfE benchmark in the phonics screening check. • 70% (34 students) of Year 3 students reaching the Higher Bands in NAPLAN. • 55% (26 students) of Year 5 students reaching the Higher Bands in NAPLAN. • 50% (24 students) of Year 3s achieving PATR stanine 7-9. • 50% (29 students) of Year 4s achieving PATR stanine 7-9. • 50% (24 students) of Year 5s achieving PATR stanine 7-9. • 50% (25 students) of Year 6s achieving PATR stanine 7-9 <p>75% (3 students) Aboriginal students will achieve a satisfactory grade (c) in English.50% (1 Student) of year five Aboriginal students will achieve SEA in NAPLAN and PATR.</p>	<p>2024:</p> <ul style="list-style-type: none"> • A growth of • 85% (45 students) of year 1 students exceeding the DfE benchmark in the phonics screening check. • 70% (29 students) of Year 3 students reaching the Exceeding level in NAPLAN. • 65% (39 students) of Year 5 students reaching the Exceeding level in NAPLAN. • 75% (31 students) of Year 3s achieving PATR scale score of 115 or above • 60% (32 students) of Year 4s achieving PATR scale score of 125 or above. • 60% (39 students) of Year 5s achieving PATR scale score of 125 or above. • 60% (29 students) of Year 6s achieving PATR scale score of 135 or above <p>50% (3 students) Aboriginal students will achieve a satisfactory grade (c) or higher in English.50% (3 Students) will achieve SEA in NAPLAN and PATR.</p>
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 **STEP 2 Challenge of practice**

Challenge of Practice:

If all teachers use formative data to inform their programing, planning and implementation or teaching practice we will increase reading achievement in the high bands.



STEP 3 Plan actions for improvement

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

We will see students:

- using consistent language to demonstrate and describe phonological structures.
- developing and progressing their reading.
- confidently articulate the content of what they are reading.
- successfully using appropriate decoding strategies for unfamiliar words.
- reading fluently.
- confidently articulate the language of tier 2 and tier 3 vocabulary.
- Articulate learning intentions and success criteria.

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

- Reception to year 2 teachers conduct Initialit progress monitoring reviews as appropriate and Cumulative reviews at the end of each term.
- Students effectively use Tier 2 & 3 vocab through oral and/or written representation of learning, in spelling programs. Weekly spelling tests will be analysed using the Sound Waves spreadsheets. Membean will be used to monitor progress of year 5/6 students.
- When teachers conference their students as part of their assessment of reading at the end of each term.
- Leaders will conduct walk throughs twice a term focused on reading instruction and provide feedback to teachers.

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>Effective pedagogy/ Design and differentiate learning: using evidence based pedagogy and strategies to explicitly teach reading R-6 such as Reciprocal teaching and explicit vocabulary instruction.</p>	<p>Ongoing</p>	<p>Reception to year 2 teachers will teach reading using Initialit and Heggerty, through the respective pedagogy. Year 3 to year 6 teachers will work with the literacy coordinator to measure critical skills and abilities that are necessary for reading success and to inform intervention. All Teachers will use the scope and sequences to program and plan and familiarise themselves with DfE English units of work.</p>	<p>Initialit Hegerty Decodable readers Data record platform Literacy coordinator</p>

		Leaders will facilitate training and work with teachers analysing reading data. Together we will have a culture of high expectations and improved outcomes for all students	
Teachers will explicitly teach tier 2 and tier 3 vocabulary in all curriculum areas	Ongoing	Each teacher will explicitly teach tier 2 and tier 3 vocabulary in all curriculum areas. Together we will monitor and track all students using reading data to inform teaching and intervention.	Membean Spelling mastery, sound waves, Initialit. DfE best advice paper in vocabulary. Literacy coordinator Language lift vocabulary development program.
Teachers will explicitly teach metacognitive processes and language	Ongoing	Each teacher will use effective metacognitive processes and language within their classrooms. Each teacher will explicitly teach students metacognitive strategies, including <ul style="list-style-type: none"> • how to plan, monitor, and evaluate their learning. • modelling ‘think aloud’ • listening to them reflect on their own work. • Teachers modelling their own thinking Each leader will support teachers with professional readings and learning as a whole staff and in PLCs	Evidence for Learning Teaching & Learning Toolkits and Guidance Reports Metacognition and self-regulated learning Evidence for Learning We help great education practice become common practice. Literacy Guidebooks Edwards-Groves C, Anstey M and Bull G (2014) Classroom talk: understanding dialogue, pedagogy and practice, Primary English Teaching Association Australia
Teachers will use formative assessment and data to track and monitor students' progress in all aspects of reading to inform and drive their literacy program	Ongoing	Each teacher will track and monitor the progress of students, to inform their literacy program and support students to develop learning goals. Each teacher will use formative feedback to inform the next steps in the teaching and learning cycle. Each primary teacher will investigate and familiarise themselves with Dibels through professional learning using Amplify and PLCs. Together we will have a culture of analysing data to monitor student progress utilising the school data spread sheets.	RPS Assessment Schedule Running Records Initialit DfE units of work RPS data spread sheet

		Together we will ensure that processes are in place to evaluate collected assessment data to inform teaching practice and intervention options	
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STEP 1 Analyse and Prioritise

Site name: Richmond Primary school

Goal 2: Increase mathematics achievement in the Higher Bands.

ESR Directions:

1. Build on teachers' use of shared formative assessments to gather evidence of student learning and collaboratively analyze the links between student achievement, growth and teacher practice.
2. Build a coherent school-wide approach to the ongoing development of teacher capacity in teaching effectively for student numeracy achievement and growth.
3. Build on the school's inclusive approach to working with priority students in order to ensure Aboriginal students are making learning and wellbeing progress appropriate to the goals in their individual education plans.

Achievement towards Goal in 2022:

- **5% increase (31 out of 56 students) of Year 3 students reaching the Higher Bands in NAPLAN (55% attaining Higher Bands)**
- **5% increase (25 out of 47 students) of Year 5 students reaching the Higher Bands in NAPLAN (55% attaining Higher Bands)**

Milestones:

- **55% (31 out of 56 students) of Year 3s achieving PAT Scale score 115 and above**

Target 2023:

- 85% (42 students) of year 1 students exceeding the grade c in Essential Assessment.
- 70% (34 students) of Year 3 students reaching the Higher Bands in NAPLAN.
- 55% (26 students) of Year 5 students reaching the Higher Bands in NAPLAN.
- 50% (24 students) of Year 3s achieving PATM stanine 7-9.
- 50% (29 students) of Year 4s achieving PATM stanine 7-9.

2024:

- 85% (38 students) of year 1 students exceeding the grade c in Essential Assessment.
- 70% (29 students) of Year 3 students reaching the Exceeding level in NAPLAN.
- 60% (39 students) of Year 5 students reaching the Exceeding level in NAPLAN.
- 75% (31 students) of Year 3s achieving PATM scale score of 115 or above
- 60% (32 students) of Year 4s achieving PATM scale score of 125 or above.

<ul style="list-style-type: none"> • 36% (21 out of 57 students) of Year 4s achieving PAT Scale score 125 and above • 50% (24 out of 47 students) of Year 5s achieving PAT Scale score 125 and above • 55% (26 out of 48 students) of Year 6s achieving PAT Scale score 135 and above 	<ul style="list-style-type: none"> • 50% (24 students) of Year 5s achieving PATM stanine 7-9. • 50% (25 students) of Year 6s achieving PATM stanine 7-9. • 75% (3 students) Aboriginal students will achieve a satisfactory grade (c) in Mathematics. • 50% (1 Student) of year five Aboriginal students will achieve SEA in NAPLAN and PATM. 	<ul style="list-style-type: none"> •60% (39 students) of Year 5s achieving PATR scale score of 125 or above. •60% (29 students) of Year 6s achieving PATR scale score of 135 or above
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 **STEP 2 Challenge of practice**

Challenge of Practice:
If we have a whole school approach to teaching numeracy by focusing on conceptual understanding, productive struggle and reasoning, then we will see increased mathematics achievement in the Higher Bands.

 **STEP 3 Plan actions for improvement**

<p>Student Success Criteria: We will see students</p> <ul style="list-style-type: none"> • using manipulatives to explore mathematical concepts, processes and relationships • Improve their understanding of Mathematical concepts • Establishing and articulating their learning goals as: “I can...”, “I am learning...”, “Next I will learn...” aligned to the Numeracy Progressions. • explaining their reasoning and sharing their ideas in a variety of ways using commonly understood mathematical language • students engaged in ‘productive struggle’ in their problem solving and reasoning 	<p>How and when will this be monitored, tracked and measured?</p> <p>During Leadership daily/weekly walk throughs they will see manipulatives being actively used with students able to explain what they are doing with them.</p> <p>When we use Essential Assessment as per the RPS assessment schedule.</p> <p>During Leadership walk throughs students will articulate their learning and understanding.</p> <p>Students will demonstrate an ability to explain their reasoning and sharing their ideas in a variety of ways using commonly understood mathematical language. When staff ask students about their learning.</p> <p>Evidence that teachers are using an agreed consistent problem solving approach.</p>
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What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
<p>Teachers will follow the pedagogical process of “concrete, pictorial, abstract” when planning and delivering mathematics lessons.</p>	<p>Ongoing</p>	<p>Each teacher will use manipulatives in lessons to encourage concrete and pictorial thinking. Each teacher will plan and deliver open-ended mathematics tasks that require students to develop their ability to reason as well as communicate their understanding and reasoning in a variety of ways.</p> <p>Leaders will facilitate professional development opportunities for staff. Together we will audit the schools Math resources and top up as required</p>	<p>Numeracy guidebooks DfE units of work Numicon resources Numeracy progressions https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/national-numeracy-learning-progression/ Australian Curriculum Mathematics and Numeracy (GC) https://www.australiancurriculum.edu.au/media/3680/mathematics - sequence of content.pdf</p>
<p>Teachers will use formative assessment to check students’ conceptual understanding and to plan relevant and meaningful learning activities.</p>	<p>Ongoing</p>	<p>Receptions will use Trusting the count diagnostic tools (Big Ideas in Number) Each year one to six teacher will follow the Essential Assessment as outlined in the RPS assessment schedule. R to year 4 teachers will adopt the rules of base ten as an integral part of their program. Each leader will support teachers to use effective formative assessment strategies. Teachers will use a pretest prior to planning and post-test to assess effectiveness of each unit of work covered. Leaders will ensure staff continue to use Essential Assessment. Together we will track and monitor students’ progress</p>	<p>Essential assessment year 1 – 6, general all three times a year PAT M NAPLAN Primary Maths Association resources. SSO maths support time DfE units of work</p>

<p>Each teacher will identify and explicitly teach key maths language, aligned to the Australian Curriculum, and implement feedback, questioning and metacognitive strategies into teaching and learning cycles.</p>	<p>Ongoing</p>	<p>Each teacher will use consistent maths language across the school as developed in consultation with PMA. Each leader will facilitate ongoing support and PD. Together we will continue to develop a whole school approach to maths language and learning</p>	<p>Primary Math Association Australian Curriculum</p>
<p>Teachers will allow students opportunities to develop conceptual understanding and reasoning.</p>	<p>Ongoing</p>	<p>Each R – 2 teacher will explicitly teach the rules of base ten. Each R – 4 teacher will use the rules of counting and calculating. Each 3- 6 teacher will ensure conceptual understanding of each topic. Each leader will support the development of teacher capacity and understanding of the concepts.</p>	<p>Primary maths association diagnostic test. Big Ideas in number diagnostic test Australian curriculum. DfE units of work. Essential assessment. \$2 000 to purchase additional Manipulatives.</p>
<p>Teachers will support students to develop Metacognition through success criteria and learning intentions.</p>	<p>ongoing</p>	<p>Each teacher will set Learning Intentions and Success Criteria for each unit of work. Each teacher will track and monitor the progress of students and support students to develop learning goals. Leader’s will support teachers to refine their formative feedback and assessment strategies through PDP meetings. Each leader will support teachers to develop their HITs strategies.</p>	<p>Essential Assessment T&D around HIT strategies PMA Consultant – Bobbie Cameron</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Each teacher will... Each leader will...</p>	<p>Click or tap here to enter text.</p>



<p>Goal 3: Click or tap here to enter text.</p>	<p>ESR Directions:</p> <ol style="list-style-type: none"> 1. Build on teachers' use of shared formative assessments to gather evidence of student learning and collaboratively analyze the links between student achievement, growth and teacher practice. 2. Build a coherent school-wide approach to the ongoing development of teacher capacity in teaching effectively for student numeracy achievement and growth. 3. Build on the school's inclusive approach to working with priority students in order to ensure Aboriginal students are making learning and wellbeing progress appropriate to the goals in their individual education plans.
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<p>Achievement towards Goal in 2022: Click or tap here to enter text.</p>	<p>Target 2023: Click or tap here to enter text.</p>	<p>2024: Click or tap here to enter text.</p>
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 **STEP 2 Challenge of practice**

<p>Challenge of Practice: Click or tap here to enter text.</p>

 **STEP 3 Plan actions for improvement**

<p>Student Success Criteria (what students know, do, and understand): Click or tap here to enter text.</p>	<p>How and when will this be monitored, tracked and measured? Click or tap here to enter text.</p>
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What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
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Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each leader will... Each teacher will...	Click or tap here to enter text.

2023 School Improvement Plan for Richmond 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.





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

Goal 1: Increase reading achievement in the Higher Bands.

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		
<p>We will see students:</p> <ul style="list-style-type: none"> • using consistent language to demonstrate and describe phonological structures. • developing and progressing their reading. • confidently articulate the content of what they are reading. • successfully using appropriate decoding strategies for unfamiliar words. • reading fluently. • confidently articulate the language of tier 2 and tier 3 vocabulary. 	<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>Articulate learning intentions and success criteria.</p>			
<p>Actions</p>	<p> 90% embedded</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> Needs attention/work in progress</p>		
	<p> Not on track</p>		
<p>Effective pedagogy/ Design and differentiate learning: using evidence based pedagogy and strategies to explicitly teach reading R-6 such as Reciprocal teaching and explicit vocabulary instruction.</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 explicitly teach tier 2 and tier 3 vocabulary in all curriculum areas.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Teachers will use formative data to monitor and tack student learning</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Teachers will explicitly teach metacognitive processes and language</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Teachers will use formative assessment and data to track and monitor students' progress in all aspects of reading to inform and drive their literacy program</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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STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Goal 2: Increase mathematics achievement in the Higher Bands.







<p>Student Success Criteria</p>	<p> Yes</p>	<p>Evidence Are we improving student learning? How are we tracking against our student success criteria?</p>	<p>What are our next steps? Potential adjustments?</p>
	<p> Needs attention/work in progress</p>		
	<p> Not on track</p>		

<ul style="list-style-type: none"> • using manipulatives to explore mathematical concepts, processes and relationships • Improve their understanding of Mathematical concepts • Establishing and articulating their learning goals as: “I can...”, “I am learning...”, “Next I will learn...” aligned to the Numeracy Progressions. • explaining their reasoning and sharing their ideas in a variety of ways using commonly understood mathematical language • students engaged in ‘productive struggle’ in their problem solving and reasoning 	<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>Teachers will follow the pedagogical process of “concrete, pictorial, abstract” when planning and delivering mathematics lessons.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Teachers will use formative assessment to check students’ conceptual understanding and to plan relevant and meaningful learning activities.</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 identify and explicitly teach key maths language, aligned to the Australian Curriculum, and implement feedback, questioning and metacognitive strategies into teaching and learning cycles.</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>

Teachers will allow students opportunities to develop conceptual understanding and reasoning.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will support students to develop Metacognition through success criteria and	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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

Goal 3: Click or tap here to enter text.

Student Success Criteria	 Yes	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	 90% embedded	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
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STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

Goal 1: Increase reading achievement in the Higher Bands.

Targets 2023:

- **A growth of • 85% (42 students) of year 1 students exceeding the DfE benchmark in the phonics screening check.**
- **70% (34 students) of Year 3 students reaching the Higher Bands in NAPLAN.**
- **55% (26 students) of Year 5 students reaching the Higher Bands in NAPLAN.**
- **50% (24 students) of Year 3s achieving PATR stanine 7-9.**
- **50% (29 students) of Year 4s achieving PATR stanine 7-9.**
- **50% (24 students) of Year 5s achieving PATR stanine 7-9.**
- **50% (25 students) of Year 6s achieving PATR stanine 7-9**

75% (3 students) Aboriginal students will achieve a satisfactory grade (c) in English.50% (1 Student) of year five Aboriginal students will achieve SEA in NAPLAN and PATR.

Results towards targets:

Click or tap here to enter text.

Challenge of Practice:

If all teachers use formative data to inform their programing, planning and implementation or teaching practice we will increase reading achievement in the high bands.

Evidence - has this made an impact?

Click or tap here to enter text.

Success Criteria:

We will see students:

- **using consistent language to demonstrate and describe phonological structures.**
- **developing and progressing their reading.**
- **confidently articulate the content of what they are reading.**
- **successfully using appropriate decoding strategies for unfamiliar words.**
- **reading fluently.**
- **confidently articulate the language of tier 2 and tier 3 vocabulary.**

Evidence - did we improve student learning? how do we know?

Click or tap here to enter text.

Articulate learning intentions and success criteria.

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

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

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

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

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

Goal 2: Increase mathematics achievement in the Higher Bands.

Targets 2023:

- 85% (42 students) of year 1 students exceeding the grade c in Essential Assessment.
- 70% (34 students) of Year 3 students reaching the Higher Bands in NAPLAN.
- 55% (26 students) of Year 5 students reaching the Higher Bands in NAPLAN.
- 50% (24 students) of Year 3s achieving PATM stanine 7-9.
- 50% (29 students) of Year 4s achieving PATM stanine 7-9.
- 50% (24 students) of Year 5s achieving PATM stanine 7-9.
- 50% (25 students) of Year 6s achieving PATM stanine 7-9.
- 75% (3 students) Aboriginal students will achieve a satisfactory grade (c) in Mathematics.
- 50% (1 Student) of year five Aboriginal students will achieve SEA in NAPLAN and PATM.

Results towards targets:

Click or tap here to enter text.

Challenge of Practice:

If we have a whole school approach to teaching numeracy by focusing on conceptual understanding, productive struggle and reasoning, then we will see increased mathematics achievement in the Higher Bands.

Evidence - has this made an impact?

Click or tap here to enter text.

Success Criteria:

- using manipulatives to explore mathematical concepts, processes and relationships
- Improve their understanding of Mathematical concepts
- Establishing and articulating their learning goals as: "I can...", "I am learning...", "Next I will learn..." aligned to the Numeracy Progressions.
- explaining their reasoning and sharing their ideas in a variety of ways using commonly understood mathematical language
- students engaged in 'productive struggle' in their problem solving and reasoning


Evidence - did we improve student learning? how do we know?

Click or tap here to enter text.

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

Click or tap here to enter text.

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

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

Goal 3: Click or tap here to enter text.

Targets 2023: Click or tap here to enter text.	Results towards targets: Click or tap here to enter text.
Challenge of Practice: Click or tap here to enter text.	Evidence - has this made an impact? Click or tap here to enter text.
Success Criteria: Click or tap here to enter text.	Evidence - did we improve student learning? how do we know? Click or tap here to enter text.

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

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

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

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