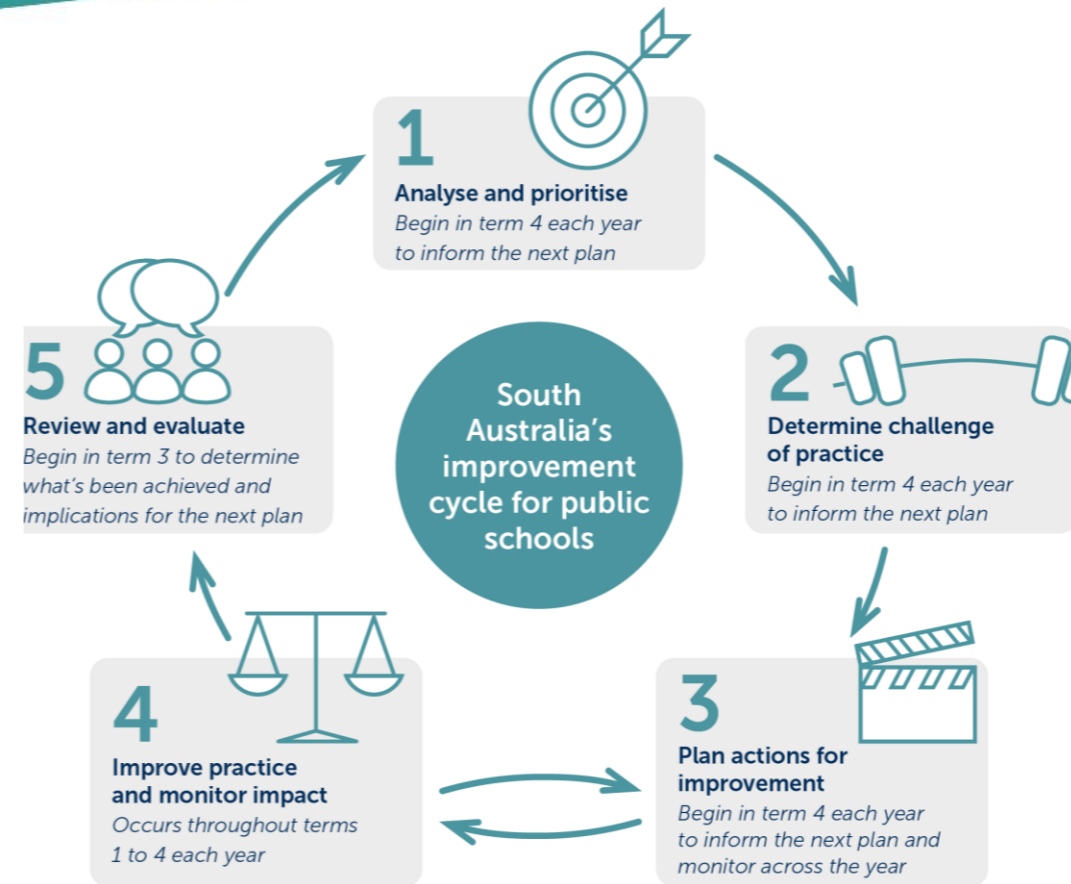


School Improvement Plan for Salisbury North Primary School



Vision Statement:

We are a compassionate learning community, which nurtures a resilient mindset and curious learners with high expectations for the future.

We do this by promoting quality teaching and learning and acknowledging diversity through our relationships, achievement and our engaging environment.



2022 – 2024

School Improvement Plan for Salisbury North 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



Government of South Australia
Department for Education


STEP 1 Analyse and Prioritise
Site name: Salisbury North Primary School

Goal 1: To increase the number of students reaching and maintaining higher standards of achievement in reading.			ESR Directions: <ol style="list-style-type: none"> Increase numbers of students reaching and maintaining higher standards of achievement by strengthening the learning design process to build assessment that enables students to strive for and demonstrate higher order thinking. Strengthen the practices that meets the needs of all learners by refining the use of student led inquiry-based pedagogy to a model of guided enquiry that supports all students to meet curriculum expectations. Move students to higher levels of achievement by improving the use of formative assessment strategies particularly the use of feedback to students that is specific and task relevant. Improve student achievement in numeracy through using the Australian curriculum to develop and implement a coherent and agreed whole school curriculum and pedagogical approach to teaching and learning in mathematics. 		
Target 2022: 34% of students (22 out of 65) will achieve HB in Year 3 NAPLAN reading. 83% of students (10 out of 12) who achieved HB in Year 3 will remain in HB in Year 5 in NAPLAN Reading. 80% of students will achieve 28 or above in the SA Phonics screening check	2023: 36% of students (24 out of 65) will achieve HB in Year 3 NAPLAN reading. 91% of students who achieved (11 out of 12) who achieved HB in Year 3 will remain in HB in Year 5 in NAPLAN Reading. 85% of students will achieve 28 or above in the SA Phonics screening check	2024: 38% of students (25 out of 65) will achieve HB in Year 3 NAPLAN reading. 100% of students who achieved (12 out of 12) who achieved HB in Year 3 will remain in HB in Year 5 in NAPLAN Reading. 90% of students will achieve 28 or above in the SA Phonics screening check			


STEP 2 Challenge of practice
Challenge of Practice:

If we implement and build upon a structured systematic approach to phonics (i.e. Jolly Phonics in JP and PLD in Primary, through the LGU SSP structure and script) then we will increase the number of students reaching and maintaining higher standards of achievement in reading.

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

We will see each student know the alphabetic code and read aloud, predictable texts with familiar vocabulary, fluency, drawing on their knowledge of print, sounds and letters and decoding and self-monitoring strategies. We will see each student texts that contain varied structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, punctuation, semantics and contextontextontext


We will see each student use the alphabetic code to decode and provide extended responses in conversations when we talk to students about what they are learning.









STEP 3 Plan actions for improvement








Actions	Timeline	Roles & Responsibilities	Resources
<p>Provide ongoing training, development, resources, modelling, coaching and feedback in PLD for teachers in Year 3 – 6. Scope and Sequence: Sub-strand: phonics and word knowledge Thread: Alphabet and Phonic Knowledge</p>	Term 1-3	<p>Assistant Principal to coordinate and facilitate training, development, resources, modelling, coaching and feedback for PLD</p> <p>Teachers will plan reading lessons using the PLD and LGU structures and instructional routine</p> <p>Teachers are formulating a PDP that reflect the SIP goals and targets. Teachers are meeting with their Line Manager twice per term to monitor the implementation of planned actions for improvement and the impact on student learning against the success criteria.</p>	<p>PLD assessment and teaching and learning documents PLD training – Diana Rigg Curriculum Planning Folder provided by school Scope and Sequence English R-6 Units of Work 3-6 English Impact Teams Trt Release PD provided by Five from Five, LGU Orbis Training Literacy Progression Documents SIP PDP Plan Review and Evaluate document</p>
<p>Teachers in Year 3 -6 are planning and programming using the DfE Units of Work and Scope and Sequence documents to plan and program for reading.</p>	Term 1	<p>Assistant Principal will plan with teachers using the Units of Work and scope and sequence document.</p> <p>Teachers will plan and program a literacy block using Units of Work and scope and sequence document.</p> <p>Teachers are formulating a PDP that reflect the SIP goals and targets. Teachers are meeting with their Line Manager twice per term to monitor the implementation of planned actions for improvement and the impact on student learning against the success criteria.</p>	<p>Curriculum Planning Folder provided by school Scope and Sequence English R-6 PD provided by Five from Five, LGU Fiona Impact Teams Trt Release Literacy Progression Documents Annette Ryan, Para Hills Curriculum Consultant SIP PDP Plan</p>
<p>For teachers in R-2, provide classroom walk throughs with written feedback about the strategies students are using to extend their response and ask questions in literacy block. Scope and Sequence: Sub-Strand: Literacy Thread: Listening and Speaking Interactions</p>	Term 2-3	<p>Literacy Guarantee Unit (Fiona Sullivan) to continue working with teachers through coaching and mentoring</p> <p>Assistant Principal will plan with teachers using the scope and sequence document.</p> <p>Teachers will work in teams to analyse the walk through feedback to set a 3 week instruction sprint.</p> <p>Teachers are formulating a PDP that reflect the SIP goals and targets. Teachers are meeting with their Line Manager twice per term to monitor the implementation of planned actions for improvement and the impact on student learning against the success criteria.</p>	<p>Curriculum Planning Folder provided by school Scope and Sequence English R-6 PD provided by Five from Five, LGU Fiona Sullivan Impact Teams Trt Release Literacy Progression Documents SIP PDP Plan Review and Evaluate document</p>
<p>Provide differentiated training and development in response to the classroom observations and feedback taken regarding students using strategies to extend their responses and asking questions.</p>	Term 1-3	<p>Literacy Guarantee Unit (Fiona Sullivan) to continue working with teachers through coaching and mentoring</p> <p>Assistant Principal will plan with teachers using the scope and sequence document.</p>	<p>Curriculum Planning Folder provided by school Scope and Sequence English R-6 PD provided by Five from Five, LGU Fiona Impact Teams Trt Release</p>

		<p>Teachers, in collaboration with leaders undertake structured time to reflect on practice and use the classroom feedback to improve their literacy lessons.</p> <p>Teachers are formulating a PDP that reflect the SIP goals and targets. Teachers are meeting with their Line Manager twice per term to monitor the implementation of planned actions for improvement and the impact on student learning against the success criteria.</p>	<p>Literacy Progression Documents SIP PDP Plan Review and Evaluate document</p>
<p>Teachers in R-2 are planning and programming using the DfE Scope and Sequence English Document</p>	<p>Click or tap here to enter text.</p>	<p>Literacy Guarantee Unit (Fiona Sullivan) to continue working with teachers through coaching and mentoring</p> <p>Assistant Principal will plan with teachers using the scope and sequence document.</p> <p>Teachers, in collaboration with leaders undertake structured time to reflect on practice and use the classroom feedback to improve their literacy lessons.</p> <p>Teachers are formulating a PDP that reflect the SIP goals and targets. Teachers are meeting with their Line Manager twice per term to monitor the implementation of planned actions for improvement and the impact on student learning against the success criteria.</p>	<p>Curriculum Planning Folder provided by school Scope and Sequence English R-6 PD provided by Five from Five, LGU Fiona Impact Teams Trt Release Literacy Progression Documents SIP PDP Plan Review and Evaluate document</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: To increase the number of students reaching and maintaining higher standards of achievement in reading.

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

Student Success Criteria	 Yes  Needs attention/work in progress  Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
<p>We will see each student know the alphabetic code and read aloud, predictable texts with familiar vocabulary, fluency, drawing on their knowledge of print, sounds and letters and decoding and self-monitoring strategies.</p> <p>We will see each student texts that contain varied structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, punctuation, semantics and</p> <p>We will see each student use the alphabetic code to decode and provide extended responses in conversations when we talk to students about what they are learning.</p>	  	<ul style="list-style-type: none"> • Our data sets are demonstrating improvement in PLD and Jolly Phonics. • Our HFW student data sets are demonstrating more students hitting targets. • Our 3 to 6 have a Literacy routine and are implementing PLD – data shows student growth in phonics • Whiteboard routine across R to 6 is demonstrating decoding to encoding. 	<ul style="list-style-type: none"> • Reduce SC to align better to Phonics and reading. Not all areas from the Australian Curriculum as indicated in SIP. • Teacher knowledge and skills in progression of talk to acquire extended responses by students.
<p>Actions</p>	 90% embedded	<p>Evidence</p>	

	 Needs attention/work in progress  Not on track	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?
Provide ongoing training, development, resources, modelling, coaching and feedback in PLD for teachers in Year 3 – 6. Scope and Sequence: Sub-strand: phonics and word knowledge Thread: Alphabet and Phonic Knowledge		<ul style="list-style-type: none"> • Instructional routine and additional resources • Impact team models developed instructional role for PLD. • Student voice and data improvement • PFD each term on SIP goals • Stages of PLD in impact Teams • Phonics Professional development by LGU each term 	<ul style="list-style-type: none"> • Explicitly discuss and de-clutter the SIP for year 3 teachers. • High Impact Teaching – strategies practised in Impact Team meetings
Teachers in Year 3 -6 are planning and programming using the DfE Units of Work and Scope and Sequence documents to plan and program for reading.		<ul style="list-style-type: none"> • All staff have trialled the “Units of Work” and provided feedback. • All staff have trialled the “Scope and Sequence” documents 	<ul style="list-style-type: none"> • PFD on Curriculum mapping
For teachers in R-2, provide classroom walk throughs with written feedback about the strategies students are using to extend their response and ask questions in literacy block. Scope and Sequence: Sub-Strand: Literacy Thread: Listening and Speaking Interactions		<ul style="list-style-type: none"> • Classroom walkthroughs and PDP meetings have taken place regularly • Focus has been on Literacy Block, Phonics and Instructional routine • Fiona from LGU has provided feedback 	<ul style="list-style-type: none"> • Interview students about strategies they use and their effect on their lessons • Share good practises as whole staff to draw out high impact strategies and their impact. • R to 2 plan for pace and extended response in their wave
Provide differentiated training and development in response to the classroom observations and feedback taken regarding students using strategies to extend their responses and asking questions.		<ul style="list-style-type: none"> • Training has taken place in building student’s talk. “The progression of talk” strategy has been shared and unpacked. 	<ul style="list-style-type: none"> • SPRINT on “Progress of Talk” in R to 2 team
Teachers in R-2 are planning and programming using the DfE Scope and Sequence English Document		<ul style="list-style-type: none"> • All staff have “curriculum folder” with Units of Work and Literacy Scope and Sequence documents • All R to 2 staff planning using “Literacy Scope and Sequence”. 	<ul style="list-style-type: none"> • PFD on planning, programming and assessment for learning Term 3.
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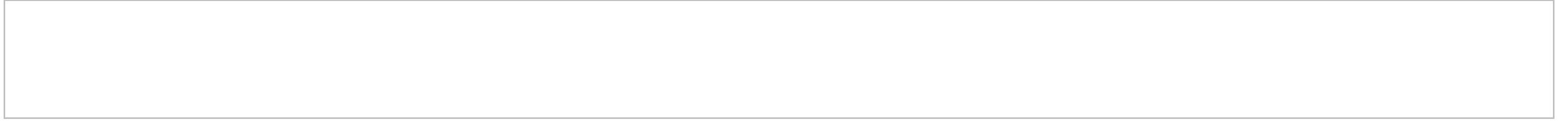
Goal 1: To increase the number of students reaching and maintaining higher standards of achievement in reading.



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: 34% of students (22 out of 65) will achieve HB in Year 3 NAPLAN reading. 83% of students (10 out of 12) who achieved HB in Year 3 will remain in HB in Year 5 in NAPLAN Reading.	Results towards targets: Click or tap here to enter text.
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<p>80% of students will achieve 28 or above in the SA Phonics screening check</p>	
<p>Challenge of Practice: If we implement and build upon a structured systematic approach to phonics (i.e. Jolly Phonics in JP and PLD in Primary, through the LGU SSP structure and script) then we will increase the number of students reaching and maintaining higher standards of achievement in reading.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria: We will see each student know the alphabetic code and read aloud, predictable texts with familiar vocabulary, fluency, drawing on their knowledge of print, sounds and letters and decoding and self-monitoring strategies. We will see each student texts that contain varied structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, punctuation, semantics and contextontextontext We will see each student use the alphabetic code to decode and provide extended responses in conversations when we talk to students about what they are learning.</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year? Click or tap here to enter text.</p>	
<p>Reflection on our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps? Click or tap here to enter text.</p>	



STEP 1 Analyse and Prioritise

<p>Goal 2: To increase the number of students reaching and maintaining higher standards of achievement in numeracy.</p>		<p>ESR Directions:</p> <ol style="list-style-type: none"> 5. Increase numbers of students reaching and maintaining higher standards of achievement by strengthening the learning design process to build assessment that enables students to strive for and demonstrate higher order thinking. 6. Strengthen the practices that meets the needs of all learners by refining the use of student led inquiry-based pedagogy to a model of guided enquiry that supports all students to meet curriculum expectations. 7. Move students to higher levels of achievement by improving the use of formative assessment strategies particularly the use of feedback to students that is specific and task relevant. 8. Improve student achievement in numeracy through using the Australian curriculum to develop and implement a coherent and agreed whole school curriculum and pedagogical approach to teaching and learning in mathematics. 	
<p>Target 2022: 12% of students (8 out of 65) will achieve HB in Year 3 NAPLAN Numeracy.</p> <p>71% of students (5 out of 7) who achieved HB in Year 3 will remain in HB in Year 5 in NAPLAN Numeracy.</p>	<p>2023:</p> <p>14% of students (9 out of 65) will achieve HB in Year 3 NAPLAN Numeracy.</p> <p>85% of students (6 out of 7) who achieved HB in Year 3 will remain in HB in Year 5 in NAPLAN Numeracy.</p>	<p>2024:</p> <p>16% of students (11 out of 65) will achieve HB in Year 3 NAPLAN Numeracy.</p> <p>100% of students (7 out of 7) who achieved HB in Year 3 will remain in HB in Year 5 in NAPLAN Numeracy.</p>	

STEP 2 Challenge of practice

Challenge of Practice:

If we implement and build upon a structured systematic approach to fluency in number then we will increase the number of students reaching and maintaining higher standards of achievement in numeracy.

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

We will see each student know all the number facts by the end of Year 3 and they will be able to recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication.

We will see each student by the end of Year 5, solve simple problems involving the four operations using a range of strategies

We will see each student understand the Australian Curriculum strand of number and by year 6 solve problems involving all four operations with whole numbers

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
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<p>Develop collaboratively a critical commitment scope and sequence document in number. Scope and Sequence: Strand: Number and Algebra Sub Strand: Number and Place Value</p>	Term 1	<p>Assistant Principal will plan with teachers using the scope and sequence document.</p> <p>Teachers, in collaboration with leaders undertake structured time to reflect on practice and use the classroom feedback to improve their consistency of fluency retention and application.</p> <p>Teacher Team to work with the Para Hills Curriculum Consultant</p> <p>Teachers are formulating a PDP that reflect the SIP goals and targets. Teachers are meeting with their Line Manager twice per term to monitor the implementation of planned actions for improvement and the impact on student learning against the success criteria.</p>	<p>Curriculum Planning Folder provided by school Scope and Sequence Impact Teams TRt Release Numeracy Progression Documents Para Hills Curriculum Consultant SIP PDP Plan Review and Evaluate document</p>
<p>Provide teachers structured time to collaborate, reflect on practice and use this information to reflect on consistency. Scope and Sequence: Strand: Number and Algebra Sub Strand: Number and Place Value</p>	Term 1	<p>Assistant Principal will plan with teachers using the scope and sequence document.</p> <p>Teachers, in collaboration with leaders undertake structured time to reflect on practice and use the classroom feedback to improve their consistency of fluency retention and application.</p> <p>Teachers are formulating a PDP that reflect the SIP goals and targets. Teachers are meeting with their Line Manager twice per term to monitor the implementation of planned actions for improvement and the impact on student learning against the success criteria.</p>	<p>Curriculum Planning Folder provided by school Scope and Sequence Impact Teams TRT Release Numeracy Progression Documents Para Hills Curriculum Consultant SIP PDP Plan Review and Evaluate document</p>
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Goal 2: To increase the number of students reaching and maintaining higher standards of achievement in numeracy.



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

<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>		

<p>We will see each student know all the number facts by the end of Year 3 and they will be able to recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication.</p> <p>We will see each student by the end of Year 5, solve simple problems involving the four operations using a range of strategies</p> <p>We will see each student understand the Australian Curriculum strand of number and by year 6 solve problems involving all four operations with whole numbers</p>		<ul style="list-style-type: none"> Professional development has been provided in “Automaticity” to all staff A new instructional routine for the area of number fluency has been developed Automaticity in number facts has been placed into year 1 curriculum following release of version 3 of Australian Curriculum 	<ul style="list-style-type: none"> Implementation of QuickSmart Maths Strategies PFD in new Instructional routine Licenses for Quick Smart diagnostic assessment to be trialled in year 5
<p>Actions</p>	<p> 90% embedded</p> <p> Needs attention/work in progress</p> <p> Not on track</p>	<p>Evidence</p> <p>Are we doing what we said we would do?</p> <p>Are we improving student learning?</p> <p>How do we know which actions have been effective?</p>	<p>What are our next steps?</p> <p>Potential adjustments?</p>
<p>Develop collaboratively a critical commitment scope and sequence document in number.</p> <p>Scope and Sequence:</p> <p>Strand: Number and Algebra</p> <p>Sub Strand: Number and Place Value</p>		<ul style="list-style-type: none"> Curriculum folders have been provided with DfE “Maths Units of Work” in 3 to 6 Numeracy scope and Sequence document for planning purposes has been provided IMPACT teams embedded across R to 6 Release time has been provided to plan Units of Work 	<p>Further planning and programming PD time</p> <p>Review curriculum implementation of Number</p> <p>Develop our summative assessment opportunities for students to demonstrate evidence of achievement standards</p>
<p>Provide teachers structured time to collaborate, reflect on practice and use this information to reflect on consistency.</p> <p>Scope and Sequence:</p> <p>Strand: Number and Algebra</p> <p>Sub Strand: Number and Place Value</p>	<p> T1</p> <p> T2/T3</p>	<ul style="list-style-type: none"> Timetables have been aligned to provide structured planning time. Staff have begun using a new fluency/automaticity routine All staff are implementing “positive norms” by Jo Boaler 	<ul style="list-style-type: none"> Progression for number sense and place value developed by R to 6 team Continue unpacking the norms with students and implementing daily in all curriculum
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Goal 2: To increase the number of students reaching and maintaining higher standards of achievement in numeracy.



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

<p>Targets 2022: 12% of students (8 out of 65) will achieve HB in Year 3 NAPLAN Numeracy.</p> <p>71% of students (5 out of 7) who achieved HB in Year 3 will remain in HB in Year 5 in NAPLAN Numeracy.</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If we implement and build upon a structured systematic approach to fluency in number then we will increase the number of students reaching and maintaining higher standards of achievement in numeracy.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria – did we improve student learning? We will see each student know all the number facts by the end of Year 3 and they will be able to recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. We will see each student by the end of Year 5, solve simple problems involving the four operations using a range of strategies We will see each student understand the Australian Curriculum strand of number and by year 6 solve problems involving all four operations with whole numbers</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year? Click or tap here to enter text.</p>	
<p>Reflection on our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps? Click or tap here to enter text.</p>	



STEP 1 Analyse and Prioritise

Goal 3: Click or tap here to enter text.

ESR Directions:

9. **Increase numbers of students reaching and maintaining higher standards of achievement by strengthening the learning design process to build assessment that enables students to strive for and demonstrate higher order thinking.**
10. Strengthen the practices that meets the needs of all learners by refining the use of student led inquiry-based pedagogy to a model of guided enquiry that supports all students to meet curriculum expectations.
11. **Move students to higher levels of achievement by improving the use of formative assessment strategies particularly the use of feedback to students that is specific and task relevant.**
12. **Improve student achievement in numeracy through using the Australian curriculum to develop and implement a coherent and agreed whole school curriculum and pedagogical approach to teaching and learning in mathematics.**

Target 2022:
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2023:
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2024:
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STEP 2 Challenge of practice

Challenge of Practice:
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Student Success Criteria (what students know, do, and understand):
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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 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Student Success Criteria	● Yes ● Needs attention/work in progress ● Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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?
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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?

Click or tap here to enter text.