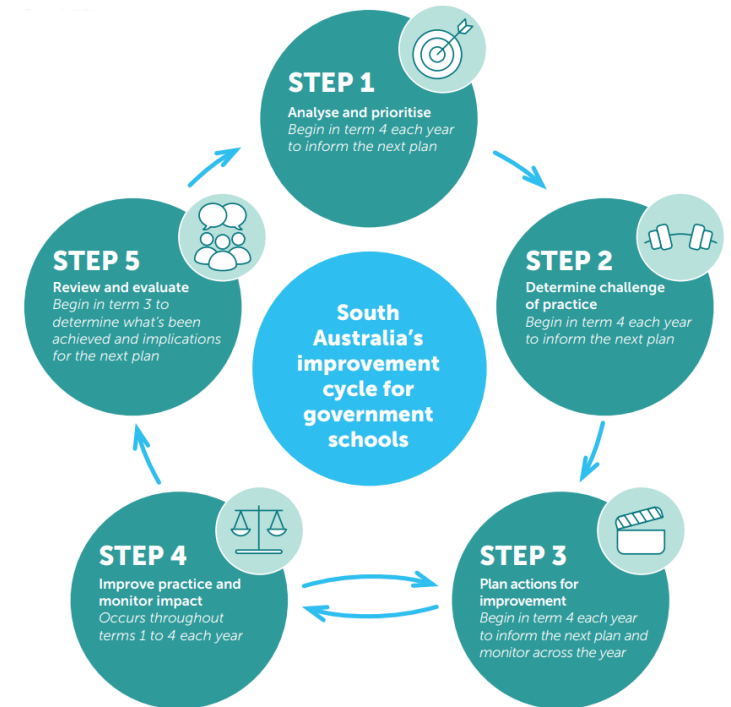


2022 - 2024

# 2023 School Improvement Plan for Salisbury North Primary School

Site Number:  
0664



## 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

## 2023 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 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).
- 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 achievement across R-6 in Reading.**

**ESR Directions:**

1. 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.
2. 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.
3. 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.
4. 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.

**Achievement towards Goal in 2022:**

**Yr 1: 76% of students (35 out of 46) to achieve school target in PATM of 91 or above**

**Yr 2: 73% of students (35 out of 48) to achieve school target in PATM of 98 or above**

**Yr 3: 54% of students (28 out of 52) Strong proficiency level in Year 3 NAPLAN Numeracy.**

**Yr 4: 50% of students (21 out of 42) to achieve 110 or above in PATM**

**Yr 5: 75% of students (39 out of 52) will achieve Strong proficiency level in Year 5 NAPLAN Numeracy**

**Target 2023:**

R: 65% of students (34 out of 52) in Reception will achieve 20 or above in the SA Phonics screening check

**2023 Achievement:**

Yr 1: 95% of students (48 out of 51) in Year 1 will achieve 28 or above in the SA Phonics screening check

**2023 Achievement: 82%**

Yr 2: 67% of students (33 out of 49) to achieve school target in PATR of 88 or above

**2023 Achievement: 26.5%**

Yr 3: 55% of students (25 out of 45) will achieve SEA in Year 3 NAPLAN reading

**Target 2024:**

R: 65% of students (26 out of 40 BOY) in Reception will achieve 20 or above in the SA Phonics screening check

Yr 1: 89% of students (41 out of 46) in Year 1 will achieve 28 or above in the SA Phonics screening check

Yr 2: 68% of students (33 out of 48) to achieve school target in PATR of 88 or above

Yr 3: 54% of students (28 out of 52) will achieve Strong Proficiency Level in Year 3 NAPLAN reading

<p><b>Yr 6: 55% of students (23 out of 42) to achieve 120 or above in PATM</b></p> <p><b>Yr 7: 70% of students (42 out of 60) will achieve Strong proficiency level in Year 7 NAPLAN Numeracy</b></p> <p><b>ATSI students: 40% of Year 3 students (2 out of 5) to achieve Strong proficiency level in Year 3 NAPLAN Numeracy.</b></p> <p><b>ATSI students: 40% of Year 5 students (4 out of 10) to achieve Strong proficiency level in Year 5 NAPLAN Numeracy.</b></p> <p><b>ATSI students: 44% of Year 7 students (4 out of 9) to achieve Strong proficiency level in Year 7 NAPLAN Numeracy.</b></p>	<p><b>2023 Achievement: (17 out of 38) 45%</b></p> <p>Yr 4: 61% of Year 4 students (31 out of 51) to achieve SEA in PATR (106 or above) <b>2023 Achievement: 79%</b></p> <p>Yr 5: 56% of students (28 out of 50) will achieve SEA in Year 5 NAPLAN reading <b>2023 Achievement: (20 out of 39) 51%</b></p> <p>Yr 6: 58% of Year 6 students (33 out of 57) to achieve SEA in PATR (118 or above) <b>2023 Achievement: 69%</b></p> <p>Yr 7: 57% of Year 6 students (34 out of 60) to achieve SEA in PATR (118 or above) <b>2023 Achievement: (17 out of 51) 33%</b></p> <p>ATSI students: 50% of Year 3 students (3 out of 6) to achieve SEA in NAPLAN Reading <b>2023 Achievement: (out of 4) 0%</b></p> <p>ATSI students: 50% of Year 5 students (8 out of 16) to achieve SEA in NAPLAN Reading <b>2023 Achievement: (1 out of 4) 25%</b></p>	<p>Yr 4: 61% of Year 4 students (26 out of 42) to achieve 106 or above in PATR</p> <p>Yr 5: 65% of students (34 out of 52) will achieve Strong Proficiency Level in Year 5 NAPLAN reading</p> <p>Yr 6: 71% of Year 6 students (30 out of 42) to achieve 118 or above in PATR</p> <p>Yr 7: 70% of Year 6 students (42 out of 60) to achieve 118 or above in PATR</p> <p>ATSI students: 60% of Year 3 students (3 out of 5) to achieve Strong Proficiency Level in Year 3 NAPLAN reading</p> <p>ATSI students: 50% of Year 5 students (5 out of 10) to achieve Strong Proficiency Level in Year 3 NAPLAN reading</p> <p>ATSI students: 55% of Year 7 students (5 out of 9) to achieve Strong Proficiency Level in Year 3 NAPLAN reading</p>
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 **STEP 2 Challenge of practice**

**Challenge of Practice:**  
**If we explicitly teach reading by implementing the Science of Reading and related reading models through Explicit Direct Instruction then we will increase achievement R-6 in Reading.**

 **STEP 3 Plan actions for improvement**

<p><b>Student Success Criteria</b> (what students know, do, and understand):                  Students will know the alphabetic code, drawing on their knowledge of print, sounds and letters using decoding and automatic word recognition to read aloud familiar and unfamiliar connected texts (decodable and knowledge).</p> <p>They will generalise this knowledge to read, with automaticity, texts that contain varied structures, some unfamiliar vocabulary, multisyllabic words, a significant</p>	<p><b>How and when will this be monitored, tracked and measured?</b>                  Teachers use a structured synthetic approach to teaching phonics across R-6 and monitor student progress in letter/sound knowledge, phonological awareness (Heggerty/PAST), phonics (PLD), fluency (DIBLES) and comprehension (MAZE).</p> <p>Teachers analyse data and design Impact Team sprints in response to student knowledge and understandings in areas of need.</p>
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<p>number of high-frequency sight words (regular and irregular) and images that provide extra information.</p> <p>They will draw on their knowledge of print, sounds and letters and decoding and self-monitoring strategies.</p> <p>Students will monitor meaning and self-correct using knowledge of phonics, morphology, punctuation, tier 2 vocabulary, semantics and context.</p> <p>Students will use the alphabetic code to decode, encode and provide extended responses in conversations when we talk to students about what they are learning.</p>	<p>Leadership instructional rounds/walk throughs                  Focussed teacher peer observations and feedback                  Student feedback (e.g. fluency check list)</p> <p><b>Evidence and Engagement Schedule:</b>                  Phonics Screening Check, Term 3                  Letter/Sound assessment, Twice Term                  Heggerty assessment BOY, MOY, EOY                  DIBELS Term 1, Term 2 and Term 3                  PAST Form A Term 1, Form D Term 4                  PLD Spelling Screener, Termly</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**

<p><b>Actions</b></p>	<p><b>Timeline</b></p>	<p><b>Roles &amp; Responsibilities – How will this be done?</b></p>	<p><b>Resources</b></p>
<p>Teachers will explicitly deliver instructional routines in reading and spelling.</p>	<p><b>Term 1 Week 0</b>, direct teachers to instructional routines and expectations.</p> <p><b>Term 1</b> Maintain and embed site wide agreements for instructional routines in phonology, fluency, vocab and irregular words.</p> <p><b>Term 1 Week 1 staff meeting</b>, review established instructional routines phonology, fluency, vocab and irregular words and expectation of teacher practice.</p>	<p><b>Each Teacher in Year R-6 will</b> plan phonology, and later morphology, routines using the PLD scope and sequence and whole site literacy structures and instructional routines.</p> <p><b>Each teacher will</b> continue to teach phonology, fluency, vocab and irregular words incorporating all the elements of the corresponding whole site instructional routines.</p> <p><b>Leaders will</b> develop a morphology scope and sequence and instructional routine using PLD, OG and LGU resources.</p>	<p><b>Resources:</b>                  Simon Breakspear: Sprint Model                  Scope and Sequence English R-6                  Salisbury North Instructional routines, Phonology, fluency, vocab and irregular words                  Phonology PowerPoints R-2                  Phonology PowerPoints 3-6                  ACARA National Literacy Learning Progression                  LGU Morphology card deck and other resources.                  Morphology Instructional Routine R-6                  Morphology PowerPoint R-6                  Bill Hansberry Word Cracker</p> <p><b>External Professional Development:</b></p>

	<p><b>Term 2 Week 1:</b> staff meeting, introduce morphology. The why and what.</p> <p><b>Term 2 Week 2:</b> How of morphology: instructional routine, card deck and PowerPoint. Syllabification R-6.</p> <p><b>Term 2 Week 3:PLC Morphology</b>  <b>Prepare: Sprint:</b> teachers implement, and use the sprint model to embed morphology routine into their practice. Leaders guide focus:</p> <ul style="list-style-type: none"> <li>- Year R-2 syllabification, plurals, verb tenses (run/running) (Kelly, Nghi and Emilie teach syllable rules to colleagues)</li> <li>- Year 3 -6 morphology e.g. new concept</li> </ul> <p><b>Term 2 Weekly staff meetings</b> begin with a morphology focus throughout the year (from Term 2, week 2). What is the morpheme and its meaning and action? (consider Salisbury PS routine, Reading Science in Schools Scope and Sequence, Morphology Project, OG Morphology, PLD and Word Cracker)</p> <p><b>Term 2 Week 6:PLC Morphology Sprint</b> teachers' ability to implement morphology instructional routine. Plus, Minus, Interesting. Unpacking each element? What next? Word Cracker?</p> <p><b>Term 2 Week 9:PLC Morphology Sprint</b></p>	<p><b>Leaders will</b> provide training to teachers and SSOs in morphology using the Science of Reading, OG and LGU resources.</p> <p><b>Leaders will</b> provide coaching, modelled lessons and support for teachers when are implementing morphology into their practice.</p> <p><b>Each teacher will</b> implement the morphology instructional routine into their literacy block.</p> <p><b>Leaders will</b> conduct regular walkthroughs of each instructional routine to support consistency of practice and individualise support for teachers with ongoing coaching conversations and feedback.</p> <p><b>5 teachers and 2 leaders will</b> attend Salisbury Primary Study tour to see best practice (EDI and instructional routines) in action across a site.</p>	<p>OG Training \$2000 x 6 teachers (\$10 000). April school holidays 21<sup>st</sup> – 24<sup>th</sup> and 26<sup>th</sup>.</p> <p>Salisbury Study Tour – 2 leaders, 5 teachers (\$950 pp = \$6600)</p> <p>TRT Release (\$587per day): 5 teachers, 2 days (\$5870)</p> <p><b>Structures:</b>  NFTF provided in teaching teams  Lesson 1 literacy block R-6  SSOs supporting literacy blocks R/1  PLCs  Weekly teacher staff meetings  SSO staff meetings 3x term</p>
<p>All teachers will use data to inform planning and programming, for targeted</p>			<p><b>Resources:</b>  Master LAPS</p>

<p>tier 1, 2 and 3 instruction and intervention</p>	<p><b>Term 1 Week 3 Staff Meeting:</b> Travis Bartlett leads LAPS introduction to staff. What is it? How to use it? <b>Term 1 Week 3 Optional PD:</b> what is DIBELS/DIBELS Refresh.</p> <p><b>Term 1 Week 4 Staff Meeting:</b> Travis Bartlett leads TAPPLE, EDI, Rosenshine’s 10 Principles and cognitive load theory</p> <p><b>Term 1 Week 5 Staff Meeting:</b> Responding to DIBELS using flow chart. What to do with the data regarding supporting red and yellow students i.e. track back along the assessments to find areas of need. Implications for Tier 2 and 3.</p> <p><b>Term 1 Week 8 Staff Meeting:</b> Responding to DIBELS. Teachers have ‘worked back’ from week 5 and now learning how to provide intervention for the areas of need identified. Setting SMARTAR goals for students reading.</p> <p><b>Terms 1-4</b> <b>Twice a term: Classroom Data Talks</b> teachers/teaching teams meet with Leaders. Discuss students and how to best support them.</p>	<p><b>Leaders will</b> support teachers to navigate the new LAPS system, gradual release of responsibility.</p> <p><b>Teachers will</b> use DMA tools to input assessment data according to evidence and engagement schedule.</p> <p><b>SSOs will</b> deliver assessments and enter data according to evidence and engagement schedule.</p> <p><b>Leaders will</b> lead teachers and SSOs in responding to DIBELS data and how to support students.</p> <p><b>Teachers and SSOs will</b> analyse data and ‘work back’ to pinpoint areas of need to provide differentiated T2 and T3 intervention.</p> <p><b>Leaders will</b> lead Tier 3 intervention, analysing data with teachers and SSOs and planning targeted T3 intervention.</p> <p><b>Leaders will</b> embed EDI and Rosenshine’s principles throughout the learning for teachers and SSOs</p> <p><b>Leaders will</b> conduct data talks with individual teachers and SSOs regarding supporting student progress.</p> <p><b>Leaders will</b> create a data display, faces on the data, visible for all staff in staffroom.</p>	<p>DMA tools MiniLAPS Evidence and Engagement Schedule T1-T4 Assessment materials on TEAMS Supporting DIBELS -Areas of need document (activities/practices to improve students outcomes)</p> <p><b>External Professional Development:</b> Travis – Progress Educational Consulting (\$13000) Travis – SM Week 3 = (\$1000) Christie Bewley</p> <p><b>Structures:</b> Weekly teacher staff meetings Weekly SSO staff meetings NFTF provided in teaching teams Evidence and Engagement roles and responsibilities Data Talk timetabled PLC check-ins timetabled PLCs</p>
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		<p><b>Teachers and SSOs will</b> participate in data talks with leaders regarding supporting student progress.</p> <p><b>Teachers and will</b> work with students to co-construct SMARTAR reading goals.</p>	
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## STEP 1 Analyse and Prioritise

Site name: Salisbury North Primary School

**Goal 2: To increase achievement across R-6 in Numeracy.**

### ESR Directions:

1. 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.
2. 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.
3. 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.
4. 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><b>Achievement towards Goal in 2022:</b> <b>12% of students (8 out of 65) will achieve HB in Year 3 NAPLAN Numeracy.</b></p> <p><b>71% of students (5 out of 7) who achieved HB in Year 3 will remain in HB in Year 5 in NAPLAN Numeracy.</b></p>	<p><b>Target 2023:</b> Yr 1: 76% of students (39 out of 51) to achieve school target in PATM of 91 or above <b>2023 Achievement: (33 out of 49) 67%</b></p> <p>Yr 2: 77% of students (38 out of 49) to achieve school target in PATM of 98 or above <b>2023 Achievement: (36 out of 52) 69%</b></p> <p>Yr 3: 44% of students (20 out of 45) will achieve SEA in Year 3 NAPLAN Numeracy. <b>2023 Achievement: (9 out of 37) 24%</b></p> <p>Yr 4: 67% of students (34 out of 51) to achieve SEA in PATM (110 or above) <b>2023 Achievement: (38 out of 54) 70%</b></p> <p>Yr 5: 50% of students (25 out of 50) will achieve SEA in Year 5 NAPLAN Numeracy <b>2023 Achievement: (17 out of 38) 45%</b></p> <p>Yr 6: 63% of students (36 out of 57) to achieve SEA in PATM (120 or above) <b>2023 Achievement: (34 out of 55) 62%</b></p> <p>Yr 7: 45% of students (27 out of 60) will achieve SEA in Year 7 NAPLAN Numeracy <b>2023 Achievement: (16 out of 51) 31%</b></p> <p>ATSI students: 33% of Year 3 students (2 out of 6) to achieve SEA in NAPLAN Numeracy <b>2023 Achievement: (0 out of 4 ) 0%</b></p> <p>ATSI students: 50% of Year 5 students (8 out of 16) to achieve SEA in NAPLAN Numeracy <b>2023 Achievement: (1 out of 3) 33%</b></p>	<p><b>2024:</b> Yr 1: 76% of students (35 out of 46) to achieve school target in PATM of 91 or above</p> <p>Yr 2: 73% of students (35 out of 48) to achieve school target in PATM of 98 or above</p> <p>Yr 3: 54% of students (28 out of 52) Strong proficiency level in Year 3 NAPLAN Numeracy.</p> <p>Yr 4: 50% of students (21 out of 42) to achieve 110 or above in PATM</p> <p>Yr 5: 75% of students (39 out of 52) will achieve Strong proficiency level in Year 5 NAPLAN Numeracy</p> <p>Yr 6: 55% of students (23 out of 42) to achieve 120 or above in PATM</p> <p>Yr 7: 70% of students (42 out of 60) will achieve Strong proficiency level in Year 7 NAPLAN Numeracy</p> <p>ATSI students: 40% of Year 3 students (2 out of 5) to achieve Strong proficiency level in Year 3 NAPLAN Numeracy.</p> <p>ATSI students: 40% of Year 5 students (4 out of 10) to achieve Strong proficiency level in Year 5 NAPLAN Numeracy.</p> <p>ATSI students: 44% of Year 7 students (4 out of 9) to achieve Strong proficiency level in Year 7 NAPLAN Numeracy.</p>
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**Challenge of Practice:**  
 If we embed a whole school approach of explicitly teaching Numeracy by implementing Explicit Direct Instruction and evidence based practices in mathematics then we will increase student outcomes in numeracy.

 **STEP 3 Plan actions for improvement**

<p><b>Student Success Criteria</b> (what students know, do, and understand):</p> <p><b>R-2:</b>                  Students will understand one to one correspondence                  Students will understand that “three’ means a collection of three whatever it looks like                  Students will understand that the last number counted represents the number in the collection                  Students will be able to match words and/or numerals to collections less than 10 (knowing the number naming sequence)                  Students read, write and use the words and numerals for the numbers 0-9                  Students will be able to recognise collections of up to 5 objects without counting (subitising)                  Students will be able to name numbers in terms of their parts (part-part-whole)                  Students will trust the count</p> <p><b>R-6</b>                  Students will develop mental strategies for addition and subtraction facts to 20                  Students will develop recoding strategies to support mental computation                  Students will build mental strategies for multiplication and division facts                  Students will recall addition facts for single digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation.                  Students will recall multiplication facts up to 10 and related division facts.</p>	<p><b>How and when will this be monitored, tracked and measured?</b></p> <p>Teachers use Big Ideas in Number to provide baseline data in Term 1 and then track and monitor progress</p> <p>Teachers analyse data and design Impact Team sprints in response to student knowledge and understandings in areas of need within Big Ideas in Number.</p> <p>Leadership instructional rounds/walk throughs                  Focussed teacher peer observations and feedback                  Student feedback                  Work samples                  Summative tasks                  moderation</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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<p><b>Teachers will use a consistent approach to teaching mathematics based on Explicit Direct Instruction and the gradual release model.</b></p>	<p><b>Term 1-3</b> develop teacher knowledge of evidence-based practices.</p> <p><b>Term 2</b> Week 5 Staff Meeting: One minute maths test. Introduced and administered. Introduce maths facts fluency pairs.</p>	<p><b>Each teacher will</b> use the National Numeracy Learning Progression alongside Big Ideas/OG/Learning through Doing in Number to plan for structured sequential learning.</p> <p><b>Each Teacher will</b> develop an understanding of the Big Ideas/OG/Learning through Doing in Number</p> <p><b>Leaders and Teachers will</b> develop a consistent approach to teaching mathematics based on EDI and gradual release model.</p> <p><b>Leaders will</b> audit and develop teachers pedagogical content knowledge in mathematics and adopt a whole school reference text e.g. Van De Walle</p> <p><b>Leaders will</b> establish a base for leading numeracy improvement</p> <p><b>Leaders will</b> use resources to support the development of numeracy practice across the site</p> <p><b>Leaders will</b> plan with teachers using Big Ideas/OG/Learning through Doing and the Numeracy scope and sequence document.</p> <p><b>Leaders will</b> provide PD on the Big Ideas/OG/Learning through Doing and how to implement in the classroom</p>	<p>Impact Teams Numeracy Progression Documents Numeracy Scope and Sequence Big Ideas in Number resources Number facts cards for R-6 One minute maths test Orbis R-2 Orbis 3-6 SA curriculum</p>
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		<b>Leaders will</b> create assessment timeline and process for assessing the Big Ideas/OG/Learning through Doing.	
<b>Teachers will use pre and post assessments to differentiate task design and effectively assess student learning.</b>	<b>Term 3</b> develop teacher knowledge of evidence-based practices.	<b>Each Teacher will</b> use pre and post assessment to inform their planning and practice  <b>Leaders will</b> support teachers to use pre and post assessments to plan differentiated learning	Impact Teams Pre and Post assessments

## 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: To increase achievement across R-6 in Reading.**

<p><b>Student Success Criteria</b></p>	<p>  Yes   Needs attention/work in progress   Not on track                 </p>	<p> <b>Evidence</b>  <b>Are we improving student learning?</b>  <b>How are we tracking against our student success criteria?</b> </p>	<p> <b>What are our next steps?</b>  <b>Potential adjustments?</b> </p>
<p>Students will know the alphabetic code and read aloud decodable texts with familiar vocabulary and fluency.</p> <p>They will draw on their knowledge of print, sounds and letters and decoding and self-monitoring strategies.</p> <p>Students will read texts that contain varied structures, some unfamiliar vocabulary, multisyllabic words, a significant number of high-frequency sight words (regular and irregular) and images that provide extra information.</p> <p>Students will monitor meaning and self-correct using knowledge of phonics, morphology, punctuation, tier 2 vocabulary, semantics and context.</p>			



<p><b>Students will use the alphabetic code to decode, encode and provide extended responses in conversations when we talk to students about what they are learning.</b></p>			
<p><b>Actions</b></p>	<p> 90% embedded</p>	<p><b>Evidence</b>  <b>Are we doing what we said we would do?</b>  <b>Are we improving student learning?</b>  <b>How do we know which actions have been effective?</b></p>	<p><b>What are our next steps?</b>  <b>Potential adjustments?</b></p>
	<p> Needs attention/work in progress</p>		
	<p> Not on track</p>		
<p><b>Teachers will explicitly deliver instructional routines in reading and spelling.</b></p>	<p></p>		
<p><b>All teachers will use data to inform planning and programming, for targeted tier 1, 2 and 3 instruction and intervention</b></p>			
<p><b>Teachers will implement EDI, Rosenshine’s 10 Principles and cognitive load theory to develop the effectiveness of their practice.</b></p>			

 **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: To increase achievement across R-6 in Numeracy.**

Student Success Criteria	 Yes	<b>Evidence</b> Are we improving student learning? How are we tracking against our student success criteria?	<b>What are our next steps?</b> Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
<p><b>R-2:</b>                      Students will understand one to one correspondence                      Students will understand that “three’ means a collection of three whatever it looks like                      Students will understand that the last number counted represents the number in the collection                      Students will be able to match words and/or numerals to collections less than 10 (knowing the number naming sequence)                      Students read, write and use the words and numerals for the numbers 0-9                      Students will be able to recognise collections of up to 5 objects without counting (subitising)                      Students will be able to name numbers in terms of their parts (part-part-whole)                      Students will trust the count</p> <p><b>R-6</b>                      Students will develop mental strategies for addition and subtraction facts to 20                      Students will develop recoding strategies to support mental computation                      Students will build mental strategies for multiplication and division facts                      Students will recall addition facts for single digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation.                      Students will recall multiplication facts up to 10 and related division facts.</p>	<p>Click or tap here to enter text.</p>		
<p><b>Actions</b></p>	 90% embedded	<p><b>Evidence</b></p>	



	 Needs attention/work in progress	<b>Are we doing what we said we would do?</b> <b>Are we improving student learning?</b> <b>How do we know which actions have been effective?</b>	<b>What are our next steps?</b> <b>Potential adjustments?</b>
	 Not on track		
Teachers and leaders will collaboratively develop a critical commitment to teaching number following a scope and sequence of fundamental skills using the Big Ideas in Number.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will use pre and post assessments to differentiate task design and effectively assess student learning.	Click or tap here to enter text.	Click or tap here to enter text.	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 1: To increase achievement across R-6 in Reading.**

**Targets 2023:**

**R: 65% of students (26 out of 40 BOY) in Reception will achieve 20 or above in the SA Phonics screening check**

Yr 1: 89% of students (41 out of 46) in Year 1 will achieve 28 or above in the SA Phonics screening check

Yr 2: 68% of students (33 out of 48) to achieve school target in PATR of 88 or above

**Yr 3: 55% of students (25 out of 52) will achieve SEA in Year 3 NAPLAN reading**

Yr 4: 61% of Year 4 students (26 out of 42) to achieve SEA in PATR (106 or above)

**Yr 5: 56% of students (28 out of 50) will achieve SEA in Year 5 NAPLAN reading**

Yr 6: 71% of Year 6 students (30 out of 42) to achieve SEA in PATR (118 or above)

**Yr 7: 57% of Year 6 students (34 out of 60) to achieve SEA in PATR (118 or above)**

ATSI students: 50% of Year 3 students (3 out of 6) to achieve SEA in NAPLAN Reading

ATSI students: 50% of Year 5 students (8 out of 16) to achieve SEA in NAPLAN Reading

**Results towards targets:**

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**Challenge of Practice:**

If we explicitly teach reading by implementing the Science of Reading and the Big 6 then we will increase achievement R-6 in Reading.

**Evidence - has this made an impact?**

Click or tap here to enter text.

**Success Criteria:**

Students will know the alphabetic code and read aloud decodable texts with familiar vocabulary and fluency.

They will draw on their knowledge of print, sounds and letters and decoding and self-monitoring strategies.

Students will read texts that contain varied structures, some unfamiliar vocabulary, multisyllabic words, a significant number of high-frequency sight words (regular and irregular) and images that provide extra information.

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

Click or tap here to enter text.

Students will monitor meaning and self-correct using knowledge of phonics, morphology, punctuation, tier 2 vocabulary, semantics and context.

Students will use the alphabetic code to decode, encode and provide extended responses in conversations when we talk to students about what they are learning.

**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: To increase achievement across R-6 in Numeracy.**

**Targets 2023:**

**Yr 1: 76% of students (39 out of 51) to achieve school target in PATM of 91 or above**

**Yr 2: 77% of students (38 out of 49) to achieve school target in PATM of 98 or above**

**Yr 3: 44% of students (20 out of 45) will achieve SEA in Year 3 NAPLAN Numeracy.**

**Yr 4: 67% of students (34 out of 51) to achieve SEA in PATM (110 or above)**

**Yr 5: 50% of students (25 out of 50) will achieve SEA in Year 5 NAPLAN Numeracy.**

**Yr 6: 63% of students (36 out of 57) to achieve SEA in PATM (120 or above)**

**Yr 7: 45% of students (27 out of 60) will achieve SEA in Year 7 NAPLAN Numeracy.**

**Results towards targets:**

Click or tap here to enter text.

**Challenge of Practice:**

**If we embed a whole school approach of explicitly teaching Numeracy by implementing Big Ideas in Number then we will increase the number of students reaching SEA.**

**Evidence - has this made an impact?**

Click or tap here to enter text.

**Success Criteria:**

**R-2:**

**Students will understand one to one correspondence**

**Students will understand that “three’ means a collection of three whatever it looks like**

**Students will understand that the last number counted represents the number in the collection**

**Students will be able to match words and/or numerals to collections less than 10 (knowing the number naming sequence)**

**Students read, write and use the words and numerals for the numbers 0-9**

**Students will be able to recognise collections of up to 5 objects without counting (subitising)**

**Students will be able to name numbers in terms of their parts (part-part-whole)**

**Students will trust the count**

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

Click or tap here to enter text.

**R-6**

**Students will develop mental strategies for addition and subtraction facts to 20**

**Students will develop recoding strategies to support mental computation**

**Students will build mental strategies for multiplication and division facts**

**Students will recall addition facts for single digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation.**

**Students will recall multiplication facts up to 10 and related division facts.**

**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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