2022 - 2024 **School Improvement Plan for** Naracoorte South PS



Analyse and prioritise Begin in term 4 each year to inform the next plan South Australia's Review and evaluate Begin in term 3 to determine improvement what's been achieved and cycle for public implications for the next plan schools Improve practice and monitor impact Occurs throughout terms 1 to 4 each year

Vision Statement: MISSION STATEMENT

Naracoorte South Primary School enhances each learner's potential by creating continual opportunities for achieving excellence, resilience and wellbeing.

VISION STATEMENT

Naracoorte South Primary School is an innovative learning community that connects with others to provide opportunities for learners to collaborate, engage, learn and achieve.

OUR VALUES

- **RESPONSIBILITY**
- RESILIENCE
- PRIDE OPPORTUNITY

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Site Number: 0936





Government of South Australia

Department for Education

2022 - 2024 **School Improvement Plan for Naracoorte South PS**

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.

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

Review and evaluate

Begin in term 3 to determine

implications for the next plan

what's been achieved and

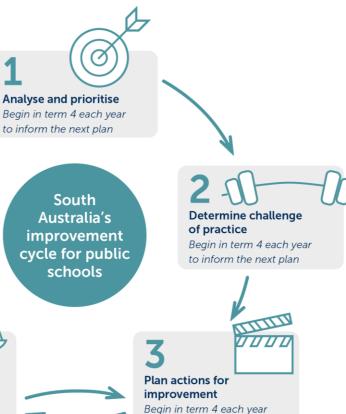
South Australia's improvement cycle for public schools

to inform the next plan

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Improve practice and monitor impact Occurs throughout terms 1 to 4 each year



to inform the next plan and

monitor across the year



Government of South Australia

Department for Education

STEP 1 Analyse and Prioritise

Site name: Naracoorte South PS

ESR Directions:

*Provide opportunities for students to share their perspective on school improvement by including them as active participants in the review and evaluation of the SIP *Provide students with opportunities to develop responsibility and ownership for their own learning by collaboratively investigating and implementing high impact assessment and feedback strategies that inform the next steps in teaching and learning

*Enhance the quality and effectiveness of leadership across the school by engaging in professional learning on how to observe and provide feedback that improves the quality of teaching and learning

Target 2022:	2023:		2024:
Yr 3 – 60.8% (14/23) students achieve SEA in NAPLAN	Yr 4 – 58.3% (14/24) students achiev	e SEA in NAPLAN numeracy	Yr 5 - 67% (16/24)
numeracy			numeracy
Yr 2 – 50 % students achieve C or above in mathematics	Yr 3 -% students achieve C or above	in mathematics in EOY report	Yr 4 -% students ac
in EOY report	Yr 4 – 58.3% (14/24) students achieve	e SEA in PAT-M	report
Yr 3 - 60.8% (14/23) students achieve SEA in PAT-M	Yr 5 - % students achieve C or above	e in mathematics in EOY report	Yr 5 – 58.3% (14/24)
Yr 4 - 21/28 students achieve C or above in mathematics			Yr 6 - % students ac
in EOY report			report

𝔄 🗇 𝔅 STEP 2 Challenge of practice

Challenge of Practice:

If we develop teachers' pedagogical content and knowledge of the Big Ideas in Number by adopting a whole school reference text and using the National Learning Progressions and AC to develop learning intentions, then we will increase the number of students achieving SEA in Numeracy

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

Goal 1: Numeracy: Increase the number of students achieving SEA in Numeracy

We will see each student in year 3 connecting number representations with number sequences, partitioning and combining numbers flexibly and representing unit fractions when we review their Number Essential Assessment post-tests. (2022)

We will see each student in year 4 making connections between representations of numbers, partitioning and combining numbers flexibly, extending place value to decimals when we review their Number Essential Assessment post-tests. (2023)

We will see each student in year 5 making connections between representations of numbers, using fractions to represent probabilities, comparing and ordering fractions and decimals and representing them in various ways when we review their Number Essential Assessment post-tests. (2024)

STEP 3 Plan actions for improvement			
Actions	Timeline	Roles & Responsibilities	Resources
Leaders will establish a whole school commitment to the improvement of Numeracy	Term 1 Week 0 – Week 6	Leaders to Share <u>research</u> about whole school commitment to Numeracy Leaders to establish Maths Curriculum Lead and Learning Team – meet with leadership to plan PD for the year, identify needs of staff, plan for maths improvement Maths PLC – Work on ' <u>NSPS Maths Agreement</u> '' Leaders to survey staff around Numeracy Pedagogy and Mindsets Leaders to interview students around Positive Mindsets in Numeracy	Staff request lists (Roles and Responsibilities) <u>https://forms.office.com/Pages/ResponsePag</u> <u>e.aspx?id=6fS7c4gGRkmuqb0LtA7PB2o-</u> <u>eNCpaWVDrZKkrhcLUWhUQTITRzQxTDRHWIR</u> <u>EWTAzTTRZWFhBWEk3VCQIQCN0PWcu</u>

) students achieve SEA in NAPLAN

ichieve C or above in mathematics in EOY

4) students achieve SEA in PAT-M achieve C or above in mathematics in EOY

Page 4	Naracoorte South PS	Thursday, 5 May 2022	
		Leaders to conduct walk throughs and observe current Numeracy practices Kym's <u>ORBIS project</u> to continue	
	Term 1 Week 5 SFD PD	Leaders to share Brain Science Video (You Cubed) Teachers to self-assess using Mathematical Mindset Rubric Teachers to read through Best Advice Paper: Beliefs and Attitudes about Mathematics Leaders to share Carol Dweck TED talk: "The Power of beliving you can improve" Leaders to share Jo Boaler "Setting up Positive Norms in Maths Class" Leaders to provide each class a copy of "Jo Boaler – Mathematical Mindsets"	Build Foundations Numeracy Guidebook Jo Boaler – Mathematical Mindsets Brain Science - YouCubed Carol Dweck: The power of believing that you can improve TED Talk Mathematical Mindset Practices Rubric - YouCubed (wpengine.com) Beliefs and attitudes about mathematics (edi.sa.edu.au)
Each teacher will set up Positive Norms about Mathematics in the classroom	Term 2 / Ongoing	Leaders to provide PD at SFD on Positive Norms Teachers to Sprint Term 1 – Jo Boaler "Setting up Classroom Norms", implementing one or more of the norms in their classroom Leaders to observe Teaching Sprints in action in the classroom Teachers to use BITL tool to ehance questioning during Maths lessons	<u>BitL tool</u> <u>Positive-Classroom-Norms2.pdf</u> Breakspear Teachig Sprint tools
Each teacher will build mastery in numeracy by teaching number sense sequentially using the Big ideas in Number	Term 2/ 3	Leaders survey staff re understanding of BIIN Leaders establish staff knowledge and understanding of BIIN to tailor PL to meet needs of all staff. Leaders to Identify teachers to participate in ORBIS 3-5/Thinking Maths Matt Bannister and Kirsty Lush to revisit and run PD/work with teachers Each SSO will support the building of mastery in numeracy by supporting the teaching of number sense using the Big ideas in Number Leaders to provide classes with whole school reference text: Introduction to text "Teaching Student-Centered Mathematics" John A. Van de Walle	Survey – BIIN <u>Big Ideas in Number Best Advice</u> <u>Big 6 Masterclass</u> <u>Scope and Sequence</u> "Teaching Student-Centered Mathematics" John A Van De Walle
Each teacher will teach big concepts developmentally by using a whole school reference text	Term 3/ 4	Sprint Term 3 – incorporate "Teaching Student-Centered Mathematics" into Maths lesson design Sprints Term 2 – 4 to be determined after first sprint with a focus on Teaching Student-Centered Mathematics" John A. Van de Walle/BIIN Teachers to use TFEL Framework to design learning	Breakspear Teachig Sprints tools "Teaching Student-Centered Mathematics" John A. Van de Walle <u>Teaching for Effective Learning framework</u> guide (education.sa.gov.au)
Each teacher will use the National Numeracy Learning Progressions and AC to develop clear learning intentions.	Term 4 / Ongoing	Leaders to survey staff re: understanding of LI & SC Leaders to provide PD to suit teachers needs Teachers to watch John Hattie describing LI and SC Teachers to read AITSL'S learning Intentions and success criteria overview	National Numeracy Progressions John Hattie – Learning Intentions and Success Criteria <u>aitsl-learning-intentions-and-success-criteria-</u> <u>strategy.pdf</u>

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Goal 1: Numeracy: Increase the number of students achieving SEA i			
$\overset{\bigtriangleup}{\frown} \overset{\bigtriangleup}{\frown}$ STEP 4 Improve practice and monitor impact	- Are we doing what we sa	id we would do? Are we improving student learning Evidence	g? How effectiv
Student Success Criteria	Needs attention/work in progress	Are we improving student learning? How are we tracking against our student success	
	Not on track	criteria?	
We will see each student in year 3 connecting number representations with number sequences, partitioning and combining numbers flexibly and representing unit fractions when we review their Number Essential Assessment post-tests. (2022) We will see each student in year 4 making connections between representations of numbers, partitioning and combining numbers flexibly, extending place value to decimals when we review their Number Essential Assessment post-tests. (2023) We will see each student in year 5 making connections between representations of numbers, using fractions to represent probabilities, comparing and ordering fractions and decimals and representing them in various ways when we review their Number Essential Assessment post- tests. (2024)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap her
	90% embedded	Evidence	
Actions	Needs attention/work in progress	Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	
Leaders will establish a whole school commitment to the improvement of Numeracy	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap her
Each teacher will develop positive beliefs about and attitudes toward mathematics and numeracy and encourage their students and their families to do the same.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap her
Each teacher will set up Positive Norms about Mathematics in the classroom	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap her

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Page 6	Naracoorte South PS	Naracoorte South PS	
Each teacher will build mastery in numeracy by teaching number sense sequentially using the Big ideas in Number	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here
Each teacher will teach big concepts developmentally by using a whole school reference text	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here
Each teacher will use the National Numeracy Learning Progressions and AC to develop clear learning intentions.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here

Goal 1: Numeracy: Increase the number of students achieving SEA 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?
Targets 2022:	Results towards targets:
Yr 3 – 60.8% (14/23) students achieve SEA in NAPLAN numeracy	Click or tap here to enter text.
Yr 2 – 50 % students achieve C or above in mathematics in EOY report	
Yr 3 - 60.8% (14/23) students achieve SEA in PAT-M	
Yr 4 - 21/28 students achieve C or above in mathematics in EOY report	
Challenge of Practice: If we develop teachers' pedagogical content and knowledge of the Big Ideas in Number by adopting a whole school reference text and using the National Learning Progressions and AC to develop learning intentions, then we will increase the number of students achieving SEA in Numeracy	Evidence - has this made an impact? Click or tap here to enter text.
Success Criteria: We will see each student in year 3 connecting number representations with number sequences, partitioning and combining numbers flexibly and representing unit fractions when we review their Number Essential Assessment post- tests. (2022) We will see each student in year 4 making connections between representations of numbers, partitioning and	Evidence - did we improve student learning? how do we know? Click or tap here to enter text.

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Page 7	Naracoorte South PS	Thursday, 5 May 20
combining numbers flexibly, extending place value to		
decimals when we review their Number Essential Assessment post-tests. (2023)		
We will see each student in year 5 making connections		
between representations of numbers, using fractions to		
represent probabilities, comparing and ordering fractions		
and decimals and representing them in various ways when		
we review their Number Essential Assessment post-tests.		
(2024)		
we? why? what happened in which classrooms? which data sets and what e Click or tap here to enter text.	vidence was most useful in tracking progres	ss? what's needed for next year?
Reflection on our improvement planning and implementation – how effect involved in improvement planning? how do we know? to what extent is our steps? Click or tap here to enter text.	· · · · ·	

why? where did we get the lift? why? where didn't

ectively have staff students and families been his? what have we learned and what are our next in Reading

STEP 1 Analyse and Prioritise

ESR Directions:

*Provide opportunities for students to share their perspective on school improvement by including them as active participants in the review and evaluation of the SIP *Provide students with opportunities to develop responsibility and ownership for their own learning by collaboratively investigating and implementing high impact assessment and feedback strategies that inform the next steps in teaching and learning

*Enhance the quality and effectiveness of leadership across the school by engaging in professional learning on how to observe and provide feedback that improves the quality of teaching and learning

Target 2022:	2023:		2024:
Yr 3 – 60.8% (14/23) students achieve SEA in NAPLAN	Yr 4 – $\%$ (/) students achieve SEA in	NAPLAN	Yr 5 - % (/) studen
Yr 4 – 46.6% (14/30) students achieve in the higher bands	Yr 5 $-\%$ (*/*) students achieve in the	e higher bands for NAPLAN	Yr 6 – % (*/*) stude
for NAPLAN Reading (PAT-R blue/green)	Reading		NAPLAN Reading
Yr 2 – 75% (27/36) students achieve or retain a C or	Yr 3 - % students achieve C or above	e in English in EOY report	Yr 4 - % students a
above in English in EOY report	Yr 4 - % (/) students achieve SEA in H	PAT-R	report
Yr 3 - 60.8% (14/23) students achieve SEA in PAT-R			Yr 5 – % (/) student

1 STEP 2 Challenge of practice

Challenge of Practice:

If we strengthen our reading program design using strategies applicable to particular text types as well as group collaboration and reciprocal teaching, then we will retain and increase the number of students achieving SEA and higher bands in Reading

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

Goal 2: Reading: Retain and increase the number of students achieving SEA and higher bands

We will see each student in Year 3 identify literal and implied meaning, connecting ideas in different parts of a text, when we talk with them before, during and after reading. They listen to others' views and respond appropriately using interaction skills during reciprocal reading activities. (2022)

We will see each student in Year 4 describe literal and implied meaning, connecting ideas in different texts, when we talk with them before, during and after reading. They will listen for and share key points in discussions during reciprocal reading activities. (2023)

We will see each student in Year 5 analyse and explain literal and implied information from a variety of texts, when we talk with them before, during and after reading. They will listen and ask questions to clarify content during reciprocal reading activities. (2024)

$\tilde{ar{ar{}}}$ STEP 3 Plan actions fo	r improvement
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STEP 3 Plan actions for improvement			
Actions	Timeline	Roles & Responsibilities	Resources
Each teacher will teach students the core comprehension skills required to apply to independent reading, including predicting, connecting, inferring, questioning, visualisation and summarising. Each teacher will implement strategies for designing reading instruction that explicitly teaches all elements of effective reading comprehension Each teacher will explicitly teach the comprehension strategies applicable to particular text types by:	2022 Week Zero	Leaders survey staff re understanding of reading comprehension strategies (RCS) Leaders establish staff knowledge and understanding of RCS to tailor PD to meet needs of all staff.	<u>Best Advice paper – Reading</u> <u>Comprehension</u>

ents achieve SEA in NAPLAN

lents achieve in the higher bands for

achieve C or above in English in EOY

nts achieve SEA in PAT-R

Page 9	Naracoorte South PS	Thursday, 5 May 20
 modelling the strategy through think aloud explaining to students why this particular strategy is useful allowing students to practice the strategy in pairs co-constructing an anchor chart that describes the strategy monitoring how students use the strategy during guided reading and reading conferences. 		
Leaders will identify what external expertise teachers need to deepen knowledge and more explicitly meet learner needs (building teacher capability) Leaders will ensure shared priorities for classroom practice are collaboratively developed and recorded in a working document that is constantly reviewed, discussed and annotated (NSPS Literacy Agreement)	2022 Week Zero	*Literacy Learning Team to present the Literacy Agreement to sta *New staff to be given access to resources required to teach reading – Leaders survey staff needs about resources/professiona development needs *whole teaching staff Professional Development session – <u>essentic</u> <u>steps before, during and after text reading video</u> *Identified teachers to do the <u>reading comprehension course</u> Kirsty to deliver reading comprehension PD
 Each teacher will teach students about the strategies that good readers and viewers use to effectively comprehend what they are reading. Each teacher to have developed individual reading goals for students based on decoding, fluency and comprehension. Each teacher: to build disciplinary and world knowledge expose students to many wide-ranging texts teach text structures used by different curriculum areas build vocabulary and language discipline knowledge Each teacher to teach students collaborative group skills during reciprocal teaching so that they learn to use key reading comprehension skills together: 		Leadership to ensure each teacher has developed individual reading goals for students based on decoding, fluency and comprehension. Each teacher: • to build disciplinary and world knowledge • expose students to many wide-ranging texts • teach text structures used by different curriculum areas
Leaders will interrogate all available data and provide time and support for teachers to interpret literacy data and set learning goals (data literacy) Leaders will develop a common framework for developing the language of learning areas to lead to more consistent literacy teaching across the school Leaders will provide opportunities for teams of teachers to interrogate and triangulate multiple data sets of reading data to analyse the effectiveness of before, during and after reading processes	Ongoing	Leaders to plan data review cycles in Leadership Teams and Year Level Teams (to be written into termly <u>Sprint Cycle proforma</u>) Establish Literacy Curriculum Lead and Learning Team – meet with leadership to plan PD for the year Go through ' <u>NSPS Literacy Agreement</u> '' Introduction to Sheena Cameron text PD targeted at staff needs (both teaching and support staff) Peer and leadership observations/instant and formal feedback
	Click or tap here to enter text.	Click or tap here to enter text.

1ay 2022	
o staff. Sional <u>ential</u>	NSPS Literacy Agreement (make ink) Sheena Cameron Reading Comprehension text Fountas and Pinnell Sets
ıl	See <u>Stretch Literacy Guidebook</u> for more information about comprehension strategies More information on reciprocal teaching: • watch <u>reciprocal teaching at</u> work (3 minutes) by Lori Oczkus who emphasises 'keeping the band together' • read <u>literacy and numeracy</u> first – pages 13 to 14.
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Page 10	Naracoorte South PS		Thursday, 5 May
Leaders will provide opportunities for evidence based, personalised and specialised instruction for students who are not achieving SEA or making slow progress in reading skills (intervention)	Week 8 Term 4 2021 with termly reviews in 2022	Teachers to identify students requiring MiniLit and Intervention Leaders collate and timetable sessions with SSO's	
Goal 2: Reading: Retain and increase the number of studer A STEP 4 Improve practice and monitor impact			g? How effecti
	Yes	Evidence	
Student Success Criteria	Needs attention/work in progress	Are we improving student learning?	
	Not on track	How are we tracking against our student success criteria?	
We will see each student in Year 3 identify literal and implied meaning, connecting ideas in different parts of a text, when we talk with them before, during and after reading. They listen to others' views and respond appropriately using interaction skills during reciprocal reading activities. (2022) We will see each student in Year 4 describe literal and implied meaning, connecting ideas in different texts, when we talk with them before, during and after reading. They will listen for and share key points in discussions during reciprocal reading activities. (2023) We will see each student in Year 5 analyse and explain literal and implied information from a variety of texts, when we talk with them before, during and after reading. They will listen and ask questions to clarify content during reciprocal reading activities. (2024)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap her
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?	
 Each teacher will teach students the core comprehension skills required to apply to independent reading, including predicting, connecting, inferring, questioning, visualisation and summarising. Each teacher will implement strategies for designing reading instruction that explicitly teaches all elements of effective reading comprehension Each teacher will explicitly teach the comprehension strategies applicable to particular text types by: modelling the strategy through think aloud explaining to students why this particular strategy is useful allowing students to practice the strategy in pairs co-constructing an anchor chart that describes the strategy monitoring how students use the strategy during guided reading and reading conferences. 	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap her

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Page 11	Naracoorte South PS	1	Thursday, 5 May 2
Leaders will identify what external expertise teachers need to deepen knowledge and more explicitly meet learner needs (building teacher capability) Leaders will ensure shared priorities for classroom practice are collaboratively developed and recorded in a working document that is constantly reviewed, discussed and annotated (NSPS Literacy Agreement)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here
 Each teacher will teach students about the strategies that good readers and viewers use to effectively comprehend what they are reading. Each teacher to have developed individual reading goals for students based on decoding, fluency and comprehension. Each teacher: to build disciplinary and world knowledge expose students to many wide-ranging texts teach text structures used by different curriculum areas build vocabulary and language discipline knowledge Each teacher to teach students collaborative group skills during reciprocal teaching so that they learn to use key reading comprehension skills together: 	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here
Leaders will interrogate all available data and provide time and support for teachers to interpret literacy data and set learning goals (data literacy) Leaders will develop a common framework for developing the language of learning areas to lead to more consistent literacy teaching across the school Leaders will provide opportunities for teams of teachers to interrogate and triangulate multiple data sets of reading data to analyse the effectiveness of before, during and after reading processes	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here
Leaders will provide opportunities for evidence based, personalised and specialised instruction for students who are not achieving SEA or making slow progress in reading skills (intervention)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here
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Goal 2: Reading: Retain and increase the number of students achieving SEA and higher bands 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:	Results towards targets:
Yr 3 – 60.8% (14/23) students achieve SEA in NAPLAN	Click or tap here to enter text.
Yr 4 – 46.6% (14/30) students achieve in the higher bands for NAPLAN Pagding (PAT P blue (groop))	
NAPLAN Reading (PAT-R blue/green)	
Yr 2 – 75% (27/36) students achieve or retain a C or above in English in EOY report	
Yr 3 - 60.8% (14/23) students achieve SEA in PAT-R	
11 5 - 60.6% (14/25) students actileve SEA III PAT-K	
Challenge of Practice:	Evidence - has this made an impact?
If we strengthen our reading program design using strategies applicable to particular text types as well as group collaboration and reciprocal teaching, then we will retain and increase the number of students achieving SEA and higher bands in Reading	Click or tap here to enter text.
Success Criteria – did we improve student learning?	Evidence - did we improve student learning? how do we know?
We will see each student in Year 3 identify literal and implied	Click or tap here to enter text.
meaning, connecting ideas in different parts of a text, when	
we talk with them before, during and after reading. They	
listen to others' views and respond appropriately using	
interaction skills during reciprocal reading activities. (2022)	
We will see each student in Year 4 describe literal and	
implied meaning, connecting ideas in different texts, when	
we talk with them before, during and after reading. They will	
listen for and share key points in discussions during reciprocal	
reading activities. (2023)	
We will see each student in Year 5 analyse and explain literal	
and implied information from a variety of texts, when we talk	
with them before, during and after reading. They will listen	
and ask questions to clarify content during reciprocal reading activities. (2024)	

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.

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

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STEP 1 Analyse and Prioritise			
Goal 3: Click or tap here to enter text.		ESR Directions: *Provide opportunities for students t active participants in the review and o *Provide students with opportunities collaboratively investigating and impl next steps in teaching and learning *Enhance the quality and effectivene how to observe and provide feedback	evaluation of the SIP to develop responsibility ementing high impact as ss of leadership across th
Target 2022:	2023:		2024:
Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here to en
1 STED 2 Challenge of practice			
Challenge of Practice:			
Click or tap here to enter text.			
Student Success Criteria (what students know, do, and understand): Click or tap here to enter text.			
STEP 3 Plan actions for improvement			
Actions	Timeline	Roles & Responsibiliti	es
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on school improvement by including them as

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Resources
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Thursday, 5 May 2022 Page | 15 Naracoorte South PS Click or tap here to enter text. Click or tap here to enter Click or tap here to enter text. text. Click or tap here to enter text. Click or tap here to enter Click or tap here to enter text. text.

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	Evidence Are we improving student learning?	
Student Success Criteria	Not on track	How are we tracking against our student success criteria?	
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
	90% embedded	Evidence	
Actions	Needs attention/work in progress	Are we doing what we said we would do? Are we improving student learning?	
	Not on track	How do we know which actions have been effective?	
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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:	Results towards targets:
Click or tap here to enter text.	Click or tap here to enter text.
SIP template	Evidence - has this made an impact?
Click or tap here to enter text.	Click or tap here to enter text.
Success Criteria – did we improve student learning?	Evidence - did we improve student learning? how do we know?
Click or tap here to enter text.	Click or tap here to enter text.
Reflection on Actions – did we do what we said we would do? how effection	ve were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't?
	evidence was most useful in tracking progress? what's needed for next year?
Click or tap here to enter text.	

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

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why? where did we get the lift? why? where didn't

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