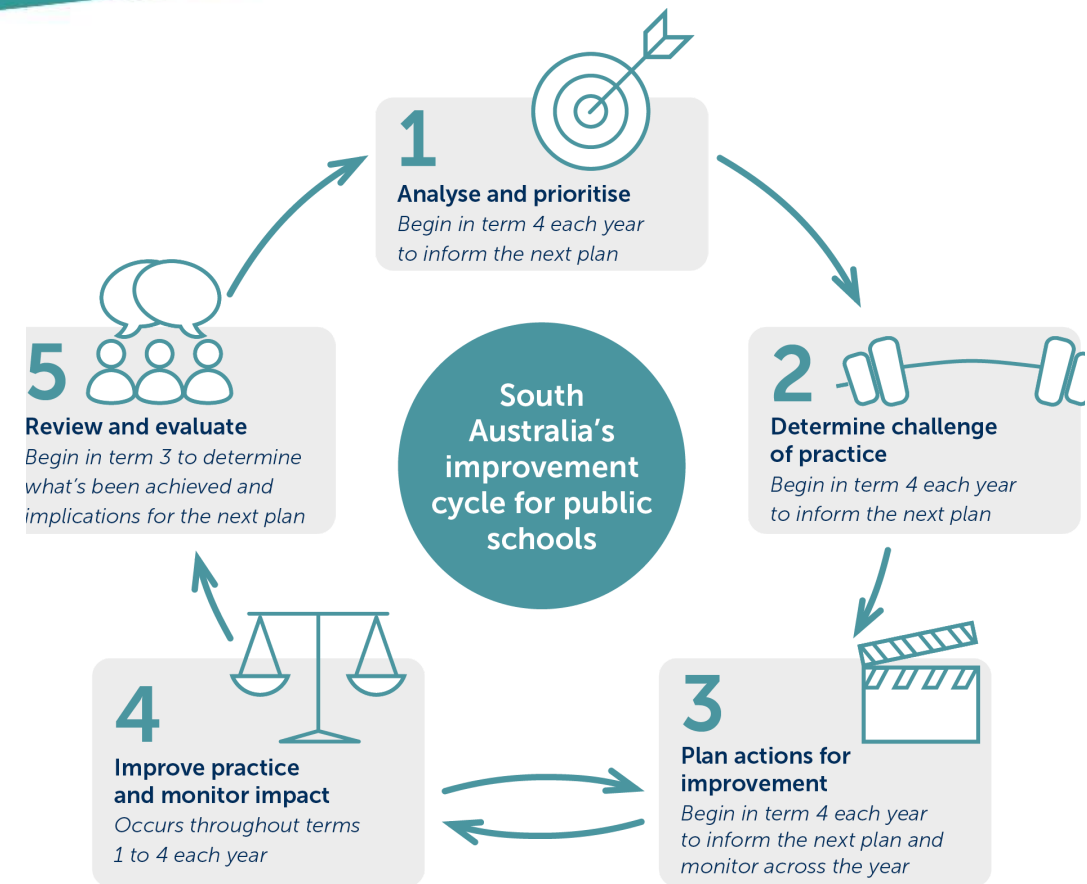


Site Number:
0933

2022 - 2024

School Improve



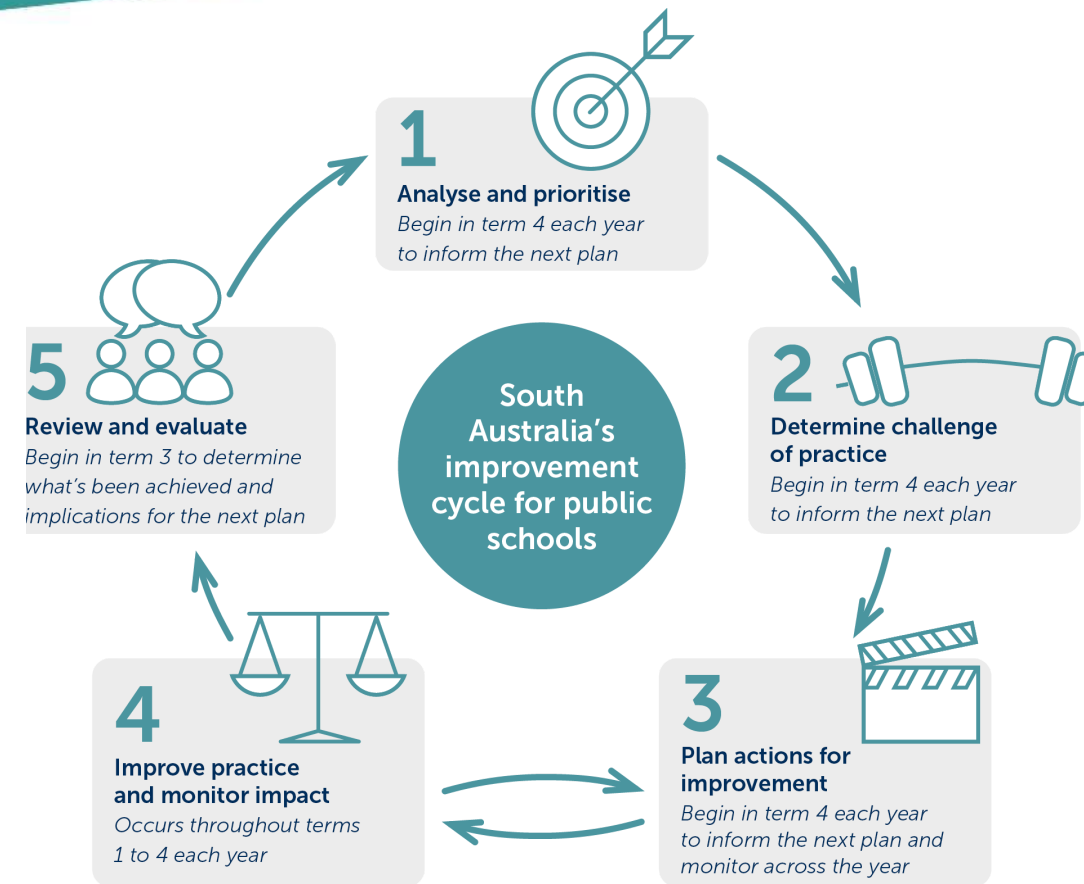
Vision Statement:

Our School Community supports the social and academic abilities of our students to enable them to become confident and inquisitive life-long learners.



2022 – 2024

School Improvement Plan for Warradale Primary School



Completing the template:

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

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

- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 9, Term 4 (10 December 2021).
- Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your Summary page on your school website by Friday of Week 4, Term 1 (25 February 2022).
- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact).
- Use the template in Term 4 of each year to capture Step 5 work (Review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

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

 **STEP 1 Analyse and Prioritise**

Site name: Warradale Primary School

Goal 1: Improve student achievement in Reading.

ESR Directions:

Direction 1 Provide shared understanding in effective pedagogical practice through the development, implementation and monitoring of whole-school expectations.

Direction 2 Strengthen and embed student agency within learning by creating opportunities for all students to provide feedback, set individual learning goals, establish clear learning intentions and self-monitor their progress against success criteria.

Direction 3 Collaboratively strengthen teachers' capacity to design and implement learning experiences that further enable differentiation, intellectual stretch and challenge to be an integral aspect of everyday learning for all.

Direction 4 Enact PDP processes to provide a cycle of focused observations and feedback, building consistency and further improve teacher practice to deliver improvement goals.

Target 2022:
Years 3 and 5 NAPLAN reading SEA will increase from 85% (combined Year 3 and 5 average from 2018-2021) to 100%.

2023:
Retain 100% of students in high bands in NAPLAN reading years 3-5.

2024:
Retain 100% of students in high bands in NAPLAN reading from years 3-5 and increase students in high bands for year 3 to 60% and year 5 to 50%.

 **STEP 2 Challenge of practice**

Challenge of Practice:

If all teachers sequence learning experiences to intentionally develop student knowledge, understanding and skills then we will improve student achievement in Reading.

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

Use phonics and word knowledge to fluently read texts with increasing complexity.

 **STEP 3 Plan actions for improvement**

Actions	Timeline	Roles & Responsibilities	Resources
<p>Educators will develop their understanding and apply The Big 6 across R-6 to effectively teach reading.</p>	<p>Term 1-4 2022</p>	<p>Leaders facilitate a cycle of whole site professional development with focus on oral language, phonological awareness and phonics.</p> <p>Leaders plan pupil free days (curriculum) that target high impact teaching strategies and the Big 6.</p> <p>Educators use the DfE scope and sequence documents and units of work to sequence learning in Reading.</p> <p>Educators use Reading Improvement Guidebooks and core reference materials provided (in teacher resource boxes) to develop their understanding of high impact strategies for teaching the Big 6.</p>	<p>Common reference texts (per Guidebooks)</p> <p>DfE scope and sequence DfE units of work Literacy guidebooks</p> <p>Jolly Phonics and Grammar</p> <p>TfEL High Impact Teaching Strategies (HITS)</p> <p>Lachlan Davidson (Speech pathologist - commissioned)</p>

			<p>Curriculum Support Personnel:</p> <ul style="list-style-type: none"> ● Jo Meredith (Curriculum Lead) ● Jane Light (Primary Project Officer Curriculum Support) ● Vicki Athanasopoulos (Literacy Guarantee Unit)
<p>All educators will align with the WPS ‘reading commitment to practice’ to plan and rigorously implement the Australian Curriculum: English using the scope and sequence and units of work.</p>	<p>Terms 1-4 2022</p>	<p>Reading improvement team monitors ‘reading commitment to practice’ application R-6 and refine as appropriate.</p> <p>Leaders schedule ‘protected’ English instruction time in the whole-school timetable to support educators to teach the mandated 300 minutes per week.</p> <p>Leaders work collaboratively with Local Education Team (LET), Literacy Guarantee Unit (LGU), Primary Project Officer Curriculum Support and commissioned speech pathologist to guide and support educators in Reading.</p> <p>Educators focus on sharing curriculum-aligned learning intentions and success criteria with students.</p>	<p>Common reference texts (per Guidebooks)</p> <p>DfE scope and sequence DfE units of work Literacy guidebooks</p> <p>SPAT-R training for new teachers</p> <p>Decodable readers</p> <p>TfEL High Impact Teaching Strategies (HITS)</p> <p>Lachlan Davidson (Speech pathologist - commissioned)</p> <p>Curriculum Support Personnel:</p> <ul style="list-style-type: none"> ● Jo Meredith (Curriculum Lead) ● Jane Light (Primary Project Officer Curriculum Support) ● Vicki Athanasopoulos (Literacy Guarantee Unit)
<p>Leaders and educators will implement a consistent whole-school commitment to the assessment of reading.</p>	<p>Terms 1-4 2022</p>	<p>Leaders facilitate professional development and support for educators to develop their data literacy skills and use key data sets to evaluate student progress and teaching impact.</p> <p>Senior Leader - Curriculum and Pedagogy develops and manages key data sets (on Google Drive) that provide educators with real time access to Reading assessment data.</p> <p>Educators monitor student progress in Reading using SPAT-R, Phonics Screening Check (PSC), PAT-R and NAPLAN data.</p> <p>Educators develop action plans for students around SEA and high-bands in Reading, per SIP targets.</p>	<p>Common reference texts (per Guidebooks)</p> <p>DfE scope and sequence DfE units of work Literacy guidebooks Literacy progressions</p> <p>Decodable readers</p> <p>TfEL High Impact Teaching Strategies (HITS)</p> <p>Lachlan Davidson (Speech pathologist - commissioned)</p> <p>Heggerty Phonemic Awareness Resources</p> <p>Curriculum Support Personnel:</p> <ul style="list-style-type: none"> ● Jo Meredith (Curriculum Lead) ● Jane Light (Primary Project Officer Curriculum Support) ● Vicki Athanasopoulos (Literacy Guarantee Unit)

<p>Leaders will establish and embed an effective whole-school approach to student goal setting, supported by consistent student and educator language.</p>	<p>Terms 1-4 2022</p>	<p>Leaders establish a consistent process for tracking and monitoring student goals in Reading.</p> <p>Educators support all students to develop and monitor a personal Reading goal each term.</p> <p>Educators and leaders refer to 'Goal Setting' HITS Setting Goals Observation Template.docx to support a culture of high expectations and on-going evaluation.</p>	<p>Reading Improvement Team</p> <p>Student Action Plan templates/G-drive database</p> <p>Common reference texts (per Guidebooks)</p> <p>Dialogic resources</p> <p>TfEL</p> <p>High Impact Teaching Strategies (HITS)</p> <p>Brightpath</p> <p>Curriculum Support Personnel:</p> <ul style="list-style-type: none"> ● Jo Meredith (Curriculum Lead) ● Jane Light (Primary Project Officer Curriculum Support) ● Vicki Athanasopoulos (Literacy Guarantee Unit)
<p>Educators and leaders will develop a consistent approach to the explicit teaching of Phonics across R-2.</p>	<p>Terms 1-4 2022</p>	<p>Leaders schedule 'protected' English instruction time in the whole-school timetable to support educators to teach the mandated 300 minutes per week.</p> <p>Leaders work collaboratively with Literacy Guarantee Unit (LGU) and commissioned speech pathologist to guide and support educators in consistent delivery of Phonics pedagogy.</p> <p>Educators use decodable readers to support developing readers, in alignment with sequenced phonics learning.</p> <p>Educators will be trained in Jolly Phonics to plan collaboratively and promote consistency across R-2.</p>	<p>Reading Improvement Team</p> <p>Common reference texts (per Guidebooks)</p> <p>Jolly Phonics</p> <p>Decodable Readers</p> <p>TfEL</p> <p>High Impact Teaching Strategies (HITS)</p> <p>Lachlan Davidson (Speech pathologist - commissioned)</p> <p>Curriculum Support Personnel:</p> <ul style="list-style-type: none"> ● Vicki Athanasopoulos (Literacy Guarantee Unit) ● Lachlan Davidson (Speech pathologist - commissioned)
<p>All teachers will intentionally plan and explicitly teach in order to provide appropriate stretch and challenge for all students through:</p> <ul style="list-style-type: none"> ● Explicit teaching ● Differentiated teaching ● Multiple exposures ● Feedback ● Metacognitive strategies. 	<p>Terms 1-4 2022</p>	<p>Educators and leaders promote a culture of high expectations and on-going evaluation in English, with focus on high impact teaching and stretch for all.</p>	<p>Click or tap here to enter text.</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?

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?
Use phonics and word knowledge to fluently read texts with increasing complexity.	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?
Educators will develop their understanding and apply The Big 6 across R-6 to effectively teach reading.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All educators will align with the WPS 'reading commitment to practice' to plan and rigorously implement the Australian Curriculum: English using the scope and sequence and units of work.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Leaders and educators will implement a consistent whole-school commitment to the assessment of reading.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Leaders will establish and embed an effective whole-school approach to student goal setting, supported by consistent student and educator language.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Educators and leaders will develop a consistent approach to the explicit teaching of Phonics across R-2.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All teachers will intentionally plan and explicitly teach in order to provide appropriate stretch and challenge for all students through: <ul style="list-style-type: none"> ● Explicit teaching ● Differentiated teaching ● Multiple exposures ● Feedback ● Metacognitive strategies. 	Click or tap here to enter text.	Educators and leaders refer to the HITS observation templates to support a culture of high expectations and on-going evaluation.	Click or tap here to enter text.

Goal 1: Improve student 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?

<p>Targets 2022: Years 3 and 5 NAPLAN reading SEA will increase from 85% (combined Year 3 and 5 average from 2018-2021) to 100%.</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If all teachers sequence learning experiences to intentionally develop student knowledge, understanding and skills then we will improve student achievement in Reading.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria: Use phonics and word knowledge to fluently read texts with increasing complexity.</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>	

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STEP 1 Analyse and Prioritise

<p>Goal 2: Improve student achievement in Mathematics.</p>		<p>ESR Directions:</p> <p>Direction 1 Provide shared understanding in effective pedagogical practice through the development, implementation and monitoring of whole-school expectations.</p> <p>Direction 2 Strengthen and embed student agency within learning by creating opportunities for all students to provide feedback, set individual learning goals, establish clear learning intentions and self-monitor their progress against success criteria.</p> <p>Direction 3 Collaboratively strengthen teachers' capacity to design and implement learning experiences that further enable differentiation, intellectual stretch and challenge to be an integral aspect of everyday learning for all.</p> <p>Direction 4 Enact PDP processes to provide a cycle of focused observations and feedback, building consistency and further improve teacher practice to deliver improvement goals.</p>	
<p>Target 2022: Years 3 and 5 NAPLAN Numeracy SEA will increase from 79% (combined Year 3 and 5 average average from 2018-2021) to 100%.</p>	<p>2023: Retain 100% of students in the higher bands.</p>	<p>2024: Retain 100% of students in high bands from years 3-5 and increase students in high bands for year 3 to 50% and year 5 to 40%.</p>	

STEP 2 Challenge of practice

<p>Challenge of Practice: If all teachers sequence learning experiences to intentionally develop student knowledge, understanding and skills then we will improve student achievement in Mathematics.</p>
<p>Student Success Criteria (what students know, do, and understand): Students will apply their understanding of number sense to solve increasingly complex problems using a range of strategies</p>

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
<p>All educators design learning based on DfE Mathematics scope and sequence and units of work.</p>	<p>Terms 1-4 2022</p>	<p>Leaders facilitate a cycle of whole site professional development with focus on deepening pedagogical knowledge and learning dispositions.</p> <p>Leaders plan pupil free days (curriculum) that target high impact teaching strategies and Big Ideas in Number.</p> <p>Educators use the DfE scope and sequence documents and units of work to sequence learning in Mathematics.</p>	<p>DfE scope and sequence DfE units of work Numeracy guidebooks</p> <p>Big Ideas in Number</p> <p>TfEL High Impact Teaching Strategies (HITS)</p>

		<p>Educators use Numeracy Improvement Guidebooks and core reference materials provided (in teacher resource boxes) to develop their understanding of high impact strategies for teaching Mathematics.</p>	<p>Common reference texts (per Guidebooks): Van de Walle, Siemon and Edwards-Groves</p> <p>YouCubed online course: How to Learn Math for Teachers</p> <p>Orbis: Thinking Mathematics</p> <p>Jo Meredith (Curriculum Lead) Jane Light (Primary Project Officer Curriculum Support)</p>
<p>All teachers will align with the WPS ‘Mathematics commitment to practice’ to plan and rigorously implement the Australian Curriculum: Mathematics using the scope and sequence and units of work.</p>	<p>Terms 1-4 2022</p>	<p>Mathematics improvement team monitors ‘mathematics commitment to practice’ application R-6 and refine as appropriate.</p> <p>Leaders schedule ‘protected’ Mathematics instruction time in the whole-school timetable to support educators to teach the mandated 300 minutes per week.</p> <p>Leaders work collaboratively with Local Education Team (LET), Orbis (Thinking Maths) and other sites to guide and support educators in Mathematics.</p> <p>Educators focus on sharing curriculum-aligned learning intentions and success criteria with students.</p>	<p>Mathematics Improvement Team</p> <p>DfE scope and sequence DfE units of work Numeracy guidebooks</p> <p>Big Ideas in Number</p> <p>TfEL High Impact Teaching Strategies (HITS)</p> <p>Common reference texts (per Guidebooks): Van de Walle, Siemon and Edwards-Groves</p> <p>YouCubed online course: How to Learn Math for Teachers</p> <p>Orbis: Thinking Mathematics</p> <p>Jo Meredith (Curriculum Lead) Jane Light (Primary Project Officer Curriculum Support)</p>
<p>Leaders will support all educators to understand and implement a consistent whole-school approach to lesson delivery (warm-up body, reflection/formative assessment).</p>	<p>Terms 1-4 2022</p>	<p>Senior Leader and Mathematics Improvement Team create and model lessons.</p> <p>Leaders conduct observations and give feedback aligned with SIP and PDPs.</p> <p>Educators use consistent approach to lesson delivery, including:</p> <ul style="list-style-type: none"> ● Warm-up ● Body (explicit teaching) ● Reflection (formative assessment) <p>Educators use dialogic pedagogies that provide students with opportunities to explore their thinking and make connections.</p>	<p>Mathematics Improvement Team</p> <p>DfE scope and sequence DfE units of work Numeracy guidebooks</p> <p>Big Ideas in Number</p> <p>TfEL High Impact Teaching Strategies (HITS)</p> <p>Common reference texts (per Guidebooks): Van de Walle, Siemon and Edwards-Groves</p> <p>YouCubed online course: How to Learn Math for Teachers</p>

			<p>Orbis: Thinking Mathematics</p> <p>Jo Meredith (Curriculum Lead) Jane Light (Primary Project Officer Curriculum Support)</p>
<p>Leaders will investigate effective whole-school approach to student goal setting, supported by consistent student and educator language.</p>	<p>Terms 1-4 2022</p>	<p>Leaders gather evidence to establish a consistent process for tracking and monitoring student goals in Mathematics.</p> <p>Educators support all students to develop and monitor a personal Mathematics goal each term.</p> <p>Educators and leaders refer to 'Goal Setting' HITS Setting Goals Observation Template.docx to support a culture of high expectations and on-going evaluation.</p>	<p>Mathematics Improvement Team</p> <p>Student Action Plan templates/G-drive database</p> <p>DfE scope and sequence DfE units of work Numeracy guidebooks</p> <p>Big Ideas in Number</p> <p>TfEL High Impact Teaching Strategies (HITS)</p> <p>Common reference texts (per Guidebooks): Van de Walle, Siemon and Edwards-Groves</p> <p>YouCubed online course: How to Learn Math for Teachers</p> <p>Orbis: Thinking Mathematics</p> <p>Jo Meredith (Curriculum Lead) Jane Light (Primary Project Officer Curriculum Support)</p>
<p>All teachers will intentionally plan and explicitly teach in order to provide appropriate stretch and challenge for all students through:</p> <ul style="list-style-type: none"> ● Explicit teaching ● Differentiated teaching ● Multiple exposures ● Feedback ● Metacognitive strategies. 	<p>Click or tap here to enter text.</p>	<p>Educators and leaders promote a culture of high expectations and on-going evaluation in Mathematics, with focus on high impact teaching and stretch for all.</p>	<p>TfEL High Impact Teaching Strategies (HITS)</p> <p>Common reference texts (per Guidebooks): Van de Walle, Siemon and Edwards-Groves</p> <p>YouCubed online course: How to Learn Math for Teachers</p> <p>Orbis: Thinking Mathematics</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 2: Improve student achievement in Mathematics.



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?
Students will apply their understanding of number sense to solve increasingly complex problems using a range of strategies	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?
All educators design learning based on DfE Mathematics scope and sequence and units of work.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All teachers will align with the WPS 'Mathematics commitment to practice' to plan and rigorously implement the Australian Curriculum: Mathematics using the scope and sequence and units of work.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Leaders will support all educators to understand and implement a consistent whole-school approach to lesson delivery (warm-up body, reflection/formative assessment).	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Leaders will investigate effective whole-school approach to student goal setting, supported by consistent student and educator language.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All teachers will intentionally plan and explicitly teach in order to provide appropriate stretch and challenge for all students through: <ul style="list-style-type: none"> ● Explicit teaching ● Differentiated teaching ● Multiple exposures ● Feedback ● Metacognitive strategies. 	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: Improve student achievement in Mathematics.



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: Years 3 and 5 NAPLAN Numeracy SEA will increase from 79% (combined Year 3 and 5 average average from 2018-2021) to 100%.</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If all teachers sequence learning experiences to intentionally develop student knowledge, understanding and skills then we will improve student achievement in Mathematics.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria – did we improve student learning? Students will apply their understanding of number sense to solve increasingly complex problems using a range of strategies</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 3: Click or tap here to enter text.</p>		<p>ESR Directions: Direction 1 Provide shared understanding in effective pedagogical practice through the development, implementation and monitoring of whole-school expectations.</p> <p>Direction 2 Strengthen and embed student agency within learning by creating opportunities for all students to provide feedback, set individual learning goals, establish clear learning intentions and self-monitor their progress against success criteria.</p> <p>Direction 3 Collaboratively strengthen teachers' capacity to design and implement learning experiences that further enable differentiation, intellectual stretch and challenge to be an integral aspect of everyday learning for all.</p> <p>Direction 4 Enact PDP processes to provide a cycle of focused observations and feedback, building consistency and further improve teacher practice to deliver improvement goals.</p>
<p>Target 2022: Click or tap here to enter text.</p>	<p>2023: Click or tap here to enter text.</p>	<p>2024: Click or tap here to enter text.</p>

STEP 2 Challenge of practice

<p>Challenge of Practice: Click or tap here to enter text.</p>
<p>Student Success Criteria (what students know, do, and understand): Click or tap here to enter text.</p>

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter 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 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.	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?
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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.
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Challenge of Practice: Click or tap here to enter text.	Evidence - has this made an impact? Click or tap here to enter text.
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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.
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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.