South Australia's improvement cycle for public schools

1 Analyse and prioritise
Begin in term 4 each year to inform the next plan

2 Determine challenge of practice
Begin in term 4 each year to inform the next plan

3 Plan actions for improvement
Begin in term 4 each year to inform the next plan and monitor across the year

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

5 Review and evaluate
Begin in term 3 to determine what's been achieved and implications for the next plan

Vision Statement:

Kangarilla Primary School embraces the individuality of each child by providing diverse opportunities.
Collaboratively working with the wider community, our school offers a healthy environment that is underpinned by the values of Confidence, Achievement and Respect.

Government of South Australia
Department for Education

2022 – 2024
School Improvement Plan for
Kangarilla 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

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South Australia's improvement cycle for public schools

Government of South Australia
Department for Education

STEP 1 Analyse and Prioritise

Site name: Kangarilla Primary School

Goal 1: To retain and increase the number of students achieving HB and increase the number of students achieving SEA in Reading.

ESR Directions:
1) To continue to embed evidence based practices coherently across the school with a focus on improving high band student achievement
2) Further engage students as powerful partners in their learning through involving them in collaboratively planning and decision making about their learning and the school.

Target 2022:	2023:	2024:

Year 3 –2 /4 students achieve SEA in NAPLAN reading
Year 5 –
     5/6 students achieve SEA in NAPLAN reading
1 student achieve HB in NAPLAN in Reading
	Year 3 -2 /3 students achieve SEA in NAPLAN in Reading
	        1/3 of students achieve HB in NAPLAN in Reading
	Year 5 – 6/9 students achieve SEA in NAPLAN in Reading
	        3/9 students achieve HB in NAPLAN in Reading
		Year 3 – 2/2 students achieve SEA in NAPLAN in Reading
		
		Year 5 –3 /4 students achieve SEA in NAPLAN in Reading
		        1/4 students achieve HB in NAPLAN in Reading

STEP 2 Challenge of practice

Challenge of Practice:
If we develop individual reading goals for students and explicitly teach comprehension strategies applicable to particular text types then we will increase the number of students achieving SEA and Higher Band in Reading

Student Success Criteria (what students know, do, and understand):
We will see each student (R-6) consistently referring to, reviewing and being able to explain their reading goals and identify their next steps in learning.
We will see each student in Year 2 use comprehension strategies to build literal and inferred meaning and begin to analyse texts and draw on growing knowledge of context, language and visual features, and print and multimodal text structures.
We will see each student in Year 4 use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrate and link ideas, and analyse and evaluate texts.
We will see each student in Year 6 use comprehension strategies to interpret and analyse information and ideas, and compare content from a variety of textual sources including media and digital texts.

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Teachers will: Develop individual student reading goals with students, highlighting next steps in learning. This will be completed through class discussions, brainstorming, communication of and individual student ownership of data. Goals will be recorded and placed on student desks for easy referral.	To be completed by Week 3 of Terms 1, 2, 3 and 4 2022.	Class teacher – analyse data, review every 5 weeks , familiarise with Learning progressions Principal –to provide PD on guidebook strategies.	Guide Books – both Stretch and Shift gear Shift gear p7 hyperlink to reading conferences ACARA Learning progressions
Teachers will: Clarify learning intentions and success criteria with students. They will clearly explain the learning intention of the lesson and unit of work, and give students a detailed success criteria. **Where applicable students can be involved in co-constructing their success criteria for individual, student negotiated work.**	Week Zero staff meeting 2022	Principal – Staff meeting, further PD as required, observations Class teachers – required to work on these with their students and involve students in co-construction where relevant.	Learning intentions and success criteria posters in each class PD as required HITS document (VIC) Guidebooks
Teachers will – integrate the Big Six components of Reading into their planning with an explicit focus on phonics and phonemic awareness **Oral language – Reciprocal Reading, Sea & Vines Oral Language Project** **Phonological Awareness – Heggerty Phonemic Awareness Program**	InitiaLit to begin Week 3 Term One 2022	Class Teachers – All classes will engage in Heggerty Phonemic Awareness program daily Class Teachers – InitiaLit program will run 4 days per week in the Junior and Middle classes as part of the Literacy Block - SSO support for InitiaLit (2 SSOs to take a small group each)	Heggerty Phonemic Awareness program InitiaLit books, PowerPoints and resources Sea and Vines Oral Language project SPELD SSO support for InitiaLit Purchase of decodable reading resources

Phonics – InitiaLit, DfE units, SPELD program **Vocabulary- InitiaLit, Story Box, Subject specific vocabulary, DfE units of work** **Fluency- InitiaLit, Whole School Reading Program, SPELD program**		Year 4-6 will have students engaged in Reciprocal Reading groups, participating in the Spelling Mastery program and working through genre- based units of work Principal – to organise training and purchase of resources for Year 4 teacher and new staff unfamiliar with InitiaLit.	Build Foundations Literacy Guidebook pages 4 – 14 (detailed resource on The Big 6) http://bit.ly/BestAdviceSeries DfE units of work
Teachers will use Explicit Direct Instruction to teach a range of comprehension strategies **For coherence and consistency there will be a whole school focus on a high impact evidence based strategy in InitiaLit, QAR, Whole School Reading Program and Premier's Reading Challenge.**	Throughout 2022	Teachers will explicitly teach comprehension strategies through: Modelling the strategy Practise strategies in pairs Co-constructing anchor charts that describe the strategy, monitor how students use the strategy during reading activities and reading conferences Teachers will complete the PD on reading comprehension as detailed in the resources column Student understanding of comprehension strategies will be reflected in their reading goals	Stretch Literacy Guide Book- pages 4 -12 Include hyperlinks for Professional Development Page 12 DfE units of work Scope and Sequence documents QAR Resources
Teachers will use Feedback that moves learning forward	Throughout the school year 2022	Teachers will explicitly give feedback using techniques including: - PDP – Teachers reflect on what PD and how it aligns to SIP goals - whiteboard – chin up - Thumbs up/ down/middle - Regular check ins - Individual conferencing - Think, pair, share - TAPPLE - Pop sticks - Redirection of questions - Formative Assessment tasks throughout the DfE units. - Peer assessment - Self-assessment	SAPPA document link https://www.sappa.com.au/wp-content/uploads/2020/12/sappa-formative -assessment-in-sa-statement-final-pdf Dylan William resources Guidebook HITS doc - vic
Teachers will differentiate student learning	Throughout the year beginning week 3 Term One. Some individual students will change groups at the end of each term or when applicable depending on individual student data.	- It is a school expectation that all classroom teachers provide a differentiated approach for students depending upon individual data. - Using student data to group students (e.g. InitiaLit grouping / spelling groups R-6. This involves students working at the stage they are at, not their age/year level) Due to common Literacy Block time students move to various groups depending on their ability) - Student data will be used throughout the year to place them in appropriate groups. This may involve moving them to higher or lower groups depending upon regular test results. - In InitiaLit students will be placed using data from the placement tests, WARP (reading passage), WARN (singular words) - NAPLAN, Pat R - Spelling Mastery Placement tests - Heggerty Phonemic Awareness – Teachers to know their student data so as to ask specific questions of students in areas of need. (coloured spots, lists of students, David Kilpatrick's Reading Success. In spelling groups in the Upper Primary, data from teacher observations of student's written language and Spelling Mastery data will be used both to group students and to indicate student growth. Wave One intervention, providing quality inclusive teaching, will involve taking into account the learning needs of all students in the classroom by providing differentiated work as evidenced in learning programs, units of work and lesson plans.	InitiaLit tests including student placement, WARP(Reading Passage) WARN (singular words); Heggerty, PAST test Phonemic Awareness (R-6, end of each year) Year One Phonics screening test, PASM NAPLAN, Pat R Reading Success By David Kilpatrick Spelling Mastery workbooks and resources

| | | - Wave 2 Intervention will involve some students needing extra help or extension being placed in a group of students with similar needs. (InitiaLit / spelling/ reading).

The Principal will :
make regular classroom observations,
review teacher programs and overviews,
conduct staff meetings twice a term to review student data
facilitate a data day at the end of the year to discuss student growth and prepare for new year
discuss student data with teacher's in PDP meetings
participate in regular meetings between staff and parents | |

Goal 1: To retain and increase the number of students achieving HB and increase the number of students achieving SEA in Reading.

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

Student Success Criteria	🟢 Yes 🟡 Needs attention/work in progress 🔴 Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
We will see each student (R-6) consistently referring to, reviewing and being able to explain their reading goals and identify their next steps in learning. **We will see each student in Year 2 use comprehension strategies to build literal and inferred meaning and begin to analyse texts and draw on growing knowledge of context, language and visual features, and print and multimodal text structures.** **We will see each student in Year 4 use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrate and link ideas, and analyse and evaluate texts.** **We will see each student in Year 6 use comprehension strategies to interpret and analyse information and ideas, and compare content from a variety of textual sources including media and digital texts.**	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?
Teachers will: Develop individual student reading goals with students, highlighting next steps in learning. This will be completed through class discussions, brainstorming, communication of and individual student ownership of data. Goals will be recorded and placed on student desks for easy referral.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will: Clarify learning intentions and success criteria with students. They will clearly explain the learning intention of the lesson and unit of work, and give students a detailed success criteria.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Where applicable students can be involved in co-constructing their success criteria for individual, student negotiated work.			
Teachers will – integrate the Big Six components of Reading into their planning with an explicit focus on phonics and phonemic awareness **Oral language – Reciprocal Reading, Sea & Vines Oral Language Project** **Phonological Awareness – Heggerty Phonemic Awareness Program** **Phonics – InitiaLit, DfE units, SPELD program** **Vocabulary- InitiaLit, Story Box, Subject specific vocabulary, DfE units of work** **Fluency- InitiaLit, Whole School Reading Program, SPELD program**	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will use Explicit Direct Instruction to teach a range of comprehension strategies **For coherence and consistency there will be a whole school focus on a high impact evidence based strategy in InitiaLit, QAR, Whole School Reading Program and Premier's Reading Challenge.**	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will use Feedback that moves learning forward	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will differentiate student learning	Click or tap here to enter text.	- Using student data to group students (e.g. InitiaLit grouping/spelling groups R-6. This involves students working at the stage they are at, not their age/year level Due to common Literacy Block time students move to various classes depending on their ability) - Student data will be used throughout the year to place them in appropriate groups. This may involve moving them to higher or lower groups depending upon regular test results. - In InitiaLit students will be placed using data from the placement tests, WARP (reading passage), WARN (singular words) In spelling groups in the Upper Primary, data from the Spelling Mastery placement will be used both to group students and to indicate student growth. Pat R and NAPLAN data - Wave One intervention, providing quality inclusive teaching, will involve taking into account the learning needs of all students in the classroom by providing differentiated work as evidenced in learning programs, units of work and lesson plans. - Wave 2 Intervention will involve some students needing extra help or extension being placed in a group of students with similar needs.	Click or tap here to enter text.

		(InitiaLit/spelling/reading) and can involve students working at different year levels.	

Goal 1: To retain and increase the number of students achieving HB and increase the number of students achieving SEA 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: **Year 3 –2/4 students achieve SEA in NAPLAN reading** **Year 5 –** **5/6 students achieve SEA in NAPLAN reading** **1 student achieve HB in NAPLAN in Reading**	**Results towards targets:** *Click or tap here to enter text.*
Challenge of Practice: **If we develop individual reading goals for students and explicitly teach comprehension strategies applicable to particular text types then we will increase the number of students achieving SEA and Higher Band in Reading**	**Evidence -** has this made an impact? *Click or tap here to enter text.*
Success Criteria: **We will see each student (R-6) consistently referring to, reviewing and being able to explain their reading goals and identify their next steps in learning.** **We will see each student in Year 2 use comprehension strategies to build literal and inferred meaning and begin to analyse texts and draw on growing knowledge of context, language and visual features, and print and multimodal text structures.** **We will see each student in Year 4 use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrate and link ideas, and analyse and evaluate texts.** **We will see each student in Year 6 use comprehension strategies to interpret and analyse information and ideas, and compare content from a variety of textual sources including media and digital texts.**	**Evidence -** did we improve student learning? how do we know? *Click or tap here to enter text.*

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

Click or tap here to enter text.

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

Click or tap here to enter text.

STEP 1 Analyse and Prioritise

Goal 2: To increase the number of students achieving SEA and HB in Numeracy	ESR Directions: 1) To continue to embed evidence based practices coherently across the school with a focus on improving high band student achievement 2) Further engage students as powerful partners in their learning through involving them in collaboratively planning and decision making about their learning and the school.

Target 2022:
 Year 3- 3/4 students achieve SEA in NAPLAN Numeracy
     1/4 student to achieve HB in NAPLAN Numeracy
 Year 5 -5/6 students achieve SEA in NAPLAN Numeracy
     1/6 students achieve HB in NAPLAN Numeracy
	2023:
	 Year 3 : 2/3 students to achieve SEA in NAPLAN Numeracy
	     1/3 student to achieve HB in NAPLAN Numeracy
	 Year 5 : 7/9 students to achieve SEA in NAPLAN Numeracy
	     2/9 students to achieve SEA in NAPLAN Numeracy
		2024:
		 Year 3 :1/1 student to achieve SEA in NAPLAN Numeracy
		
		 Year 5 : 1/4 student to achieve SEA in NAPLAN Numeracy

STEP 2 Challenge of practice

Challenge of Practice:

If we design learning for mastery, **content and proficiencies,** and use assessment and intervention to improve teaching, including student use of correct mathematical language, then we will increase the number of students achieving SEA and HB in Numeracy.

Student Success Criteria (what students know, do, and understand):
We will see Reception students trusting the count by the end of their first year of schooling.
We will see students understanding place value by the end of Year 2.
We will see students by the end of Year 4 thinking multiplicatively.
By the end of Year 6 we will see students demonstrating an understanding of multiplicative thinking and partitioning.
We will see students make choices, interpret, model and investigate problems and communicate solutions effectively.
We will see students being able to explain their mathematical thinking, justify strategies used and discuss conclusions reached.

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
All teachers will develop their pedagogical content knowledge to support students to build on number ideas and concepts developmentally (Shift Gear).	2022	Principal: Source and provide appropriate PD for teachers Teachers: Attend PD :Provide comprehensive yearly, term and unit overviews clearly showing differentiated levels of work and year level curriculum entitlement PDP goals – staff to align PD with SIP goals	• DfE Numeracy Units of work • Maths workshops with CL • I-Maths • CL to revise Scope and Sequence with staff • Shift Gear Guidebook p3-7 on developing numeracy using Australian Curriculum • Shift Gear Guidebook pages 8-9 on TfEL and designing learning – Hyperlinks for design templates and powerful learning video • Van de walle text

Teachers will strengthen whole school beliefs and agreements about providing challenge in Mathematics by enacting the agreements in the classroom through designing learning for mastery and encouraging the use of correct mathematical language to support understanding. (Stretch)	2022 – Staff meetings	Principal to organise CL – suitable time and dates Principal: Whole School Numeracy Agreement – ensure all staff are following agreement formulated in 2021 Use of data as a focus area for Whole School Numeracy Agreement Teachers will provide challenging tasks ensuring the use of correct mathematical language which supports understanding.	CL input into staff meeting and working with individual staff members Investigation of iMaths program. Jo Boaler learning Best Advice papers Teachers will be encouraged to use the DfE units of work throughout the school, as they become available. Partnership numeracy workshops Stretch Guidebook p3 and p7-8 - Van de walle text
Teachers will use data to track and monitor student progress and support students in their learning (Shift Gear).	Staff meetings	Principal to organise appropriate PD re interpretation of student data Teachers: To develop data base of their students in Numeracy highlighting strengths and challenges - Utilise this data to plan and program, highlighting differentiation Evidence used in grading student achievement and report writing	PC- Collecting, representing and interpreting data Formative and Summative assessments as used in DfE units of work, BiIN assessments Achievement Profiles app in Power Bi ACARA Learning progressions
Teachers will strengthen their capacity to tailor Numeracy approaches to identified learning needs and use assessment tools to inform planning. (Shift Gear)	2022	Teachers will provide clear learning intentions for students that emphasise numeracy success criteria in the learning design. Teachers view assessment as feedback about their own practice and use this feedback to target what to do next for learner improvement. Teachers will use the guidance in the Numeracy in practice section of the Shift Gear Guidebook to support their classroom practice.	Guide book – Shift gear. Numeracy in Practice section p9-13 Big Ideas in Number resources HITS doc - vic
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: To increase the number of students achieving SEA and HB in Numeracy

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

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?
We will see Reception students trusting the count by the end of their first year of schooling. **We will see students understanding place value by the end of Year 2.** **We will see students by the end of Year 4 thinking multiplicatively.** **By the end of Year 6 we will see students demonstrating an understanding of multiplicative thinking and partitioning.** **We will see students make choices, interpret, model and investigate problems and communicate solutions effectively.**	*Click or tap here to enter text.*	*Click or tap here to enter text.*	*Click or tap here to enter text.*

We will see students being able to explain their mathematical thinking, justify strategies used and discuss conclusions reached.			
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 teachers will develop their pedagogical content knowledge to support students to build on number ideas and concepts developmentally (Shift Gear).	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will strengthen whole school beliefs and agreements about providing challenge in Mathematics by enacting the agreements in the classroom through designing learning for mastery and encouraging the use of correct mathematical language to support understanding. (Stretch)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will use data to track and monitor student progress and support students in their learning (Shift Gear).	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will strengthen their capacity to tailor Numeracy approaches to identified learning needs and use assessment tools to inform planning. (Shift Gear)	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.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: To increase the number of students achieving SEA and HB 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:
Year 3- 3/4 students achieve SEA in NAPLAN Numeracy
           1/4 student to achieve HB in NAPLAN Numeracy
Year 5 -5/6 students achieve SEA in NAPLAN Numeracy
           1/6 students achieve HB in NAPLAN Numeracy
	Results towards targets:
	Click or tap here to enter text.

Challenge of Practice: **If we design learning for mastery, content and proficiencies, and use assessment and intervention to improve teaching, including student use of correct mathematical language, then we will increase the number of students achieving SEA and HB in Numeracy.**	**Evidence -** has this made an impact? *Click or tap here to enter text.*
Success Criteria – did we improve student learning? **We will see Reception students trusting the count by the end of their first year of schooling.** **We will see students understanding place value by the end of Year 2.** **We will see students by the end of Year 4 thinking multiplicatively.** **By the end of Year 6 we will see students demonstrating an understanding of multiplicative thinking and partitioning.** **We will see students make choices, interpret, model and investigate problems and communicate solutions effectively.** **We will see students being able to explain their mathematical thinking, justify strategies used and discuss conclusions reached.**	**Evidence -** did we improve student learning? how do we know? *Click or tap here to enter text.*

Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year? *Click or tap here to enter text.*
Reflection on our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps? *Click or tap here to enter text.*

⊚ STEP 1 Analyse and Prioritise

Goal 3: Click or tap here to enter text.	**ESR Directions:** 1) To continue to embed evidence based practices coherently across the school with a focus on improving high band student achievement 2) Further engage students as powerful partners in their learning through involving them in collaboratively planning and decision making about their learning and the school.

Target 2022: Click or tap here to enter text.	**2023:** Click or tap here to enter text.	**2024:** Click or tap here to enter text.

STEP 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 & 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.
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.
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.
Challenge of Practice: Click or tap here to enter text.	**Evidence -** has this made an impact? Click or tap here to enter text.
Success Criteria – did we improve student learning? Click or tap here to enter text.	**Evidence -** did we improve student learning? how do we know? Click or tap here to enter text.

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

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