

2022 - 2024

2024 School Improvement Plan for Mypolonga Primary School

Site Number:
0302



Vision Statement:

Mypolonga Primary School develops thinking, entrepreneurial citizens who problem-solve to create and enterprising and values-based culture to find solutions to problems.

2022 - 2024

2024 School Improvement Plan for Mypolonga Primary School

Completing the template:

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

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

- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 8, Term 4 (9 December 2022).
- Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your [summary page](#) on your school website by Friday of Week 4, Term 1 (24 February 2023).
- Use the template regularly throughout the year to capture your Step 4 work (improve practice and monitor impact), and 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
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Government of South Australia
Department for Education



STEP 1 Analyse and Prioritise

Site name: Mypolonga Primary School

Goal 1: Increase student achievement in reading and spelling from Reception to Year 6.

ESR Directions:

1. Strengthen structures and processes which explicitly connect, drive and support collective action to achieve SIP goals and challenges of practice.
2. Strengthen effective and coherent practice across the school in curriculum delivery, assessment and high impact strategies to ensure stretch and challenge in daily learning.
3. Strengthen regular assessment practices and share these with students to inform responsive teacher planning, inclusive of maths, and to enable students to self-direct their own learning.

Achievement towards Goal in 2022:
88% of students (15 out of 17) achieved SEA in NAPLAN reading in Year 3.
Using DIBELS to track students' progress and target learning needs of our students has helped in their continued development, from where they are learning to move them forward.
Student data is showing growth from most student with reading Avg.

R – NWF WRC, BOY 5 to EOY 11
Year 1 – WRF, BOY 20 to EOY 32
Year 2 – ORF WRC, BOY 57 to EOY 96
Year 3 – ORF WRC, BOY 62 to EOY 107
Year 4 – ORF WRC, BOY 83 to EOY 112
Year 5 – ORF WRC, BOY 82 to EOY 111
Year 6 – ORF WRC, BOY 113 to EOY 136

Target 2023:
To have 80% of student meeting age-appropriate standard targets for decoding and fluency in DIBELS Assessments.

85% of student meeting age appropriate standards for reading and spelling in NAPLAN assessments

PAT Data meeting SEA 85%

2024:
To have 80% of student meeting age-appropriate standard targets for decoding and fluency in DIBELS Assessments, measured against department fluency standards.

R – NWF WRC, (15 of 18)
Year 1 – ORF WRF, (12 of 15)
Year 2 – ORF WRC, (22 of 27)
Year 3 – ORF WRC, (19 of 23)
Year 4 – ORF WRC, (17 of 21)
Year 5 – ORF WRC, (12 of 15)
Year 6 – ORF WRC, (15 of 18)

85% of student meeting age appropriate standards for reading and spelling in NAPLAN assessments
PAT Data meeting SEA 85%



STEP 2 Challenge of practice

Challenge of Practice:

If we embed the Phonics Instructional Routine (including a strong multi-sensory support R-2) as part of the synthetic approach to teaching phonics and spelling, then we will increase student achievement in reading and spelling from Reception to year 6.



STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand): • R-2 students apply knowledge of taught Phoneme Grapheme Correspondence when decoding and encoding. • Year 3-6 students apply knowledge of taught morphology and spelling rules when writing (dictation; pre and post). • Students will transfer learned skills into writing samples gathered during the year.	How and when will this be monitored, tracked and measured? R-2 – Ongoing progress monitoring/ formative assessment of taught phonemes and graphemes and correspondence. Year 2 – Weekly dictation pre-test to post-test Year 3 – Pre-test to post-test with fortnightly spelling assessments. Integrating spelling into reflective journals to show understanding of spelling rules. Year 4-6 – Weekly spelling in sentences and spelling journal details understanding of spelling rules. Termly Running Records check, weekly small group guided reading. DIBELS assessments completed at Beginning, Middle and End of Year. Progress monitoring for students not meeting expected benchmarks. Formatively assessed in tracking of spelling in written tasks at the Beginning, Middle and End of Year. Tracking individuals receiving interventions.		
What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice			
Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
Teachers will use data to plan, program and teach to support student to articulate their next steps in learning.	Ongoing following progress monitoring and DIBELS assessments.	Each teacher will...support student with setting individual literacy learning goals for each term. Each leader will...Check in with students to see if they know and understand their next steps in learning.	Develop individual goals setting for students Yr 3-6, using student known data
Embed a consistent approach to implement the Phonics Instructional Routine using phonics/ spelling lesson plans developed.	Ongoing.	Each R-2 teacher will...give explicit reading and spelling instruction during each literacy lesson with mutli-sensory support with spelling lessons planned and developed. Each 3-6 teacher will... Embed a consistent approach to implement an instructional routine for spelling. Each leader will... Observe literacy lessons to ensure instructional routine is implemented	Phonics Instructional routine R-6 DfE reading and spelling Scope and sequence SA Curriculum

		with efficacy and provide feedback on practice.	
Decodable readers to be used for student in R-6, who have not covered the code and who are not meeting age-appropriate standard in DIBELS assessments.	Ongoing	Each teacher will... Assess students reading abilities to ensure they are using the correct decodable readers for their learning needs Each leader will... Ensure a budget for Decodable readers.	Decodable readers, for beginner and catch-up decodable readers for older students.
Continue to Build teacher capacity in reading phonics/ spelling instruction.	Staff meetings, PPLs, Student Free days	Each teacher will... Participate in professional learning, have critical and challenging conversations about their practice. Each leader will... Engage with external experts to direct required learning across the whole site for consistency of practice.	Literacy Guidebooks Partnership PPL Staff T&D – OG training LGU Training sessions
Embed use of agreed High Impact Teaching Strategies for reading and spelling across the school.	Ongoing	Each teacher will... Use Repeated reading strategies and explicitly teach spelling rules and morphology during spelling lessons. Each leader will... Look for these strategies during observations in classrooms.	Literacy Guidebooks and High Impact Teaching Strategies.
Use DIBELS data to identify at risk students for early intervention.	Ongoing	Each teacher will... Use the DIBELS data to target the specific learning needs of groups of student testing in at risk areas. Each leader will... Look through DIBELS data to track student growth and look for students not meeting benchmarks to develop intervention.	DIBELS resources SSO Support
Implement writing sentence level learning for staff on functional grammar	Implement in 2024	Each teacher will... participate in Professional learning focusing on sentence level functional grammar. Each leader will... find the best resource and scope and sequence for the introduction of functional grammar.	Writing Revolution and Grammar Project scope and sequence Writing Plus Training...? Brightpath team Staff professional learning
Introduce sentence level functional grammar for students.	Implement in 2024	Each teacher will... explicitly teach the sentence level functional grammar from scope and sequence to students. Each leader will... Assist with Professional learning for teachers.	The Writing Revolution Grammar Project scope and sequence Functional Grammar



STEP 1 Analyse and Prioritise

Site name: Mypolonga Primary School

Goal 2: Increase student achievement in numeracy across R-6.

ESR Directions:

1. Strengthen structures and processes which explicitly connect, drive and support collective action to achieve SIP goals and challenges of practice.
2. Strengthen effective and coherent practice across the school in curriculum delivery, assessment and high impact strategies to ensure stretch and challenge in daily learning.
3. Strengthen regular assessment practices and share these with students to inform responsive teacher planning, inclusive of maths, and to enable students to self-direct their own learning.

Achievement towards Goal in 2022:

82% of students met SEA in numeracy in Year 3 (14 of 17 students).

90% of student met SEA in numeracy in Year 5 (19 of 21 students).

Target 2023:

Click or tap here to enter text.

2024:

To have 80% of students meeting age-appropriate standards targets in their second year for numeracy using BliN Assessments.

R – Trust the Count (10 of 18)

Year 1 – Trust the Count (12 of 15)

Year 2 – Place Value (15 of 27)

Year 3 – Place Value (19 of 23)

Year 4 – Multiplicative Thinking (12 of 21)

Year 5 – Multiplicative Thinking (12 of 15)

Year 6 – Partitioning (10 of 18)

**85% of student meeting age-appropriate standards for numeracy in NAPLAN assessments.
PAT Data meeting SEA 85%**



STEP 2 Challenge of practice

Challenge of Practice:

If we use and embed a consistent numeracy instructional routine using High Impact Teaching strategies within all classrooms, embedding the Big Ideas in Number, then we will improve mathematical achievement from Reception to Year 6.



STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand): • Year R-1, Trust the Count – 1:1 correlation, subitising, skill counting, count on, jump strategies • Year 2-3, Understand Place Value – Use of concrete materials • Year 4-5, Think Multiplicatively • Year 6, Partitioning • Understand Proportional Reasoning • Generalise Engage in student instructional routine using concrete materials.	How and when will this be monitored, tracked and measured? • Pre and post assessments... from DfE units of work, nominally in weeks 1, 5 and 10. Use Formative Assessments Encompassing: ▪ Monitoring bookwork... Exit passes ▪ Warmups related to previous learning ▪ Regular Check in Questions ▪ Cups/ trays – Red, Yellow, Green ▪ Show me boards ▪ Maths Journals Conferencing students and mapping progression point aligned with BliN Big Ideas in Number assessments to be used in Year R-6. Assessments completed at Beginning, Middle and End of Year. Progress monitoring for students not meeting outcomes.
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What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
Teachers will embed the use of the Big Ideas in Number diagnostic tools consistently across the school and use them to inform planning, programming, teaching and set individual student learning goals.	Ongoing	Each teacher will... Know how to administer and use diagnostic assessment to track student learning to inform students next steps in learning. Each leader will... Develop a tracking tool for whole school data input.	BliN Whole school data and recording tool and spreadsheet.
Use warmups/ maths chats as part of the instructional routine to target BliN strategies specific to student need.	Ongoing	Each teacher will... Use warm up routines and activities to target the learner needs. Each leader will... Look for these strategies during observations in the classroom.	Maths Chats BliN Warmup activities.

Build teacher capacity and consistency regarding Big Ideas in Number and consistency in mathematics routine.	Ongoing	Each teacher will... Participate in professional learning to improve teacher knowledge, understanding and capacity to teach maths topics. Each leader will...Support the ongoing professional learning of staff.	Di Siemens Twilight series Partnership Curriculum Support TEAMS Channels Partnership Maths PPL
Teachers will undertake school professional learning around the Big Ideas in Number (high impact teaching strategies).	Staff meeting beginning of Term 1 Partnership PPLs once a term Student Free days	Each teacher will...Use High Impact Teaching Strategies in maths instruction Each leader will...Support the ongoing professional learning of staff.	Numeracy Handbooks Maths Instructional routine Partnership Maths TEAM Maths Chats
Teachers will adapt and implement DfE Maths units of work for use in multi-level classes.	To be submitted to leader by end of week 3 of each term.	Each teacher will... Plan and submit overviews for each term ensuring viability of curriculum for students. Each leader will... Collect plans and submitted that ensure viability of Maths curriculum	DfE units of work Common MPS Planning Document
Teachers will build Financial Literacy through a focus on the explicit teaching of number through enterprise.	Developed by the end of Term 2.	Each teacher will... Participate in the development of an Enterprise curriculum for school financial literacy and alignment with school shop. Each leader will...Support and allow time for the collation and development of resources.	Mypolonga Enterprise Financial Literacy Handbook.



STEP 1 Analyse and Prioritise

Site name: Mypolonga Primary School

Goal 3: Develop learners who can stop and think about what's needed to best achieve the task in front of them. Learners are able to understand and manage their behaviour and reactions to their environment.

ESR Directions:

1. Strengthen structures and processes which explicitly connect, drive and support collective action to achieve SIP goals and challenges of practice.
2. Strengthen effective and coherent practice across the school in curriculum delivery, assessment and high impact strategies to ensure stretch and challenge in daily learning.
3. Strengthen regular assessment practices and share these with students to inform responsive teacher planning, inclusive of maths, and to enable students to self-direct their own learning.

Achievement towards Goal in 2022: Click or tap here to enter text.	Target 2023: Increase measures in WEC Data - Emotional Regulation in High and Medium range to 80% of students - Wellbeing Literacy in High and Medium range to 80% 1. Emotional Engagement in High range to 80%	2024: Increase measures in WEC Data - Emotional Regulation in High and Medium range to 80% of students - Wellbeing Literacy in High and Medium range to 80% - Emotional Engagement in High range to 80%
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STEP 2 Challenge of practice

Challenge of Practice:

If we use metacognitive language and self regulation strategies within all classrooms, embedding the language and thinking processes within students, then we will improve wellbeing and educational outcomes from Reception to Year 6.

STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):
Students can verbalise how they are feeling and what strategies they have in place to manage their behaviour and learning.

How and when will this be monitored, tracked and measured?

Wellbeing and Engagment Surveys Yr 4-7, improvement in:

- Emotional Regulation
- Wellbeing Literacy
- Emotional Engagement
- Yard Surveys

What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
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Berry Street Education Model training for all Staff	Training Starting in 2024 – 2025.	Each teacher will... Participate in the BSEM training Each leader will... Ensure the organisation of BSEM training and actively participate in training and support of staff.	BSEM Training and books
Use BSEM language/ strategies in classes		Each teacher will... Enact the language and strategies learnt into their classroom on a daily basis Each leader will... Ensure strategies are recorded in PDPs and followed up in PDP meetings.	BSEM Training and books Daily timetable/ plan
Morning Questions/ Circle routine Class meetings – Peg chart	Starting when staff are trained, daily checkins/ discussions on wellbeing	Each teacher will... use time each day to discuss 'ready to learn strategies' Each leader will... give permission for staff to make time for this.	BSEM Training Peg Charts GEM Journals
Teach emotional control strategies	3-5 times/ week, as part of routine	Each teacher will... Use wellbeing strategies 3-5 times/ week to give students strategies. Each leader will... provide resources for supporting teachers.	Emotional control strategies resources.
Gem Journals Student goal setting	Daily GEM journal	Each teacher will... create prompts that allow students to express feelings and ways to deal with these Each leader will... Ensure follow up with wellbeing leader, PCW or valued adult for students with needs, or appropriate supports	GEM Journals
Open Parachute	Weekly sessions in HPE time	Each leader will... Each teacher will... ensure they are following the OP lessons and using them on a weekly basis.	Open Parachute resource.

2024 School Improvement Plan for Mypolonga Primary School



Step 4 – Improve practice and monitor impact



Step 5 – Review and evaluate

Completing steps 4 and 5

- Step 4 is about tracking, reflecting on and adjusting your actions. After careful planning, you need to act to improve your teaching and leadership practice.
- Step 5 is the review and evaluation process to determine the next steps for your school.
- Use the template regularly throughout the year to capture your Step 4 work (improve practice and monitor impact).
- Use the template in Term 4 of each year to capture Step 5 work (review and evaluate).
- Complete every step - The [School Improvement Planning Handbook](#) explains how to do this. In addition, your Local Education Team will provide support.





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

Goal 1: Increase student achievement in reading and spelling from Reception to Year 6.

Student Success Criteria	Yes	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	Needs attention/work in progress		
	Not on track		
- R-2 students apply knowledge of taught Phoneme Grapheme Correspondence when decoding and encoding. - Year 3-6 students apply knowledge of taught morphology and spelling rules when writing (dictation; pre and post). - Students will transfer learned skills into writing samples gathered during the year.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	90% embedded	Evidence	

	 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?	What are our next steps? Potential adjustments?
	 Not on track		
Teachers will use data to plan, program and teach to support student to articulate their next steps in learning.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Embed a consistent approach to implement the Phonics Instructional Routine using phonics/ spelling lesson plans developed.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Decodable readers to be used for student in R-6, who have not covered the code and who are not meeting age-appropriate standard in DIBELS assessments.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Continue to Build teacher capacity in reading phonics/ spelling instruction.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Embed use of agreed High Impact Teaching Strategies for reading and spelling across the school.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Use DIBELS data to identify at risk students for early intervention.	Click or tap here to enter text.	Click or tap here to enter text.	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?

Goal 2: Increase student achievement in numeracy across R-6.

Student Success Criteria	Yes	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	Needs attention/work in progress		
	Not on track		
- Year R-1, Trust the Count – 1:1 correlation, subitising, skill counting, count on, jump strategies - Year 2-3, Understand Place Value – Use of concrete materials - Year 4-5, Think Multiplicatively - Year 6, Partitioning - Understand Proportional Reasoning - Generalise Engage in student instructional routine using concrete materials.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	90% embedded	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?
	Needs attention/work in progress		
	Not on track		

Teachers will embed the use of the Big Ideas in Number diagnostic tools consistently across the school and usen them to inform planning, programming, teaching and set individual student learning goals.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Use warmups/ maths chats as part of the instructional routine to target BliN strategies specific to student need.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Build teacher capacity and consistency regarding Big Ideas in Number and consistency in mathematics routine.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will undertake school professional learning around the Big Ideas in Number (high impact teaching strategies).	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will adapt and implement DfE Maths units of work for use in multi-level classes.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will build Financial Literacy through a focus on the explicit teaching of number through enterprise.	Click or tap here to enter text.	Click or tap here to enter text.	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?

Goal 3: Develop learners who can stop and think about what's needed to best achieve the task in front of them. Learners are able to understand and manage their behaviour and reactions to their environment.

Student Success Criteria	Yes	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	Needs attention/work in progress		
	Not on track		
Students can verbalise how they are feeling and what strategies they have in place to manage their behaviour and learning.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	90% embedded	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?
	Needs attention/work in progress		
	Not on track		
Berry Street Education Model training for all Staff	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Use BSEM language/ strategies in classes	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Morning Questions/ Circle routine	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teach emotional control	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Gem Journals Student goal setting	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Open Parachute	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.



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

Goal 1: Increase student achievement in reading and spelling from Reception to Year 6.

Targets 2024:

To have 80% of student meeting age-appropriate standard targets for decoding and fluency in DIBELS Assessments.

85% of student meeting age appropriate standards for reading and spelling in NAPLAN assessments

PAT Data meeting SEA 85%

Results towards targets:

Click or tap here to enter text.

Challenge of Practice:

If we embed the Phonics Instructional Routine (including a strong multi-sensory support R-2) as part of the synthetic approach to teaching phonics and spelling, then we will increase student achievement in reading and spelling from Reception to year 6.

Evidence - has this made an impact?

Click or tap here to enter text.

Success Criteria:

- R-2 students apply knowledge of taught Phoneme Grapheme Correspondence when decoding and encoding.
- Year 3-6 students apply knowledge of taught morphology and spelling rules when writing (dictation; pre and post).
- Students will transfer learned skills into writing samples gathered during the year.

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

[Click or tap here to enter text.](#)

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

[Click or tap here to enter text.](#)

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

[Click or tap here to enter text.](#)



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

Goal 2: Increase student achievement in numeracy across R-6.

Targets 2024:

Click or tap here to enter text.

To have 80% of students meeting age-appropriate standards targets in their second year for numeracy using BliN Assessments.

R – Trust the Count (10 of 18)

Year 1 – Trust the Count (12 of 15)

Year 2 – Place Value (15 of 27)

Year 3 – Place Value (19 of 23)

Year 4 – Multiplicative Thinking (12 of 21)

Year 5 – Multiplicative Thinking (12 of 15)

Year 6 – Partitioning (10 of 18)

85% of student meeting age-appropriate standards for numeracy in NAPLAN assessments.

PAT Data meeting SEA 85%

Results towards targets:

Click or tap here to enter text.

Challenge of Practice:

If we use and embed a consistent numeracy instructional routine using High Impact Teaching strategies within all classrooms, embedding the Big Ideas in Number, then we will improve mathematical achievement from Reception to Year 6.

Evidence - has this made an impact?

Click or tap here to enter text.

Success Criteria: • Year R-1, Trust the Count – 1:1 correlation, subitising, skill counting, count on, jump strategies • Year 2-3, Understand Place Value – Use of concrete materials • Year 4-5, Think Multiplicatively • Year 6, Partitioning • Understand Proportional Reasoning • Generalise Engage in student instructional routine using concrete materials.	Evidence - did we improve student learning? how do we know? Click or tap here to enter text.
Evaluate our Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year? Click or tap here to enter text.	
Review our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps? Click or tap here to enter text.	



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

Goal 3: Develop learners who can stop and think about what's needed to best achieve the task in front of them. Learners are able to understand and manage their behaviour and reactions to their environment.

Targets 2024: Increase measures in WEC Data • Emotional Regulation in High and Medium range to 80% of students • Wellbeing Literacy in High and Medium range to 80% • Emotional Engagement in High range to 80%	Results towards targets: Click or tap here to enter text.
Challenge of Practice: If we use metacognitive language and self regulation strategies within all classrooms, embedding the language and thinking processes within students, then we will improve wellbeing and educational outcomes from Reception to Year 6.	Evidence - has this made an impact? Click or tap here to enter text.
Success Criteria: Students can verbalise how they are feeling and what strategies they have in place to manage their behaviour and learning.	Evidence - did we improve student learning? how do we know? Click or tap here to enter text.
Evaluate our Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year? Click or tap here to enter text.	
Review our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps? Click or tap here to enter text.	