2022 - 2024

School Improvement Plan for

Warooka Primary School

Site Number:
0467

Vision Statement:

Our school is innovative and provides opportunities to develop passionate learners. We prepare our students for future challenges by focusing on educational excellence in a happy, vibrant learning environment. Our engaged learners and educators collaborate to achieve goals. We are an inclusive, caring learning community, which is an integral part of the wider community. We develop positive relationships that support learning and promote wellbeing.

Government of South Australia
Department for Education

2022 – 2024

School Improvement Plan for

Warooka 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

Government of South Australia
Department for Education

STEP 1 Analyse and Prioritise

Site name: Warooka Primary School

Goal 1: To increase the number of children reaching and maintaining higher bands in reading.

ESR Directions:
Key focus area 1: To ensure teachers have shared understanding, ownership and accountability to the SIP, introduce clearstructures and processes, which drive, connect and support the improvement agenda and provides continuous opportunities to improve practice and monitor impact.
Key focus area: 2 To provide stretch and challenge for all students, develop, implement and monitor whole- school approaches, which provide consistency and common understanding in effective pedagogical practicesand use of formative assessment.
Key focus area 3: Improve student learning achievements through the development of teacher use of evidence-based pedagogical practices that ensure students have authentic influence in their learning

Target 2022:	2023:	2024:
All Year 1 students not on a learning plan will achieve a score of 28 or above in Phonics Screening Check. **60% of Year 3 students to achieve high bands in NAPLAN reading** **40% of Year 5 students to achieve high bands in NAPLAN reading**	Click or tap here to enter text.	Click or tap here to enter text.

STEP 2 Challenge of practice

Challenge of Practice:
If we focus on strengthening students understanding of phonics, how words are structured and the arrangement of words within sentences, this will strengthen student's ability to construct meaning from texts and increase thenumber of children reaching and maintaining higher bands.

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

We will see each student in Reception be able to:
Orally blend two or three phonemes together to make a one-syllable word (a-sh, s-u-n, b-i-n, sh-i-p) when we review work samples of reciprocal reading recordings.
Blend phonemes for all common, single letter graphemes to read VC and CVC words and apply this knowledge when reading decodable texts when we talk to students about what they are learning in their reading. Identify simple grammatical features when we look at student work together in staff meetings.

We will see each student in Year 1 be able to:
Orally blend four phonemes together to make a one-syllable spoken word (s-t-o-p, stop) when we review work samples of reciprocal reading recordings.
Segment and represent CCVC and CVCC words containing consonant digraphs and consonant blends (sh o p, b e s t) when we review work samples of reciprocal reading recordings.
Read aloud a decodable or simple text at a reasonable pace, grouping words into meaningful phrases when we talk to students about what they are learning in their reading.
Use phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts when we look at student work together in staff meetings.

We will see each student in Year 2 be able to:
Apply common phonic generalisations (long e rule, soft c and soft g rule) when reading continuous texts when we review work samples of reciprocal reading recordings.
Read aloud a predictable text at a flowing pace, pausing to attend to more complex punctuation when we review work samples of reciprocal reading recordings.
Identifies phrases that provide 'chunks of meaning' within a sentence when we talk to students about what they are learning in their reading.
Recognise the effect of punctuation on meaning when we talk to students about what they are learning in their reading.
Use context and grammar knowledge to understand unfamiliar words when we look at student work together in staff meetings.

We will see each student in Year 3 be able to:
Read less common graphemes that contain alternative spelling for phonemes (/ch/tch/j/g/) and apply when reading continuous texts when we review work samples of reciprocal reading recordings.
Read aloud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expressionwhen we review work samples of reciprocal reading recordings.
Monitor the development of ideas using language and visual features when we talk to students about what they are learning in their reading.
Identify connectives that develop coherence between ideas or events when we talk to students about what they are learning in their reading.
Uses morphological knowledge to explain words (help (base) + less (suffix) = helpless) when we look at student work together in staff meetings.

We will see each student in Year 4 be able to:
Read aloud a range of moderately complex and sophisticated texts which include multisyllabic words and complex sentences with fluency and appropriate expression when we review work samples of reciprocal reading recordings.
Monitor the development of ideas using language and visual features (topic sentences, key verbs, graphs) when we talk to students about what they are learning in their reading.
Use knowledge of cohesive devices to track meaning throughout a text (connectives such as however, on the other hand) when we talk to students about what they are learning in their reading.
Recognise how the use antonyms, synonyms and common idiomatic language enhance meaning in a text when we look at student work together in staff meetings.

We will see each student in Year 5 be able to:
Read and view some moderately complex texts when we talk to students about what they are learning in their reading.
Use knowledge of the features and conventions of the type of text to build meaning (recognises that the beginning of a persuasive text may introduce the topic and the line of argument) when we review work samples of reciprocal reading recordings.
Analyse how language in texts serves different purposes (identifies how descriptive language is used differently in informative and persuasive texts) when we look at student work together in staff meetings.

We will see each student in Year 6 be able to:
Use knowledge of a broader range of cohesive devices to track meaning (paragraph markers, topic sentences) when we review work samples of reciprocal reading recordings.
Evaluate text for relevance to purpose and audience when we talk to students about what they are learning in their reading.
Identify the main themes or concepts in moderately complex texts when we look at student work together in staff meetings.

Adapted from Literacy Learning Progressions and Australian Curriculum English

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Teachers will build capacity to teach reading by engaging in professional learning focused on grammar, textual and linguistic choices at sentence, paragraph and whole text level.	**Term 1 -4 - Weeks 4 & 8 Teachers/Principal** Primary School Cluster **Week 7 staff meetings Teachers/Principal** Moderation of work samples	Principal/ Curriculum lead/Primary Project Officer will lead professional learningto teach the process of writing and paragraph and sentence construction skills with strategies such as, using pronouns and conjunctions to combine sentences from "The Writing Revolution." All Teachers will engage in professional learning where they will plan using the common planning template, moderate work samples and complete planning documents in like year levels at the Primary School Cluster. All Teachers will explicitly plan and implement short daily activities from thewriting revolution. All Teachers will explicitly plan and model the structure of language in reading and writing at word, sentence, paragraph and whole text level using a mentor text.	"The writing revolution" "A new Grammar Companion for teachers" Curriculum Project OfficerCurriculum Lead Annotated Student work samples
Teachers will build content knowledge on how a sentence is structured grammatically and how to construct simple, complex and compound sentences using a mentor text before writing.	**Terms 1 - 4 – weeks 0 - 3 Teachers/Principal** Programming and Planningindividual Meetings for feedback **Terms 1 – 4 – Weeks 4-8 Teachers/Principal** Primary School Cluster **Terms 1-4 – weeks 4-8 Teachers/Principal** Feedback/Observations	All teachers will include learning intentions and success criteria using the common agreed planning template based on a mentor text as part of their dailyliteracy block All teachers will use the teaching and learning cycle to build the field, model thetext, guide practice and lead to independent construction when teaching literacy through a mentor text All teachers will focus on teaching grammar and syntax in the context of reading and writing	The writing revolution" "A new Grammar Companion forteachers" Literacy Progressions Australian Curriculum documentsPETAA membership Reading Australia unitsDFE units Teaching and learning cycle
All teachers will integrate the big 6 of reading and reciprocal teaching using relevant metalanguage, including, appropriate grammatical terms during their daily reading program.	**Daily Terms 1-4Teachers**	All teachers will integrate the big 6 of reading and reciprocal teaching using relevant metalanguage, including, appropriate grammatical terms in their daily reading program. All Teachers will work across cluster sites to collaborate to design, plan and implement units of work based on a mentor text	"The writing revolution" "A new Grammar Companion forteachers" Literacy Progressions Australian Curriculum documents PETAA membership

		All teachers 3-6 will use the DFE English units at least once per term	Reading Australia units DFE units
Teachers will provide written and verbal feedback to provide next step learning goals through individual reading conferences with students based on the Literacy Reading Progressions.	**Terms 1-4 week 7** **Teachers** Reading goals to staff meetings **Terms 1 -3 – Week 8** **Teachers** 3 way learning conferences	All teachers and students will have individual reading conferences where the teacher and students work together to decide the student's next goals All Teachers to track student-reading progress using the Literacy Reading Progressions aligned to the Australian Curriculum in to share in Staff Meetings in week 7 each term Site leader to lead the critical analysis and reflection of annotated student work samples during staff meetings in week 7 All Teachers will clearly articulate learning intentions and success criteria and all students are able to articulate learning goal and learning in reading All Teachers will share individual reading goals with families at 3 way learning conferences	Literacy Progressions Australian Curriculum documents Annotated Student work samples – students in high bands/SEA/Low bands Data Assessment Schedule
Teachers will assess, track and monitor student reading progress against the Literacy Reading Progressions.	**Terms 1, 3, 4 Week 7** **Teachers** Diagnostic/Formative assessment data using tools collated for discussion at staff meeting	R-2 teachers will use Little Learners Love Literacy assessment tools to establish next learning steps 3times a year 3-6 teachers will use Acadience tools for to establish next learning steps 3 timesa year All teachers will upload data into student spreadsheet and bring data to staff meeting in week 7 Site leader will review and track data trends for each student and bring reflections on next learning steps to week 7 staff meeting All teachers will use the data alongside the Literacy Reading Progressions to plan the next steps for each student during week 7 staff meetings.	Literacy Progressions Australian Curriculum documents Annotated Student work samples – students in high bands/SEA/Low bands Data Assessment Schedule
Teachers will give and receive critical feedback through peer observations on the use of strategies from the writing revolution and incorporate mentor texts and syntax.	**Terms 1-3 2022** **Cluster teachers** Week 6 T1 CPS Week 6 T2 Warooka Week 6 T3 SPS **Terms 1, 2, 4** **Teachers/Principal** Observations	All teachers will receive an observation and collated observation sheet focusedon strengths and areas for improvement once per term with a focus on the use of mentor texts and syntax and receive critical feedback All teachers will observe and use an observation sheet focused on strengths andareas for improvement with another teacher from Curramulka or Stansbury once a year with a focus a focus on the use of mentor texts and syntax and provide critical feedback Site leader will create observation sheet and observe teachers with a focus on the use of mentor texts and syntax once per term.	Literacy progressions
Goal 1: To increase the number of children reaching and maintaining higher bands 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 in Reception be able to: **Orally blend two or three phonemes together to make a one-syllable word (a-sh, s-u-n, b-i-n, sh-i-p) when we review work samples of reciprocal reading recordings.** **Blend phonemes for all common, single letter graphemes to read VC and CVC words and apply this knowledge when reading decodable texts when we talk to students about what they are learning in their reading.** **Identify simple grammatical features when we look at student work together in staff meetings.** **We will see each student in Year 1 be able to:** **Orally blend four phonemes together to make a one-syllable spoken word (s-t-o-p, stop) when we review work samples of reciprocal reading recordings.** **Segment and represent CCVC and CVCC words containing consonant digraphs and consonant blends (sh o p, b e s t) when we review work samples of reciprocal reading recordings.** **Read aloud a decodable or simple text at a reasonable pace, grouping words into meaningful phrases when we talk to students about what they are learning in their reading.** **Use phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts when we look at student work together in staff meetings.** **We will see each student in Year 2 be able to:** **Apply common phonic generalisations (long e rule, soft c and soft g rule) when reading continuous texts when we review work samples of reciprocal reading recordings.** **Read aloud a predictable text at a flowing pace, pausing to attend to more complex punctuation when we review work samples of reciprocal reading recordings.** **Identifies phrases that provide 'chunks of meaning' within a sentence when we talk to students about what they are learning in their reading.** **Recognise the effect of punctuation on meaning when we talk to students about what they are learning in their reading.** **Use context and grammar knowledge to understand unfamiliar words when we look at student work together in staff meetings.** **We will see each student in Year 3 be able to:** **Read less common graphemes that contain alternative spelling for phonemes (/ch/tch/j/g/) and apply when reading continuous texts when we review work samples of reciprocal reading recordings.** **Read aloud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expressionwhen we review work samples of reciprocal reading recordings.** **Monitor the development of ideas using language and visual features when we talk to students about what they are learning in their reading.** **Identify connectives that develop coherence between ideas or events when we talk to students about what they are learning in their reading.** **Uses morphological knowledge to explain words (help (base) + less (suffix) = helpless) when we look at student work together in staff meetings.**	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

We will see each student in Year 4 be able to: **Read aloud a range of moderately complex and sophisticated texts which include multisyllabic words and complex sentences with fluency and appropriate expression when we review work samples of reciprocal reading recordings.** **Monitor the development of ideas using language and visual features (topic sentences, key verbs, graphs) when we talk to students about what they are learning in their reading.** **Use knowledge of cohesive devices to track meaning throughout a text (connectives such as however, on the other hand) when we talk to students about what they are learning in their reading.** **Recognise how the use antonyms, synonyms and common idiomatic language enhance meaning in a text when we look at student work together in staff meetings.** **We will see each student in Year 5 be able to:** **Read and view some moderately complex texts when we talk to students about what they are learning in their reading.** **Use knowledge of the features and conventions of the type of text to build meaning (recognises that the beginning of a persuasive text may introduce the topic and the line of argument) when we review work samples of reciprocal reading recordings.** **Analyse how language in texts serves different purposes (identifies how descriptive language is used differently in informative and persuasive texts) when we look at student work together in staff meetings.** **We will see each student in Year 6 be able to:** **Use knowledge of a broader range of cohesive devices to track meaning (paragraph markers, topic sentences) when we review work samples of reciprocal reading recordings.** **Evaluate text for relevance to purpose and audience when we talk to students about what they are learning in their reading.** **Identify the main themes or concepts in moderately complex texts when we look at student work together in staff meetings.** **Adapted from Literacy Learning Progressions and Australian Curriculum English**			
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 build capacity to teach reading by engaging in professional learning focused on grammar, textual and linguistic choices at sentence, paragraph and whole text level.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will build content knowledge on how a sentence is structured grammatically and how to construct simple, complex and compound sentences using a mentor text before writing.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

All teachers will integrate the big 6 of reading and reciprocal teaching using relevant metalanguage, including, appropriate grammatical terms during their daily reading program.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will provide written and verbal feedback to provide next step learning goals through individual reading conferences with students based on the Literacy Reading Progressions.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will assess, track and monitor student reading progress against the Literacy Reading Progressions.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will give and receive critical feedback through peer observations on the use of strategies from the writing revolution and incorporate mentor texts and syntax.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: To increase the number of children reaching and maintaining higher bands in reading.

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

Targets 2022: **All Year 1 students not on a learning plan will achieve a score of 28 or above in Phonics Screening Check.** **60% of Year 3 students to achieve high bands in NAPLAN reading** **40% of Year 5 students to achieve high bands in NAPLAN reading**	**Results towards targets:** Click or tap here to enter text.
Challenge of Practice: **If we focus on strengthening students understanding of phonics, how words are structured and the arrangement of words within sentences, this will strengthen student's ability to construct meaning from texts and increase thenumber of children reaching and maintaining higher bands.**	**Evidence -** has this made an impact? Click or tap here to enter text.
Success Criteria: **We will see each student in Reception be able to:** **Orally blend two or three phonemes together to make a one-syllable word (a-sh, s-u-n, b-i-n, sh-i-p) when we review work samples of reciprocal reading recordings.** **Blend phonemes for all common, single letter graphemes to read VC and CVC words and apply this knowledge when reading decodable texts when we talk to students about what they are learning in their reading. Identify simple grammatical features when we look at student work together in staff**	**Evidence -** did we improve student learning? how do we know? Click or tap here to enter text.

meetings.

We will see each student in Year 1 be able to:
Orally blend four phonemes together to make a one-syllable spoken word (s-t-o-p, stop) when we review work samples of reciprocal reading recordings.
Segment and represent CCVC and CVCC words containing consonant digraphs and consonant blends (sh o p, b e s t) when we review work samples of reciprocal reading recordings.
Read aloud a decodable or simple text at a reasonable pace, grouping words into meaningful phrases when we talk to students about what they are learning in their reading.
Use phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts when we look at student work together in staff meetings.

We will see each student in Year 2 be able to:
Apply common phonic generalisations (long e rule, soft c and soft g rule) when reading continuous texts when we review work samples of reciprocal reading recordings.
Read aloud a predictable text at a flowing pace, pausing to attend to more complex punctuation when we review work samples of reciprocal reading recordings.
Identifies phrases that provide 'chunks of meaning' within a sentence when we talk to students about what they are learning in their reading.
Recognise the effect of punctuation on meaning when we talk to students about what they are learning in their reading.
Use context and grammar knowledge to understand unfamiliar words when we look at student work together in staff meetings.

We will see each student in Year 3 be able to:
Read less common graphemes that contain alternative spelling for phonemes (/ch/tch/j/g/) and apply when reading continuous texts when we review work samples of reciprocal reading recordings.
Read aloud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expressionwhen we review work samples of reciprocal reading recordings.
Monitor the development of ideas using language and visual features when we talk to students about what they are learning in their reading.
Identify connectives that develop coherence between ideas or events when we talk to students about what they are learning in their reading.
Uses morphological knowledge to explain words (help (base) + less (suffix) = helpless) when we look at student work together in staff meetings.

We will see each student in Year 4 be able to:
Read aloud a range of moderately complex and sophisticated texts which include multisyllabic words and complex sentences with fluency and appropriate expression when we review work samples of reciprocal reading recordings.
Monitor the development of ideas using language and visual features (topic sentences, key verbs, graphs) when we talk to students about what they are learning in their reading.
Use knowledge of cohesive devices to track meaning throughout a text (connectives such as however, on the other hand) when we talk to students about what they are learning in their reading.
Recognise how the use antonyms, synonyms and common idiomatic language enhance meaning in a text when we look at student work together in staff meetings.

We will see each student in Year 5 be able to:

Read and view some moderately complex texts when we talk to students about what they are learning in their reading. **Use knowledge of the features and conventions of the type of text to build meaning (recognises that the beginning of a persuasive text may introduce the topic and the line of argument) when we review work samples of reciprocal reading recordings.** **Analyse how language in texts serves different purposes (identifies how descriptive language is used differently in informative and persuasive texts)** when we look at student work together in staff meetings. **We will see each student in Year 6 be able to:** **Use knowledge of a broader range of cohesive devices to track meaning (paragraph markers, topic sentences) when we review work samples of reciprocal reading recordings.** **Evaluate text for relevance to purpose and audience when we talk to students about what they are learning in their reading.** **Identify the main themes or concepts in moderately complex texts** when we look at student work together in staff meetings. **Adapted from Literacy Learning Progressions and Australian Curriculum English**	

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 reaching and maintaining higher bands in numeracy.		**ESR Directions:** Key focus area 1: To ensure teachers have shared understanding, ownership and accountability to the SIP, introduce clearstructures and processes, which drive, connect and support the improvement agenda and provides continuous opportunities to improve practice and monitor impact. Key focus area: 2 To provide stretch and challenge for all students, develop, implement and monitor whole- school approaches, which provide consistency and common understanding in effective pedagogical practicesand use of formative assessment. Key focus area 3: Improve student learning achievements through the development of teacher use of evidence-based pedagogical practices that ensure students have authentic influence in their learning
Target 2022: **60% of Year 3 students to achieve high bands in NAPLAN Maths and PAT M** **40% of Year 5 students to achieve high bands in NAPLAN Maths and PAT M**	**2023:** Click or tap here to enter text.	**2024:** Click or tap here to enter text.

STEP 2 Challenge of practice

Challenge of Practice:
If we focus on strengthening students ability to apply mathematical reasoning by modelling technical language, and incorporating teaching mathematics through problem solving we will increase the number of children reaching and maintaining higher bands

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

We will see each students across each year level:
Children articulating their mathematical reasoning across learning experiences when we review work samples of daily mathematics routine recordings.
Children using language and specific metalanguage to communicate reasoning, to describe attributes of objects and collections and to explain their mathematical ideas when we talk to students about their learning.
Children engaging in mathematical learning expressing their reasoning using sophisticated mathematical language and tier 2 and tier 3 vocabulary when we to talk to students about their learning.
Children transferring mathematical language from maths lessons throughout other learning experiences when we look at student work together during staff meetings.
Children participating in problem solving activities using materials or written responses to model authentic problems when we look at student work together during staff meetings.

Specifically in Reception students will be able to:
Identify and name numerals up to 20 when we look at student work together during staff meetings.
Identify a whole quantity as the result of recognising smaller quantities up to 20 (e.g. uses part, part, whole knowledge of numbers to solve problems) when we review work samples of daily mathematics routine recordings.
Order numbers from 1–20 when we look at student work together during staff meetings.
Read, write, model and describe teen numbers as ten and some more when we look at student work together during staff meetings.

Specifically in Year 1 students will be able to:
Identify, model and name numerals up to and beyond 100 when we look at student work together during staff meetings.
Identify the 1-9 repeating sequence, both in and between the decade numerals (e.g. using hundreds charts or vertical number lists) when we review work samples of daily mathematics routine recordings.
Model, represent, order and rename two-digit numbers as counts of tens and ones when we talk to students about their learning.
Count or change a quantity by adding to or taking from a quantity using concrete materials or fingers when we review work samples of daily mathematics routine recordings.

Specifically in Year 2 students will be able to:
Identify and name a numeral from a range of numerals up to 1000 when we look at student work together during staff meetings.
Order and flexibly regroup three-digit numbers according to their place value when we review work samples of daily mathematics routine recordings.
Apply an understanding of zero in place value notation when reading numerals that include internal zeros when we talk to students about their learning.

Specifically in Year 3 students will be able to:
Identify, read and write numerals beyond 1000 applying knowledge of place value, including numerals that contain a zero when we look at student work together during staff meetings.
Flexibly partition numbers by their place value into thousands, hundreds, tens and ones when we review work samples of daily mathematics routine recordings.
Solve additive tasks involving two concealed collections of items by visualising the numbers, then counts from one to determine the total when we review work samples of daily mathematics routine recordings.

Specifically in Year 4 students will be able to
Identify, read and write numerals, beyond four digits in length, with spacing after every three digits when we look at student work together during staff meetings.
Identify, read and write decimals to one and two decimal places when we talk to students about their learning.
Use a range of counting strategies to solve addition problems such as counting-up-to and counting-up-from when we talk to students about their learning.

We will see each student in Year 5 be able to:
Use a range of counting strategies to solve subtraction problems such as counting-down-from, counting-down-to when we look at student work together during staff meetings.
Identify and represent multiplication in various ways and solves simple multiplicative problems using these representations (e.g. modelling as equal groups, arrays or regions) when we talk to students about their learning.
Identify and represent division in various ways such as sharing division or grouping division when we talk to students about their learning.

We will see each student in Year 6 be able to
Describe subtraction as the difference between numbers rather than taking away using diagrams and a range of representations when we talk to students about their learning.
Use a range of strategies to add or subtract two or more numbers within the range of 1-20 when we talk to students about their learning.
Use knowledge of part-part-whole number construction to partition a whole number into parts to solve addition problemswhen we look at student work together during staff meetings.
Interpret a range of multiplicative situations using the context of the problem to form a number sentence when we review work samples of daily mathematics routine recordings.
Apply mental strategies for multiplication to division and justify their use when we talk to students about their learning.

Adapted from Numeracy Learning Progressions and Australian Curriculum Mathematics

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Teachers will develop maths mastery in designing daily mathematics routines that include modelling technical language, and incorporating teaching mathematics through problem solving.	**Terms 1-4 2022 Teachers**	Main classroom teachers Preschool to 6 will engage in the Orbis Numeracy courses All R-6 teachers will plan and implement daily Mathematics Blocks into their programs using the Australian Curriculum and the Numeracy Progressions. All Teachers explicitly plan and model lessons to develop maths mastery for example, students to represent concepts in multiple ways, use correct mathematical language and apply concepts to new and unfamiliar problems.	Teaching mathematics foundation to middle years. Student centred maths – R-2, 3-5, 6-7. Elementary and Middle school Mathematics. DFE units Orbis Numeracy courses
Teachers will design learning using the 3-phase lesson format incorporating learning intentions and success criteria that are aligned to the Australian Curriculum.	**Terms 1-4** **2022** **Teachers** **Weeks 2, 5, 8**	All R-6 teachers will plan and implement daily Mathematics Blocks into their programs using the Australian Curriculum and the Numeracy Progressions. All teachers will engage in the 3 weekly PLC cycle to read and incorporate strategies from the Van de walle text All teachers 3-6 will use the DFE Mathematics units at least once per term.	Teaching mathematics foundation to middle years. Student centred maths – R-2, 3-5, 6-7. Elementary and Middle school Mathematics. 3 phase lesson design Orbis DFE units
Teachers will model and use Tier 2 technical language of maths as a part of the explicit teaching of problem solving	**Terms 1-4 2022 Teachers**	All teachers will teach students explicit mathematical terms and all students to use explicit mathematical terms and language to articulate their thinking. All teachers will explicitly teach expository writing terms, including, analyse, interpret, to students to enable them to articulate thinking in writing in maths.	Teaching mathematics foundation to middle years. Student centred maths – R-2, 3-5, 6-7. Elementary and Middle school Mathematics. DFE units Orbis Writing revolution text
Teachers will give and receive critical feedback through peer observations on maths mastery, the three phase lesson format and problems solving	**Terms 1-4 2022** **Cluster teachers T1** **Warooka** T2 SPS T3 CPS	All teachers will receive an observation and collated observation sheet focused on strengths and areas for improvement once per term with a focus on teaching through problem solving and the 3 phase lesson format and receive critical feedback.	Teaching mathematics foundation to middle years.

	T4 Warooka **Term 1** **Teachers/Principal**	All teachers will observe and use an observation sheet focused on strengths and areas for improvement with another teacher from Curramulka or Stansbury once a year with a focus a focus on teaching through problem solving and the 3 phase lesson format and provide critical feedback. Site leader will create observation sheet and observe teachers with a focus on teaching through problem solving and the 3 phase lesson format and provide critical feedback.	Student centred maths – R-2, 3-5, 6-7. Elementary and Middle school Mathematics. DFE units Orbis Writing revolution text
Teachers will assess, track and monitor student's progress using the maths online interview tool aligned to the Australian Curriculum	**Terms 2, 4 – Week 7** **Teachers** Diagnostic/Formative assessment data using online interview tools collated for discussion at staff meeting	All teachers will use the maths online interview tool for number to formatively and summatively assess students according to data collection timeline. All teachers will upload data into student spreadsheet and bring data to staff meeting in week 7 each term Site leader will review and track data trends for each student and bring reflections on next learning steps to week 7 staff meeting	Data collection timeline Numeracy Progressions/Learning Ladders Maths Online tool
Teachers will provide verbal and written individual maths targets based on the numeracy progressions/learning ladders	**Terms 2 and 4 – week 7** **Teachers** Numeracy goals to staff meetings **Terms 1 -3 – Week 8** **Teachers** 3 way learning conferences	All teachers and students will have individual Numeracy conferences where the teacher and students work together to decide the student's next goals All Teachers to track student number progress using the Numeracy Progressions/Learning ladders aligned to the Australian Curriculum in to share with site leader in Staff Meetings in week 7 in terms 2 and 4 All teachers and students will have individual reading conferences where the teacher and students work together to decide the student's next goals in number All Teachers will share individual number goals with families at 3 way learning Conferences	Numeracy Progressions/Learning Ladders Maths Online tool

Goal 2: To increase the number of students reaching and maintaining higher bands 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 each students across each year level: **Children articulating their mathematical reasoning across learning experiences when we review work samples of daily mathematics routine recordings.** **Children using language and specific metalanguage to communicate reasoning, to describe attributes of objects and collections and to explain their mathematical ideas when we talk to students about their learning.** **Children engaging in mathematical learning expressing their reasoning using sophisticated mathematical language and tier 2 and tier 3 vocabulary when we to talk to students about their learning.** **Children transferring mathematical language from maths lessons**	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

throughout other learning experiences when we look at student work together during staff meetings. **Children participating in problem solving activities using materials or written responses to model authentic problems when we look at student work together during staff meetings.** **Specifically in Reception students will be able to:** **Identify and name numerals up to 20 when we look at student work together during staff meetings.** **Identify a whole quantity as the result of recognising smaller quantities up to 20 (e.g. uses part, part, whole knowledge of numbers to solve problems) when we review work samples of daily mathematics routine recordings.** **Order numbers from 1–20 when we look at student work together during staff meetings.** **Read, write, model and describe teen numbers as ten and some more when we look at student work together during staff meetings.** **Specifically in Year 1 students will be able to:** **Identify, model and name numerals up to and beyond 100 when we look at student work together during staff meetings.** **Identify the 1-9 repeating sequence, both in and between the decade numerals (e.g. using hundreds charts or vertical number lists) when we review work samples of daily mathematics routine recordings.** **Model, represent, order and rename two-digit numbers as counts of tens and ones when we talk to students about their learning.** **Count or change a quantity by adding to or taking from a quantity using concrete materials or fingers when we review work samples of daily mathematics routine recordings.** **Specifically in Year 2 students will be able to:** **Identify and name a numeral from a range of numerals up to 1000 when we look at student work together during staff meetings.** **Order and flexibly regroup three-digit numbers according to their place value when we review work samples of daily mathematics routine recordings.** **Apply an understanding of zero in place value notation when reading numerals that include internal zeros when we talk to students about their learning.** **Specifically in Year 3 students will be able to:** **Identify, read and write numerals beyond 1000 applying knowledge of place value, including numerals that contain a zero when we look at student work together during staff meetings.** **Flexibly partition numbers by their place value into thousands, hundreds, tens and ones when we review work samples of daily mathematics routine recordings.** **Solve additive tasks involving two concealed collections of items by visualising the numbers, then counts from one to determine the total when we review work samples of daily mathematics routine recordings.** **Specifically in Year 4 students will be able to** **Identify, read and write numerals, beyond four digits in length, with spacing after every three digits when we look at student work together during staff meetings.** **Identify, read and write decimals to one and two decimal places when we talk to students about their learning.**			

Use a range of counting strategies to solve addition problems such as counting-up-to and counting-up-from when we talk to students about their learning. **We will see each student in Year 5 be able to:** **Use a range of counting strategies to solve subtraction problems such as counting-down-from, counting-down-to when we look at student work together during staff meetings.** **Identify and represent multiplication in various ways and solves simple multiplicative problems using these representations (e.g. modelling as equal groups, arrays or regions) when we talk to students about their learning.** **Identify and represent division in various ways such as sharing division or grouping division when we talk to students about their learning.** **We will see each student in Year 6 be able to** **Describe subtraction as the difference between numbers rather than taking away using diagrams and a range of representations when we talk to students about their learning.** **Use a range of strategies to add or subtract two or more numbers within the range of 1-20 when we talk to students about their learning.** **Use knowledge of part-part-whole number construction to partition a whole number into parts to solve addition problemswhen we look at student work together during staff meetings.** **Interpret a range of multiplicative situations using the context of the problem to form a number sentence when we review work samples of daily mathematics routine recordings.** **Apply mental strategies for multiplication to division and justify their use when we talk to students about their learning.** **Adapted from Numeracy Learning Progressions and Australian Curriculum Mathematics**			
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 maths mastery in designing daily mathematics routines that include modelling technical language, and incorporating teaching mathematics through problem solving.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will design learning using the 3-phase lesson format incorporating learning intentions and success criteria that are aligned to the Australian Curriculum.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will model and use Tier 2 technical language of maths as a part of the explicit teaching of problem solving	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Teachers will give and receive critical feedback through peer observations on maths mastery, the three phase lesson format and problems solving	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will assess, track and monitor student's progress using the maths online interview tool aligned to the Australian Curriculum	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will provide verbal and written individual maths targets based on the numeracy progressions/learning ladders	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 reaching and maintaining higher bands 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: **60% of Year 3 students to achieve high bands in NAPLAN Maths and PAT M** **40% of Year 5 students to achieve high bands in NAPLAN Maths and PAT M**	**Results towards targets:** **Click or tap here to enter text.**
Challenge of Practice: **If we focus on strengthening students ability to apply mathematical reasoning by modelling technical language, and incorporating teaching mathematics through problem solving we will increase the number of children reaching and maintaining higher bands**	**Evidence -** has this made an impact? **Click or tap here to enter text.**
Success Criteria – did we improve student learning? **We will see each students across each year level:** **Children articulating their mathematical reasoning across learning experiences when we review work samples of daily mathematics routine recordings.** **Children using language and specific metalanguage to communicate reasoning, to describe attributes of objects and collections and to explain their mathematical ideas when we talk to students about their learning.** **Children engaging in mathematical learning expressing their reasoning using sophisticated mathematical language and tier 2 and tier 3 vocabulary when we to talk to students about their learning.** **Children transferring mathematical language from maths lessons throughout other learning experiences when we look at student work together during staff meetings.** **Children participating in problem solving activities using materials or written responses to model authentic problems when we look at student work together during staff meetings.**	**Evidence -** did we improve student learning? how do we know? **Click or tap here to enter text.**

Specifically in Reception students will be able to:
Identify and name numerals up to 20 when we look at student work together during staff meetings.
Identify a whole quantity as the result of recognising smaller quantities up to 20 (e.g. uses part, part, whole knowledge of numbers to solve problems) when we review work samples of daily mathematics routine recordings.
Order numbers from 1–20 when we look at student work together during staff meetings.
Read, write, model and describe teen numbers as ten and some more when we look at student work together during staff meetings.

Specifically in Year 1 students will be able to:
Identify, model and name numerals up to and beyond 100 when we look at student work together during staff meetings.
Identify the 1-9 repeating sequence, both in and between the decade numerals (e.g. using hundreds charts or vertical number lists) when we review work samples of daily mathematics routine recordings.
Model, represent, order and rename two-digit numbers as counts of tens and ones when we talk to students about their learning.
Count or change a quantity by adding to or taking from a quantity using concrete materials or fingers when we review work samples of daily mathematics routine recordings.

Specifically in Year 2 students will be able to:
Identify and name a numeral from a range of numerals up to 1000 when we look at student work together during staff meetings.
Order and flexibly regroup three-digit numbers according to their place value when we review work samples of daily mathematics routine recordings.
Apply an understanding of zero in place value notation when reading numerals that include internal zeros when we talk to students about their learning.

Specifically in Year 3 students will be able to:
Identify, read and write numerals beyond 1000 applying knowledge of place value, including numerals that contain a zero when we look at student work together during staff meetings.
Flexibly partition numbers by their place value into thousands, hundreds, tens and ones when we review work samples of daily mathematics routine recordings.
Solve additive tasks involving two concealed collections of items by visualising the numbers, then counts from one to determine the total when we review work samples of daily mathematics routine recordings.

Specifically in Year 4 students will be able to
Identify, read and write numerals, beyond four digits in length, with spacing after every three digits when we look at student work together during staff meetings.
Identify, read and write decimals to one and two decimal places when we talk to students about their learning.
Use a range of counting strategies to solve addition problems such as counting-up-to and counting-up-from when we talk to students about their learning.

We will see each student in Year 5 be able to:
Use a range of counting strategies to solve subtraction problems such as counting-down-from, counting-down-to when we look at student work together during staff meetings.
Identify and represent multiplication in various ways and solves simple

multiplicative problems using these representations (e.g. modelling as equal groups, arrays or regions) when we talk to students about their learning. **Identify and represent division in various ways such as sharing division or grouping division when we talk to students about their learning.** **We will see each student in Year 6 be able to** **Describe subtraction as the difference between numbers rather than taking away using diagrams and a range of representations when we talk to students about their learning.** **Use a range of strategies to add or subtract two or more numbers within the range of 1-20 when we talk to students about their learning.** **Use knowledge of part-part-whole number construction to partition a whole number into parts to solve addition problemswhen we look at student work together during staff meetings.** **Interpret a range of multiplicative situations using the context of the problem to form a number sentence when we review work samples of daily mathematics routine recordings.** **Apply mental strategies for multiplication to division and justify their use when we talk to students about their learning.** **Adapted from Numeracy Learning Progressions and Australian Curriculum Mathematics**	

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:** Key focus area 1: To ensure teachers have shared understanding, ownership and accountability to the SIP, introduce clearstructures and processes, which drive, connect and support the improvement agenda and provides continuous opportunities to improve practice and monitor impact. Key focus area: 2 To provide stretch and challenge for all students, develop, implement and monitor whole- school approaches, which provide consistency and common understanding in effective pedagogical practicesand use of formative assessment. Key focus area 3: Improve student learning achievements through the development of teacher use of evidence-based pedagogical practices that ensure students have authentic influence in their learning
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
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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.
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Goal 3: Click or tap here to enter text.

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

Targets 2022: 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.