

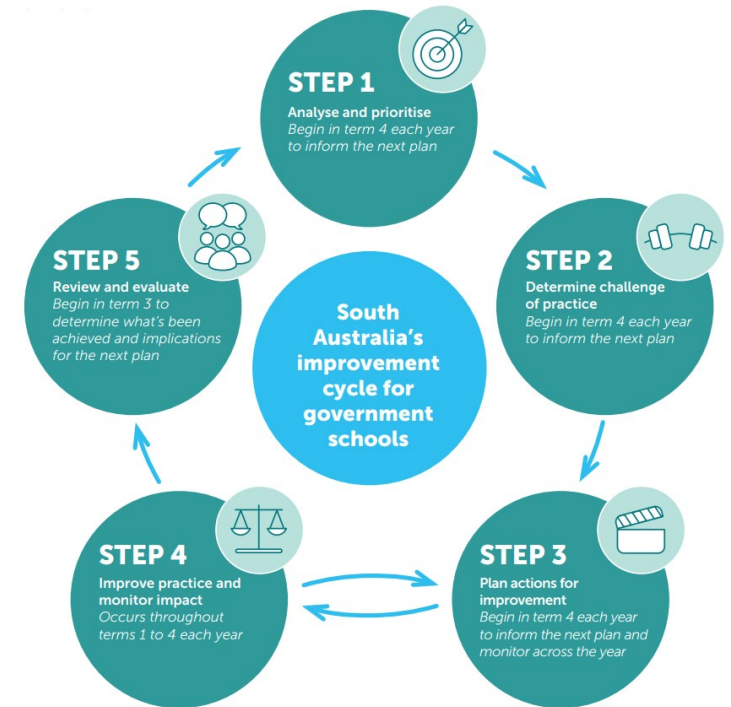
2022 - 2024

2023 School Improvement Plan for Blanchetown Primary School

Site Number:
0571



**BLANCHETOWN
PRIMARY SCHOOL**



Monday, 30 January 2023

Vision Statement:

The vision of our school is to provide an accessible, inclusive, caring, success orientated learning environment to ensure students and their families are empowered to continue their life-long learning with confidence. We are committed to supporting the individual needs of the students, their families and the community in a positive culture whilst upholding the values of our school.

2022 - 2024

2023 School Improvement Plan for Blanchetown 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 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).
- 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: Blanchetown Primary School**

Goal 1: To Increase Reading Achievement

ESR Directions:

- Further enhance the school’s capacity to assess impact and adjust practice, by electronically collecting an agreed set of data that effectively measure growth in student achievement over time, to ensure continuous stretch in learning outcomes
- Strengthen the development of teacher capacity in curriculum delivery by using literacy progressions to support clear and structured approaches to teaching, assessment and reporting
- Develop student agency by regularly sharing assessment with students and providing them with clear information about the progression of learning, in order for them to set explicit learning goals and become self-drivers in their own improvement

<p>Achievement towards Goal in 2022: Our goal was 5/6 Year 1 students to achieve 28 or above out of 44 (SEA) on the Phonics Screening Check in term 3. We had 100% of students achieve this goal in 2022.</p>	<p>Target 2023: 3/4 Year 2 students to achieve 40+ on the DIBELS Word Reading Fluency End of Year Test</p>	<p>2024: 3/4 Year 3 students to achieve scale score of 95+ (SEA) in PAT Reading by the end of term 3</p>
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 **STEP 2 Challenge of practice**

Challenge of Practice:
 If we embed the Phonics Instructional Routine and implement the SoR Morphology Scope and Sequence to teach systematically and explicitly with a focus on differentiation we will accelerate reading improvement

 **STEP 3 Plan actions for improvement**

<p>Student Success Criteria (what students know, do, and understand): Students progressively achieve through the ongoing use of LLARS, DIBELS and Literacy Progression Checklists.</p>	<p>How and when will this be monitored, tracked and measured? Every 5 weeks we will use the LLARS assessment to track reading progress. We will collect DIBELS data at the B, M and End of Year. See BPS Data Collection Schedule for other tracking and monitoring.</p>
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<p>What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice</p>			
<p>Actions</p>	<p>Timeline</p>	<p>Roles & Responsibilities – How will this be done?</p>	<p>Resources</p>
<p>The Phonics Instructional Routine (LGU Synthetic Phonics Lesson Plan) will be embedded to explicitly and sequentially teach phonics. The LLLL scope and sequence will be followed in R/1 and Soundwaves Year 2-6.</p>	<p>Ongoing</p>	<p>Each teacher will...further develop their capacity for teaching utilising the Phonics Instructional Routine and the Science of Reading. Each teacher will embed the routine and explicitly and sequentially teach phonics using the scope and sequence. Each leader will... develop their skills with the routine and help support staff to refine their programming to be able to explicitly and sequentially teach phonics. Each leader will ensure staff are keeping up with the scope and sequence and help coordinate intervention if required.</p>	<p>Curriculum Lead (LET) Little Learners Love Literacy Program and Resources Phonics Instructional Routine (LGU Synthetic Phonics Lesson Plan) Resources in Teams Folder Sound Waves Online Program and Resources</p>
<p>Teachers will attend Professional Learning in Little Learners Love Literacy to build capacity in phonics instruction and ensure differentiation for all students based analysed data sets.</p>	<p>Early 2023</p>	<p>Each teacher will...engage with and have accreditation through the LLLL program by attending the 2 day professional development to build their capacity in phonics instruction. Embed new learning. Each leader will...budget for this professional development for 2023, book the teacher in and support their attendance, organise a TRT to backfill, support staff to implement new learning, ensure adequate resources (decodable readers, support material) are available.</p>	<p>Little Learners Love Literacy PD, website and resources</p>
<p>Explicitly teach morphology using explicit and sequential teaching by following the Reading Science in Schools Morphology Scope and Sequence R-6</p>	<p>Ongoing</p>	<p>Each teacher will...follow the Morphology Scope and Sequence by incorporating this into programming and explicitly teach prefixes, suffixes and base words Each leader will...coordinate walkthrough times and give feedback to teachers, offer meetings to further discussion, offer readings and resource</p>	<p>Reading Science in Schools Morphology Scope and Sequence Literacy Progressions ACARA OPGSME framework LGU Phonics Instructional Routine</p>

<p>Regularly share assessment with students and provide them with clear information about the progression of learning, in order for them to set explicit learning goals and become self-drivers in their own improvement (ESR Goal 2)</p>	<p>Ongoing</p>	<p>Each teacher will...regularly share assessment with students and provide them with clear information about the progression of learning, in order for them to set explicit learning goals and become self-drivers in their own improvement. Teachers will document and display student learning reading goals. Differentiate teaching based on data from ongoing checks. Each leader will...allow time for assessments to be undertaken and for teachers to share assessment with students, utilise data tracking meetings to examine these and support teachers in ways to differentiate teaching based off of the checks. Ensure data is collected and collated on time. Analyse data alongside teachers to inform next steps. Ensure data is stored electronically for all to access. Supply PD opportunities for Essential Assessment (ESR Goal 1)</p>	<p>Literacy Progressions Best Advice Papers LLLL Assessment of Reading Skills</p>
<p>Professionally develop with DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to collect data about student's reading skills and differentiate teaching across multiyear level classes</p>	<p>Ongoing</p>	<p>Each teacher will...collect individual student DIBELS data, analyse the data set collaboratively, form next steps in learning for students and ensure differentiated instruction for all Each leader will...ensure access to required resources, facilitate Professional Development during PLC time and collaboratively analyse data set to support differentiation for all students</p>	<p>DIBELS 8th Edition Administration and Scoring Guide Data Collection Spreadsheet BPS Data Collection Schedule I've DIBEL'd, now what? Book</p>
<p>Strengthen the development of teaching capacity in curriculum delivery, by using learning progressions to support clear and structured approaches to teaching, assessment and reporting (ESR Goal 3)</p>	<p>Ongoing</p>	<p>Each teacher will...use learning progressions as a formative, ongoing tracking tool by collecting data via checklists and via Essential Assessment online (ESR Goal 1) and use them to support clear and structured approaches to teaching, assessment and reporting, embed structured approaches to teaching via the Phonics Instructional Routine and by following Scope and Sequences for spelling and morphology, collect required data</p>	<p>Heggerty Phonemic Awareness Program</p>

		outlined in school's Data Collection Schedule. Each leader will...utilise SFDs to support teachers in their curriculum delivery and mapping, liase with the Curriculum Lead and utilise the DfE resources to support the school with curriculum mapping, allow time during PLCs to complete learning progression checklists,	
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STEP 1 Analyse and Prioritise

Site name: Blanchetown Primary School

Goal 2: To Increase Numeracy Achievement

ESR Directions:

- Further enhance the school's capacity to assess impact and adjust practice, by electronically collecting an agreed set of data that effectively measure growth in student achievement over time, to ensure continuous stretch in learning outcomes
- Strengthen the development of teacher capacity in curriculum delivery by using literacy progressions to support clear and structured approaches to teaching, assessment and reporting
- Develop student agency by regularly sharing assessment with students and providing them with clear information about the progression of learning, in order for them to set explicit learning goals and become self-drivers in their own improvement

<p>Achievement towards Goal in 2022: Our goal was 5/7 Year 3 students will achieve PAT-M 101 + (SEA) or better by the end of Term 3. We had 6/7 Year 3 students achieve this goal.</p>	<p>Target 2023: 5/6 Year 4 students will achieve PAT-M 110 (SEA) or better by the end of term 3</p>	<p>2024: 5/6 Year 5 students will achieve PAT-M 112 (SEA) or better by the end of term 3</p>
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 **STEP 2 Challenge of practice**

Challenge of Practice:
 If we embed a whole-school Maths Instructional Model to ensure differentiation for all students and focus on addressing misconceptions in Number we will accelerate numeracy improvement.

 **STEP 3 Plan actions for improvement**

<p>Student Success Criteria (what students know, do, and understand): Students will increase their ability to demonstrate achievement in the Number strand as evident in rigorous BIN assessment twice per year and ongoing progress monitoring via Numeracy Progression Checklists.</p>	<p>How and when will this be monitored, tracked and measured? Big Ideas in Number Assessment Tool in Terms 1 and 4 Numeracy Progression Checklists used as formative ongoing assessment See BPS Data Collection Schedule.</p>
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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 work alongside our Project Officer to collaboratively design and embed our Maths Instructional Model based on high impact teaching strategies and place a	Ongoing	Each teacher will...follow the agreed Maths Instructional Routine and use the Gradual Release of Responsibility model to explicitly teach students maths concepts. Teachers will address misconceptions in Number by differentiating teaching and learning for students in need.	Maths Project Officer BPS Maths Instructional Routine Gradual Release of Responsibility Model Curriculum map BPS Walk throughs and formal observations document

<p>major focus on addressing misconceptions in Number within their Maths Warmups and Review.</p>		<p>Each leader will...ensure understanding of the Maths Instructional Routine and support staff through PD opportunities during PLC time by liaising with our Maths Project Officer as well as carry out walk throughs to ensure agreed upon Instructional Routine is being embedded across classes.</p>	
<p>Teachers will share assessment with students and provide them with clear information about the progression of learning, in order for them to set explicit learning goals and become self-drivers in their own improvement (ESR Goal 2)</p>	<p>Ongoing</p>	<p>Each teacher will... share assessment information with students and provide them clear information about the progression of learning and collaborate with students to set explicit learning goals, become self-drivers in their own improvement and display these goals for students in the classroom. Each leader will....ensure teachers have the resources required and teachers have structured time for this work to occur. Leaders will ensure goals are set and displayed regularly.</p>	<p>Maths Progressions Essential Assessment Online BIN Assessment Tool BIN advice rubric and resources Top 5 Toolbox- Dialogic Classrooms, Questioning, Vocabulary, Visualisation and Manipulatives and Formative Assessment Maths Scope and Sequence</p>
<p>Teachers collect data with the BIN diagnostic tools in Terms 1 and 4 to assess student learning needs then target teaching and differentiate learning for every student.</p>	<p>New goals formed when goals are met Termly BIN diagnostic tool Ongoing</p>	<p>Each teacher will...record and monitor student data collecting from twice a year BIN assessments (summative) and the Numeracy Progressions (formative) ongoing. Each leader will...ensure staff have time to collect and collate BIN assessment data, support staff to target and differentiate teaching and organise PLC time for staff to collaborate to set learning goals data based.</p>	<p>BIN diagnostic tool kits Numeracy progression checklists</p>
<p>Teachers will utilise the DfE Maths Units as a key resource to lesson delivery</p>	<p>Ongoing</p>	<p>Each teacher will...use the Maths DfE units not as a sole unit planner but as an adapted resource to embed high impact teaching strategies Each leader will...support staff by leading conversations in regards to confidence levels with lesson routines and expectations, ensure resourcing is adequate of manipulatives and set a budget line for these, organise PD for anchor charts</p>	<p>BPS Instructional Model BPS Curriculum Map The Department's Maths Units</p>

<p>Teachers will work with the Project Officer, Principal and Curriculum Lead to map Maths Curriculum across the year for multiyear level classes based on conceptual understandings</p>	<p>Begin 2022 and continue in 2023</p>	<p>Each teacher will...work with the Principal and LET Curriculum Lead on Student Free Days and during PLC time to map DfE Maths Curriculum Units Each leader will...liase with the LET Curriculum Lead to help Professionally Develop staff to map Maths Curriculum Units and concepts</p>	<p>Maths Curriculum Units LET Curriculum Lead Principal and teacher knowledge Curriculum mapping resources</p>
<p>Staff will learn to embed 'Essential Assessment' online to further enhance the school's capacity to assess impact and adjust practice by electronically collecting an agreed set of data that effectively measures growth in student achievement over time, to ensure continuous stretch in learning outcomes (ESR Goal 1)</p>	<p>Ongoing</p>	<p>Each teacher will...develop their knowledge with Essential Assessment Online and utilise its structure to assess impact with pre and post assessments and adjust practice to ensure continuous stretch in learning outcomes as well as ensure we are minimising misconceptions in Number Each leader will...ensure staff are confident with Essential Assessment and are able to use it to enhance the school's capacity to assess impact and differentiate teaching based off of individual data.</p>	<p>Essential Assessment Online Essential Assessment PD BIN Assessment Tool Numeracy Progression Checklists</p>



<p>Goal 3: Click or tap here to enter text.</p>	<p>ESR Directions:</p> <ul style="list-style-type: none">- Further enhance the school’s capacity to assess impact and adjust practice, by electronically collecting an agreed set of data that effectively measure growth in student achievement over time, to ensure continuous stretch in learning outcomes- Strengthen the development of teacher capacity in curriculum delivery by using literacy progressions to support clear and structured approaches to teaching, assessment and reporting- Develop student agency by regularly sharing assessment with students and providing them with clear information about the progression of learning, in order for them to set explicit learning goals and become self-drivers in their own improvement
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<p>Achievement towards Goal in 2022: Click or tap here to enter text.</p>	<p>Target 2023: Click or tap here to enter text.</p>	<p>2024: Click or tap here to enter text.</p>
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 **STEP 2 Challenge of practice**

Challenge of Practice:
Click or tap here to enter text.

 **STEP 3 Plan actions for improvement**

<p>Student Success Criteria (what students know, do, and understand): Click or tap here to enter text.</p>	<p>How and when will this be monitored, tracked and measured? Click or tap here to enter text.</p>
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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
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each leader will... Each teacher will...	Click or tap here to enter text.



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: To Increase Reading Achievement

Student Success Criteria	<p> Yes</p> <p> Needs attention/work in progress</p> <p> Not on track</p>	<p>Evidence</p> <p>Are we improving student learning?</p> <p>How are we tracking against our student success criteria?</p>	<p>What are our next steps?</p> <p>Potential adjustments?</p>
<p>Students progressively achieve through the ongoing use of LLARS, DIBELS and Literacy Progression Checklists.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
Actions	<p> 90% embedded</p> <p> Needs attention/work in progress</p> <p> Not on track</p>	<p>Evidence</p> <p>Are we doing what we said we would do?</p> <p>Are we improving student learning?</p> <p>How do we know which actions have been effective?</p>	<p>What are our next steps?</p> <p>Potential adjustments?</p>
<p>The Phonics Instructional Routine (LGU Synthetic Phonics Lesson Plan) will be embedded to explicitly and sequentially teach phonics. The LLLL scope and sequence will be followed in</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>


R/1 and Soundwaves Year 2-6.			
Teachers will attend Professional Learning in Little Learners Love Literacy to build capacity in phonics instruction and ensure differentiation for all students based analysed data sets.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Explicitly teach morphology using explicit and sequential teaching by following the Reading Science in Schools Morphology Scope and Sequence R-6	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Regularly share assessment with students and provide them with clear information about the progression of learning, in order for them to set explicit learning goals and become self-drivers in their own improvement (ESR Goal 2)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Professionally develop with DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to collect data about student's reading skills and differentiate teaching across multiyear level classes	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Strengthen the development of teaching capacity in curriculum delivery, by using learning progressions to support clear and structured approaches to teaching, assessment and reporting (ESR Goal 3)	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: To Increase Numeracy Achievement







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 will increase their ability to demonstrate achievement in the Number strand as evident in rigorous BIN assessment twice per year and ongoing progress monitoring via Numeracy Progression Checklists.	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	What are our next steps?
	Needs attention/work in progress		

	 Not on track	Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	Potential adjustments?
Teachers work alongside our Project Officer to collaboratively design and embed our Maths Instructional Model based on high impact teaching strategies and place a major focus on addressing misconceptions in Number within their Maths Warmups and Review.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will share assessment with students and provide them with clear information about the progression of learning, in order for them to set explicit learning goals and become self-drivers in their own improvement (ESR Goal 2)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers collect data with the BIN diagnostic tools in Terms 1 and 4 to assess student learning needs then target teaching and differentiate learning for every student.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will utilise the DfE Maths Units as a key resource to lesson delivery	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will work with the Project Officer, Principal and Curriculum Lead to map Maths Curriculum across the year for multiyear level classes based on conceptual understandings	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

<p>Staff will learn to embed 'Essential Assessment' online to further enhance the school's capacity to assess impact and adjust practice by electronically collecting an agreed set of data that effectively measures growth in student achievement over time, to ensure continuous stretch in learning outcomes (ESR Goal 1)</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
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 **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: Click or tap here to enter text.

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		
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	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		
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.



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: To Increase Reading Achievement

Targets 2023:

3/4 Year 2 students to achieve 40+ on the DIBELS Word Reading Fluency End of Year Test

Results towards targets:

Click or tap here to enter text.

Challenge of Practice:

If we embed the Phonics Instructional Routine and implement the SoR Morphology Scope and Sequence to teach systematically and explicitly with a focus on differentiation we will accelerate reading improvement

Evidence - has this made an impact?

Click or tap here to enter text.

Success Criteria:

Students progressively achieve through the ongoing use of LLARS, DIBELS and Literacy Progression Checklists.

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: To Increase Numeracy Achievement

Targets 2023:

5/6 Year 4 students will achieve PAT-M 110 (SEA) or better by the end of term 3

Results towards targets:

Click or tap here to enter text.

Challenge of Practice:

If we embed a whole-school Maths Instructional Model to ensure differentiation for all students and focus on addressing misconceptions in Number we will accelerate numeracy improvement.

Evidence - has this made an impact?

Click or tap here to enter text.

Success Criteria:

Students will increase their ability to demonstrate achievement in the Number strand as evident in rigorous BIN assessment twice per year and ongoing progress monitoring via Numeracy Progression Checklists.

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: Click or tap here to enter text.

Targets 2023:
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:
Click or tap here to enter text.

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.

