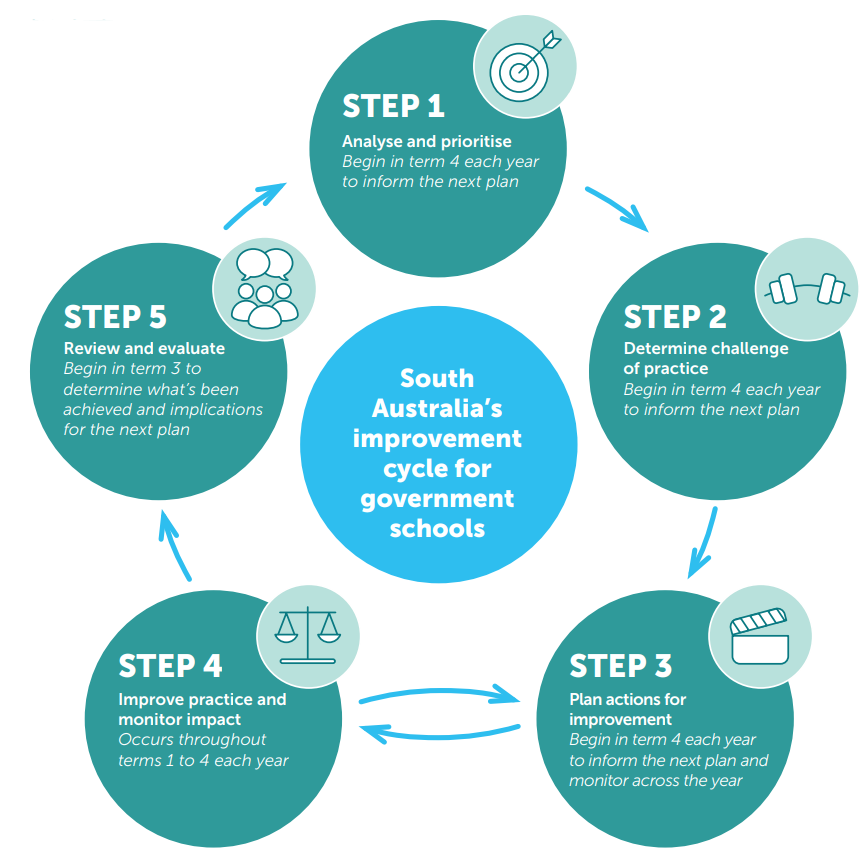
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| **2022 - 2024**  **2023 School Improvement Plan for**  **Errington Special Education Centre** |

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| Site Number:  1415 |





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| **Vision Statement:**    We empower our students to have a voice, reach their potential and become more independent through our values of: safety, respect, responsibility and resilience. |



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| **2022 - 2024**  **2023 School Improvement Plan for**  **Errington Special Education Centre** |

**Completing the template:**

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

Complete every step - [The School Improvement Planning Handbook](https://edi.sa.edu.au/educating/school-improvement/about-school-improvement/planning-templates-and-resources) 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](https://edi.sa.edu.au/library/document-library/psp/school-improvement/summary-page-template.docx) on your school website by Friday of Week 4, Term 1 (24 February 2023).
* Use the template regularly throughout the year to capture your Step 4 work (improve practice and monitor impact), and in Term 4 of each year to capture Step 5 work (review and evaluate).
* Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

For further information and advice, contact:

Review, Improvement and Accountability

Phone: 8226 1284

education.RIA@sa.gov.au



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| Icon  Description automatically generatedSTEP 1 Analyse and Prioritise | | | Site name: Errington Special Education Centre | | |
| Goal 1: To Improve students’ reading achievements. | | | **ESR Directions:**   1. Continue to strengthen the ongoing collective self-review processes where staff effectively monitor and evaluate the progress of the SIP, with clear line of sight on the impact on data, teacher practice and the success criteria 2. Continue to embed differentiated curriculum planning and instruction through the strengthening of collective practices in the effective use of achievement and feedback data to inform teaching optimising outcomes for all students. 3. Strategically strengthen collective processes which builds capacity of staff to provide high-quality learning and develop critical collaboration across the school. | | |
| Achievement towards Goal in 2022:  70%, 77 out of 105 students’ One Plan reading goals were achieved. | | **Target 2023:**  80%, 85 out of 105 students’ One Plan reading goals will be achieved by the end of Term 4, 2023. **87% of students in attendance achieved their One Plan Reading goals.** | | **2024:**  90%, 94 out of 105 students’ will improve on or maintain their reading goal by the end of Term 4, 2024. | |
| A picture containing sword  Description automatically generated STEP 2 Challenge of practice | | | | | |
| Challenge of Practice:  If teachers critically analyse student-reading data sets to inform explicit targeted teaching practices, then we will see an increase in student reading achievement. | | | | | |
| A picture containing text  Description automatically generated STEP 3 Plan actions for improvement | | | | | |
| Student Success Criteria (what students know, do, and understand):   * Emergent students will differentiate a letter from an object * Transitional students will identify 80% of the alphabet * 80% of students who complete the InitiaLit screener in term 1 will increase their results when reassessed in term 4 and no more than 10% of students will regress | | | **How and when will this be monitored, tracked and measured?**  Data is collected in term 1 and term 4 and that is analysed to inform our teaching and learning practices:   * PreLit/InitiaLit assessments * ABLES * Phonics screening * Walkthroughs conducted by leadership * PLT meetings to analyse data during staff meetings | | |
| 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** |
| Build upon 2023 professional learning to deepen our knowledge in the evidence based pedagogy in teaching of oral language, phonological awareness, systematic synthetic phonics, vocabulary, fluency and comprehension (Big 6) and ensure new staff receive relevant professional learning to avoid any gaps in knowledge, skills and understanding. | Scheduled PD during staff meetings, once per term | | Literacy Focus PLT will:   * Plan, deliver and record literacy training to any new staff in the use of PreLit and InitiaLit teaching methodologies informed by the MultiLit team   We will:   * New staff to attend PreLit/initiaLit training, either face to face or view recordings * Engage in scheduled PD   Teacher and Leaders will:   * Engage in a scheduled learning walk with a specific literacy focus * Observe literacy lesson and reflect and give feedback to co-plan differentiated next steps * Utilise the bank of developmental reading goals aligning to ABLES/InitiaLit   Leadership will:   * Facilitate and schedule regular upskilling opportunities for all staff * Allocate financial resources that enable success of the program | | * PreLit and InitiaLit Kits * Video recordings and viewing of best practice by teachers |
| Teachers will implement individualised explicit SMARTAR Literacy goals for students | End of Term 1 2024 | | Teacher will:   * Assess students reading ability using the InitiaLit Screener * Use the SMARTAR goal writing approach * Select a relevant One Plan Reading goal from the goal bank * Use the goals to inform teaching and learning program progressive tasks * Implement the school-wide reading program as per Curriculum Handbook   SSOs will:   * Familiarise themselves with the students’ reading goals * Support in the learning of each students reading goal   Leaders will:   * Read all One Plans to ensure suitability for students | | Data Sets:   * ABLES * Formative assessments * InitiaLit word list * Checklist * PreLit * Reading goal bank |
| ​​Systematic synthetic phonics instruction will be delivered with fidelity as scheduled, consistently across all classes using preLit/ and InitialLit​ | Term 1, 2024  Review mid term 2, 3 & 4 | | Teachers will:   * Design intentional sequence of the learning using PreLit and InitiaLit ESEC modified program * Plan collaboratively to design learning intentions and success criteria and ensure these are displayed and unpacked with students * Use videos/learning walks of Literacy lessons to further develop professionally   Leaders will:   * Provide professional development about learning intention and success criteria * Plan for video reflection and learning walks during staff meeting   Together we will:   * Develop and implement ESEC Pedagogical agreements * Use AAC all day every day | | Victorian High Impact Teaching Strategies  Literacy and numeracy guide books for school improvement (edi.as.edu.au)  Science of Reading  Comprehensive Literacy, Jane Farrall  PreLit and InitiaLit  Literacy lesson videos  Bobbie Cameron Consultant – LI and SC  Lynn Sharrat’s 5 critical questions, clarity 2019  Teaching walkthroughs, 5 step guide to instructional coaching’ Tom Sherrinton & Oliver Caviglioli |
| Teachers will track and monitor student growth in decoding and comprehension skills, to gauge impact and determine next steps in learning | Term 1 – 4 ,ongoing | | Teachers will:   * Complete PreLit and initiaLit assessments * Prioritise time in PLTs (subschools) to critically analyse, celebrate progress, identify areas of growth and next steps * Provide differentiated learning experiences based on data   Leaders will:   * Ensure teachers have access to and the ability to record all student data * ​Inquire with teachers on the next steps after analysing student data during PDP   Together we will:   * Keep the data wall updated   Click or tap here to enter text. | | PLTs (subschools)  DuFour’s 4 Key Questions  PreLit/InitiaLit manual/workbooks  Partnership Literacy Lead  Blank Level Assessment resources |
| Implement and embed PBL strategies that underpin the conditions of learning in every classroom | Established in term 1  Review mid-term 2, 3 & 4 | | Teachers will:   * Participate in professional development lead by the PBL team * Implement whole school agreements   Leaders will:   * Participate in professional development lead by the PBL team * Support PBL team share and implement tier 1 and 2, whole school agreements during training and staff meetings   Together we will:   * Implement Tier 1 and Tier 2 QDTP   Click or tap here to enter text. | | * PBL team * PBL focus teacher released 0.1 * DfE PBL resources, training and development   School based teaching and learning materials |
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# 1, 2

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| Icon  Description automatically generatedSTEP 1 Analyse and Prioritise | | | Site name: Errington Special Education Centre | | |
| Goal 2: To improve student numeracy achievements | | | **ESR Directions:**   1. Continue to strengthen the ongoing collective self-review processes where staff effectively monitor and evaluate the progress of the SIP, with clear line of sight on the impact on data, teacher practice and the success criteria 2. Continue to embed differentiated curriculum planning and instruction through the strengthening of collective practices in the effective use of achievement and feedback data to inform teaching optimising outcomes for all students. 3. Strategically strengthen collective processes which builds capacity of staff to provide high-quality learning and develop critical collaboration across the school. | | |
| Achievement towards Goal in 2022:  70% of students achieved their Mathematics One Plan goals. | | **Target 2023:**  80% of student will achieve their Mathematics One Plan goals. | | **2024:**  85% of students will maintain or improve on their Mathematics One Plan goals. | |
| A picture containing sword  Description automatically generated STEP 2 Challenge of practice | | | | | |
| Challenge of Practice:  If we analyse data to inform individualised entry points, track and review progress then we will see increased student mathematic levels. | | | | | |
| A picture containing text  Description automatically generated STEP 3 Plan actions for improvement | | | | | |
| Student Success Criteria (what students know, do, and understand):  Emergent (pre foundational) students will differentiate a numeral from an object.  Transitional (foundation/reception) students will identify, name and order numerals and up to twenty.  Conventional students (year 1) will name and order numerals up to one hundred and twenty.  Students functioning at year 2 level will add and subtract one-digit numerals.  At year 3, students will begin to recognise, recall and demonstrate proficiency with multiplication facts for twos, fives and tens. | | | **How and when will this be monitored, tracked and measured?**  The success criteria is aligned with our student’s One Plan Goals and we will monitor, track and measure our success through:   * Mathematics Modified Curriculum Overview – ABLES Levels A – D and alignment to the Big Ideas in Number concepts (Trusting the Count & Place Value) * Formative, summative assessment strategies that are aligned to Australian Curriculum units of work with high levels of differentiation applied. | | |
| 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** |
| Implement the Modified Curriculum Overview, aligned the Trusting the Count concepts. | Term 1, 2024 | | Together we will:   * Share classroom practices.   Leaders will:   * Facilitate Trusting the Count training and development for new staff. | | * Modified Curriculum Overview (ABLES) * 5 Principles of Counting * Big Ideas in Number assessment |
| Develop teacher capacity to document evidence of learning, to track and monitor student progress. | Term 1- ongoing 2024 | | Teachers will:   * Use students’ previous year assessment as the current point of entry to learning * Regularly update assessment folders * Utilise SeeSaw to upload evidence of learning and as data collection   Leaders will:   * Develop and encourage a culture of collaboration to share practices and provide the time to do so in staff meetings. | | * SeeSaw * Examples of assessment tracking templates to be added to shared drive * Assessment folders |
| Continue to develop knowledge, skills and understanding about the Big Ideas in Number (Trusting the Count and Place Value) and what this looks like in practice. | Term 1- ongoing 2024 | | Teachers will:   * Share practice with peers through peer-observations, planning and videos. * Engage in Big Ideas in Number – Place Value on line training   Leaders will:   * Schedule time in term planners to enable peer-observations and time for collaborative planning and Big Ideas in Number training. | | * Potentially a Swivel Camera * Unit Planning templates * Plink Big Ideas In Number training * Prodigy * Maths Seeds/Prodigy? PLT to explore |
| Research age-appropriate teaching and learning theories. | Term 2, 2024 | | Numeracy PLT will   * Research, trial and share new strategies – Maths Seeds and Prodigy explore.   Leaders will:   * Support the mathematics PLT | | * Learning Trajectory by Saroma & Clements. |
| Conditions for Learning  Implement and embed PBL strategies in every classroom | Ongoing, 2024 | | Each teacher will:   * Participate in professional development lead by the PBL team * Recognise/develop tier 1, whole school agreements during training and staff meetings   Leaders will:  Participate in professional development lead by the PBL team   * Support staff to develop and implement Tier 1 and Tier 2, whole school agreements during training and staff meetings * Ensure all actions are being delivered with fidelity in classrooms across the school * Ensure all tier 1 strategies are implemented in classrooms and visible via walk throughs | | * PBL team. * DfE PBL resources, training and development. * School based teaching and learning materials. * School dispositions (ROAR) |
| Develop and implement the consistent use of the ESEC Mathematics agreement | 2024 & 2025 | | Teachers will:   * Intentionally plan for explicit teaching in mathematics aligned with the Big Ideas in Number * Develop learning goals in mathematics with every student which is aligned to their One Plan goals * Encourage all students to participate in engaging and meaningful learning content * Identify resources that are required to be made/purchased by the MPLT * Make resources accessible daily to students as part of their mathematics learning program   Leaders will:   * Undertake regular classroom walkthroughs * Regularly meet at allocated times with education staff * Budget for the purchasing of additional mathematical resources in the 2023 budget | | * Visible learning materials * MPLT * ESEC Mathematics Agreement * ESEC Mathematics scope and sequence * Financial budget allocation * Stocktake of current mathematic resources |

# Steps 1, 2 & 3

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| Icon  Description automatically generatedSTEP 1 Analyse and Prioritise | | | Site name: Errington Special Education Centre | | |
| Goal 3: Click or tap here to enter text. | | | **ESR Directions:**   1. Continue to strengthen the ongoing collective self-review processes where staff effectively monitor and evaluate the progress of the SIP, with clear line of sight on the impact on data, teacher practice and the success criteria 2. Continue to embed differentiated curriculum planning and instruction through the strengthening of collective practices in the effective use of achievement and feedback data to inform teaching optimising outcomes for all students. 3. Strategically strengthen collective processes which builds capacity of staff to provide high-quality learning and develop critical collaboration across the school. | | |
| Achievement towards Goal in 2022:  Click or tap here to enter text. | | **Target 2023:**  Click or tap here to enter text. | | **2024:**  Click or tap here to enter text. | |
| A picture containing sword  Description automatically generated STEP 2 Challenge of practice | | | | | |
| Challenge of Practice:  Click or tap here to enter text. | | | | | |
| A picture containing text  Description automatically generated STEP 3 Plan actions for improvement | | | | | |
| Student Success Criteria (what students know, do, and understand):  Click or tap here to enter text. | | | **How and when will this be monitored, tracked and measured?**  Click or tap here to enter text. | | |
| 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. |
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# Goal 1 – Step 4

**2022 - 2024**

**2023 School Improvement Plan for  
Errington Special Education Centre**

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**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](https://edi.sa.edu.au/library/document-library/psp/school-improvement/school-improvement-handbook.pdf) explains how to do this. In addition, your Local Education Team will provide support.

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**Step 5 – Review and evaluate**



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| A picture containing text, clipart  Description automatically generated 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 Improve students’ reading achievements. | | | |
| 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 |
| * Emergent students will differentiate a letter from an object * Transitional students will identify 80% of the alphabet * 80% of students who complete the InitiaLit screener in term 1 will increase their results when reassessed in term 4 and no more than 10% of students will regress | 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 |
| Build upon 2023 professional learning to deepen our knowledge in the evidence based pedagogy in teaching of oral language, phonological awareness, systematic synthetic phonics, vocabulary, fluency and comprehension (Big 6) and ensure new staff receive relevant professional learning to avoid any gaps in knowledge, skills and understanding. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Teachers will implement individualised explicit SMARTAR Literacy goals for students | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| ​​Systematic synthetic phonics instruction will be delivered with fidelity as scheduled, consistently across all classes using preLit/ and InitialLit​ | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Teachers will track and monitor student growth in decoding and comprehension skills, to gauge impact and determine next steps in learning | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Implement and embed PBL strategies that underpin the conditions of learning in every classroom | 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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| A picture containing text, clipart  Description automatically generatedSTEP 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 improve student numeracy achievements | | | |
| 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 |
| Emergent (pre foundational) students will differentiate a numeral from an object.  Transitional (foundation/reception) students will identify, name and order numerals and up to twenty.  Conventional students (year 1) will name and order numerals up to one hundred and twenty.  Students functioning at year 2 level will add and subtract one-digit numerals.  At year 3, students will begin to recognise, recall and demonstrate proficiency with multiplication facts for twos, fives and tens. | 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 |
| Implement the Modified Curriculum Overview, aligned the Trusting the Count concepts. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Develop teacher capacity to document evidence of learning, to track and monitor student progress. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Continue to develop knowledge, skills and understanding about the Big Ideas in Number (Trusting the Count and Place Value) and what this looks like in practice. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Research age-appropriate teaching and learning theories. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Conditions for Learning  Implement and embed PBL strategies in every classroom | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Develop and implement the consistent use of the ESEC Mathematics agreement | 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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| A picture containing text, clipart  Description automatically generatedSTEP 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 |
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# 1 – Step 5

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| Icon  Description automatically generatedSTEP 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 Improve students’ reading achievements. | |
| Targets 2023:  80%, 85 out of 105 students’ One Plan reading goals will be achieved by the end of Term 4, 2023. 87% of students in attendance achieved their One Plan Reading goals. | **Results towards targets:**  Click or tap here to enter text. |
| Challenge of Practice:  If teachers critically analyse student-reading data sets to inform explicit targeted teaching practices, then we will see an increase in student reading achievement. | **Evidence -** has this made an impact?  Click or tap here to enter text. |
| Success Criteria­:   * Emergent students will differentiate a letter from an object * Transitional students will identify 80% of the alphabet * 80% of students who complete the InitiaLit screener in term 1 will increase their results when reassessed in term 4 and no more than 10% of students will regress | **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. | |

# Goal2 Ste5

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| Icon  Description automatically generatedSTEP 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 improve student numeracy achievements | |
| Targets 2023:  80% of student will achieve their Mathematics One Plan goals. | **Results towards targets:**  Click or tap here to enter text. |
| Challenge of Practice:  If we analyse data to inform individualised entry points, track and review progress then we will see increased student mathematic levels. | **Evidence -** has this made an impact?  Click or tap here to enter text. |
| Success Criteria­:  Emergent (pre foundational) students will differentiate a numeral from an object.  Transitional (foundation/reception) students will identify, name and order numerals and up to twenty.  Conventional students (year 1) will name and order numerals up to one hundred and twenty.  Students functioning at year 2 level will add and subtract one-digit numerals.  At year 3, students will begin to recognise, recall and demonstrate proficiency with multiplication facts for twos, fives and tens. | **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. | |

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| Icon  Description automatically generatedSTEP 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. | |