

2022 - 2024

# 2023 School Improvement Plan for Victor Harbor Primary School

Site Number:  
0453



## Vision Statement:

At Victor Harbor Primary School our vision is to:

- provide all children with a solid foundation to build life skills, make their learning journey relevant, consistent, fun and memorable.
- develop the whole child (emotional, physical, educational, wellbeing, spiritual).
- provide opportunities for each student to reach their individual potential.
- develop relationships based on mutual respect between all stakeholders - students, teachers and home.
- foster in students a curiosity, creativity and an enthusiasm for the world they live in and a joy and love of lifetime learning.

# 2022 - 2024

## 2023 School Improvement Plan for Victor Harbor 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](mailto:education.RIA@sa.gov.au)



**Government of South Australia**  
Department for Education



## STEP 1 Analyse and Prioritise

Site name: Victor Harbor Primary School

**Goal 1: To increase and retain the number of students achieving SEA and HB in numeracy**

### ESR Directions:

**Direction 1:** Develop **clear structures and processes** which strategically and explicitly connect, drive and **support the improvement agenda** and provide opportunities for continuous **monitoring, evaluation and review**.

**Direction 2:** Ensure all students receive **differentiated learning** with appropriate **stretch and challenge** through **collaboratively** strengthening teachers' capacity to incorporate individual **student data in learning design**.

**Direction 3:** Refocus on **wave 1 teaching and learning** to refine targeted intervention strategies for individual students and cohorts

**Direction 4:** Provide a cycle of regular **focused observations** with explicit **feedback on pedagogy** to **build consistency** and further **improve teaching and learning**

### Achievement towards Goal in 2022:

Yr 3- 80 % of students achieve SEA in NAPLAN numeracy- achieved 88%

Yr 3- 20% of students achieve HB in NAPLAN numeracy- achieved 27%

Yr 4- 80% of students achieve SEA in PAT M (based on yr 3 2021) achieved 88%

Yr 4- 10% of students achieve HB in PAT M (stanine 8 & 9) **not achieved**

Yr 5- 80% of students achieve SEA in NAPLAN numeracy- no achieved 78%

Yr 5- 25% of students achieve HB in NAPLAN numeracy- achieved 32%

Yr 6- 90% of students achieve SEA in PAT M (based on yr 5 2021) not achieved 78%

Yr 6- 15% of students achieve HB in PAT M (stanine 8 & 9) **not achieved**

### Target 2023:

Yr 2- 80% of students (55/69) achieve SEA in PAT M numeracy

Yr 3- 80% of students (46/58) achieve SEA in PAT M

Yr 3- 15% of students (10/58) achieve stanine 7 or above in PAT M

Yr 4- 85% of students (53/62) achieve SEA in PAT M

Yr 4- 15% of students (10/62) achieve stanine 7 or above in PAT M

Yr 5- 90% of students (70/78) achieve SEA in PAT M

Yr 5- 15% of students (12/78) achieve stanine 7 or above in PAT M

Yr 6- 85% of students (66/78) achieve SEA in PAT M

Yr 6- 15% of students (12/78) achieve stanine 7 or above in PAT M

### 2024:

Based on implementing change we should see impact in NAPLAN 2024

Yr 3- 90 % of students achieve SEA in NAPLAN numeracy

Yr 3- 10% of students achieve HB in NAPLAN numeracy

Yr 5- 80% of students achieve SEA in NAPLAN numeracy

Yr 5- 25% of students achieve HB in NAPLAN numeracy



## STEP 2 Challenge of practice

### Challenge of Practice:

If we prioritise in our Mathematics lessons each day, the explicit teaching of mathematical concepts, with a focus on problem solving, and use data to inform targeted teaching from the Australian Curriculum, we will increase and retain the number of students achieving in Mathematics.



## STEP 3 Plan actions for improvement

<b>Student Success Criteria</b> (what students know, do, and understand): <ul style="list-style-type: none"><li>• <b>We will see students actively involved in daily maths lessons incorporating all proficiencies and see this learning applied as evidenced through book work, dialogic talk, task completion etc</b></li><li>• <b>Students will be observed engaging in challenging maths tasks in classrooms and be able to articulate their mathematical thinking and reasoning used to solve problems.</b></li><li>• <b>When asked, students will be able to articulate what they are learning and why to develop their mastery of concepts and be able to identify their next steps in learning.</b></li></ul>	<b>How and when will this be monitored, tracked and measured?</b> <ul style="list-style-type: none"><li>• Establish progress monitoring R-6 to analyse, moderate and track student progress using data through collaborative teams (minimum 3 times each term)</li><li>• Monitor teacher planning/ teaching practice through informal and formal observations of maths lessons and the implementation of year and term overviews with a focus on proficiencies and Units of Work to ensure consistency across all classrooms at the beginning of every term by DP &amp; TfEL Coordinator.</li><li>• Student perception/feedback data- termly</li><li>• Classroom teacher in consultation with students will facilitate the setting of whole class/ small group maths goals (JP), with us moving towards adding individual student goals from year 3 onwards.</li><li>• Through staff meeting collaborative teams (PLC’s) 5 times a term, PDP meetings twice a year, observations- informal (term 1 &amp; 3) and formal (term 2 &amp; 4) conducted by the leadership team.</li></ul>		
<b>What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice</b>			
<b>Actions</b>	<b>Timeline</b>	<b>Roles &amp; Responsibilities – How will this be done?</b>	<b>Resources</b>
Implement DfE Maths Units of work by incorporating a 3-part maths lesson daily that includes explicit teaching, fluency & understanding, and reflection with a focus on vocabulary and reasoning.	Term 1 onwards- 2023	Each teacher will... <ul style="list-style-type: none"><li>• Incorporate a maths lesson daily (300 minutes per week) that includes explicit teaching, fluency &amp; understanding, and reflection.</li><li>• Implement DfE Maths Units of work and intentionally plan the sequence of learning including for composite classes</li><li>• Read chapters from Van de Walle text that relates to the concept being taught in the Unit of Work</li></ul>	<ul style="list-style-type: none"><li>• DfE Maths Units of Work</li><li>• HITS</li><li>• Scope &amp; Sequence, Progressions, Practice Guides</li><li>• Teaching Student Centered Mathematics (Van de Walle)</li><li>• Professional Development</li><li>• Manipulatives</li><li>• Observation template</li></ul>

		<ul style="list-style-type: none"> <li>• Ensure HITS are incorporated into lesson delivery – eg LI and SC, checking for prior knowledge, gradual release model, dialogic talk, review.</li> </ul> <p>Each leader will...</p> <ul style="list-style-type: none"> <li>• Provide PD on lesson structure with a focus assessment strategy from a Unit e.g. daily review, explicit teaching, learning intentions and success criteria, feedback and questioning, and how this will look R-2, 3-4 and 5-6. (ESR Direction 2 &amp; 3)</li> <li>• Provide opportunities through PLCs for discussion and sharing of effective strategies and moderation of assessment tasks reflecting back to the information from Van de Walle Chapter. (ESR Direction 2)</li> <li>• Observe and provide regular feedback on the effectiveness of the structure of teachers' maths lessons. (ESR Direction 4)</li> </ul>	
Develop a comprehensive understanding of the National Numeracy Learning Progressions so teachers can successfully track and differentiate for all learners	Term 1 2023	<p>Each teacher will...</p> <ul style="list-style-type: none"> <li>• Develop a comprehensive understanding of the National Numeracy Learning Progressions through participation in SFD/PLC PD that will enable the teacher to provide access for all learners</li> <li>• Successfully differentiate for all learners in maths lessons</li> <li>• Track student progress against the progressions</li> </ul>	<ul style="list-style-type: none"> <li>• National Numeracy Learning Progressions</li> <li>• DfE Scope and Sequence for Mathematics</li> <li>• HITS</li> <li>• Tracking and monitoring tools</li> </ul>

		<ul style="list-style-type: none"> <li>Identify key teaching points from the progressions</li> <li>Build student ownership of learning to set own learning goals based on the progressions</li> </ul> <p>Each leader will...</p> <ul style="list-style-type: none"> <li>Will provide PD in the National Numeracy Learning Progressions. (ESR Direction 3)</li> <li>Will provide PD around differentiation in numeracy. (ESR Direction 2 &amp; 3)</li> <li>Monitor teacher tracking of progress through PDP meetings and data on Teams.</li> </ul>	
Effectively analyse and use data to inform teaching and reflect on the success of year, term and weekly planning and intervention to help improve student outcomes.	Term 1 2023	<p>Each teacher will...</p> <ul style="list-style-type: none"> <li>Analyse and triangulate student data (NAPLAN, PATM, assessment tasks etc) to identify next steps in learning for students and to plan for targeted teaching. (ESR Direction 1, 2 &amp; 3)</li> <li>Provide leaders with a copy of year and term planning with links to DfE Units of Work, connected to the data for their learners</li> <li>Year level team plan a year overview in week 0 (scheduling in UoW and meet each term for planning term overviews aligned to the data and evidence of progress</li> <li>Moderate assessment tasks to ensure consistent, quality teaching and learning across the classes- look for anomalies between what the data tells us and success with UoW tasks.</li> </ul> <p>Each leader will...</p>	<ul style="list-style-type: none"> <li>2022 PATM &amp; NAPLAN data</li> <li>Power BI and Achievement profiles</li> <li>HITS</li> <li>VHPS playbook</li> <li>National Numeracy Learning Progressions</li> <li>DfE Scope and Sequence for Mathematics</li> <li>DfE units of work PD</li> <li>Teaching Student Centered Mathematics (Van de Walle)</li> <li>Too Smart</li> <li>Maths Pathway</li> <li>PASA</li> <li>Back to Front Maths</li> <li>Blin</li> </ul>

		<ul style="list-style-type: none"> <li>• Support teachers in the analysis of data (NAPLAN, PAT etc) and provide time to have discussions about the next steps in learning for students to assist in planning. (ESR Direction 1, 2 &amp; 3)</li> <li>• Monitor teacher planning and implementation</li> <li>• Numeracy Focus Teacher analyse PAT, PASA data to identify students needing Wave 2 &amp; 3 intervention and implement appropriate interventions for these students- Too smart, BliN, Math Pathways, Back to front maths (ESR Direction 3)</li> </ul>	
Explicitly teach problem-solving strategies to students.	Term 2 onwards 2023- Collaborative team/SFD around effective problem-solving strategies and vocabulary.	<p>Each teacher will...</p> <ul style="list-style-type: none"> <li>• Teachers will plan and specifically teach a minimum of one problem-solving lesson each week related to the units of work. How to: <ul style="list-style-type: none"> <li>-interpret the problem statement (with a focus on vocabulary around mathematical concepts),</li> <li>-ask clarifying questions,</li> <li>-engage in the problem even if they don't know how to proceed (explicitly teach strategies),</li> <li>-find a way to represent an answer</li> <li>-check that the answer actually solves the problem</li> </ul> </li> <li>• Teachers will use formative assessment strategies as part of their problem-solving lessons to provide evidence for semester reporting in maths.</li> <li>• Teachers will participate in Professional Learning and Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Units of Work</li> <li>• 'How to learn math for teachers course'</li> <li>• DfE Maintain Momentum numeracy guidebook p. 7-12</li> <li>• Teaching Student Centered Mathematics (Van de Walle)</li> <li>• Sullivan 2020</li> <li>• Polya (Guidebook strategy)</li> <li>• Observation templates</li> <li>• Cross Curricular capabilities- Critical and creative thinking/Numeracy</li> </ul>

		<p>based reading/research for teaching problem solving effectively</p> <p>Each leader will...</p> <ul style="list-style-type: none"> <li>• Provide opportunities to attend Orbis Mathematics Thinking training</li> <li>• Create a team that will work with year levels and support the dissemination of information about effective teaching of problem-solving skills (Orbis attendees 2021 and 2022)</li> <li>• Provide PD around problem-solving (ESR Direction 2 &amp; 3)</li> <li>• Observe and provide regular feedback on the effectiveness of the structure of teachers' maths lessons incorporating problem-solving. (ESR Direction 4)</li> </ul>	
<p>All staff will become familiar with the Van de Walle 'Teaching Student Centered Mathematics' text and use it to support a whole-school approach to the effective teaching of Mathematics</p>	<p>Term 1-4 2023</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> <li>• Will read chapters as a whole staff activity and collaborate to develop understanding.</li> <li>• Year-level teams to develop a bank of resources to use in maths lessons</li> <li>• Use PLC staff meeting time to discuss using visual tools and techniques in maths and for moderating assessments to reflect on teaching and learning. (ESR Direction 2 &amp; 3)</li> </ul> <p>Each leader will...</p> <ul style="list-style-type: none"> <li>• Provide staff meeting time for reading and discussing chapters</li> <li>• Support teachers in class using text problems</li> <li>• Release year-level teams to work on resources.</li> </ul>	<ul style="list-style-type: none"> <li>• DfE Stretch Numeracy Guidebook p. 5</li> <li>• Teaching Student Centered Mathematics (Van de Walle)</li> </ul>



<p>As a whole staff, we will develop positive beliefs and attitudes towards mathematics and numeracy and the importance for all learners.</p>	<p>Started in 2022- continue on 2023</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> <li>• Become familiar with the '7 Positive Classroom norms' and have them displayed and set up in classrooms.</li> <li>• Implement the 7 Positive Classrooms Norms and consistently reinforce them during lessons.</li> </ul> <p>Each leader will...</p> <ul style="list-style-type: none"> <li>• Conduct surveys on staff and students beliefs about mathematics and use the information to plan for PD, observations, PDP conversations</li> <li>• Provide PD through PLC staff meeting on positive messaging around maths. (ESR Direction 2 &amp; 3)</li> <li>• Check in with staff about attitudes and beliefs around the Units implementation and attitudes through meetings and observations (ESR Direction 4)</li> </ul>	<ul style="list-style-type: none"> <li>• DfE Build Foundation p. 1-4 &amp; Shift Gear p. 1-3 guidebooks</li> <li>• 7 positive classroom norms</li> <li>• Jo Boaler resources</li> <li>• Surveys</li> </ul>
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## STEP 1 Analyse and Prioritise

Site name: Victor Harbor Primary School

**Goal 2:** Click or tap here to enter text.

### ESR Directions:

**Direction 1:** Develop **clear structures and processes** which strategically and explicitly connect, drive and **support the improvement agenda** and provide opportunities for continuous **monitoring, evaluation and review**.

**Direction 2:** Ensure all students receive **differentiated learning** with appropriate **stretch and challenge** through **collaboratively** strengthening teachers' capacity to incorporate individual **student data in learning design**.

**Direction 3:** Refocus on **wave 1 teaching and learning** to refine targeted intervention strategies for individual students and cohorts

**Direction 4:** Provide a cycle of regular **focused observations** with explicit **feedback on pedagogy** to **build consistency** and further **improve teaching and learning**

**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.



## STEP 2 Challenge of practice

**Challenge of Practice:**

Click or tap here to enter text.



## 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.
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.



## STEP 1 Analyse and Prioritise

Site name: Victor Harbor Primary School

**Goal 3:** Click or tap here to enter text.

### ESR Directions:

**Direction 1:** Develop **clear structures and processes** which strategically and explicitly connect, drive and **support the improvement agenda** and provide opportunities for continuous **monitoring, evaluation and review**.

**Direction 2:** Ensure all students receive **differentiated learning** with appropriate **stretch and challenge** through **collaboratively** strengthening teachers' capacity to incorporate individual **student data in learning design**.

**Direction 3:** Refocus on **wave 1 teaching and learning** to refine targeted intervention strategies for individual students and cohorts

**Direction 4:** Provide a cycle of regular **focused observations** with explicit **feedback on pedagogy** to **build consistency** and further **improve teaching and learning**

**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.



## STEP 2 Challenge of practice

**Challenge of Practice:**

Click or tap here to enter text.



## 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.
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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## 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.



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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 1: To increase and retain the number of students achieving SEA and HB in numeracy**

Student Success Criteria	Yes	Evidence	
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	 Needs attention/work in progress	<b>Are we improving student learning?</b> <b>How are we tracking against our student success criteria?</b>	<b>What are our next steps?</b> <b>Potential adjustments?</b>
	 Not on track		
<ul style="list-style-type: none"> <li>• We will see students actively involved in daily maths lessons incorporating all proficiencies and see this learning applied as evidenced through book work, dialogic talk, task completion etc</li> <li>• Students will be observed engaging in challenging maths tasks in classrooms and be able to articulate their mathematical thinking and reasoning used to solve problems.</li> <li>• When asked, students will be able to articulate what they are learning and why to develop their mastery of concepts and be able to identify their next steps in learning.</li> </ul>	<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	 90% embedded	<b>Evidence</b> <b>Are we doing what we said we would do?</b> <b>Are we improving student learning?</b> <b>How do we know which actions have been effective?</b>	<b>What are our next steps?</b> <b>Potential adjustments?</b>
	 Needs attention/work in progress		
	 Not on track		








<b>Implement DfE Maths Units of work by incorporating a 3-part maths lesson daily that includes explicit teaching, fluency &amp; understanding, and reflection with a focus on vocabulary and reasoning.</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Develop a comprehensive understanding of the National Numeracy Learning Progressions so teachers can successfully track and differentiate for all learners</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Effectively analyse and use data to inform teaching and reflect on the success of year, term and weekly planning and intervention to help improve student outcomes.</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Explicitly teach problem-solving strategies to students.</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>All staff will become familiar with the Van de Walle 'Teaching Student Centered Mathematics' text and use it to support a whole-school approach to the effective teaching of Mathematics</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>As a whole staff, we will develop positive beliefs and attitudes towards mathematics and numeracy and the importance for all learners.</b>	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:** 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?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		

[illegible]



## 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	<b>Evidence</b> <b>Are we improving student learning?</b> <b>How are we tracking against our student success criteria?</b>	<b>What are our next steps?</b> <b>Potential adjustments?</b>
	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	<b>Evidence</b> <b>Are we doing what we said we would do?</b> <b>Are we improving student learning?</b> <b>How do we know which actions have been effective?</b>	<b>What are our next steps?</b> <b>Potential adjustments?</b>
	Needs attention/work in progress		
	Not on track		
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## 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 and retain the number of students achieving SEA and HB in numeracy

#### Targets 2023:

- Yr 2- 80% of students (55/69) achieve SEA in PAT M numeracy
- Yr 3- 80% of students (46/58) achieve SEA in PAT M
- Yr 3- 15% of students (10/58) achieve stanine 7 or above in PAT M
- Yr 4- 85% of students (53/62) achieve SEA in PAT M
- Yr 4- 15% of students (10/62) achieve stanine 7 or above in PAT M
- Yr 5- 90% of students (70/78) achieve SEA in PAT M
- Yr 5- 15% of students (12/78) achieve stanine 7 or above in PAT M
- Yr 6- 85% of students (66/78) achieve SEA in PAT M
- Yr 6- 15% of students (12/78) achieve stanine 7 or above in PAT M

#### Results towards targets:

Click or tap here to enter text.

#### Challenge of Practice:

If we prioritise in our Mathematics lessons each day, the explicit teaching of mathematical concepts, with a focus on problem solving, and use data to inform targeted teaching from the Australian Curriculum, we will increase and retain the number of students achieving in Mathematics.

#### Evidence - has this made an impact?

Click or tap here to enter text.

#### Success Criteria:

- We will see students actively involved in daily maths lessons incorporating all proficiencies and see this learning applied as evidenced through book work, dialogic talk, task completion etc
- Students will be observed engaging in challenging maths tasks in classrooms and be able to articulate their mathematical thinking and reasoning used to solve problems.
- When asked, students will be able to articulate what they are learning and why to develop their mastery of concepts and be able to identify their next steps in learning.

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

Click or tap here to enter text.

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

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

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

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



## 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:** 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.





## 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.

