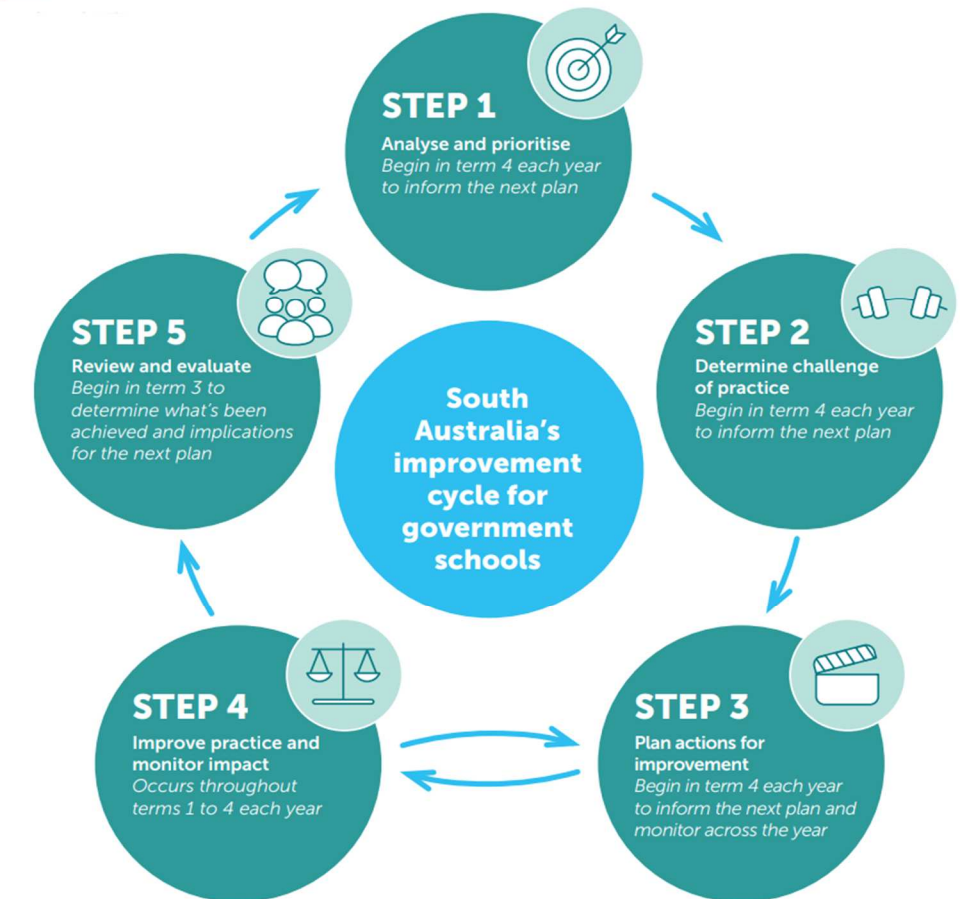# 2023 School Improvement Plan for School

Site Number: 0290
30 O'Halloran Tce,
Mount Gambier

Reidy Park
PRIMARY SCHOOL
learning together, caring together.

STEP 1
Analyse and prioritise
Begin in term 4 each year to inform the next plan

STEP 2
Determine challenge of practice
Begin in term 4 each year to inform the next plan

STEP 3
Plan actions for improvement
Begin in term 4 each year to inform the next plan and monitor across the year

STEP 4
Improve practice and monitor impact
Occurs throughout terms 1 to 4 each year

STEP 5
Review and evaluate
Begin in term 3 to determine what's been achieved and implications for the next plan

South Australia's improvement cycle for government schools

Vision Statement:

 Reidy Park Primary School is a vibrant learning community, focused on empowering and challenging individuals to pursue their personal best. We believe in fostering positive relationships to support creativity, personal growth and self-regulation, as we work to ensure students thrive academically, socially and emotionally. Students are valued and encouraged to succeed in becoming life-long learners.

The school actively works with the community to provide an engaging learning program, underpinned by trauma-informed practices, where students feel safe and supported. Teachers have a student centered mindset, where differentiating for individual needs, collaborating with peers and being innovative in their teacher practice is central to all actions.

Our school motto of 'Learning Together, Caring Together' and the school values of care, courage and respect are actively fostered in all aspects of school life and contribute to our positive and safe school environment.

Our school community is actively encouraged to practise our school values:
    Care: To show empathy for others and demonstrate care toward our environment
    Courage: To persist, to be resilient, make strong choices and to speak up when you see something that is wrong
    Respect: To be thoughtful, mindful of your own actions and to have respect for self, property and the environment around us

'Learning together, caring together'

Government of South Australia
Department for Education

2023 School Improvement Plan for School

Completing the template:

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

Complete every step - The School Improvement Planning Handbook explains how to do this. In addition, your Local Education Team will provide support.
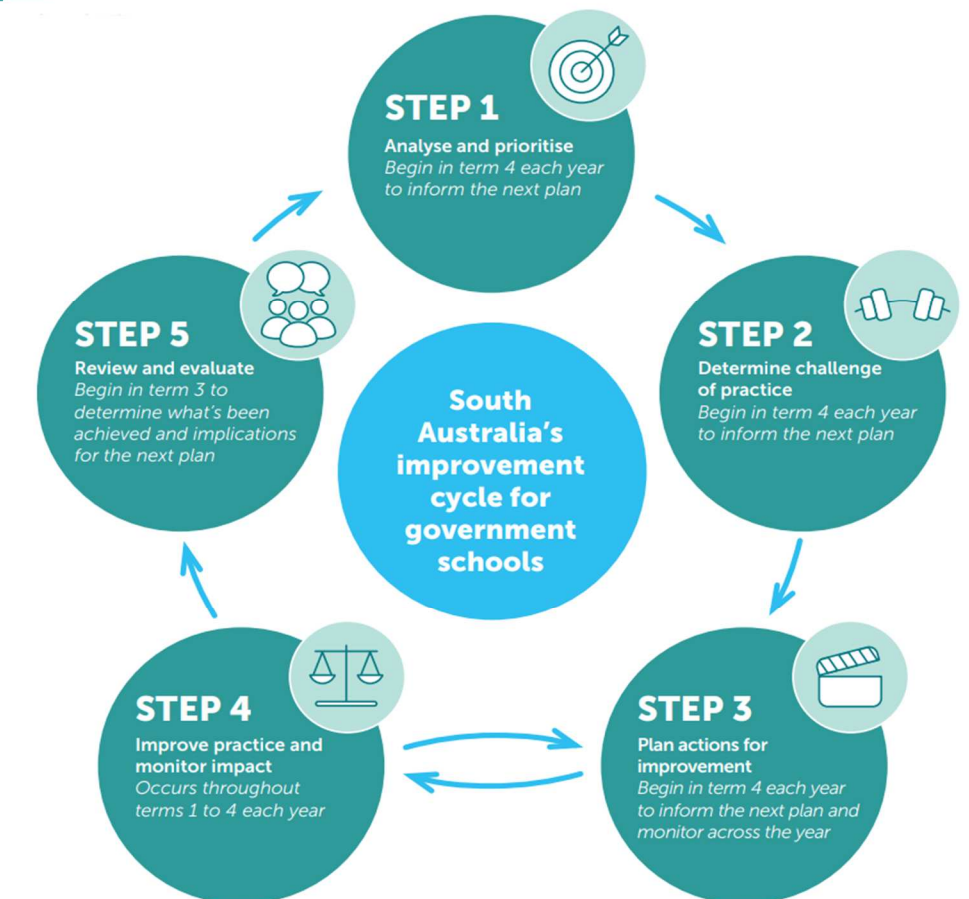
- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 9, Term 4 (16 December 2022).
- Once approved, copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your summary page on your school website by Friday of Week 4, Term 1 (24 February 2023).
- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact), and in Term 4 of each year to capture Step 5 work (Review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

For further information and advice, contact:
Review, Improvement and Accountability
Phone: 8226 1284
education.RIA@sa.gov.au

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South Australia's improvement cycle for government schools

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🎯 STEP 1 Analyse and Prioritise

Site name: School

Goal 1: To increase the number of students achieving SEA and higher bands in numeracy

ESR Directions:
1. Strategically strengthen staff capacity to clearly understand and apply the links between the challenges of practice and plans of action
2. Strengthen the practices in effective feedback for learning and setting individual learning goals which embed intellectual stretch and challenge
3. Strengthen the processes to support staff to more effectively and rigorously collaborate to ensure all students are challenged to achieve at a higher level

Achievement towards Goal in 2022:	Target 2023:	2024:
Click or tap here to enter text.	PAT Year 3- 62% of students (43 of 69, +8 students) will meet SEA in PAT M Year 4- 83% of students (60 of 72, +7 students) will meet SEA in PAT M Year 5- 92% of students (74 of 80, +10 students) will meet SEA in PAT M Year 6- 85% of students (61 of 72, +9 students) will meet SEA in PAT M A-E Year 2 - 110 Year 2 students will receive a C or above in Mathematics. (This is 6 more students from the same cohort in 2022) Year 6 - 70 students (From the 80 students that sat NAPLAN 2021) will achieve SEA or above in Mathematics. (This is 2 more students from the same cohort) NAPLAN Year 5 - 70 students (From the 80 students that sat NAPLAN 2021) will achieve SEA or above in Mathematics. (This is 2 more students from the same cohort)	

⚖ STEP 2 Challenge of practice

Challenge of Practice:
If we build teacher capacity to follow a data informed, collaborative planning process, as well as utilizing Department for Education resources that build on current teacher practice and knowledge of the Big Ideas in Number, then we will see an increase in the number of students who reach and maintain SEA in Numeracy.

🎬 STEP 3 Plan actions for improvement

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

How and when will this be monitored, tracked and measured?
- Termly teacher observations in Math
- PLC agendas and minutes
- Team Leader stand-up and check in meetings
- SIP Numeracy tracker, monitored in week 8, each term.
- Termly team leader presentations (Student data check-in)
- Pre and post Essential Assessments data

Numeracy SC 2023.docx
2023 Math Target students list.docx

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**
Use formative and summative data, within the PLC process, to gather information about student understanding and verify the impact of their teaching	Weekly meetings throughout 2023	- **Each teacher will use the data schedule timeline in the SoP** - **Each teacher will use student data and current performance levels to target instructional planning during weekly PLC meetings** - **Each teacher will engage and embed the collaborative team process, including team protocols, agendas and coming prepared for collaborative team meetings each week** - **Each teacher will track targeted students' growth throughout the year, using Essential Assessment pre and post-test, formative assessments and the RPPS Numeracy SIP Success Criteria trackers** - **Leaders will support PLC Leaders to lead teaching teams, through holding 2 stand-up meetings and 1 check-in each term** - **Leaders will make data resources available for Teams to utilize, as well as provide professional development for teachers on analysing the data** - **Deputy Principal will schedule NIT time each semester for Teams to be released together**	• Essential Assessment: Numeracy • PLC Agenda templates • SIP Numeracy tracker document • Senior leader running EA PD
Ensure a guaranteed and viable curriculum is being implemented, through following a whole school yearly overview	Adjusted at the end of each term	- **Each teacher will action the RPPS Math Yearly Overview, to ensure consistency of planning and a guaranteed viable curriculum is met in each class** - **Teachers will review the yearly overview at the end of 2023, to evaluate the pacing of the units** - **Leaders will supply teachers with the Math Yearly Overview by week 0, 2023** - **Leaders will schedule time for teams to evaluate pacing of units of work and use feedback to make adjustments to the overviews for 2024**	• Yearly overview document

Develop an understanding and use the Australian Curriculum content and proficiencies to design learning	Guided by the yearly overview and the team pacing guide.	- **Use the Australian Curriculum mathematics content and proficiencies to design sequential learning that supports students to develop conceptual understanding of the content strands by exploring them through the proficiencies. Teachers will use the R-6 mathematics scope and sequence, Math development sequences (Booker text) and units of work to design learning that builds on student prior knowledge, skills and understandings and provides challenge in their learning**
		- **Each teacher will implement the team unit plan (Either using the DfE units or one designed by the team using the whole school reference texts and set planning template), using the pacing guide set by their PLC**
		- **Each PLC leader will ensure that teachers upload their completed units and planning documents on Teams at the beginning of each unit**
		-
		- **Each teacher will engage in professional reading/learning that utilises the texts outlined in the RPPS Statement of Practice to develop/reinforce their understanding of the numeracy content. This professional learning may include:**
		  o **The Australian Curriculum mathematics proficiencies introduction (video 4 minutes) by Peter Sullivan, which explains the mathematics proficiencies and associated work samples**
		  o **The pedagogy of maths success for all (you tube 12 minutes) by Professor Martin Westwell, discussing how the maths proficiencies are the basis of all learning areas**
		  o **Learning area explorer for a year level overview of content as well as connection to proficiencies**
		  o **An introduction to the mathematics bringing it to life (BitL) tool with Val Westwell who explores how to use levels of questioning to develop proficiencies and the Maths BitL printables for the types of questions that can be asked to develop content understanding in the proficiencies**
		  o **The TfEL learning design process, understanding learning design and use of the SA learning design templates; and**
			• Team math planning documents
			• Team pacing guide on timeline

		o **Formative assessment** - **Each team will communicate resourcing needs to the senior leader in a timely manner** - **Each team will share examples of student work and assessment at staff meetings and/or Collaborative Team Meetings to identify what learners know, understand and can do, before and during and after learning instruction, using this information to work in teams to collaboratively plan and adjust next teaching steps** - **Each teacher will develop a numeracy goal as part of their individual PDP process** - **Leaders will ensure resources are available to implement the unit planners, including texts and manipulatives** - **Leaders will provide professional development on the Big Ideas of Number to support teachers to build capacity in numeracy content**	
Develop teacher's pedagogical knowledge in mathematics	2 x PFD in 2023 1 x termly Numeracy PD in staff meetings	- **Each teacher will reference and use the Van de Walle text, Booker text or DfE unit planners to model developmental thinking and to support learning design, teaching mathematics conceptually using content and proficiencies together. This text will allow teachers to design inquiry-based and problem-solving learning opportunities that meet the needs of all students** - **Each teacher will action math teacher practices, from work in Pupil Free days, staff meeting PD and professional readings (within the PLC process), to ensure quality first instruction around the Big Ideas in Number** - **Each PLC team will reflect key learning of Big Ideas in Number in their weekly math plans** - **Each teacher will be observed in their classrooms while teaching lessons as planned for in collaborative team sessions.** - **Each teacher will engage in peer observations to judge the effectiveness of new teaching strategies and classroom practices** - **Each teacher will share examples of student work and assessment at staff meetings to identify what learners know, understand and can do, before and during and after learning instruction, using this information to work in teams to collaboratively plan and adjust next teaching steps** - **Each teacher will develop a numeracy goal as part of their individual PDP process** - **Leaders will provide professional development to building teacher's capacity in numeracy content. This will include Thinking Maths to develop mathematical understanding using strategies from the school' s reference text primary and middle years mathematics: teaching developmentally (Van de Walle et al 2019)** - **Leaders will conduct classroom observations and provide feedback to support capacity building in the teaching of number. Teachers and leaders will use a Reidy Park Observation tool based off the Orbis Classroom observation tool to support this work to occur**	• Team math planning documents • Van de Walle Texts • Margarita Breed PD • Numeracy best advice series

Teachers will work with students to set and communicate individual and whole class learning goals to help them understand the success criteria, commit to the learning and provide the appropriate mix of success and challenge	Second half of year depending on progress of other actions	- **Teachers will use the information from data collected (EA assessments, numeracy progressions, observed behaviours to set specific individual SMART number goals. These will be on desks, on the display board and sent home in students' diaries**
		- **Teachers will provide students with specific descriptive feedback to help them see what they need to do to improve and how to make those improvements. Teachers will do this through giving feedback that:**
		   o **helps students reflect on what they did and what they need to do next**
		   o **helps them process errors in ways that benefit their learning and stimulate their thinking**
		   o **provides enough support to keep them moving forward**
		   o **focuses on specific, actionable steps for improvement**
		   o **is understandable and meaningful to the student.**
		
		- **Teachers will establish clear goals that articulate the skills that students are learning as a result of instruction in a lesson, over a series of lessons, or throughout a unit, identifying how the goal fits**
			Clarifying, sharing, and understanding learning intentions
			
			Success Criteria Assessment for Learning
			
			Developing Success Criteria
			
			Using Success Criteria
			
			Writing goals (SMARTAR)

| | | within a numeracy learning progression. This will give a shared understanding of the concept of quality and what they are aiming for. Feedback will be provided to move students towards this concept.

- **Teachers will review learning strengths and errors with students, re teach as needed and help students to revise their work to achieve set learning goals**

- **Teachers and leaders will regularly evaluate impact of implemented learning goals on student achievement. This will involve teachers presenting a teaching cycle including learning goal, sample student work, feedback that has moved the student forward, challenges along the way and future direction for student learning. Teachers to present data on the identified below SEA and below HB students in their classes** | |

🎯 STEP 1 Analyse and Prioritise   Site name: School

Goal 2: To increase the number of students achieving SEA or higher in reading	**ESR Directions:** 1. Strategically strengthen staff capacity to clearly understand and apply the links between the challenges of practice and plans of action 2. Strengthen the practices in effective feedback for learning and setting individual learning goals which embed intellectual stretch and challenge 3. Strengthen the processes to support staff to more effectively and rigorously collaborate to ensure all students are challenged to achieve at a higher level

Achievement towards Goal in 2022: Click or tap here to enter text.	**Target 2023:** Phonics Screener Year 1- 85% of students (53/62) will meet SEA in Year 1 Phonics screener PAT Year 2 – 77% of students (55/71) will meet SEA in PAT R Year 3- 83% of students (57 of 69, + 12 students) will meet SEA in PAT R Year 4- 92% of students (59 of 64, +5 students) will meet SEA in PAT R Year 5- 88% of students (69 of 78, +5 students) will meet SEA in PAT R Year 6- 92% of students (65 of 70, +5 students) will meet SEA in PAT R A-E Year 2 - 95 Year 2 students will receive a C or above in English. (This is 6 more students from the same cohort in 2022) Year 6 - 105 Year 6 students will receive a C or above in English. (This is 6 more students from the same cohort in 2022) NAPLAN Year 5 - 67 students (From the 80 students that sat NAPLAN in 2021) will achieve SEA or above in Reading. (This is 2 more students from the same cohort) SIP Reading Targets for 2023.docx	**2024:** Click or tap here to enter text.

🏋 STEP 2 Challenge of practice

Challenge of Practice:
If we design reading instruction to explicitly teach elements of comprehension by using strategies outlined in the RPPS Statement of Practice including the Big 6, 4 Approaches and InitiaLit, then we will **increase the number of students achieving SEA and higher bands in reading.**

🎬 STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):	**How and when will this be monitored, tracked and measured?**
-We will see each Grade 1 students use their knowledge of the relationship between sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning when we conference with students before, during and after reading -We will see each Grade 3 students identify literal and implied meaning connecting ideas to different parts of the text when we conference with students before, during and after reading -We will see each Grade 5 students analyse and explain literal and implied information from a variety of texts when we conference with students before, during and after reading **See attached Document**	End of each term using Traffic Light Tracker. Cohorts will be measured by monitoring the amount of students on track, below or ahead of achieving the standards by the end of the year.

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
Strengthen a shared understanding of comprehension strategies and the way these strategies help students understand various texts	Ongoing, Accountability process to start Term 2 eg Observations	- **Each teacher will action practices as outlined in the R-2 and 3-6 SoP, to ensure quality reading instruction based on research backed practices is being implemented** - **Each teacher will engage in collaborative planning processes within their team to ensure consistency of instruction within teams** - **Each teacher will engage in professional readings and school based PD to strengthen key understandings of what is required when planning for reading and a balanced literacy program** - **Leaders will create and provide up to date Statement of Practices that outline what is expected when teaching reading at RPPS as well as give direction to further information and research** - **Leaders will develop and implement a SoP monitoring tool to support fidelity of implementation and leader/peer observation review/feedback processes** - **Leaders will provide professional development resources including texts and external PD as required e.g. PLINK** - **Leaders will monitor progress through data tracking and PLC Leader meetings**	Scheduled Meeting Time
Establish Reading SIP team to build capacity and set future direction on the explicit teaching of vocabulary	Term 1	- **Each teacher within the SIP team will engage in professional reading and development based on the explicit teaching of vocabulary** - **Each teacher within the SIP team will implement strategies based on research within their classroom** - **Each teacher within the SIP team will collaborate on planning and share experiences with other members of the team** - **Each teacher within the SIP team will contribute to adding vocabulary specific teaching expectations within the SoP** - **Senior Leader will facilitate 2 SIP team meetings per term to allow teachers to collaborate and share experiences**	Targeted PD for SIP team members Scheduled Meeting Time

		- **Senior Leader will support teachers within team to improve vocabulary instruction** - **Senior Leader will collate experiences of team and update SoP to include whole school vocabulary teaching expectations for 2024**	
Establish common summative and formative reading assessment practices to engage students and support their progress	Term 1	- **Each teacher will prioritise the use of data (R-2 InitiaLit data, 3-6 Pat R, R-6 team based summative data) to effectively target and differentiate their reading program** - **Each teacher will follow the proscribed data schedule, collate collected data and store this information in the designated digital platform** - **Senior leader will ensure all 3-6 teachers can use the PAT R adaptive assessment program and lead the implementation of this data set through establishing data schedules, yearly overviews and tracking student progress** - **Leaders will co-design with teachers a one pager pedagogical agreement and associated monitoring tool, that will sit alongside the Literacy and Numeracy Statements of Practice to support fidelity of implementation and self-peer-leader review, at scheduled times throughout the year** -	PAT Assessment Package Scheduled meeting time for staff PD and data analysis
Expand Intervention program to include Maq-Lit, Pre-Lit, and Language Lifts to address learning needs of 'at risk' students who are not making expected progress as monitored through class level data	Term 1	- **Teachers will effectively use a range of data sources to pinpoint what students currently know, what they are ready to learn next as well as identify gaps in knowledge and skills that can be used for learning intervention** - **Teachers will regularly monitor and adjust instruction and content based on multiple checks for understanding using agreed formative assessment tools** - **Teachers will regularly evaluate the impact of their classroom instruction (differentiation) on student learning drawing on a range of evidence using an 'assess-plan-teach-track-adjust' cycle** - **Teachers will monitor reading data and notify Deputy Principal when individual student learning concerns are identified. Teachers will use the agreed decision-making processes for qualification for wave 2 and 3 intervention including clear evidence and data 'cut points' for flowing in and out of interventions** - **Each teacher will monitor student progress within intervention program and support this learning with a differentiated learning program within the classroom** - **Deputy Principal will work with teachers to develop decision-making processes for qualification for wave 2 and 3 intervention including clear evidence and data 'cut points' for flowing in and out of interventions** - **Deputy Principal will track student progress within intervention programs** - **Deputy Principal will allocate SSO staff into intervention programs and ensure these staff are trained** - **Establish processes where progress can be reviewed on a regular basis to ensure success is occurring. The required adjustments are being made and that students are being exited from the wave 2 process in a timely way (where appropriate)** - **Principal will ensure intervention programs are adequately resourced within the school**	Using Intervention to address Literacy and Numeracy learning difficulties 20 Differentiated Instruction Strategies and examples (downloadable list) Literacy and Numeracy First Guideline for Principals: Appendix 2: Intervention to address literacy and numeracy learning difficulties