

School Improvement Plan for Craigmore South Primary School



Vision Statement:

At Craigmore South Primary School we strive to create an environment that supports wellbeing and student engagement in learning. We believe in high expectations and challenge in literacy and numeracy.

2022 – 2024

School Improvement Plan for Craigmore South Primary School

Completing the template:

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

Complete every step - [The School Improvement Planning Handbook](#) explains how to do this. In addition, your Local Education Team will provide support.

- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 9, Term 4 (10 December 2021).
- Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your Summary page on your school website by Friday of Week 4, Term 1 (25 February 2022).
- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact).
- Use the template in Term 4 of each year to capture Step 5 work (Review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

For further information and advice, contact:
Review, Improvement and Accountability
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Government of South Australia
Department for Education

 **STEP 1 Analyse and Prioritise** **Site name: Craigmore South Primary School**

Goal 1: Students will improve skills in reading through sustaining and developing practices to improve phonics, vocabulary, and comprehension at or above standard

ESR Directions:
 Build collective efficacy of staff to effectively monitor and drive progress of the SIP with clear line of sight of achievement data, strategic changes in teacher practice and success criteria.

 Collectively strengthen effective practices in the use of data for intentional teaching and the provision of clear ongoing information for students about what they need to do to improve to optimize learning.

 Strengthen the rigour of performance and development processes through discussion, feedback and accountability aligned with school priorities to effectively build capacity of staff

<p>Target 2022: 87% of students in Year 4 will reach SEA in PAT 90% of students in Year 2 will reach 33 or more in the PST 12% of students will achieve HB in PAT year 4 67% of Year 1 students will achieve benchmark in the PST 73% of students in Year 3 will achieve SEA in NAPLAN 20% of students will achieve HB in NAPLAN year 3</p>	<p>2023: 90% of students in Year 5 will reach SEA in PAT 85% of students in Year 2 will reach 33 or more in the PST 15% of students will achieve HB in PAT year 5 50% of Year 1 students will achieve benchmark in the PST 60% of students in Year 3 will achieve SEA in NAPLAN 10% of students will achieve HB in NAPLAN year 5</p>	<p>2024: 92% of students in Year 6 will reach SEA in PAT 80% of students in Year 2 will reach 33 or more in the PST 17% of students will achieve HB in PAT year 6 67% of Year 1 students will achieve benchmark in the PST 73% of students in Year 3 will achieve SEA in NAPLAN 30% of students will achieve HB in NAPLAN</p>
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 **STEP 2 Challenge of practice**

Challenge of Practice:
 If we explicitly use modelled, shared, and guided reading practices with a focus on decoding, vocabulary, and comprehension, we will see students achieving at and above standard.

- Student Success Criteria** (what students know, do, and understand):
- Students are able to express their thinking and learning using appropriate oral language
 - Students will be able to engage in higher level thinking through talking and writing about reading through modelled sentence starters
 - When reading, students are able to self-regulate and identify their next step and goals to improve
 - Understand, produce, and respond to rich literature texts showing evidence of learning at standard
 - Students will be able to identify their next steps in learning

 **STEP 3 Plan actions for improvement**

Actions	Timeline	Roles & Responsibilities	Resources
Teachers will use data to determine individual goals and targets based on decoding, fluency, and comprehension in phonics instruction R – 6	Term 1	<p>Leaders will:</p> <ul style="list-style-type: none"> • Monitor data sets, track cohort progress and trends • Provide training and resources as necessary • Observe classroom practice and provide feedback 	Jolly phonic Heggerty LGU LGU Jolly Phonics tracking spreadsheet.

		<p>Teachers will:</p> <ul style="list-style-type: none"> • Teachers will track and monitor use of decoding skills during reading. • Provide modelled, shared and independent learning opportunities • Provide different instruction and learning tasks • Work with students to set goals • Carry out testing and reading conferences • Include substantial elements of explicit teaching their teaching and learning program <p>SSOs will:</p> <ul style="list-style-type: none"> • Follow instruction from the teacher and support initiatives and programs as outlined in student One Plans • Be familiar with the examples and success criteria so they can guide students learning alongside the teacher 	<p>Australian Curriculum Literacy Progressions</p> <p>https://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=Z2HKHH (High impact teaching strategies)</p>
<p>Teachers will explicitly model skilled reading behaviour, with a range types of text, purposely extending student talk, vocabulary acquisition and understanding of language structure</p>	<p>Click or tap here to enter text.</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> • Provide professional learning where needed through internal and external providers • Observe classroom practice and provide feedback with specific criteria <p>Teachers will:</p> <ul style="list-style-type: none"> • Modelled reading to target various literacy focuses. This includes the teacher modelling skilful use of: <ul style="list-style-type: none"> ○ concepts of print ○ phonological awareness ○ phonics ○ vocabulary ○ comprehension ○ fluency ○ visual literacy ○ understandings of literature • Include substantial elements of explicit teaching their teaching and learning program <p>SSOs will:</p> <ul style="list-style-type: none"> • Understand expectations and goals and provide feedback using appropriate strategies • Follow instruction from the teacher and support initiatives and programs as outlined in student One Plans and individual goals 	<p>https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/teachingprac.aspx (Literacy Teaching Toolkit)</p> <p>DFE English Units Australian Curriculum Literacy Progressions Extent student talk – shift gear literacy guidebook talk moves – stretch literacy guidebook</p> <p>https://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=Z2HKHH (High impact teaching strategies)</p>
<p>Teachers will give explicit opportunity for shared reading that is beyond the level students can read by themselves using a variety of rich texts</p>	<p>Click or tap here to enter text.</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> • Provide professional learning where needed through internal and external providers • Observe classroom practice and provide feedback <p>Teachers will:</p> <ul style="list-style-type: none"> • Explicitly plan for shared reading strategies that can support the teaching of the Big Six elements of reading: <ul style="list-style-type: none"> ○ oral language ○ early experiences with print ○ phonological awareness ○ phonics ○ vocabulary ○ fluency and comprehension. 	<p>https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/teachingprac.aspx (Literacy Teaching Toolkit)</p> <p>DFE English Units Australian Curriculum Literacy Progressions Best advice papers – Big 6</p> <p>https://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=Z2HKHH (High impact teaching strategies)</p>

		<ul style="list-style-type: none"> • Include substantial elements of explicit teaching their teaching and learning program <p>SSOs will:</p> <ul style="list-style-type: none"> • Understand expectations and goals and provide feedback using appropriate strategies • Follow instruction from the teacher and support initiatives and programs as outlined in student One Plans and individual goals 	
<p>Teachers will use an explicit guided reading practices where they support small groups of students to read a text independently. (need to agree on guiding text/practice)</p>	Click or tap here to enter text.	<p>Leaders will:</p> <ul style="list-style-type: none"> • Organise and provide appropriate resources and training and development. • Collaborate with teachers and SSO to develop and consolidate the Literacy Agreements with particular focus on reading. • Monitor and provide feedback through PDP processes and classroom observation. <p>Teachers will:</p> <ul style="list-style-type: none"> • Regularly take a running record (Fountas and Pinnell) to inform teaching and learning. • Have regular reading conferences with students • Have knowledge of what and how much students are reading, are able to comment about student fluency, decoding and comprehension. • Include substantial elements of explicit teaching their teaching and learning program <p>SSOs will:</p> <ul style="list-style-type: none"> • Understand expectations and goals and provide feedback using appropriate strategies • Follow instruction from the teacher and support initiatives and programs as outlined in student One Plans and individual goals 	<p>https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/teachingprac.aspx (Literacy Teaching Toolkit)</p> <p>DfE English Units Australian Curriculum Literacy Progressions Reading conferences – Shift gear literacy guidebook Reciprocal teaching – stretch literacy guidebook guiding reading layers of meaning Teachers take part in moderation and book look opportunities with peers to identify the success criteria and where marginal gains can be made to increase student learning.</p> <p>https://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=Z2HKHH (High impact teaching strategies)</p>
<p>Teachers take part in moderation and book look opportunities with peers (learning teams) to identify the success criteria and where marginal gains can be made to increase student learning.</p>	Click or tap here to enter text.	<p>Leaders will:</p> <ul style="list-style-type: none"> • Clarify a schedule for moderating assessment tasks and A-E grades, communicate effectively with staff. • Negotiated/ provide moderation protocols/ structures to support strong moderation processes. • Provide opportunity for staff to participate in book looks and moderation in a collaborative nature to share expertise. • Ensure curriculum documents including the scope and sequence are used in the process <p>Teachers will:</p> <ul style="list-style-type: none"> • Participate in book look and moderation sessions, identifying where marginal gains can be made for all learning opportunities. • Provide feedback on themselves and others on how well the demands of the curriculum have been met through conceptual understanding and through the proficiencies. <p>SSOs will:</p> <ul style="list-style-type: none"> • Be informed with how students are tracking through goal development 	<p>Australian Curriculum Australian Literacy Learning Continuum National Literacy Learning Progression Running Records (DIBELS) and Fountas and Pinnell PAT R NAPLAN</p>
<p>Teachers (in learning teams) will observe each other's practice and provide feedback based on agreed criteria.</p>	Click or tap here to enter text.	<p>Leaders will:</p> <ul style="list-style-type: none"> • Provide resources and training • Set clear expectations negotiated with staff about feedback • Examine feedback. 	As above

 **STEP 1 Analyse and Prioritise**

<p>Goal 2: Students will build mastery in numeracy by developing an understanding of key concepts through rich tasks which extend mathematical thinking.</p>		<p>ESR Directions: Build collective efficacy of staff to effectively monitor and drive progress of the SIP with clear line of sight of achievement data, strategic changes in teacher practice and success criteria.</p> <p>Collectively strengthen effective practices in the use of data for intentional teaching and the provision of clear ongoing information for students about what they need to do to improve to optimize learning.</p> <p>Strengthen the rigour of performance and development processes through discussion, feedback and accountability aligned with school priorities to effectively build capacity of staff</p>
<p>Target 2022: 68% of students in year 3 will reach SEA in NAPLAN 19% of students in year 3 will reach High Bands in NAPLAN 75% of students in year 3 will reach a C or higher at end of year 70% of students in year 5 will reach SEA in NAPLAN 25% of students in year 5 will reach High Bands in NAPLAN 70% of students in year 5 will reach a C or higher at end of year</p>	<p>2023: 78% of students in year 3 will reach SEA in NAPLAN 12% of students in year 3 will reach High Bands in NAPLAN 78% of students will reach a C or higher at end of year 82% of year 5 students will reach SEA in NAPLAN 23% of year 5 students will reach High Bands in NAPLAN 76% of year 5 students will reach a C r higher at end of year</p>	<p>2024: 85% of students in year 3 will reach SEA in NAPLAN 15% of students in year 3 will reach High Bands in NAPLAN 80% of students will reach a C or higher at end of year 85% of year 5 students will reach SEA in NAPLAN 17% of year 5 students will reach High Bands in NAPLAN 85% of year 5 students will reach a C or higher at end of year</p>

 **STEP 2 Challenge of practice**

Challenge of Practice:
 If we develop content knowledge sequentially and provide opportunities for students to think mathematically using the proficiencies to build on current understandings, our students will maintain and increase performance over time.

- Student Success Criteria** (what students know, do, and understand):
- Students make meaning of mathematics though making connections, interpreting mathematical information, and representing mathematical ideas in different ways with a focus on manipulatives.
 - Students carry out procedures flexibly, accurately, and appropriately and understand the relationships between operations and processes and apply in a range of context.
 - Students work mathematically to solve problems and conduct investigations through constructing questions, trying strategies, and evaluating the success of strategies
 - Students justify and explain their results and explain their mathematical thinking both in books, orally and using visual representation
 - Students will be able to identify their next steps in learning

 **STEP 3 Plan actions for improvement**

Actions	Timeline	Roles & Responsibilities	Resources
<p>Teachers will design sequential learning that supports the students to develop conceptual understanding of the content strands by exploring them through the proficiencies, use of manipulatives for all students ensuring multiple entry and exit points</p>	<p>Click or tap here to enter text.</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure the mathematics agreement is reviewed and represents best practice and the collective knowledge and belief of staff. • Make observations of teacher practice and provide feedback to promote learning design that encompasses the curriculum 	<p>The Australian Curriculum DfE curriculum resources including the DfE units.</p>

		<p>Teachers will:</p> <ul style="list-style-type: none"> Organise training and development, to ensure the staff have a deep understanding of the curriculum including the proficiencies Organise demonstration activities or lessons to assist teachers to develop the pedagogical content of their learning plans so they are sequential, and promote challenge and problem solving Ensure they have a good understanding of the curriculum including how the proficiencies drive mathematical concepts Break learning content into units with clear learning intentions Design mathematics learning that is challenging, differentiated and appropriately delivered and sequenced. Include the appropriate use of manipulatives and/or visuals. Build opportunities for students to take responsibility for helping each other to master content. Use the Australian Curriculum, Numeracy Learning Continuum, and the Numeracy Learning Progressions to plan for differentiation, plan next steps and assist students to make goals for their learning. Help students to create and be familiar with their own short and long term goals. Present sessions to staff after Professional Learning <p>SSOs will:</p> <ul style="list-style-type: none"> Understand expectations and goals and provide feedback using appropriate strategies Follow instruction from the teacher and support initiatives and programs as outlined in student One Plans and individual goals 	<p>Transforming tasks NRICH, Youcubed, Mathematical Mindset, Van Der Walle Big Ideas in Number Numeracy Learning Continuum National Numeracy Learning Progressions Mathematics scope and sequence. Orbis Access to QuickSmart</p>
<p>Teachers develop conceptual understandings of mathematics using and expecting correct mathematical language</p>	<p>Click or tap here to enter text.</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> Be familiar with Curriculum and reference documents Reference DfE recommended texts when planning professional development for staff. Promote consistent and appropriate language and referencing. Make observation of teacher practice and provide feedback Organised appropriate activities to engage staff in referenced texts. <p>Teachers will:</p> <ul style="list-style-type: none"> Engage in professional development and complete required readings. Use consistent language when working with staff and students ensuring there is strong conceptual knowledge of the language. Use recommended texts when designing learning programs and explaining activities <p>SSOs will:</p> <ul style="list-style-type: none"> Understand expectations and goals and provide feedback using appropriate strategies Follow instruction from the teacher and support initiatives and programs as outlined in student One Plans and individual goals Assist with recording progress and student work with iPads as directed 	<p>Australian Curriculum glossary Numeracy Learning Continuum National Numeracy Learning Progressions Primary and Middle Years Mathematics: Teaching Developmentally. (Van Der Walle et al 2019) Teaching Mathematics: Foundation to Middle Years. Van Der Walle et al 2019 https://thirdspacelearning.com/blog/maths-vocabulary-ks2-5-activities-fluency-develop-reasoning-skills/ Using Maths Vocabulary Games And Activities To Systematically Develop Fluency & Reasoning</p>
<p>Teachers will support students to communicate their thinking visually and use visual representations when problem solving</p>	<p>Click or tap here to enter text.</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> Be familiar with Curriculum and reference documents Reference DfE recommended texts when planning professional development for staff. Make observation of teacher practice and provide feedback 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths Improving Mathematics in the Early Years</p>

		<ul style="list-style-type: none"> Organised appropriate activities to engage staff in referenced texts. Give opportunity to share visual tools and somatosensory activities <p>Teachers will:</p> <ul style="list-style-type: none"> Provide opportunity for learners to engage with mathematical ideas using a variety of visuals such as number lines and graphs Give and allow visual responses Use the Van De Walle text for visual representation and resource ideas <p>SSOs will:</p> <ul style="list-style-type: none"> Understand expectations and goals and provide feedback using appropriate strategies Follow instruction from the teacher and support initiatives and programs as outlined in student One Plans and individual 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Improving Mathematics in Key Stages 2 and 3</p> <p>Which one doesn't belong?</p> <p>Estimation 180</p> <p>Think square</p> <p>NRICH</p>
<p>Teachers will use assessment for, of and as learning to adapt teaching so it builds on students existing knowledge, addresses misconceptions and focusses on the next steps in learning to make progress.</p>	<p>Click or tap here to enter text.</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> Analyse and interpret the National Assessment Program Literacy and Numeracy (NAPLAN) and Progressive Achievement Test – Mathematics (PAT–M) data for all students Share NAPLAN and PAT-M interpretations with staff and lead discussions about what it means for informing teaching, assigning resources, and extending students Review whole school A to E grades Work with teachers to design, implement and monitor numeracy interventions Monitor progress notes in One Plans Make sure you have a school-wide approach to intervention for students unable to access the curriculum due to poor numeracy Use your knowledge of the Australian Curriculum Numeracy Learning Continuum) and the National Numeracy Learning Progression to guide teachers on next steps - this requires a working knowledge of the numeracy demands of learning across all the learning areas Monitor all results and track student progress. <p>Teachers will:</p> <ul style="list-style-type: none"> Give small amounts of feedback that is specific Encourage and support further effort Look at any misconception's students have and address or avoid them before they occur and understand why these errors occur Use pre and post testing from the assessment timeline Adapt your teaching so it builds on students' existing knowledge, addresses their weaknesses, and focuses on the next steps they need to make progress. <p>SSOs will:</p> <ul style="list-style-type: none"> Understand expectations and goals and provide feedback using appropriate strategies Follow instruction from the teacher and support initiatives and programs as outlined in student One Plans and individual 	<p>Australian Curriculum glossary</p> <p>Numeracy Learning Continuum</p> <p>National Numeracy Learning Progressions</p> <p>Primary and Middle Years Mathematics: Teaching Developmentally. (Van Der Walle et al 2019)</p> <p>Teaching Mathematics: Foundation to Middle Years.</p> <p>Van Der Walle et al 2019</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/approaches Assessment for learning</p> <p>https://cambridge-community.org.uk/professional-development/gswafl/index.html AFL</p> <p>assessment for student learning (Education Endowment Foundation 2017)</p>

<p>Teachers and students will use evidence and data to determine individual goals and targets e.g., setting long term and short term goals</p>	<p>Click or tap here to enter text.</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> Facilitate the development of a comprehensive plan for the use of goal setting across the school. Provide Training and Development to assist the implementation of goal setting in classrooms Reinforce the school assessment timeline and follow up to ensure all data sets are completed and stored appropriately. Analyse data sets strategically and engage with teachers during PDP about student performance in relation to targets set. Monitor student results and compare to targets set by teacher in 2021. Provide appropriate data sets to the Partnership when required. <p>Teachers will:</p> <ul style="list-style-type: none"> Collaboratively develop a plan for student goal setting and review. Engage with the agreed model and effectively implement in classrooms. Use data to inform PDP goals Use data sets to inform goal setting that is authentic and realistic. Support students to create goals and monitor their achievement. Provide learning programs that support students to achieve their goals <p>SSOs will:</p> <ul style="list-style-type: none"> Follow instruction from the teacher and support initiatives and programs as outlined in the student One Plan. Understand and provide feedback using appropriate strategies Assist students identify goals and next steps Work with students to develop their mastery of concepts to achieve their learning goals. Assist students to monitor the achievement of their goals. 	<p>Click or tap here to enter text.</p>
<p>Teachers take part in moderation and book look opportunities with peers to identify the success criteria and where marginal gains can be made to increase student learning.</p>	<p>Click or tap here to enter text.</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> Clarify a schedule for moderating assessment tasks and A-E grades, communicate effectively with staff. Negotiated/ provide moderation protocols/ structures to support strong moderation processes. Allocate time to do this: PFD, staff meeting etc. Provide opportunity for staff to participate in book looks and moderation in a collaborative nature to share expertise. Ensure curriculum documents including the scope and sequence are used in the process <p>Teachers will:</p> <ul style="list-style-type: none"> Participate in book look and moderation sessions, identifying where marginal gains can be made for all learning opportunities. Provide feedback on themselves and others on how well the demands of the curriculum have been met through conceptual understanding and through the proficiencies. <p>SSOs will:</p> <ul style="list-style-type: none"> Be informed with how students are tracking through goal development 	<p>Australian Curriculum</p> <p>Scope and Sequence</p> <p>Australian Mathematics Continuum</p> <p>National Mathematics Progression</p> <p>PAT M</p> <p>NAPLAN</p>