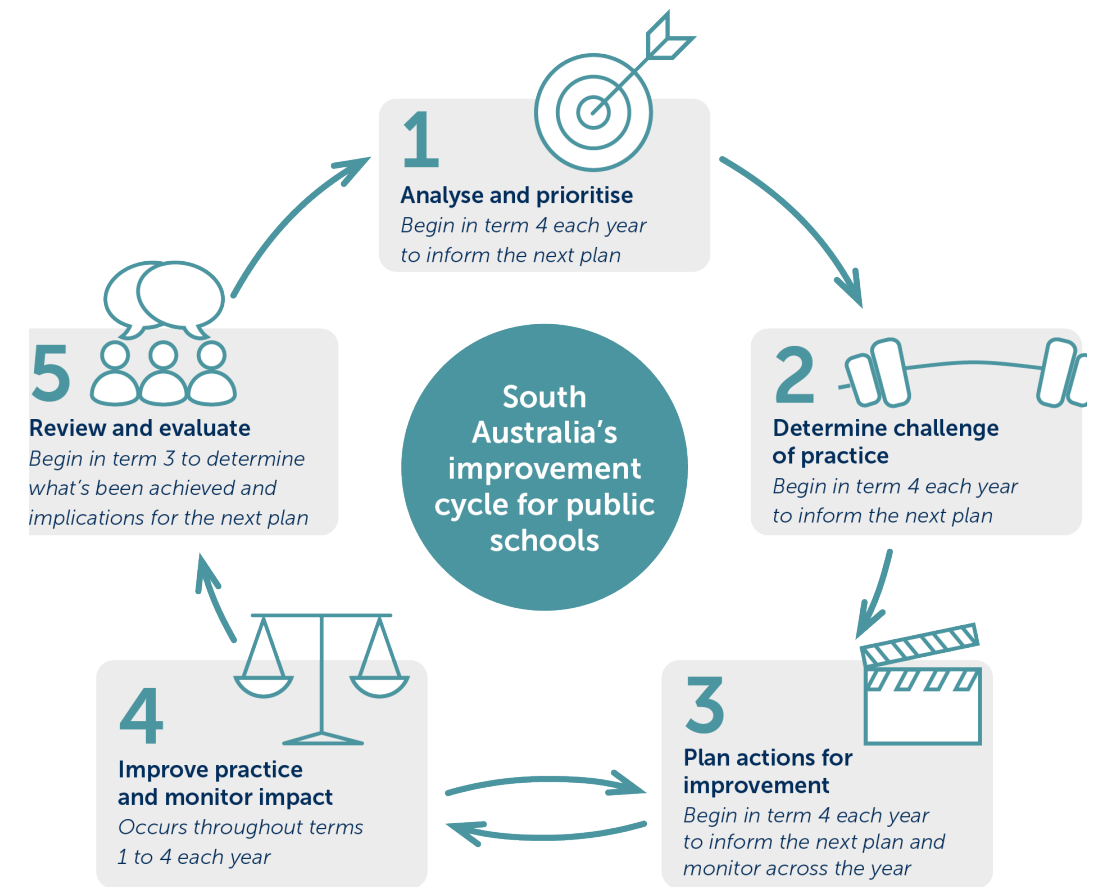


# School Improvement Plan for

## Sturt Street Community School



### STURT STREET COMMUNITY SCHOOL



#### Vision Statement:

Respect, Integration, Diversity, Excellence.



## STEP 1 Analyse and Prioritise

### Goal 1: Increase student achievement in Reading R-6.

#### ESR Directions:

To ensure a culture of high expectation from all students with their learning, embed teaching practices and structures that are student-centred, aspirational and improvement focused.

#### Targets:

<b>2022</b>	<ul style="list-style-type: none"> <li>&gt; Year 3 Increase the average number of 15 students (2010-21) reaching Higher Bands to 16</li> <li>&gt; Year 5 Increase the average number of 8 students (2010-21) reaching Higher Bands to 9</li> </ul>	<b>2023</b>	<ul style="list-style-type: none"> <li>&gt; Year 3 Increase the average number of 15 students (2010-21) reaching Higher Bands to 17</li> <li>&gt; Year 5 Increase the average number of 8 students (2010-21) reaching Higher Bands to 10</li> </ul>	<b>2024</b>	<ul style="list-style-type: none"> <li>&gt; Year 3 Increase the average number of 15 students (2010-21) reaching Higher Bands to 18</li> <li>&gt; Year 5 Increase the average number of 8 students (2010-21) reaching Higher Bands to 11</li> </ul>
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## STEP 2 Challenge of practice

#### Challenge of Practice:

We will improve achievement in reading if we develop each teacher's knowledge, skills and understanding of the Big 6 and apply student agency in formative assessment aligned to evidence-based reading and comprehension strategies, as well as oral language skills.

#### Student Success Criteria (what students know, do, and understand):

As expert learners we will see each student:

- > Speaking, listening, and clarifying to deepen their English understanding (dialogic talk)
- > Derive meaning from text through intentional problem-solving and thinking processes
- > Identify letter sounds and decode letter blends and words to enable them to read, spell and write with automaticity
- > Understand the meaning of key vocabulary words and use the words correctly and in context
- > Read text with speed, accuracy, and appropriate expression
- > Actively give and independently access feedback on their learning
- > Use Metalinguage to clearly articulate their next steps in learning when acting on explicit feedback sought from teachers/SSOs and peers

(Appendix R- 6 Australian Curriculum Achievement Standards)

**Goal 1: Increase student achievement in Reading R-6.****STEP 3 Plan actions for improvement**

Actions	Timeline	Roles & Responsibilities	Resources
<p><b>Each teacher will build expertise in metacognitive learning strategies and explicitly explain the learning intention and success criteria of Literacy lessons.</b></p>	<p>2022/2023/ 2023</p>	<p>Teachers will...</p> <ul style="list-style-type: none"> <li>&gt; Develop clear learning intentions and success criteria to ensure students know what is expected of them – learning will be sequential, leading to successful acquisition of knowledge skills understanding and attitudes</li> <li>&gt; Actively engage in and embed professional development learning in their reading program</li> <li>&gt; Actively participate in Professional Learning Teams with a focus on our challenge of practice</li> <li>&gt; Engage students in ‘student to teacher’ and ‘student to student’ reflection and feedback opportunities</li> <li>&gt; Provide opportunities for students to co-construct success criteria</li> </ul> <p>Each teacher Year R – 6 will...</p> <ul style="list-style-type: none"> <li>&gt; Intentionally plan, share, and teach the Big 6 as part of their targeted reading program</li> </ul>	<ul style="list-style-type: none"> <li>&gt; SSCS: Literacy Agreement</li> <li>&gt; DfE - Literacy Guidebooks, Literacy Placemats, Units of work, Writing Plus, Orbis</li> <li>&gt; Australian Curriculum Scope and Sequence- English</li> <li>&gt; National Curriculum Learning Progressions - Literacy</li> <li>&gt; Self-Assessment of Literacy Teaching in Primary Schools</li> <li>&gt; HIT strategies (Vic Education Dept)</li> </ul>
<p><b>Each teacher to prioritise a daily, timetabled reading program to integrate the big six components of reading, with a focus on reading comprehension (dedicate 300 minutes of quality English teaching each week).</b></p>	<p>2022/2023/ 2023</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> <li>&gt; Week 0 Literacy Strategies staff/agreement</li> <li>&gt; Develop a yearly and termly overview for English with their PLC</li> <li>&gt; Ensure that their practice aligns to the whole school Literacy strategy enabling consistent approaches to assessment and feedback for each student</li> <li>&gt; Participate in peer Lesson observations with a focus on reading to provide feedback regarding the effectiveness of teaching strategies in Terms 2 &amp; 4</li> </ul> <p>Library Manager will...</p> <ul style="list-style-type: none"> <li>&gt; Display resources</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Professional Learning Teams</li> <li>&gt; SSCS: Literacy Agreement</li> <li>&gt; Literacy Guidebooks</li> <li>&gt; Australian Curriculum Scope and Sequence- English</li> <li>&gt; Literacy Guidebooks</li> <li>&gt; Australian Curriculum General Capabilities - Literacy</li> <li>&gt; DfE Units of Work - English</li> <li>&gt; Big 6 in Reading</li> <li>&gt; Timetabled Literacy Block</li> <li>&gt; Release Time for Peer Observations</li> <li>&gt; Daily 5, Soundwaves, Jolly Phonics/ Grammar, Snappy Sounds, BrightPath, Writing Plus</li> <li>&gt; Heggerty text, Big 6, Reading Doctor</li> <li>&gt; Literacy Coaching- Sheena Cameron – the literacy place, literacy Solutions- Literature Circles</li> </ul>

**Goal 1: Increase student achievement in Reading R-6.****STEP 3 Plan actions for improvement**

Actions	Timeline	Roles & Responsibilities	Resources
<p><b>Each teacher will embed formative assessment practices and use achievement data to inform their differentiated teaching and to provide feedback to at least three identified students (elevate) to accelerate their learning achievement into the higher bands in reading.</b></p>	<p>2022/2023/ 2023</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> <li>&gt; Have a deep understanding of the learning needs, progress, and next teaching steps of their identified students for High Bands achievement</li> <li>&gt; Assess student reading – Running Records up to level 30, Lexiles/Reading Eggs with reference to Literacy Progressions /PAT R data and PAT Resources/ NAPLAN to identify teaching impact, determine next teaching steps for each identified student</li> <li>&gt; Use reading journals and hold a reading conference with each student twice each term to set and monitor individual reading goals based on decoding, fluency, and comprehension</li> <li>&gt; Share best Reading practices, tracking of identified students, assessment, moderation, and feedback, collaboratively planning, and sharing of strategies aligned to improve students reading</li> <li>&gt; Use the 5 key strategies for formative assessment to inform, design and articulate student Learning:               <ul style="list-style-type: none"> <li>○ Strategy 1 –clarifying, sharing, and understanding learning intentions and success criteria</li> <li>○ Strategy 2–engineering effective discussions, tasks and activities that elicit evidence of learning</li> <li>○ Strategy 3 –providing feedback that moves learning forward</li> <li>○ Strategy 4 –activating students as learning resources for one another</li> </ul> </li> </ul> <p>Leadership will...</p> <ul style="list-style-type: none"> <li>&gt; Support teachers to access, software to enter, track and analyses student diagnostic data</li> <li>&gt; Coordinate and facilitate PLC operations and timetabling</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Performance Development conversations with Line Manager</li> <li>&gt; Professional Learning Communities</li> <li>&gt; All staff to communicate through TEAMS (O365)</li> <li>&gt; Literacy Guidebooks</li> <li>&gt; Formative Assessment in teaching and learning, Dylan Wiliam</li> <li>&gt; Leading Literacy Learning – Doug Fisher 2019 Literacy Summit Keynote Address</li> <li>&gt; Data Tools:               <ul style="list-style-type: none"> <li>○ Power BI,</li> <li>○ Collated Year level spreadsheets</li> <li>○ Improvisation software</li> </ul> </li> </ul>

**Goal 1: Increase student achievement in Reading R-6.****STEP 3 Plan actions for improvement**

Actions	Timeline	Roles & Responsibilities	Resources
<p><b>Each R-2 teacher delivers best practice in systemic synthetic phonics instruction practices to ensure all students have the necessary skills to effectively read.</b></p>	<p>2022/2023/ 2023</p>	<p>Each reception teacher will...</p> <ul style="list-style-type: none"> <li>&gt; Systematically teaches Jolly Phonics aligned with the use of decodable readers and monitors reading progress of students</li> </ul> <p>Each R-2 teacher will...</p> <ul style="list-style-type: none"> <li>&gt; Explicitly implement phonemic awareness (Heggerty) and oral language strategies (Sheena Cameron)</li> </ul> <p>Each early year's student will...</p> <ul style="list-style-type: none"> <li>&gt; Have their progress and achievement in phonics development assessed and monitored in order to determine individual learning goals</li> </ul> <p>Each year 1 teacher will...</p> <ul style="list-style-type: none"> <li>&gt; Implement the phonics screening check and pre and post intervention for students who are below 28 words</li> </ul> <p>Each year 1 and 2 teacher will...</p> <ul style="list-style-type: none"> <li>&gt; Implement reading intervention for students who have not achieved reception SEA</li> <li>&gt; Continue the use of decodable readers with students who have not transitioned to levelled readers</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Jolly Phonics / Grammar– Resources &amp; Training</li> <li>&gt; Heggerty Resources</li> <li>&gt; Running Records</li> <li>&gt; Phonic Check (Year 1)</li> <li>&gt; R-2 teachers are supported with ongoing professional learning to support the needs of developing readers</li> </ul>
<p><b>Collective Staff Inquiry into the possible implementation of Read Write Inc R-2 and Fresh Start 4-6 across the school.</b></p>	<p>2022</p>	<ul style="list-style-type: none"> <li>&gt; Leadership will...</li> <li>&gt; Collaboratively work with staff to lead inquiry processes in the evaluation of Read Write Inc and Fresh Start</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Read Write Inc Training 7-8th March</li> <li>&gt; DfE schools currently implementing RWI &amp; Fresh Start - Visit</li> </ul>

**Goal 1: Increase student achievement in Reading R-6.**
**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?

Student Success Criteria	Yes	Needs attention/WIP	Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
<p><b>As expert learners we will see each student:</b></p> <ul style="list-style-type: none"> <li>&gt; Speaking, listening, and clarifying to deepen their English understanding (dialogic talk)</li> <li>&gt; Derive meaning from text through intentional problem-solving and thinking processes</li> <li>&gt; Identify letter sounds and decode letter blends and words to enable them to read, spell and write with automaticity</li> <li>&gt; Understand the meaning of key vocabulary words and use the words correctly and in context</li> <li>&gt; Read text with speed, accuracy, and appropriate expression</li> <li>&gt; Actively give and independently access feedback on their learning</li> <li>&gt; Use Metalanguage to clearly articulate their next steps in learning when acting on explicit feedback sought from teachers/SSOs and peers</li> </ul> <p>(Appendix R- 6 Australian Curriculum Achievement Standards)</p>	Choose a building block.			Type here...	Type here...
Actions	90% embedded	Needs attention/WIP	Not on track	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?
<p><b>Each teacher will build expertise in metacognitive learning strategies and explicitly explain the learning intention and success criteria of Literacy lessons.</b></p>	Choose a building block.			Type here...	Type here...
<p><b>Each teacher to prioritise a daily, timetabled reading program to integrate the big six components of reading, with a focus on reading comprehension (dedicate 300 minutes of quality English teaching each week).</b></p>	Choose a building block.			Type here...	Type here...
<p><b>Each teacher will embed formative assessment practices and use achievement data to inform their differentiated teaching and to provide feedback to at least three identified students (elevate) to accelerate their learning achievement into the higher bands in reading.</b></p>	Choose a building block.			Type here...	Type here...
<p><b>Each R-2 teacher delivers best practice in systemic synthetic phonics instruction practices to ensure all students have the necessary skills to effectively read.</b></p>	Choose a building block.			Type here...	Type here...
<p><b>Collective Staff Inquiry into the possible implementation of Read Write Inc R-2 and Fresh Start 4-6 across the school.</b></p>	Choose a building block.			Type here...	Type here...

**Goal 1: Increase student achievement in Reading R-6.****STEP 5 Review and Evaluate** | Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

<p><b>Targets 2022:</b></p> <ul style="list-style-type: none"> <li>&gt; Year 3 Increase the average number of 15 students (2010-21) reaching Higher Bands to 16</li> <li>&gt; Year 5 Increase the average number of 8 students (2010-21) reaching Higher Bands to 9</li> </ul>	<p><b>Results towards targets:</b></p> <p>Type here...</p>
<p><b>Challenge of Practice:</b></p> <p>We will improve achievement in reading if we develop each teacher's knowledge, skills and understanding of the Big 6 and apply student agency in formative assessment aligned to evidence-based reading and comprehension strategies, as well as oral language skills.</p>	<p><b>Evidence - has this made an impact?</b></p> <p>Type here...</p>
<p><b>Success Criteria:</b></p> <p>As expert learners we will see each student:</p> <ul style="list-style-type: none"> <li>&gt; Speaking, listening, and clarifying to deepen their English understanding (dialogic talk)</li> <li>&gt; Derive meaning from text through intentional problem-solving and thinking processes</li> <li>&gt; Identify letter sounds and decode letter blends and words to enable them to read, spell and write with automaticity</li> <li>&gt; Understand the meaning of key vocabulary words and use the words correctly and in context</li> <li>&gt; Read text with speed, accuracy, and appropriate expression</li> <li>&gt; Actively give and independently access feedback on their learning</li> <li>&gt; Use Metalanguage to clearly articulate their next steps in learning when acting on explicit feedback sought from teachers/SSOs and peers</li> </ul> <p>(Appendix R- 6 Australian Curriculum Achievement Standards)</p>	<p><b>Evidence - did we improve student learning? how do we know?</b></p> <p>Type here...</p>
<p><b>Reflection on Actions</b> – 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?</p> <p>Type here...</p>	
<p><b>Reflection on our improvement planning and implementation</b> – 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?</p> <p>Type here...</p>	



## STEP 1 Analyse and Prioritise

### Goal 2: Increase student achievement in mathematics R-7.

#### ESR Directions:

To ensure a culture of high expectation from all students with their learning, embed teaching practices and structures that are student-centred, aspirational and improvement focused.

#### Targets:

<b>2022</b>	<ul style="list-style-type: none"> <li>&gt; Year 3 Increase the average number of 7 students (2010-21) reaching Higher Bands to 8</li> <li>&gt; Year 5 Increase the average number of 4 students (2010-21) reaching Higher Bands to 5</li> </ul>	<b>2023</b>	<ul style="list-style-type: none"> <li>&gt; Year 3 Increase the average number of 7 students (2010-21) reaching Higher Bands to 9</li> <li>&gt; Year 5 Increase the average number of 4 students (2010-21) reaching Higher Bands to 6</li> </ul>	<b>2024</b>	<ul style="list-style-type: none"> <li>&gt; Year 3 Increase the average number of 7 students (2010-21) reaching Higher Bands to 10</li> <li>&gt; Year 5 Increase the average number of 4 students (2010-21) reaching Higher Bands to 7</li> </ul>
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## STEP 2 Challenge of practice

#### Challenge of Practice:

If we develop each teacher's capability to explicitly teach number through collaborative guided inquiry and problem-solving tasks, then we will increase student's achievement in mathematics.

#### Student Success Criteria (what students know, do, and understand):

As expert learners we will see each student:

- > Access current evidence based high impact teaching strategies
- > Able to explain and apply Problem Solving strategies to improve practice
- > Display evidence of thinking, action, and reflection on strategy when engaged in problem solving learning
- > Experience consistent best practise approach to the teaching of mathematics across the school
- > Able to problem solve, reason, and understand in mathematics using mathematically specific vocabulary
- > Clearly articulate their next steps in learning when acting on explicit feedback sought from teachers/SSOs and peers
  - Identified Students will monitor their progress against the Numeracy progressions/Continuum and set short- and long-term learning goals
  - "I can..."
  - "I am learning..."
  - "Next I will learn..."
- > Provide feedback to teachers/SSOs on the effectiveness of their high impact teaching strategies
- > Transfer their Mathematical understanding into new contexts

(Appendix R- 6 Australian Curriculum Achievement Standards)



**Goal 2: Increase student achievement in mathematics R-7.****STEP 3 Plan actions for improvement**

Actions	Timeline	Roles & Responsibilities	Resources
<p><b>Each teacher will explicitly teach problem solving in mathematics as outlined in the Mathematics Strategy.</b></p>	<p>Week 0 review Terms 1-4</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> <li>&gt; Week 0 Mathematics Strategies staff /agreement</li> <li>&gt; Plan and use the Mathematics Strategy and explicitly teach the Problem-Solving Chart</li> <li>&gt; Provide a written Year overview of Guaranteed and Viable Curriculum</li> <li>&gt; Provide students with a weekly problem-solving task</li> <li>&gt; Assess student's ability and provide progress feedback in the application of the Problem-Solving Chart</li> </ul> <p>Library Manager will...</p> <ul style="list-style-type: none"> <li>&gt; Display resources</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Leadership to coordinate:</li> <li>&gt; Curriculum</li> <li>&gt; Associated Resources:</li> <li>&gt; Mathematics' Coach: Lisa- Jane</li> <li>&gt; Big Ideas in Number tools and advice</li> <li>&gt; George Booker 'Building Numeracy' pre &amp; post assessments</li> <li>&gt; Australian curriculum mathematics</li> <li>&gt; Australian curriculum general capabilities numeracy</li> <li>&gt; Australian Curriculum Scope and Sequence- Mathematics</li> <li>&gt; National Curriculum Learning Progressions – Numeracy</li> <li>&gt; Australian curriculum leaders resources Bitl Tool</li> <li>&gt; Numeracy Guidebooks (Stretch) Best Advice Papers</li> <li>&gt; Self-Assessment of Numeracy Teaching in Primary Schools</li> <li>&gt; Units of work-Mathematics</li> <li>&gt; Curriculum planning tracker (DFE)</li> <li>&gt; PAT-Maths Resource Centre</li> <li>&gt; Formative Assessment in teaching and learning, Dylan Wiliam</li> <li>&gt; Mathematics Teaching Developmentally Texts VanDe Walle</li> <li>&gt; Back to Front Maths –Tierney Kennedy</li> </ul>
<p><b>Each classroom teacher will engage in coaching and mentoring with a Mathematics coach to improve each teacher's capability to explicitly teach number and problem-solving skills.</b></p>	<p>2022-2024 Terms 1-4</p>	<p>Mathematics Coach will...</p> <ul style="list-style-type: none"> <li>&gt; Provide coaching and mentoring to classroom teachers with a focus on planning and assessment for viable and guaranteed Mathematics Curriculum: Number Sense, collaborative guided inquiry, and problem-solving tasks/investigations</li> </ul> <p>Class teachers will...</p> <ul style="list-style-type: none"> <li>&gt; Collaborate with Mathematics coach in mentoring processes</li> </ul>	<p>Leadership to coordinate:</p> <ul style="list-style-type: none"> <li>&gt; Mathematics' Coach: Lisa- Jane to provide classroom teachers with coaching and mentoring</li> <li>&gt; TRT release provided termly per class teacher to facilitate collaboration with coach</li> </ul>
<p><b>Each teacher will identify, track, and monitor the progress of six students through collaborative teams (PLC's) to gain, retain or elevate into higher bands.</b></p>	<p>2022-2024 Terms 1-4</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> <li>&gt; Share termly a Lesson Design/Number Sense task which is assessed and moderated against Grades and seek feedback on task design from peers</li> <li>&gt; Use the National Numeracy Learning Progressions to identify next steps and provide feedback for goal setting to students</li> </ul>	<p>Leadership to coordinate:</p> <ul style="list-style-type: none"> <li>&gt; 2 PLC Staff Meetings per term</li> <li>&gt; Access to student diagnostic data: Impromation Software, Power BI, PATM, excel</li> <li>&gt; TEAMS 0365</li> <li>&gt; Lesson Design Template</li> </ul>

**Goal 2: Increase student achievement in mathematics R-7.****STEP 3 Plan actions for improvement**

Actions	Timeline	Roles & Responsibilities	Resources
<p><b>Teachers will explicitly teach and assess number and improve practices through receiving feedback from classroom observations and action their learning from Orbis into their classroom practices.</b></p>	<p>2022-2024 Orbis Training 2022</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> <li>&gt; Engage in term 1 &amp; 3 peer observations and provide/discuss documented feedback to each other</li> <li>&gt; Provide leaders a copy of the feedback</li> </ul> <p>All classroom teachers R-2 will...</p> <ul style="list-style-type: none"> <li>&gt; Participate in course               <ul style="list-style-type: none"> <li>○ Intensive 1: 8-9 August</li> <li>○ Intensive 2: 8-9 September</li> <li>○ Intensive 3: 24-25 October</li> </ul> </li> </ul> <p>All classroom teachers 3-5 will...</p> <ul style="list-style-type: none"> <li>&gt; Participate in course               <ul style="list-style-type: none"> <li>○ Intensive 1: 23 February</li> <li>○ Intensive 2: 25 March</li> <li>○ Intensive 3: 10 May</li> <li>○ Intensive 4: 7 June</li> <li>○ Intensive 5: 1 July</li> </ul> </li> </ul> <p>Leadership will...</p> <ul style="list-style-type: none"> <li>&gt; Collaborate with staff to manage implementation planning</li> </ul>	<ul style="list-style-type: none"> <li>&gt; TRT release provided termly per class teacher to facilitate collaboration with peer, observation, and feedback, DfE Proforma</li> <li>&gt; Orbis Training</li> </ul>
<p><b>Each teacher will build a culture of positive beliefs and attitudes with the students towards Mathematical futures.</b></p>	<p>2022-2024</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> <li>&gt; Collect data of mathematical dispositions to gauge mindset of students at the beginning of the year</li> <li>&gt; Use the 5 key strategies for formative assessment to inform, design and articulate student Learning:               <ul style="list-style-type: none"> <li>○ Strategy 1 –clarifying, sharing, and understanding learning intentions and success criteria</li> <li>○ Strategy 2–engineering effective discussions, tasks and activities that elicit evidence of learning</li> <li>○ Strategy 3 –providing feedback that moves learning forward</li> <li>○ Strategy 4 –activating students as learning resources for one another</li> </ul> </li> <li>&gt; Promote positive beliefs and attitudes about the effective teaching and learning of mathematics (7 Positive classroom norms)</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Numeracy Guidebooks</li> <li>&gt; Teams, Office 365</li> <li>&gt; Positive Classroom Norms Jo Boaler</li> <li>&gt; Mathematical Mindsets–Jo Boaler’</li> <li>&gt; PMA</li> <li>&gt; SECRET Skills</li> <li>&gt; Targeted workshops</li> <li>&gt; Numeracy PLC</li> <li>&gt; Formative assessment professional learning modules</li> <li>&gt; TfEL</li> </ul>

**Goal 2: Increase student achievement in mathematics R-7.**

**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?

Student Success Criteria	Yes	Needs attention/WIP	Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
<p><b>As expert learners we will see each student:</b></p> <ul style="list-style-type: none"> <li>&gt; Access current evidence based high impact teaching strategies</li> <li>&gt; Able to explain and apply Problem Solving strategies to improve practice</li> <li>&gt; Display evidence of thinking, action, and reflection on strategy when engaged in problem solving learning</li> <li>&gt; Experience consistent best practise approach to the teaching of mathematics across the school</li> <li>&gt; Able to problem solve, reason, and understand in mathematics using mathematically specific vocabulary</li> <li>&gt; Clearly articulate their next steps in learning when acting on explicit feedback sought from teachers/SSOs and peers                             <ul style="list-style-type: none"> <li>o Identified Students will monitor their progress against the Numeracy progressions/Continuum and set short- and long-term learning goals</li> <li>o "I can..."</li> <li>o "I am learning..."</li> <li>o "Next I will learn..."</li> </ul> </li> <li>&gt; Provide feedback to teachers/SSOs on the effectiveness of their high impact teaching strategies</li> <li>&gt; Transfer their Mathematical understanding into new contexts (Appendix R- 6 Australian Curriculum Achievement Standards)</li> </ul>	Choose a building block.			Type here...	Type here...
Actions	90% embedded	Needs attention/WIP	Not on track	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?
Each teacher will explicitly teach problem solving in mathematics as outlined in the Mathematics Strategy.	Choose a building block.			Type here...	Type here...
Each classroom teacher will engage in coaching and mentoring with a Mathematics coach to improve each teacher's capability to explicitly teach number and problem-solving skills.	Choose a building block.			Type here...	Type here...
Each teacher will identify, track, and monitor the progress of six students through collaborative teams (PLC's) to gain, retain or elevate into higher bands.	Choose a building block.			Type here...	Type here...
Teachers will explicitly teach and assess number and improve practices though receiving feedback from classroom observations and action their learning from Orbis into their classroom practices.	Choose a building block.			Type here...	Type here...
Each teacher will build a culture of positive beliefs and attitudes with the students towards Mathematical futures.	Choose a building block.			Type here...	Type here...

**Goal 2: Increase student achievement in mathematics R-7.****STEP 5 Review and Evaluate** | Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

<p><b>Targets 2022:</b></p> <ul style="list-style-type: none"> <li>&gt; Year 3 Increase the average number of 7 students (2010-21) reaching Higher Bands to 8</li> <li>&gt; Year 5 Increase the average number of 4 students (2010-21) reaching Higher Bands to 5</li> </ul>	<p><b>Results towards targets:</b></p> <p>Type here...</p>
<p><b>Challenge of Practice:</b></p> <p>If we develop each teacher's capability to explicitly teach number through collaborative guided inquiry and problem-solving tasks, then we will increase student's achievement in mathematics.</p>	<p><b>Evidence - has this made an impact?</b></p> <p>Type here...</p>
<p><b>Success Criteria:</b></p> <p>As expert learners we will see each student:</p> <ul style="list-style-type: none"> <li>&gt; Access current evidence based high impact teaching strategies</li> <li>&gt; Able to explain and apply Problem Solving strategies to improve practice</li> <li>&gt; Display evidence of thinking, action, and reflection on strategy when engaged in problem solving learning</li> <li>&gt; Experience consistent best practise approach to the teaching of mathematics across the school</li> <li>&gt; Able to problem solve, reason, and understand in mathematics using mathematically specific vocabulary</li> <li>&gt; Clearly articulate their next steps in learning when acting on explicit feedback sought from teachers/SSOs and peers             <ul style="list-style-type: none"> <li>○ Identified Students will monitor their progress against the Numeracy progressions/Continuum and set short- and long-term learning goals</li> <li>○ "I can..."</li> <li>○ "I am learning..."</li> <li>○ "Next I will learn..."</li> </ul> </li> <li>&gt; Provide feedback to teachers/SSOs on the effectiveness of their high impact teaching strategies</li> <li>&gt; Transfer their Mathematical understanding into new contexts (Appendix R- 6 Australian Curriculum Achievement Standards)</li> </ul>	<p><b>Evidence - did we improve student learning? how do we know?</b></p> <p>Type here...</p>
<p><b>Reflection on Actions</b> – 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?</p> <p>Type here...</p>	
<p><b>Reflection on our improvement planning and implementation</b> – 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?</p> <p>Type here...</p>	