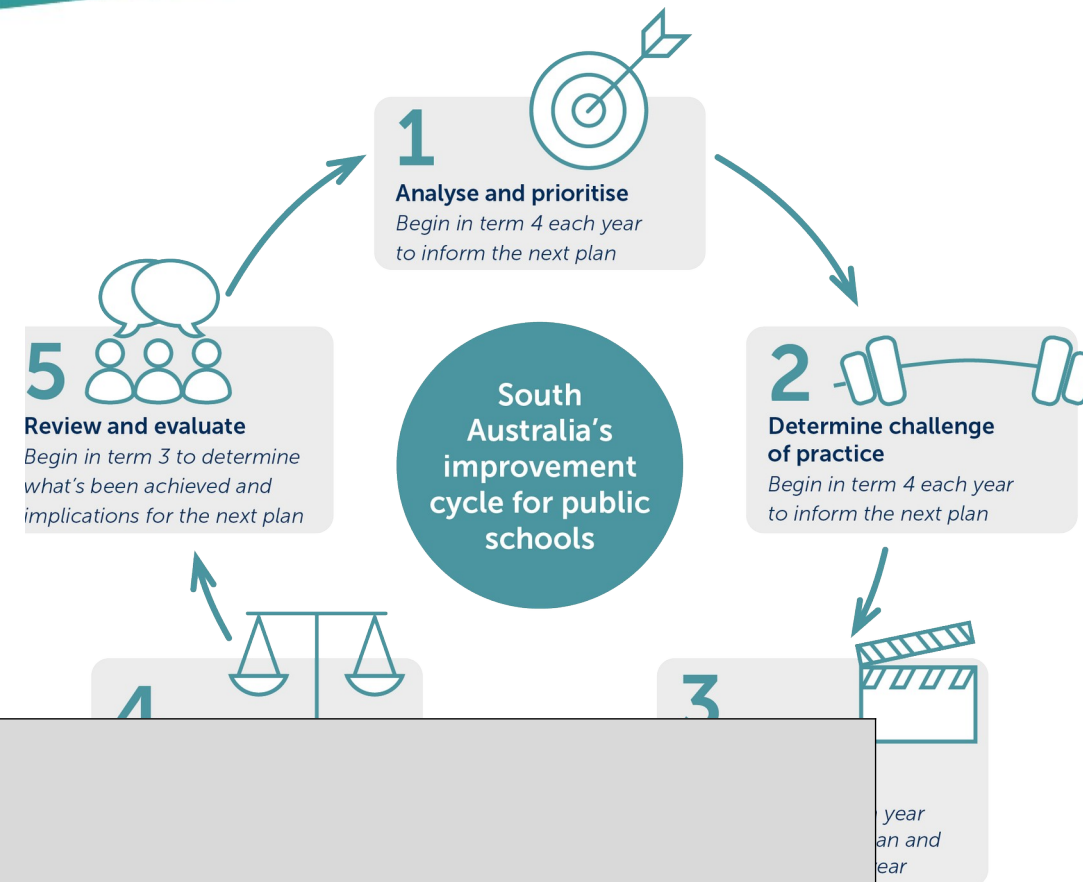


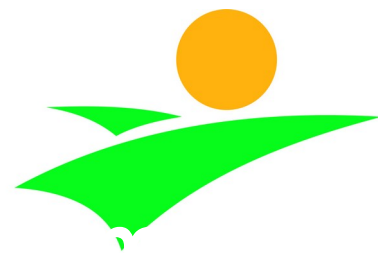
2022 - 2024

# School Improvement Plan for Clare Primary School



## Vision Statement:

A Healthy Start to Life Long Learning



Clare Primary School



Government of South Australia

Department for Education  
Government of South Australia

Department for Education

### 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.

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  
Phone: 8226 1284  
education.RIA@sa.gov.au



## STEP 1 Analyse and Prioritise

**Goal 1: To improve student achievement in writing**

**Site name: Clare Primary School**

### ESR Directions:

1. Raise student achievement by strengthening internal self-review and quality assurance processes to ensure that the monitoring and reviewing of student learning is robust.
1. Ensure authentic student influence in learning by strengthening the development and embedding of learning intentions, goal setting and student feedback as part of regular reviews at beginning and end of all learning experiences.

2. Continually drive pedagogical improvements in planning and instruction by exploring and implementing evidence-based approaches that integrate and effectively embed formative assessment and the feedback loop process.
- 3.

<b>Target 2022:</b> <ul style="list-style-type: none"> <li>• At Year 3, 27 students (87.5%) students to achieve SEA and 45% in high bands in NAPLAN writing</li> <li>• At Year 5, 32 students (85%) to achieve SEA and 6 students (15%) in high bands in NAPLAN writing.</li> <li>• All Year 3-6 students to achieve expected Brightpath Growth Targets (20 scale points between Term 1 &amp; 3 2022)</li> <li>•</li> </ul>	<b>2023:</b> <p>At Year 3, 23 students (90%) to achieve SEA and 13 students (&gt;50%) in higher bands in Naplan Writing</p> <p>At year 5, &gt; 90% of students (30/33 students) achieve SEA and 17 students (&gt;50%) of students in higher bands in Naplan writing</p> <p>All yr 2-6 students to achieve expected Brightpath growth targets (20 scale points between Term 1 and Term 3)</p>	<b>2024:</b> <p>At Year 3, 34 students (92%) to achieve SEA and 21 students (&gt;55%) in Higher Bands</p> <p>At Year 5, 29 students to achieve SEA and 16 students (55%) in high bands in Naplan writing</p> <p>All yr 1-6 students to achieve expected Brightpath growth targets (20 scale points) between Term 1 and Term 3 with 50% exceeding Brightpath Growth Target ( minimum 30 scale points between term 1 and 3 2024)</p>
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## STEP 2 Challenge of practice

### Challenge of Practice:

If we embed rigorous instructional routines and use oral language experiences to support the explicit teaching of writing genres, then we will increase student achievement in writing.

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

We will see

Refer to Year level by Year level chart - to be observed in walk throughs, peer observations and formal observations

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
During writing activities, we will see all reception students applying their letter & sound knowledge, using familiar words & phrases, and experimenting with capital letters and full stops within their writing.	During writing activities, we will see all Year 1 students creating short texts for a small range of purposes, accurately spelling words with regular spelling patterns, using capital letters and full stops, and forming all upper and lowercase letters correctly.	During writing activities, we will see all Year 2 students drawing on prior knowledge to create texts, accurately spelling words with regular spelling patterns and words with less common long vowel patterns, using punctuation accurately, and writing words and sentences legibly using unjoined upper and lowercase letters.	During writing activities, we will see all Year 3 students create a range of texts for different audiences, choosing punctuation appropriate for their purpose, using joined letters that are accurately formed and consistent in size, and checking their work for appropriate vocabulary, structure and meaning.	During writing activities, we will see all Year 4 students create structured texts to explain ideas for different audiences, using accurate spelling and punctuation and rereading and editing their work to improve meaning.	During writing activities, we will see all Year 5 students create imaginative, informative and persuasive texts for different purposes and audiences, using a variety of sentence types and accurate spelling and punctuation.	During writing activities, we will see all Year 6 students create detailed texts elaborating on key ideas for a range of purposes and audiences, using accurate spelling and punctuation for clarity, and making editorial choices based on criteria.




## STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Each teacher will use daily instructional routines (eg. Heggerty, Jolly Phonics Systematic Synthetic Phonics / Grammar program) to further build children's capacity to transfer their phonics, spelling	Week 0, Term 1 2022 Term 1 2022	<ul style="list-style-type: none"> <li>• Leaders will schedule time during Week 0 to revisit whole school literacy expectations &amp; agreements with staff</li> <li>• Teachers will collaboratively review &amp; update of the site's literacy</li> </ul>	Jolly Phonics / Grammar program Big 6 Best Advice papers Heggarty Phonological Awareness

<p>and word knowledge into their writing.</p>	<p>2022</p>	<p>agreement &amp; phonics scope &amp; sequence, to facilitate consistent &amp; sequential implementation across all year levels.</p> <ul style="list-style-type: none"> <li>Teachers will participate in Portfolio Spelling PLCs and engage with the Literacy Guarantee Unit to strengthen phonics &amp; spelling teaching R-6.</li> </ul>	<p>program CPS Literacy Agreement / scope and sequence Handwriting and keyboarding: skills for writing Handwriting – a practical guide for classroom teachers</p>
<p>All staff will participate in T&amp;D during staff meetings to explore:</p> <ul style="list-style-type: none"> <li>simple view of writing</li> <li>the role of oral language in supporting writing development</li> <li>Brightpath tools &amp; processes</li> </ul> <p>and embed recommended strategies into daily writing lessons.</p>	<p>Week 0, Term 1 2022  PFD 2022  Term 1 2022  Ongoing</p>	<ul style="list-style-type: none"> <li>Leaders will organise PD sessions to explore the Simple View of Writing</li> <li>Teachers to participate in Simple View of Writing PD</li> <li>Leaders will organise PD sessions to explore the role of oral language in supporting students' language development</li> <li>Teachers to participate in "Oral Language to Support Writing" PD</li> <li>Leaders will work with Jenni Hewett to plan targeted PD for all staff to support Brightpath implementation</li> <li>Teachers to attend scheduled Brightpath T&amp;D, during professional learning days and staff meetings.</li> </ul>	<p>Shift Gear Guidebook Stretch guidebook Oral Language to support Writing PD Brightpath T and D Jenni Hewett</p>
<p>Each teacher will collaboratively design writing tasks, in line with the site's text type map, that explicitly teach writing genres across the curriculum, and provide opportunities for authentic feedback opportunities to build student agency.</p>	<p>Term 1 2022  Term 1 and on-going  2022  Ongoing  Ongoing</p>	<ul style="list-style-type: none"> <li>Staff will collaboratively review &amp; update of the site's literacy agreement &amp; text type map, to develop a whole school approach to teaching text types across the curriculum, aligned with the Brightpath schedule.</li> <li>Teachers will work collaboratively to design writing tasks, plan relevant oral language experiences &amp; identify appropriate mentor/exemplar texts for use.</li> <li>Curriculum Lead to unpack DfE Units of Work writing deconstruction approaches &amp; use of mentor texts with staff</li> <li>Staff to explicitly teach text types, features and vocabulary relevant to specific curriculum contexts.</li> <li>Teachers will participate in 5 week learning sprints to support agreed teaching foci.</li> </ul>	<p>CPS Text Type map Brightpath Resources Seven Steps resources Like Team focus for Learning Sprints Guide Books Best Advice Papers</p>
<p>Each Primary teacher will upload &amp; collaboratively moderate student writing, to track and monitor student progress, and enable collaborative work with students to plan next steps in learning, at least twice per year.</p>	<p>Primary Like team time term 1 and 3  Week 10, Term 1 &amp; 3 2022  Ongoing</p>	<ul style="list-style-type: none"> <li>Principal to coordinate and support moderation processes, providing time, resources and Like Team time</li> <li>Primary Teachers to collect and upload student work samples to the Brightpath Platform for moderation</li> <li>Teachers to participate in moderation with peers, identifying strengths and areas for improvement to inform teacher planning and individual student writing goals.</li> </ul>	<p>Brightpath resources and support</p>
<p>JP Teachers to build familiarisation with Brightpath program and ruler leading to moderation of written work</p>	<p>JP 2022 Ongoing</p>	<ul style="list-style-type: none"> <li>JP teachers familiarisation with Brightpath program 2022, moderating written work and familiarisation with Brightpath ruler commencing with yr 2's in 2023</li> </ul>	<p>Brightpath resources and support Primary Team Brightpath team - Jenni Hewett</p>

Goal 1: To improve student achievement in writing

 **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?

<p>Student Success Criteria</p>	<p><span style="color: green;">●</span> Yes</p>	<p><b>Evidence</b> Are we improving student learning? How are we tracking against our student success criteria?</p>	<p><b>What are our next steps?</b> Potential adjustments?</p>
	<p><span style="color: orange;">●</span> Needs attention/work in progress</p>		
	<p><span style="color: red;">●</span> Not on track</p>		



<p>Refer to Year level by Year level chart - to be observed in walk throughs, peer observations and formal observations</p> <table border="1" data-bbox="121 163 952 751"> <thead> <tr> <th data-bbox="121 163 439 233">Reception</th> <th data-bbox="439 163 756 233">Year 1</th> <th data-bbox="756 163 952 233">Year 2</th> </tr> </thead> <tbody> <tr> <td data-bbox="121 233 439 751">During writing activities, we will see all reception students applying their letter &amp; sound knowledge, using familiar words &amp; phrases, and experimenting with capital letters and full stops within their writing.</td> <td data-bbox="439 233 756 751">During writing activities, we will see all Year 1 students creating short texts for a small range of purposes, accurately spelling words with regular spelling patterns, using capital letters and full stops, and forming all upper and lowercase letters correctly.</td> <td data-bbox="756 233 952 751">During writing activities, we will see all Year 2 students drawing on their knowledge to create short texts, accurately spelling words with regular spelling patterns, using capital letters and full stops, and forming all upper and lowercase letters correctly.</td> </tr> </tbody> </table>	Reception	Year 1	Year 2	During writing activities, we will see all reception students applying their letter & sound knowledge, using familiar words & phrases, and experimenting with capital letters and full stops within their writing.	During writing activities, we will see all Year 1 students creating short texts for a small range of purposes, accurately spelling words with regular spelling patterns, using capital letters and full stops, and forming all upper and lowercase letters correctly.	During writing activities, we will see all Year 2 students drawing on their knowledge to create short texts, accurately spelling words with regular spelling patterns, using capital letters and full stops, and forming all upper and lowercase letters correctly.	<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>
Reception	Year 1	Year 2							
During writing activities, we will see all reception students applying their letter & sound knowledge, using familiar words & phrases, and experimenting with capital letters and full stops within their writing.	During writing activities, we will see all Year 1 students creating short texts for a small range of purposes, accurately spelling words with regular spelling patterns, using capital letters and full stops, and forming all upper and lowercase letters correctly.	During writing activities, we will see all Year 2 students drawing on their knowledge to create short texts, accurately spelling words with regular spelling patterns, using capital letters and full stops, and forming all upper and lowercase letters correctly.							
<p><b>Actions</b></p>	<p>90% embedded Needs attention/work in progress Not on track</p>	<p><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></p>	<p><b>What are our next steps?</b> <b>Potential adjustments?</b></p>						
<p>Each teacher will use daily instructional routines (eg. Heggerty, Jolly Phonics Systematic Synthetic Phonics / Grammar program) to further build children's capacity to transfer their phonics, spelling and word knowledge into their writing.</p>	<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>						
<p>All staff will participate in T&amp;D during staff meetings to explore:</p> <ul style="list-style-type: none"> <li>• simple view of writing</li> <li>• the role of oral language in supporting writing development</li> <li>• Brightpath tools &amp; processes</li> </ul> <p>and embed recommended strategies into daily writing lessons.</p>	<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>						
<p>Each teacher will collaboratively design writing tasks, in line with the site's text type map, that explicitly teach writing genres across the curriculum, and provide opportunities for authentic feedback opportunities to build student agency.</p>	<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>						
<p>Each teacher will upload &amp; collaboratively moderate student writing, to track and monitor student progress, and enable collaborative work with students to plan next steps in learning, at least twice per year.</p>	<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>						
<p>JP Teachers to build familiarisation with Brightpath program and ruler leading to moderation of written work</p>	<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>						

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**Goal 1:** To improve student achievement in writing



## STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

### Targets 2022:

- At Year 3, 27 students (87.5%) students to achieve SEA and 45% in high bands in NAPLAN writing
- At Year 5, 32 students (85%) to achieve SEA and 6 students (15%) in high bands in NAPLAN writing.
- All Year 3-6 students to achieve expected Brightpath Growth Targets (20 scale points between Term 1 & 3 2022)
- 

### Results towards targets:

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### SIP Template 2022-2024

If we embed rigorous instructional routines and use oral language experiences to support the explicit teaching of writing genres, then we will increase student achievement in writing.

### Evidence - has this made an impact?

Click or tap here to enter text.

### Success Criteria:

Refer to Year level by Year level chart - to be observed in walk throughs, peer observations and formal observations

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
During writing activities, we will see all reception students applying their letter & sound knowledge, using familiar words & phrases, and experimenting with capital letters and full stops within their writing.	During writing activities, we will see all Year 1 students creating short texts for a small range of purposes, accurately spelling words with regular spelling patterns, using capital letters and full stops, and forming all upper and lowercase letters correctly.	During writing activities, we will see all Year 2 students drawing on prior knowledge to create texts, accurately spelling words with regular spelling patterns and words with less common long vowel patterns, using punctuation accurately, and writing words and sentences legibly using unjoined upper and lowercase letters.	During writing activities, we will see all Year 3 students create a range of texts for different audiences, choosing punctuation appropriate for their purpose, using joined letters that are accurately formed and consistent in size, and checking their work for appropriate vocabulary, structure and meaning.	During writing activities, we will see all Year 4 students create structured texts to explain ideas for different audiences, using accurate spelling and punctuation and rereading and editing their work to improve meaning.	During writing activities, we will see all Year 5 students create imaginative, informative and persuasive texts for different purposes and audiences, using a variety of sentence types and accurate spelling and punctuation.	During writing activities, we will see all Year 6 students create detailed texts elaborating on key ideas for a range of purposes and audiences, using accurate spelling and punctuation for clarity, and making editorial choices based on criteria.

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

Click or tap here to enter text.

**Reflection on 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.](#)

**Reflection on 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 1 Analyse and Prioritise

<b>Goal 2:</b> <b>To improve student achievement in numeracy.</b>		<b>ESR Directions:</b> <ol style="list-style-type: none"> <li>1. Raise student achievement by strengthening internal self-review and quality assurance processes to ensure that the monitoring and reviewing of student learning is robust.</li> <li>4. Ensure authentic student influence in learning by strengthening the development and embedding of learning intentions, goal setting and student feedback as part of regular reviews at beginning and end of all learning experiences.</li> <li>5. Continually drive pedagogical improvements in planning and instruction by exploring and implementing evidence-based approaches that integrate and effectively embed formative assessment and the feedback loop process.</li> </ol>	
<b>Target 2022:</b> 90% of year 4-6 students will be at or above SEA in PAT Maths in 2022. This means shifting 7 out of 17 students in year 4, 5, 6 from BELOW SEA to AT SEA.	<b>2023:</b> 33% of year 5 students will be in the higher bands in NAPLAN Numeracy (this cohort in 2021 had 17% in Higher Bands). This will require the cohort to shift a further 6 students into Higher Bands.	<b>2024:</b> All year 3-6 students at will be at SEA in PAT Maths in 2024.	At year 3 and year 5, 90% of students at SEA and 40% of students in Higher Bands in NAPLAN Numeracy

## STEP 2 Challenge of practice

<b>Challenge of Practice:</b> If we promote positive attitudes towards mathematics, build students' conceptual understanding through the explicit teaching of visualisation and Base 10 strategies, then we will increase student achievement in mathematics.
<b>Student Success Criteria</b> (what students know, do, and understand): Students will view themselves positively as Mathematicians – and see Maths embedded in everyday life. Students will conceptually understand and apply the rules of our Base ten number system. All students R-6 will use concrete materials and manipulatives to support visualisation, build mental strategies and develop conceptual understandings. Students will be able to represent their mathematical thinking and strategies in multiple ways.

## STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
<b>R-6 staff will consider, develop &amp; implement a consistent approach to building positive mathematics attitudes, beliefs and mindsets</b>	Week 0 2022  Term 2 2022  Term 1 2022  T1 – T4 2022	<ul style="list-style-type: none"> <li>• Leaders will schedule time during Week 0 to review whole school numeracy expectations &amp; agreements</li> <li>• Teachers will collaboratively review &amp; update of the site's numeracy agreement to reflect a focus on developing a positive maths culture across the school community.</li> <li>• Leaders will purchase a whole site reference text (Van de Walle) to support whole school mathematics teaching</li> <li>• Primary Staff will participate in Math Mindset and Positive Norms PD</li> </ul>	<ul style="list-style-type: none"> <li>- 'Thinking like a Mathematician' – ongoing work through PMA (R-2)</li> <li>- Jo Boaler <a href="https://www.youcubed.org/">https://www.youcubed.org/</a> - Primary team to work on Maths mindsets courses</li> <li>- Setting up positive norms in the classroom: <a href="http://www.youcubed.org/wp-content/uploads/Positive-Classroom-Norms2.pdf">http://www.youcubed.org/wp-content/uploads/Positive-Classroom-Norms2.pdf</a> (from shift gear guidebook)</li> <li>- Best advice paper on Beliefs &amp; attitudes in maths: <a href="https://edi.sa.edu.au/library/document-library/curriculum-and-learning/strategic-design/best-advice-series/DECD_BEST-ADVICE_1.0_Beliefs-and-attitudes-about-mathematics_v12.pdf">https://edi.sa.edu.au/library/document-library/curriculum-and-learning/strategic-design/best-advice-series/DECD_BEST-ADVICE_1.0_Beliefs-and-attitudes-about-mathematics_v12.pdf</a></li> </ul>



<p><b>Teachers will explicitly teach visualisation strategies to build students' conceptual understanding.</b></p> <p><small>'Visualisation is a powerful tool for learning mathematics. It's used to investigate an idea or solve a problem. Much of mathematics relies on students being able to manipulate mental objects. Visual tools are important to develop conceptual understanding and help students in visualisation. Visual tools can be sophisticated or simple. Using visual tools makes mathematical concepts easier to understand for all learners.' (Stretch Numeracy guidebook)</small></p>	<p>Term 1 Term 1 2022 On-going</p>	<ul style="list-style-type: none"> <li>• Leaders to organise PD to support teacher understanding of visualisation</li> <li>• Staff/learning teams to identify &amp; order required resources to support explicit teaching of visualisation strategies</li> <li>• Teachers will consistently provide and model the use concrete materials and manipulatives to support visualisation for students during numeracy tasks</li> </ul>	<ul style="list-style-type: none"> <li>-Number lines</li> <li>-MAB blocks</li> <li>-PMA resources from LJ</li> <li>-Use a whole-school reference text to teach mathematics conceptually, <i>Primary and middle years mathematics: teaching developmentally</i> (Van de Walle et al 2019) – from shift gear Guidebook Pat Team – Sarah Centofino</li> </ul>
<p><b>Teachers will use the PMA resources to support:</b></p> <ul style="list-style-type: none"> <li>• <b>Explicit teaching of rules for Base 10 (R-2)</b></li> <li>• <b>Recall of basic number facts to 12 (+-x÷) (Yr 3-6)</b></li> </ul>	<p>Ongoing 2022 Training for Primary team – to occur Term 2 2022</p>	<ul style="list-style-type: none"> <li>• Leaders to organise PMA PD (Base 10 system &amp; Recall of Facts)</li> <li>• Teachers will participate in PMA PD to strengthen numeracy teaching R-6.</li> <li>• Teachers will integrate recommended PMA strategies &amp; approaches into daily mathematics lessons</li> </ul>	<ul style="list-style-type: none"> <li>Number lines</li> <li>-MAB blocks</li> <li>-PMA resources from LJ</li> <li>-Use a whole-school reference text to teach mathematics conceptually, <i>Primary and middle years mathematics: teaching developmentally</i> (Van de Walle et al 2019) – from shift gear Guidebook Quicksmart Intervention program to provide the resources and structure of the flashcard routine</li> </ul>
<p><b>Teachers will work collaboratively to design structured and sequential learning sequences in mathematics</b></p>	<p>Term 2 – 3, 2022 Ongoing</p>	<ul style="list-style-type: none"> <li>• Curriculum Lead to unpack DfE Mathematics Units of Work with staff</li> <li>• Staff will plan and implement appropriate learning sequences, aligned to DfE mathematics scope &amp; sequence, which include clear learning intentions, success criteria and identify next steps for student learning.</li> </ul>	<ul style="list-style-type: none"> <li>DfE Units of Work</li> <li>Curriculum Lead</li> <li>DfE GuideBooks, Scope and Sequence</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>	
<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>	

**Goal 2:**  
To improve student achievement in numeracy.



**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?**

<p><b>Student Success Criteria</b></p>	<p> <span style="color: green;">●</span> Yes  <span style="color: orange;">●</span> Needs attention/work in progress  <span style="color: red;">●</span> Not on track                 </p>	<p><b>Evidence</b>  <b>Are we improving student learning?</b>  <b>How are we tracking against our student success criteria?</b> </p>	<p><b>What are our next steps?</b>  <b>Potential adjustments?</b> </p>
<p>Students will view themselves positively as Mathematicians – and see Maths embedded in everyday life. Students will conceptually understand and apply the rules of our Base ten number system. All students R-6 will use concrete materials and manipulatives to support visualisation, build mental strategies and develop conceptual understandings. Students will be able to represent their mathematical thinking and strategies in multiple ways.</p>	<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>
<p><b>Actions</b></p>	<p> <span style="color: green;">●</span> 90% embedded  <span style="color: orange;">●</span> Needs attention/work in progress  <span style="color: red;">●</span> Not on track                 </p>	<p><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> </p>	<p><b>What are our next steps?</b>  <b>Potential adjustments?</b> </p>

<b>R-6 staff will consider, develop &amp; implement a consistent approach to building positive mathematics attitudes, beliefs and mindsets</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Teachers will explicitly teach visualisation strategies to build students' conceptual understanding.</b>  'Visualisation is a powerful tool for learning mathematics. It's used to investigate an idea or solve a problem. Much of mathematics relies on students being able to manipulate mental objects. Visual tools are important to develop conceptual understanding and help students in visualisation. Visual tools can be sophisticated or simple. Using visual tools makes mathematical concepts easier to understand for all learners.' (Stretch Numeracy guidebook)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Teachers will use the PMA resources to support:</b> <ul style="list-style-type: none"> <li>• <b>Explicit teaching of rules for Base 10 (R-2)</b></li> <li>• <b>Recall of basic number facts to 12 (+-x÷) (Yr 3-6)</b></li> </ul>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Teachers will work collaboratively to design structured and sequential learning sequences in mathematics</b>	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.	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.	Click or tap here to enter text.	Click or tap here to enter text.

**Goal 2:**  
To improve student achievement in numeracy.



### STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

<b>Targets 2022:</b> <b>90% of year 4-6 students will be at or above SEA in PAT Maths in 2022.</b> <b>This means shifting 7 out of 17 students in year 4, 5, 6 from BELOW SEA to AT SEA.</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Results towards targets:</b> Click or tap here to enter text.
<b>Challenge of Practice:</b> <b>If we promote positive attitudes towards mathematics, build students' conceptual understanding through the explicit teaching of visualisation and Base 10 strategies, then we will increase student achievement in</b>	<b>Evidence - has this made an impact?</b> Click or tap here to enter text.

<b>mathematics.</b>	
<b>Success Criteria</b> – did we improve student learning? <b>Students will view themselves positively as Mathematicians – and see Maths embedded in everyday life.</b> <b>Students will conceptually understand and apply the rules of our Base ten number system.</b> <b>All students R-6 will use concrete materials and manipulatives to support visualisation, build mental strategies and develop conceptual understandings.</b> <b>Students will be able to represent their mathematical thinking and strategies in multiple ways.</b>	<b>Evidence</b> - did we improve student learning? how do we know? <a href="#">Click or tap here to enter text.</a>
<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? <a href="#">Click or tap here to enter text.</a>	
<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? <a href="#">Click or tap here to enter text.</a>	

## Appendix

## Year level by Year level Writing expectations chart

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
During writing activities, we will see all reception students applying their letter & sound knowledge, using familiar words & phrases, and experimenting with capital letters and full stops within their writing.	During writing activities, we will see all Year 1 students creating short texts for a small range of purposes, accurately spelling words with regular spelling patterns, using capital letters and full stops, and forming all upper and lowercase letters correctly.	During writing activities, we will see all Year 2 students drawing on prior knowledge to create texts, accurately spelling words with regular spelling patterns and words with less common long vowel patterns, using punctuation accurately, and writing words and sentences legibly using unjoined upper and lowercase letters.	During writing activities, we will see all Year 3 students create a range of texts for different audiences, choosing punctuation appropriate for their purpose, using joined letters that are accurately formed and consistent in size, and checking their work for appropriate vocabulary, structure and meaning .	During writing activities, we will see all Year 4 students create structured texts to explain ideas for different audiences, using accurate spelling and punctuation and rereading and editing their work to improve meaning.	During writing activities, we will see all Year 5 students create imaginative, informative and persuasive texts for different purposes and audiences, using a variety of sentence types and accurate spelling and punctuation.	During writing activities, we will see all Year 6 students create detailed texts elaborating on key ideas for a range of purposes and audiences, using accurate spelling and punctuation for clarity, and making editorial choices based on criteria.