School Improvement Plan for Glenelg Primary School

South Australia's improvement cycle for public schools

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

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

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

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

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

Vision Statement:

Glenelg Primary consists of High quality, skilled contemporary teachers delivering sequenced, differentiated learning programs that engage and extend every learner. Through our teaching we are developing responsible, productive and adaptive global citizens who are able to think critically and creatively as they deal with opportunities and challenges before them.

Government of South Australia
Department for Education

STEP 1 Analyse and Prioritise

Site name:

Goal 1: To increase student achievement in number in all year levels

ESR Directions:

Direction 1 Ensure quality educational outcomes for all students by effectively evaluating the impact of strategies and actions through establishing ongoing systems of self-review where staff are actively involved at all stages of the process.

Direction 2 Ensure pedagogical coherence and seamless transition points for learners by ensuring that high yield practices are implemented and maintained consistently across the school, inclusive of the language of learning.

Direction 3 Strengthen student agency in learning and provide opportunities for all students to be challenged through the setting of specific individual learning goals, and establishing clear learning intentions and success criteria which enable students to monitor, assess and co-plan their learning.

Target 2022:	2023:	2024:
55% of year 3 and 40% 5 students in the Higher Bands in NAPLAN **90% of students achieve C or above in mathematics**	57% of year 3 and 42% 5 students in the Higher Bands in NAPLAN 92% of students achieve C or above in mathematics	59% of year 3 and 44% 5 students in the Higher Bands in NAPLAN 94% of students achieve C or above in mathematics

STEP 2 Challenge of practice

Challenge of Practice:

If we develop consistency in quality teaching and planning across classes and year levels by intentionally sequencing learning, aligned to the DfE Scope and Sequence and Units of Work then we will increase levels of student achievement in the number strand of Mathematics.

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

Students will apply number sense and strategies for counting and representing numbers.
Students will be able to articulate their learning goal and what they need to do to achieve it.

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
All teachers will plan and rigorously implement the Australian Curriculum: Mathematics using the scope and sequence and units of work	Commence Term 1 2022	Teachers will collaborate in PLTs to produce term curriculum planners for the year.	Week 0 Staff Meeting DfE curriculum documents
Using the guide books and HITS, all staff will collaborate with their line manager to use identify and plot their pedagogical development within their PDP.	Week 0 2022	Leaders to provide Guide Book summary documents for staff to plot their development to identify PDP goals. Leaders will meet with staff in Weeks 1 &2 to complete initial PDP.	Numeracy Guide Book Documents New PDP document
Teachers will collaborate with line manager, PLC and PLT in 100-day challenges to review and act on student progress.	Commence Term 1 202	Leaders to establish PLCs with a focus in Number Staff will engage in a PLC aligned to their PDP goal. Leaders to timetable shared NIT release for PLTs. Teachers will use shared NIT times to collaborate and moderate with leaders. Leaders provide release time to review student progress every 100 days (Data Days) Teachers will plan differentiated learning tasks based on student feedback through the review process.	Staff meeting time Shared NIT time TRTs for release (data days)
Leaders will collaborate with their team through observation and coaching processes, to support teaching and learning growth.	Commence Term 1 2022	Leaders to plan observations and feedback for their teams as instructional leaders (Baeder model). Leaders will negotiate with teachers to identify needs for coaching support. Teachers to collaborate with their peers to negotiate peer observations.	Baeder 'Now We're Talking' Needs based (Literacy and Numeracy First /Primary Learning Improvement)

All staff will continue to develop their understanding of the Big Ideas in Number to identify and differentiate targeted learning in number.	Commence Term 1 2022	Leaders will provide training in the Big Ideas in Number. Teachers will identify and differentiate for targeted learning. Leaders to provide coaching.	Needs based (Literacy and Numeracy First /Primary Learning Improvement) Pupil Free Day- Place Value & Multiplicative Thinking and Understanding the proficiencies.
Teachers and leaders will moderate samples of work in number, to ensure consistency of assessment practices, and improve student learning.	Commence Term 1 2022	Leaders to establish PLCs with a focus in Number Staff will engage in a PLC aligned to their PDP goal. Leaders to timetable shared NIT release for PLTs. Teachers will use shared NIT times to collaborate and moderate with leaders. Leaders provide release time to review student progress every 100 days.	Staff meeting time Shared NIT time TRTs for release (data days)

Goal 1: To increase student achievement in number in all year levels

⚖ 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/work in progress 🔴 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?
Students will be able to articulate their learning goal and what they need to do to achieve it.			

Actions	🟢 90% embedded 🟡 Needs attention/work in progress 🔴 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?
All teachers will plan and rigorously implement the Australian Curriculum: Mathematics using the scope and sequence and units of work			
Using the guide books and HITS, all staff will collaborate with their line manager to use identify and plot their pedagogical development within their PDP.			
Teachers will collaborate with line manager, PLC and PLT in 100-day challenges to review and act on student progress.			
Leaders will collaborate with their team through observation and coaching processes, to support teaching and learning growth.			

All staff will continue to develop their understanding of the Big Ideas in Number to identify and differentiate targeted learning in number.			
Teachers and leaders will moderate samples of work in number, to ensure consistency of assessment practices, and improve student learning.			

Goal 1: To increase student achievement in number in all year levels

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: **55% of year 3 and 40% 5 students in the Higher Bands in NAPLAN** **90% of students achieve C or above in mathematics**	**Results towards targets:**
SIP Template 2022-2024 **If we develop consistency in quality teaching and planning across classes and year levels by intentionally sequencing learning, aligned to the DfE Scope and Sequence and Units of Work then we will increase levels of student achievement in the number strand of Mathematics.**	**Evidence -** has this made an impact?
Success Criteria: **Students will apply number sense and strategies for counting and representing numbers.** **Students will be able to articulate their learning goal and what they need to do to achieve it.**	**Evidence -** did we improve student learning? how do we know?

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?

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?

STEP 1 Analyse and Prioritise

Goal 2: To increase the levels of achievement in writing in all year levels.	**ESR Directions:**

Direction 1 Ensure quality educational outcomes for all students by effectively evaluating the impact of strategies and actions through establishing ongoing systems of self-review where staff are actively involved at all stages of the process.

Direction 2 Ensure pedagogical coherence and seamless transition points for learners by ensuring that high yield practices are implemented and maintained consistently across the school, inclusive of the language of learning.

Direction 3 Strengthen student agency in learning and provide opportunities for all students to be challenged through the setting of specific individual learning goals, and establishing clear learning intentions and success criteria which enable students to monitor, assess and co-plan their learning.

Target 2022:	2023:	2024:
35% of year 3 and 15 % of year 5 students in the higher bands in NAPLAN writing **85% of students at C or above in English**	37% of year 3 and 17% of year 5 students in the higher bands in NAPLAN writing 87% of students at C or above in English	39% of year 3 and 19% of year 5 students in the higher bands in NAPLAN writing 90% of students at C or above in English

⚖ STEP 2 Challenge of practice

Challenge of Practice:
If we develop consistency in quality teaching and planning across classes and year levels by intentionally sequencing learning, aligned to the DfE Scope and Sequence and Units of Work then we will increase levels of student achievement in writing R-6.

Student Success Criteria (what students know, do, and understand):
Students will independently and peer assess their writing to set personal goals.
Students will articulate their learning goal and what they need to do to achieve it, using the Brightpath ruler.

🎬 STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
All teachers will plan and rigorously implement the Australian Curriculum: English using the scope and sequence and units of work	Commence Term 1 2022	Teachers will collaborate in PLTs to produce term curriculum planners for the year.	Week 0 Staff Meeting DfE curriculum documents
Using the guide books and HITS, all staff will collaborate with their line manager to use identify and plot their pedagogical development within their PDP.	Week 0 2022	Leaders to provide Guide Book summary documents for staff to plot their development to identify PDP goals. Leaders will meet with staff in Weeks 1 &2 to complete initial PDP.	Literacy Guide Book Documents New PDP document
Teachers will collaborate with line manager, PLC and PLT in 100-day challenges to review and act on student progress.	Commence Term 1 2022	Leaders to establish PLCs with a focus in writing. Staff will engage in a PLC aligned to their PDP goal. Leaders to timetable shared NIT release for PLTs. Teachers will use shared NIT times to collaborate and moderate with leaders. Leaders provide release time to review student progress every 100 days. Teachers will plan differentiated learning tasks based on student feedback through the review process.	Staff meeting time Shared NIT time TRTs for release (data days)
Leaders will collaborate with their team through observation and coaching processes, to support teaching and learning growth.	Commence Term 1 2022	Leaders to plan observations and feedback for their teams as instructional leaders (Baeder model). Leaders will negotiate with teachers to identify needs for coaching support Teachers to collaborate with their peers to negotiate peer observations.	Baeder 'Now We're Talking' Needs based (Literacy and Numeracy First /Primary Learning Improvement)

All staff will develop their understanding of phonics and functional grammar, in order to explicitly teach writing to students.	Commence Term 1 2022	Leaders will provide training in phonics and functional grammar. Teachers will identify and differentiate for targeted learning. Leaders to provide coaching.	Needs based (Literacy and Numeracy First /Primary Learning Improvement) Pupil Free Day & PD Staff Meetings
Teachers and leaders will moderate writing samples, to ensure consistency of assessment practices, and improve student learning.	Commence Term 1 2022	Leaders to establish PLCs with a focus in writing. Staff will engage in a PLC aligned to their PDP goal. Leaders to timetable shared NIT release for PLTs. Teachers will use shared NIT times to collaborate and moderate with leaders. Leaders provide release time to review student progress every 100 days.	Staff meeting time Shared NIT time TRTs for release (data days) (Literacy and Numeracy First /Primary Learning Improvement)

Goal 2: To increase the levels of achievement in writing in all year levels.

⚖️ **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/work in progress 🔴 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?
Students will independently and peer assess their writing to set personal goals. Students will articulate their learning goal and what they need to do to achieve it, using the Brightpath ruler.			

Actions	🟢 90% embedded 🟡 Needs attention/work in progress 🔴 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?
All teachers will plan and rigorously implement the Australian Curriculum: English using the scope and sequence and units of work			
Using the guide books and HITS, all staff will collaborate with their line manager to use identify and plot their pedagogical development within their PDP.			
Teachers will collaborate with line manager, PLC and PLT in 100-day challenges to review and act on student progress.			
Leaders will collaborate with their team through observation and coaching processes, to support teaching and learning growth.			

All staff will develop their understanding of phonics and functional grammar, in order to explicitly teach writing to students.			
Teachers and leaders will moderate writing samples, to ensure consistency of assessment practices, and improve student learning.			

Goal 2: To increase the levels of achievement in writing in all year levels.

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: 35% of year 3 and 15 % of year 5 students in the higher bands in NAPLAN writing 85% of students at C or above in English	**Results towards targets:** Click or tap here to enter text.
Challenge of Practice: If we develop consistency in quality teaching and planning across classes and year levels by intentionally sequencing learning, aligned to the DfE Scope and Sequence and Units of Work then we will increase levels of student achievement in writing R-6.	**Evidence - has this made an impact?** Click or tap here to enter text.
Success Criteria – did we improve student learning? Students will independently and peer assess their writing to set personal goals. Students will articulate their learning goal and what they need to do to achieve it, using the Brightpath ruler.	**Evidence** - did we improve student learning? how do we know?
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?	
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?	