2022 - 2024

2023 School Improvement Plan for

Kilkenny Primary School

Site Number:
0207

South Australia's improvement cycle for government schools

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

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

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

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

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

Vision Statement:

Working collaboratively to ensure that each student is prepared for our ever-changing world.

Promoting the skills of Problem Solving, Innovation, Creativity, Critical Thinking, Collaboration, Imagination and Inquiry.

2022 - 2024

2023 School Improvement Plan for

Kilkenny Primary School

Completing the template:

- The document will open as 'Read Only' so will need to be saved prior to editing.
- If copying and pasting text from another document, paste as 'keep text only' or 'merge formatting'.
- Note that Steps 1, 2 and your Actions in Step 3 will auto -populate in the corresponding sections in Steps 4 and 5 of the template once you have completed them.
- Once you have typed in your ESR Directions next to Goal 1 they will auto-populate to the corresponding section for the other two goals in the template.
- Please note, editing will not be possible whilst the template is in Teams. Whilst 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 8, Term 4 (9 December 2022).
- Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your summary page on your school website by Friday of Week 4, Term 1 (24 February 2023).
- Use the template regularly throughout the year to capture your Step 4 work (improve practice and monitor impact), and in Term 4 of each year to capture Step 5 work (review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

Government of South Australia

Department for Education

STEP 1 Analyse and Prioritise

Site name: Kilkenny Primary School

Goal 1: Improve student achievement in reading.

ESR Directions:

1. Ensure school improvement priorities are embedded by clarifying the purpose and alignment of teachers' work in improvement practices within PLCs and performance development processes.
2. Strengthen the development of powerful learners that are engaged and challenged by teachers reaching agreements on effective pedagogical practices.
3. Strengthen the clarity, rigour and alignment of performance development processes,
   professional learning and teachers work in PLC's to continue to build the capacity of staff
   to best meet the needs of students.

Achievement towards Goal in 2022:	Target 2023:	2024:
PAT R 2022 Results (SEA)	PAT R 2023Results (SEA)	Click or tap here to enter text.
Year 3: 91.8%	Year 3: (29/40) 73% to meet SEA	
Year 5: 84.6% (0.14 Growth)	Year 4: (42/46) 91% at SEA	
Year 6: 97.7% (0.91 Growth)	Year 5: (41/43) 95% at SEA	
	Year 6: (31/37) 84% at SEA	
58% Year 1 Students at Benchmark PSC		
	60% Year 1 Students at Benchmark PSC	
NAPLAN:		
88% Year 3 at SEA – 56% HB	NAPLAN:	
Year 4: 95.7% (0.8 Growth)	Year 3 – 73% (29/40) at SEA, 60% (24/40) HB	
Year 5: (32/38) 84% at SEA – 53% HB	Prediction based on PAT R Yr 2 (2022)	
81% Year 7 at SEA – 22% HB	Year 5 – 93% at SEA and 51% HB prediction	

STEP 2 Challenge of practice

Challenge of Practice:
2023: We will strengthen and embed consistency of teacher practice across the whole school with a focus on phonics instruction in Foundation to Year 2 and targeted reading comprehension instruction in Years 2-6. We will analyse and use student data to inform teacher practice and deliver targeted learning for students.

STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):	**How and when will this be monitored, tracked and measured?**
Foundation to Year 1	From the analysis of termly assessments:
Students will have mastered 44 phonemes and 72 graphemes by the end of year 1.	F-Year 2: RWI
	Year 2-6: Cars and Stars
	Supplemented by formative assessment of reading conferences with students (samples of identified students – as per SIP actions).
Year 2-6:	
Using comprehension strategies to build literal and inferred meaning and begin to analyse and evaluate a variety of texts by:	
• **Combining and comparing similar ideas (or notice conflicting ideas or information)**	Site Improvement Team (Pillars) to meet at end of each term to analyse Success Criteria progress.
• **Interpreting the author's purpose, intent, style, use of language or visuals (e.g. emotive language, grammar/text features … "I think the author is trying to say/convey …")**	Staff meetings termly, where Pillars share analysis impact of actions on student learning, including ' What are next steps?'
• **Exploring, summarising, synthesising the main ideas within a text (e.g. highlighting or combining key information or ideas)**	SIP Development GAANT Chart – specifies all monitoring and tracking actions

What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
Embed consistency of teacher practice in the effective use of assessments in Reading to inform targeted teaching, goal setting and differentiation: R-2 – phonics assessment	Termly	Each teacher will… >assess students' skills in Phonics (F-2) and comprehension (2-6) termly >identify students not making adequate progress/at risk (F-2 – Phonics) and (2-6) >work collaboratively to analyse diagnostic data and share strategies for addressing	**Assessment Resources:** RWI Assessments Cars and Starts PLD – Spelling Dibels ORF/Maze (investigate)

2-6 – Comprehension diagnostic assessments		gaps (& design additional targeted intervention, Wave 2 & 3 as required) >establish learning group goals based on assessments (includes just in/below HB target setting processes for higher achieving students) >work with the intervention teacher/leadership to identify and design Wave 2, 3 interventions for identified students (delivered by teacher or SSO) >establish and review student goals (collaboratively with students) and attainment, track and record progress termly. Celebrate successes. Literacy Coach will … >Coordinate assessments with teachers >Provide time for teachers to meet with Literacy Coach to collaboratively analyse assessments and design strategies for teacher to lead tracking and monitoring of their own students Each leader will … > Participating in and promoting consistent practice conversations > Communicating the connection to SIP, Sprints and identified focus students for tracking and monitoring through PDP processes, PLTs and Site Improvement Team.	Meetings scheduled with each teacher by Sharonlee – end of Week 1
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will… Each leader will…	Click or tap here to enter text.
Build the consistency of agreed reading practices, with a focus on: >explicit teaching of reading (F-2) >reciprocal reading pedagogy to be intentional, and responsive to data analysis (Year 2 – 6)	Week 0, Term 1, 2023 (commences)	Each teacher will… F-2: >implementation of RWI practices with fidelity 3-6: >undertake diagnostic assessments (as above) to identify the area of need	Click or tap here to enter text.

		>will communicate the targeted Reading comprehension skills and goals with students >use the reciprocal reading practice to address the areas of identified need Each leader will… > Conduct classroom walkthroughs and document feedback to teachers (aligned to PDP goals and PLTs)	
Build the capacity of teachers to collaboratively plan and intentionally sequence learning within curriculum documentation and delivery (starting with English)	Term 1, 2023 (review end of Term 2)	Each teacher will… >All teachers are involved in the development of a yearly overview to support planning and programming of English and Reading, beginning with Year 5/6 >To use the Department for Education (DfE) English units of work in classrooms with students as a key planning resource Each leader/Literacy Coach will… >Provide time and support for Literacy Coach to develop Year 5/6 overview model >Upscale whole school collaboration (planning for all year levels) based on Year 5/6 model >Create shared digital platform/sharepoint to disseminate curriculum documentation	DfE Units of Work Curriculum Masterclasses Sharepoint Folders Literacy Coach
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will… Each leader will…	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will… Each leader will…	Click or tap here to enter text.

STEP 1 Analyse and Prioritise	Site name: Kilkenny Primary School
Goal 2: Improve student achievement in mathematics (in all strands and proficiencies)	**ESR Directions:** 1. Ensure school improvement priorities are embedded by clarifying the purpose and alignment of teachers' work in improvement practices within PLCs and performance development processes. 2. Strengthen the development of powerful learners that are engaged and challenged by teachers reaching agreements on effective pedagogical practices. 3. Strengthen the clarity, rigour and alignment of performance development processes, professional learning and teachers work in PLC's to continue to build the capacity of staff to best meet the needs of students.

Achievement towards Goal in 2022:	Target 2023:	2024:
Year 2: (28/41) 70% at SEA (measured at PAT-M 101 yr 3 benchmark) **Year 3: 80% at SEA – 32% HB** **Year 4: 93.5%** **Year 5: (29/38) 76% at SEA – 21% HB** **81% Year 7 at SEA – 22% HB**	**NAPLAN - Numeracy** Year 3: (28/41) 70% predicted to meet 101 benchmark at SEA – HB prediction (19/41)46% **Year 5: 89% (41/46 students, +2 additional students) at SEA**; 37% (17/46 students) at HB **PATM** Year 4: (41/45) 91% at SEA – Year 6: (31/40) 78% at SEA, HB prediction (16/40) 40%	Click or tap here to enter text.

Year 2,4,6 targets based on PAT data. **PAT M 2022 Results (SEA) **Year 3: 89.4%** **Year 4: 93.5% (0.22 Growth)** **Year 5: 82.1% (0.18 Growth)** **Year 6: 93.3% (1.05 Growth)** **NAPLAN:** **78% Year 7 at SEA – 30% HB**		

STEP 2 Challenge of practice

Challenge of Practice:
2023: We will work collaboratively to embed the 5-day mathematics structure to the planning and teaching of mathematics with a focus on developing student number sense and a deep understanding of place value. This will involve the effective use and analysis of student data to inform targeted teaching.

STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):	How and when will this be monitored, tracked and measured?
R-6: **- understanding of key concepts across all strands** **- ability to select, apply and reason appropriate mathematical strategies to solve familiar and unfamiliar problems in all strands** **Students will develop a positive disposition towards mathematics and develop a strong conceptual understanding of number.**	**R-6:** Term 1: Term 2: Term 3: Term 4: Termly analysis of pre/post diagnostic assessments (and common assessments tba), or student work samples gathered from teacher developed Units of Work (or relevant PLTs/Lesson Study process). Staff meetings twice per term to be involved in the monitoring, implementation and impact of SIP actions on student learning.

	Site Improvement Team (Pillars), with Leadership, to meet at end of each term to undertake analysis and include in Step4/5 documentation. Involve students in monitoring and tracking SIP success criteria

What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
Build a positive numeracy culture in classrooms and across the school, in particular: >establishment of school wide maths norms and consistency of implementation.	Week 0-2, Term 1 (& end of term)	Each teacher will… **>**facilitate student discussion about the importance of mathematical mindsets and shared agreement >review and reflect on norms/language/numeracy culture end of each term The Mathematics Coach will… >Supporting teachers and providing resources and feedback about implementation Leadership will … >Provided time in staff meeting for teachers to share resources and discuss in teams effective strategies (supported by Coach) >Provided Maths mindset posters for classroom teams	Jo Boaler, Mathematical Mindsets Numeracy Guidebooks (pages X-X) Van De Walle Text Bitl Maths Coach

Build the capacity of teachers to effectively use agreed diagnostic tools to inform quality planning, goal setting and differentiation (addressing misconceptions, BIIN)	Click or tap here to enter text.	Each teacher will… >assess students' understanding of Number with a focus on Trusting the Count (R/1) and Place Value (2-6) to identify misconceptions >work collaboratively to analyse diagnostic data and share strategies for addressing misconceptions (& inform planning) >establish student learning goals in mathematics based on diagnostic assessments (and just in/below HB target setting processes for higher achieving students) >work with SSOs to support targeted intervention >review student goals and attainment, track and record progress. Celebrate successes. Mathematics coach will >establish and make available assessment resources for teachers early Term 1 Each leader will… >work with the Mathematics coach to confirm R-6 assessment schedule (Term 1) and provide time for staff to undertake interview based assessments (JP)	Assessment Resources: R-2: Back to Front Maths (Diagnostic) BiiN Tool PAT-Question Analysis Release Time: Coaching Time: Curriculum resources: National Numeracy Learning Progressions
Build consistency in agreed pedagogical practices, in particular: >weekly structure >lesson structure	Week 0 (collaborative planning) Week 3-4, Term 1 (Weekly structure)	Each teacher will… >be involved in the development and enactment of agreed whole school practices (pedagogical agreement document) >collaboratively planning and programming the weekly structure in Mathematics >within the weekly structure, formative assessment practices guide responsive teaching >units of work are aligned with yearly overview, termly overview (starting with Mathematics) >Engage in Lesson study processes >Involve students in the learning process	Resource: Whole school agreement includes – agreed beliefs, practices (weekly/lesson structure), assessment, diagnostics (PAT/BTFM/BiiN), resources, professional learning.

		Specialist Teachers will … > Through their PLTs trial and implement pedagogical practices (formative assessment and authentic data collection focus) Each leader will… >provide time/support/schedule for Lesson Study >facilitate development of whole school agreement >monitor and provide feedback about practices and planning (documented via Step 4/5 processes termly, One Drive uploads)	
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will… Each leader will…	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will… Each leader will…	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will… Each leader will…	Click or tap here to enter text.

STEP 1 Analyse and Prioritise	Site name: Kilkenny Primary School
Goal 3: Click or tap here to enter text.	**ESR Directions:** 1. Ensure school improvement priorities are embedded by clarifying the purpose and alignment of teachers' work in improvement practices within PLCs and performance development processes. 2. Strengthen the development of powerful learners that are engaged and challenged by teachers reaching agreements on effective pedagogical practices. 3. Strengthen the clarity, rigour and alignment of performance development processes, professional learning and teachers work in PLC's to continue to build the capacity of staff to best meet the needs of students.

Achievement towards Goal in 2022:	Target 2023:	2024:
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

STEP 2 Challenge of practice

Challenge of Practice:
Click or tap here to enter text.

STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand): Click or tap here to enter text.	**How and when will this be monitored, tracked and measured?** Click or tap here to enter text.

What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will… Each leader will…	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will… Each leader will…	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will… Each leader will…	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will… Each leader will…	Click or tap here to enter text.

Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will… Each leader will…	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each leader will… Each teacher will…	Click or tap here to enter text.

Completing steps 4 and 5

- Step 4 is about tracking, reflecting on and adjusting your actions. After careful planning, you need to act to improve your teaching and leadership practice.
- Step 5 is the review and evaluation process to determine the next steps for your school.

- 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).

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

Government of South Australia
Department for Education

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?		

Goal 1: Improve student achievement in reading.

Student Success Criteria	🟢 Yes	Evidence	

Kilkenny Primary School

		Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	🟡 Needs attention/work in progress 🔴 Not on track		
Foundation to Year 1 **Students will have mastered 44 phonemes and 72 graphemes by the end of year 1.** **Year 2-6:** **Using comprehension strategies to build literal and inferred meaning and begin to analyse and evaluate a variety of texts by:** • **Combining and comparing similar ideas (or notice conflicting ideas or information)** • **Interpreting the author's purpose, intent, style, use of language or visuals (e.g. emotive language, grammar/text features … "I think the author is trying to say/convey …")** • **Exploring, summarising, synthesising the**	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

main ideas within a text (e.g. highlighting or combining key information or ideas)			
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?**

Embed consistency of teacher practice in the effective use of assessments in Reading to inform targeted teaching, goal setting and differentiation:
     R-2 – phonics assessment
     2-6 – Comprehension diagnostic assessments
	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.
Build the consistency of agreed reading practices, with a focus on: **>explicit teaching of reading (F-2)** **>reciprocal reading pedagogy to**	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

be intentional, and responsive to data analysis (Year 2 – 6)			
Build the capacity of teachers to collaboratively plan and intentionally sequence learning within curriculum documentation and delivery (starting with English)	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.	Click or tap here to enter text.

⚖️ 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?

Goal 2: Improve student achievement in mathematics (in all strands and proficiencies)

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?
R-6: **- understanding of key concepts across all strands** **- ability to select, apply and reason appropriate mathematical strategies to solve familiar and unfamiliar problems in all strands** **Students will develop a positive disposition towards mathematics and develop a strong conceptual understanding of number.**	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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?
Build a positive numeracy culture in classrooms and across the school, in particular: **>establishment of school wide maths norms and consistency of implementation.**	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Build the capacity of teachers to effectively use agreed diagnostic tools to inform quality planning, goal setting and differentiation (addressing misconceptions, BIIN)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Build consistency in agreed pedagogical practices, in particular: **>weekly structure** **>lesson structure**	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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⚖ 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?

Goal 3: Click or tap here to enter text.

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?
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.
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?
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.
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Kilkenny Primary School

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STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?	
Goal 1: Improve student achievement in reading.	
Targets 2023: <u>**PAT R 2023Results (SEA)**</u> **Year 3: (29/40) 73% to meet SEA** **Year 4: (42/46) 91% at SEA** **Year 5: (41/43) 95% at SEA** **Year 6: (31/37) 84% at SEA** **60% Year 1 Students at Benchmark PSC** **NAPLAN:** **Year 3 – 73% (29/40) at SEA, 60% (24/40) HB** **Prediction based on PAT R Yr 2 (2022)** **Year 5 – 93% at SEA and 51% HB prediction**	**Results towards targets:** Click or tap here to enter text.
Challenge of Practice: **2023: We will strengthen and embed consistency of teacher practice across the whole school with a focus on phonics instruction in Foundation to Year 2 and targeted reading comprehension instruction in Years 2-6. We will analyse and use student data to inform teacher practice and deliver targeted learning for students.**	**Evidence** - has this made an impact? Click or tap here to enter text.
Success Criteria: **Foundation to Year 1** **Students will have mastered 44 phonemes and 72 graphemes by the end of year 1.** **Year 2-6:**	**Evidence** - did we improve student learning? how do we know? Click or tap here to enter text.

Using comprehension strategies to build literal and inferred meaning and begin to analyse and evaluate a variety of texts by:

- **Combining and comparing similar ideas (or notice conflicting ideas or information)**
- **Interpreting the author's purpose, intent, style, use of language or visuals (e.g. emotive language, grammar/text features … "I think the author is trying to say/convey …")**
- **Exploring, summarising, synthesising the main ideas within a text (e.g. highlighting or combining key information or ideas)**

Evaluate our 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.

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

Goal 2: Improve student achievement in mathematics (in all strands and proficiencies)

Targets 2023: **NAPLAN - Numeracy** **Year 3: (28/41) 70% predicted to meet 101 benchmark at SEA – HB prediction (19/41)46%** **Year 5: 89% (41/46 students, +2 additional students) at SEA; 37% (17/46 students) at HB** **PATM** **Year 4: (41/45) 91% at SEA –** **Year 6: (31/40) 78% at SEA, HB prediction (16/40) 40%**	**Results towards targets:** Click or tap here to enter text.
Challenge of Practice: **2023: We will work collaboratively to embed the 5-day mathematics structure to the planning and teaching of mathematics with a focus on developing student number sense and a deep understanding of place value. This will involve the effective use and analysis of student data to inform targeted teaching.**	**Evidence -** has this made an impact? Click or tap here to enter text.
Success Criteria: **R-6:** **- understanding of key concepts across all strands** **- ability to select, apply and reason appropriate mathematical strategies to solve familiar and unfamiliar problems in all strands** **Students will develop a positive disposition towards mathematics and develop a strong conceptual understanding of number.**	**Evidence -** did we improve student learning? how do we know? Click or tap here to enter text.

Evaluate our 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.

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

Goal 3: *Click or tap here to enter text.*

Targets 2023:	**Results towards targets:**
Click or tap here to enter text.	*Click or tap here to enter text.*
Challenge of Practice:	**Evidence -** has this made an impact?
Click or tap here to enter text.	*Click or tap here to enter text.*
Success Criteria:	**Evidence -** did we improve student learning? how do we know?
Click or tap here to enter text.	*Click or tap here to enter text.*

Evaluate our 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.

Review 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.