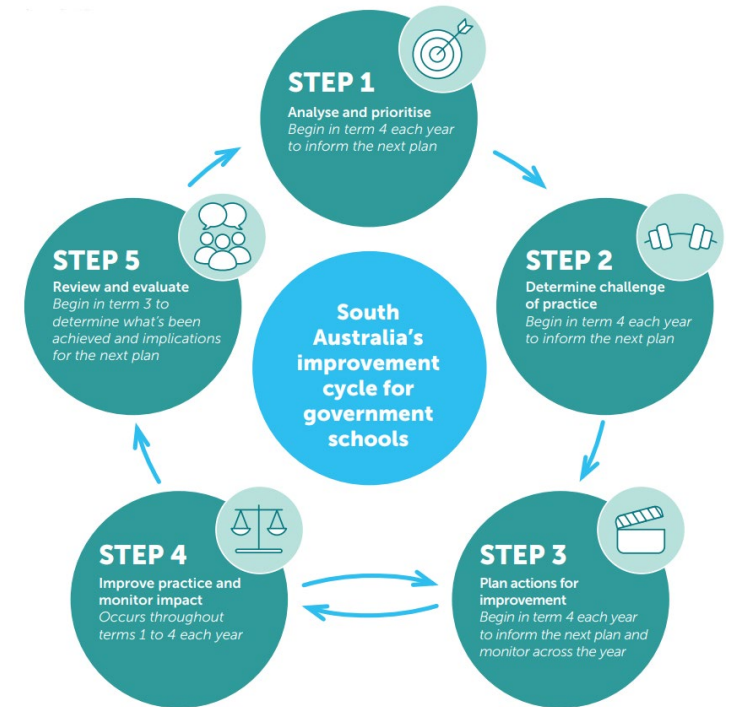


2022 - 2024

2023 School Improvement Plan for GUMERACHA PRIMARY SCHOOL

Site Number:
0162



Vision Statement:

Our vision is to build a cohesive learning community of lifelong learners where there is:

- challenge in learning
- consistency across classrooms
- effective feedback that moves learning forward
- minimum one year's growth in one year for both cohorts and for individuals

2022 - 2024

2023 School Improvement Plan for GUMERACHA 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.

For further information and advice, contact:
Review, Improvement and Accountability
Phone: 8226 1284
education.RIA@sa.gov.au



Government of South Australia
Department for Education

 **STEP 1 Analyse and Prioritise** **Site name: GUMERACHA PRIMARY SCHOOL**

| | | |
|---|--|--|
| <p>Goal 1: MATHEMATICS: Students will: - Work towards achieving mastery in mathematics by developing reliable and flexible knowledge and understanding. We will increase the number of students at SEA D>C We will maintain/increase the number of students at HB, and A/B</p> | | <p>ESR Directions:</p> <ol style="list-style-type: none"> 1. Strengthen agreed SIP pedagogical actions that enable all teachers to effectively plan and consistently teach at a high level across R-7. Strengthen teacher knowledge to consistently plan teaching opportunities for all students that will demonstrate application and stretch in their learning across all curriculum subjects. 2. Strengthen teacher knowledge to consistently plan teaching opportunities for all students that will demonstrate application and stretch in their learning across all curriculum subjects. 3. n/a |
| <p>Achievement towards Goal in 2022: See PFD Nov doc for detailed interrogation</p> | <p>Target 2023: A-E grades: Year 1 – 11 of 13 at SEA, 5 at A/B standard Year 2 – 4 of 7 at SEA, 2 at A/B standard, (1 unknown) Year 3 – 9 of 12 at SEA, 6 at A/B standard Year 4 – 9 of 13 at SEA, 3 at A/B standard Year 5 – 3 of 4 at SEA, 2 at A/B standard Year 6 - 4 of 8 at SEA, 2 at A/B standard</p> <p>NAPLAN Maths: Year 3 – 4 of 12 in HB Year 5 – 2 of 4 in</p> <p>PAT Maths: Year 4 – 9 of 13 achieved SEA Year 5 – 4 of 4 achieved SEA Year 6 – 6 of 8 achieved SEA</p> | <p>2024: Click or tap here to enter text.</p> |

 **STEP 2 Challenge of practice**

Challenge of Practice:
 If teachers design mathematical learning which:

- Provides consistent lesson structures to practice core mathematical knowledge
- Facilitates student talk about their methodical thinking
- Develops student understanding of mathematical vocabulary

- Includes the use of rich mathematical tasks which promote purposeful practice then high achievement in mathematics will improve



STEP 3 Plan actions for improvement

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

Students at Gumeracha PS will provide evidence that they can:

- Use their knowledge in familiar and unfamiliar situations, guided by visual representations and concrete manipulatives to formulate and solve problems involving the four operations using a range of strategies.
- Plan how they are going to approach a problem
- Check the reasonableness of answers using estimation and rounding and attempt to self-correct errors
- Increasingly generalise about number properties and results from calculations
- Explain their mathematical thinking e.g. why something is always, sometimes or ever true
- Demonstrate excellent knowledge of mathematical language and use it in written and oral responses

How and when will this be monitored, tracked and measured?

- Termly check-in of student achievement data and progress against SIP goals/actions in staff meetings
- Minor SIP review at end of T2, 2023
- Major SIP review mid T4, 2023

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 |
|--|----------|---|--|
| Teachers will use the DfE resources to design and implement a clear sequence of learning that supports students to develop and apply | ongoing | Each teacher will use the DfE Mathematics units, the scope and sequence and Numeracy progressions to identify and support a clear sequence of | DfE Units of work and subsequent resources DfE Guidebooks LET – CL/PC Maths chats resources |

| | | | |
|---|----------------|---|---|
| <p>understanding of concepts – time will be spent mapping units against composite class structures</p> | | <p>learning, access rich resources and implement consistent practice and assessment tasks.</p> <p>Leader will support teachers in best practice; navigating the DfE Units and facilitate learning support with PC/CL</p> | <p>Partnership PLC groups Orbis resources</p> |
| <p>Structures</p> <p>class; whole school math group timings will ensure that staffing is allocated to supporting teachers to manage multiple year levels</p> <p>Lesson; teachers will plan for mastery to automaticity - mathematics lessons should have the 4 components. Teachers should use the DfE resources to guide the content</p> | <p>ongoing</p> | <p>Maths structures (Mon/Wed/Fri) Katie: DfE 1 Units Kirstie: DfE 2 Units Marty: DfE 3/4 Units Robyn/Sara: DfE 5/6 Units</p> <p>Use best practices structures from Orbis training and draw upon CL to ensure we are decanting sequences of learning into lesson units with rigour</p> <p>Teachers will include the use of maths chats to provide opportunity to build student oral fluency and confidence as mathematicians.</p> <p>Leader will facilitate termly tracking, monitoring and responding to school, class and individual data.</p> <p>Leader will use classroom observations and feedback to facilitate professional conversations and deep learning in maths.</p> | <p>DfE Units of work and subsequent resources DfE Guidebooks LET – CL Maths chats resources</p> <p>Partnership PLC groups Orbis resources</p> |

| | | | |
|---|---|--|--|
| <p>Teachers will moderate student workbooks each semester using the Achievement Standards to track and monitor learning</p> | <p>Week 5 T2 & T4</p> | <p>External moderation with PPS Internal moderation within staff team</p> | <p>DfE Units of work DfE Guidebooks LET – CL/PC</p> |
| <p>CIPSI: PPS and GPS leaders and staff teams will work collaboratively to:</p> <ul style="list-style-type: none"> - implement the scope and sequence in mathematics through a shared focus on mathematics units of work design learning and implement it with a focus on building opportunities for peer critical observation and reflection - Check the rigor of learning intentions against success criteria. - Plan for dialogic mastery learning to accelerate outcomes and improve number of students at SEA and in HB. - Engage in peer moderation of delivery, engagement and learning artefacts to evidence the success of our learning design and instruction | <p>Teacher release for peer observation and moderation of artefacts Individual schools will fund the internal release of teachers to the equivalent of 3 days in Terms 1-3</p> | <p>See CIPSI plan for detail of roles and responsibilities</p> | <p>TRT budget funding (9 days)\$5220 CIPSI funding 50% of TRT costs Moderation guides/LET support?</p> |
| <p>Staff will be supported by PC/CL to further unpack... High yield strategies – VIC HITs guide Teaching and learning cycle</p> | <p>Lyndsey to seek support from CL/PC (staff meeting/PFD) to answer... what do we mean by high impacts strategies/high yield strategies and what does this look like in a maths classroom? Where do these strategies already feature within the DfE Units and how can we transfer this across to supplementary work</p> | <p>Click or tap here to enter text. Click or tap here to enter text.</p> | <p>LET: PC/CL VIC HITs guide</p> |

| | | | |
|---|--|--|--------------------------------------|
| <p>Year 4-6 maths teachers will engage in the appropriate Orbis program and on a termly basis share and influence colleagues to improve practice.</p> | <p>Marty to be enrolled in middle years group – waitlist if full</p> <p>Sara to pause on this whilst taking up AIT role</p> <p>Robyn to enquire re: project work with CL</p> | <p>Lyndsey will enrol Marty</p> <p>Marty will</p> <ul style="list-style-type: none"> - Organise TRT replacements on PD days - Ensure he participates fully and commits to bringing back ideas for practice - Share learning with team | <p>TRT cover for 5 days = \$2900</p> |
|---|--|--|--------------------------------------|



STEP 1 Analyse and Prioritise

Site name: GUMERACHA PRIMARY SCHOOL

Goal 2: ENGLISH: Students will be able to:

- read and respond to challenging texts
- they will use knowledge acquired about text structure, language and genre to create their own texts

We will increase the number of students at SEA D>C
 We will maintain/increase the number of students at HB, & A/B

ESR Directions:

1. Strengthen agreed SIP pedagogical actions that enable all teachers to effectively plan and consistently teach at a high level across R-7. Strengthen teacher knowledge to consistently plan teaching opportunities for all students that will demonstrate application and stretch in their learning across all curriculum subjects.
2. Strengthen teacher knowledge to consistently plan teaching opportunities for all students that will demonstrate application and stretch in their learning across all curriculum subjects.
3. n/a

Achievement towards Goal in 2022:

See PFD Nov doc for detailed interrogation

Target 2023:

A-E grades:
 Year 1 – 9 of 14 at SEA, 5 at A/B standard

2024:

Click or tap here to enter text.

| | | |
|--|---|--|
| | <p>Year 2 – 4 of 7 at SEA, 1 unknown, 2 at A/B standard Year 3 – 8 of 13 at SEA, 6 at A/B standard Year 4 – 8 of 14 at SEA, 3 at A/B standard Year 5 – 4 of 4 at SEA, 2 at A/B standard Year 6 - 5 of 8 at SEA, 1 at A/B standard</p> <p>NAPLAN Reading: Year 3 – x of 13 in HB Year 5 – 2 of 4 in HB</p> <p>NAPLAN Writing: Year 3 – x of x in HB Year 5 – 2 of 4 in HB</p> <p>PAT Reading: Year 4 – 9 of 13 achieved SEA Year 5 – 4 of 4 achieved SEA Year 6 – 6 of 8 achieved SEA</p> <p>Phonics screening: 5 at SEA – 7 above SEA – 1 below SEA -</p> | |
|--|---|--|



STEP 2 Challenge of practice

Challenge of Practice:

If we

- understand and implement the curriculum in a sequential way
- provide effective feedback to move learning forward
- use evidence to track and monitor improvement
- develop targeted differentiated learning goals

then we will ensure students are able to read, say, make, write and do at standard and beyond



STEP 3 Plan actions for improvement

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

Students at Gumeracha PS will provide evidence that they can:

- Demonstrate understanding and use of sophisticated vocabulary learned when reading, talking, listening and viewing
 - Deconstruct model texts of the genre
 - Collaboratively compose parts of the text
 - Write independently
 - Use peer talk to reflect on and evaluate a piece of writing in early years
 - Use peer talk/written feedback to reflect on and evaluate a piece of writing in primary years
 - Demonstrate independent use of the genres taught
 - Demonstrate effective application of print and cursive writing
 - Demonstrate effective word processing skills
 - Build topic or field knowledge
-
- In R/1 students will create short informative and imaginative texts about familiar topics (1/2 to 1 page by end of Yr 1.) Students are applying their phonic and language knowledge to writing and spell high frequency words correctly.
 - Y2/3 students will plan and draft a range of fiction and non-fiction demonstrating knowledge of text structure and language features taught (1 to 1&1/2 page by end of Yr 3.) They will re-read and edit their work for spelling and punctuation.
 - In Year 4-6 students will plan and draft longer texts; using, adapting and experimenting with language features and text structures. They will edit, redraft and improve their work, explaining revisions. They will expand or sharpen meaning through careful revision of language, sentences and grammar

How and when will this be monitored, tracked and measured?

- Termly check-in of student achievement data and progress against SIP goals/actions in staff meetings
- Minor SIP review at end of T2, 2023
- Major SIP review mid T4, 2023

| 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 |
| <p>Teachers to continue to teach a balanced reading program from R-6 incorporating all reading instruction types over the course of a week/learning sequence</p> <ul style="list-style-type: none"> - shared reading - explicit modelled reading - guided reading - reading for pleasure - individual and shared reading practice <p>Teachers will explicitly teach comprehension strategies and model good reading strategies and expose children to a range of text structures.</p> | <p>ongoing</p> | <p>Teachers will plan for and implement a balanced reading program utilising the resources at hand and request additional resources through correct budgetary channels</p> <p>Leader will ensure teachers have access to high quality teaching materials by prioritising and ordering literacy resources to add to existing stock</p> | <p>Big books Guided reading packs Library books</p> |
| <p>The planned teaching and learning cycle provides multiple opportunities over a term for students to respond to, and create texts through quick and extended writes in various genres (aim for 1-2 extended writing pieces per term)</p> | <p>ongoing</p> | <p>Where appropriate; teachers will use the DfE English units, the scope and sequence and Literacy progressions to identify and support a clear sequence of learning, access rich resources and implement consistent practice and assessment tasks.</p> <p>Teachers to plan for regular writing – daily is preferred.</p> | <p>DfE Units of work DfE Guidebooks LET – PC/CL NAPLAN writing marking guide Gum PS writing assessment rubric Gum PS Literacy agreement</p> <p>Seven steps to writing success The writing Book</p> |

| | | | |
|---|---|--|--|
| | | <p>Teachers to plan for both short response style texts (Quickwrites) and atleast 1 extended piece per term.</p> <p>Extended pieces will be assessed using common rubric and one will be used to audit for tracking and monitoring purposes.</p> | |
| <p>Teachers will be provided with staff meeting time for analysis of writing (using creating texts area of Literacy progressions) to determine next steps for students and inform the teaching and learning cycle</p> <p>A common rubric will be used to provide appropriate feedback to students and for students to provide feedback to each other and self-reflect</p> | <p>Calibration of writing / reading will occur at least 3x annually</p> | <p>Teachers to plan for both short response style texts (Quickwrites) and atleast 1 extended piece per term.</p> <p>Extended pieces will be assessed using common rubric and 1 will be used to audit for tracking and monitoring purposes.</p> <p>Lyndsey to ensure staff meeting time is planned for and allocated for this important work.</p> | <p>DfE Units of work DfE Guidebooks LET – PC/CL NAPLAN writing marking guide Gum PS writing assessment rubric Gum PS Literacy agreement</p> <p>Seven steps to writing success The writing Book</p> |
| <p>Teachers will teach handwriting (SA print & SA modern cursive) and keyboard skills to build automaticity in writing.</p> <p>SWD will be offered handwriting alternatives where appropriate</p> | <p>ongoing</p> | <p>Leader and teachers to monitor student progress through book looks.</p> <p>Teachers to commit to improved bookwork presentation expectations, teaching handwriting and keyboard skills.</p> <p>SSO staff to support students to improve book work</p> | <p>SA print & SA Modern Cursive Resources NitroType online program</p> |
| <p>Click or tap here to enter text.</p> | <p>Click or tap here to enter text.</p> | <p>Each teacher will... Each leader will...</p> | <p>Click or tap here to enter text.</p> |

| | | | |
|----------------------------------|----------------------------------|---|----------------------------------|
| 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: GUMERACHA PRIMARY SCHOOL**

| | |
|---|---|
| Goal 3: Click or tap here to enter text. | ESR Directions: <ul style="list-style-type: none">1. Strengthen agreed SIP pedagogical actions that enable all teachers to effectively plan and consistently teach at a high level across R-7. Strengthen teacher knowledge to consistently plan teaching opportunities for all students that will demonstrate application and stretch in their learning across all curriculum subjects.2. Strengthen teacher knowledge to consistently plan teaching opportunities for all students that will demonstrate application and stretch in their learning across all curriculum subjects.3. n/a |
|---|---|

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

| | | | |
|---|---|---|---|
| <p>Click or tap here to enter text.</p> | <p>Click or tap here to enter text.</p> | <p>Each teacher will... Each leader will...</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 leader will... Each teacher will...</p> | <p>Click or tap here to enter text.</p> |





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: Click or tap here to enter text.

| Student Success Criteria | Yes | Evidence | |
|--------------------------|----------------------------------|----------|--|
| | <input checked="" type="radio"/> | | |

| |  Needs attention/work in progress | Are we improving student learning? How are we tracking against our student success criteria? | What are our next steps? Potential adjustments? |
|---|--|---|--|
| |  Not on track | | |
| Actions |  90% embedded | 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? |
| |  Needs attention/work in progress | | |
| |  Not on track | | |
| Teachers will use the DfE resources to design and implement a clear sequence of learning that supports students to develop and apply understanding of concepts – time will be spent mapping units against composite class structures | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Structures class; whole school math group timings will ensure that staffing is allocated to supporting teachers to manage multiple year levels Lesson; teachers will plan for mastery to automaticity - mathematics lessons should have the 4 | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |







| | | | |
|--|---|---|---|
| <p>components. Teachers should use the DfE resources to guide the content</p> | | | |
| <p>Teachers will moderate student workbooks each semester using the Achievement Standards to track and monitor learning</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>CIPSI: PPS and GPS leaders and staff teams will work collaboratively to:</p> <ul style="list-style-type: none">- implement the scope and sequence in mathematics through a shared focus on mathematics units of work design learning and implement it with a focus on building opportunities for peer critical observation and reflection- Check the rigor of learning intentions against success criteria.- Plan for dialogic mastery learning to accelerate outcomes and improve number of students at SEA and in HB.- Engage in peer moderation of delivery, engagement and learning artefacts to evidence the success of | <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> |

| | | | |
|--|----------------------------------|----------------------------------|----------------------------------|
| our learning design and instruction | | | |
| Staff will be supported by PC/CL to further unpack... High yield strategies – VIC HITs guide Teaching and learning cycle | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Year 4-6 maths teachers will engage in the appropriate Orbis program and on a termly basis share and influence colleagues to improve practice. | 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: Click or tap here to enter text.

| <p>Student Success Criteria</p> | <p>  Yes  Needs attention/work in progress  Not on track </p> | <p>Evidence Are we improving student learning? How are we tracking against our student success criteria?</p> | <p>What are our next steps? Potential adjustments?</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>Actions</p> | <p>  90% embedded  Needs attention/work in progress  Not on track </p> | <p>Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?</p> | <p>What are our next steps? Potential adjustments?</p> |
| <p>Teachers to continue to teach a balanced reading program from R-6 incorporating all reading instruction types over the course of a week/learning sequence</p> <ul style="list-style-type: none"> - shared reading - explicit modelled reading - guided reading - reading for pleasure - individual and shared reading practice | <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> |

| | | | |
|--|----------------------------------|----------------------------------|----------------------------------|
| Teachers will explicitly teach comprehension strategies and model good reading strategies and expose children to a range of text structures. | | | |
| The planned teaching and learning cycle provides multiple opportunities over a term for students to respond to, and create texts through quick and extended writes in various genres (aim for 1-2 extended writing pieces per term) | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Teachers will be provided with staff meeting time for analysis of writing (using creating texts area of Literacy progressions) to determine next steps for students and inform the teaching and learning cycle A common rubric will be used to provide appropriate feedback to students and for students to provide feedback to each other and self-reflect | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Teachers will teach handwriting (SA print & SA modern cursive) and keyboard skills to build automaticity in writing. SWD will be offered handwriting alternatives where appropriate | 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 3: Click or tap here to enter text.

| Student Success Criteria |  Yes | Evidence 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 | | |
| 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 | 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? |
| |  Needs attention/work in progress | | |
| |  Not on track | | |
| 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. | 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. | Click or tap here to enter text. | 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 1: MATHEMATICS:

Students will:

Work towards achieving mastery in mathematics by developing reliable and flexible knowledge and understanding.
 We will increase the number of students at SEA D>C
 We will maintain/increase the number of students at HB, and A/B

Targets 2023:

A-E grades:

- Year 1 – 11 of 13 at SEA, 5 at A/B standard
- Year 2 – 4 of 7 at SEA, 2 at A/B standard, (1 unknown)
- Year 3 – 9 of 12 at SEA, 6 at A/B standard
- Year 4 – 9 of 13 at SEA, 3 at A/B standard
- Year 5 – 3 of 4 at SEA, 2 at A/B standard
- Year 6 - 4 of 8 at SEA, 2 at A/B standard

NAPLAN Maths:

- Year 3 – 4 of 12 in HB
- Year 5 – 2 of 4 in HB

PAT Maths:

- Year 4 – 9 of 13 achieved SEA
- Year 5 – 4 of 4 achieved SEA
- Year 6 – 6 of 8 achieved SEA

Results towards targets:

Click or tap here to enter text.

Challenge of Practice:

- If teachers design mathematical learning which:
- Provides consistent lesson structures to practice core mathematical knowledge
 - Facilitates student talk about their methodical thinking
 - Develops student understanding of mathematical vocabulary
 - Includes the use of rich mathematical tasks which promote purposeful practice
- then high achievement in mathematics will improve

Evidence - has this made an impact?

Click or tap here to enter text.

Success Criteria:

Students at Gumeracha PS will provide evidence that they can:

- Use their knowledge in familiar and unfamiliar situations, guided by visual representations and concrete manipulatives to formulate and solve problems involving the four operations using a range of strategies.
- Plan how they are going to approach a problem
- Check the reasonableness of answers using estimation and rounding and attempt to self-correct errors
- Increasingly generalise about number properties and results from calculations
- Explain their mathematical thinking e.g. why something is always, sometimes or ever true
- Demonstrate excellent knowledge of mathematical language and use it in written and oral responses

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 2: ENGLISH:

Students will be able to:

- read and respond to challenging texts
- they will use knowledge acquired about text structure, language and genre to create their own texts

We will increase the number of students at SEA D>C

We will maintain/increase the number of students at HB, & A/B

Targets 2023:

A-E grades:

- Year 1 – 9 of 14 at SEA, 5 at A/B standard
- Year 2 – 4 of 7 at SEA, 1 unknown, 2 at A/B standard
- Year 3 – 8 of 13 at SEA, 6 at A/B standard
- Year 4 – 8 of 14 at SEA, 3 at A/B standard
- Year 5 – 4 of 4 at SEA, 2 at A/B standard
- Year 6 - 5 of 8 at SEA, 1 at A/B standard

NAPLAN Reading:

- Year 3 – x of 13 in HB
- Year 5 – 2 of 4 in HB

NAPLAN Writing:

- Year 3 – x of x in HB
- Year 5 – 2 of 4 in HB

PAT Reading:

- Year 4 – 9 of 13 achieved SEA
- Year 5 – 4 of 4 achieved SEA
- Year 6 – 6 of 8 achieved SEA

Phonics screening:

- 5 at SEA
- 7 above SEA
- 1 below SEA

Results towards targets:

Click or tap here to enter text.

| | |
|--|--|
| | |
| <p>Challenge of Practice: If we</p> <ul style="list-style-type: none">• understand and implement the curriculum in a sequential way• provide effective feedback to move learning forward• use evidence to track and monitor improvement• develop targeted differentiated learning goals <p>then we will ensure students are able to read, say, make, write and do at standard and beyond</p> | <p>Evidence - has this made an impact? Click or tap here to enter text.</p> |
| <p>Success Criteria: Students at Gumeracha PS will provide evidence that they can:</p> <ul style="list-style-type: none">• Demonstrate understanding and use of sophisticated vocabulary learned when reading, talking, listening and viewing• Deconstruct model texts of the genre• Collaboratively compose parts of the text• Write independently• Use peer talk to reflect on and evaluate a piece of writing in early years• Use peer talk/written feedback to reflect on and evaluate a piece of writing in primary years• Demonstrate independent use of the genres taught• Demonstrate effective application of print and cursive writing• Demonstrate effective word processing skills• Build topic or field knowledge | <p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p> |
| <p>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.</p> | |

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:
[Click or tap here to enter text.](#)

Results towards targets:
[Click or tap here to enter text.](#)

Challenge of Practice:
[Click or tap here to enter text.](#)

Evidence - has this made an impact?
[Click or tap here to enter text.](#)

Success Criteria:
[Click or tap here to enter text.](#)

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.](#)