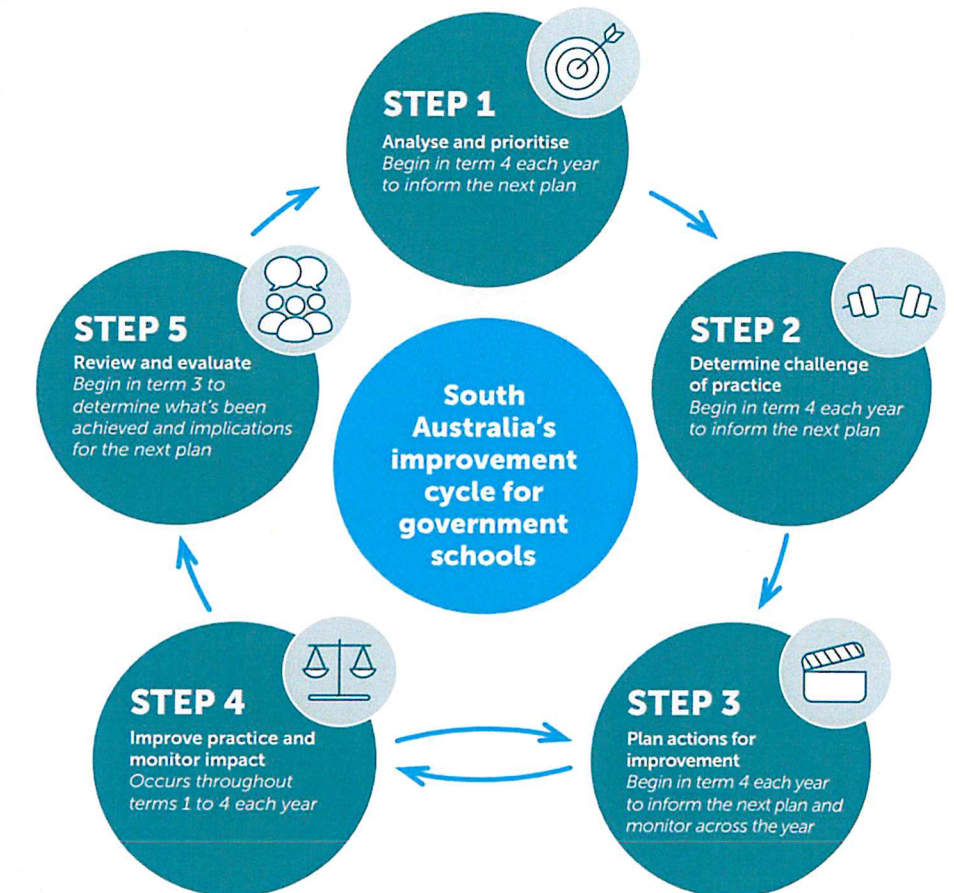


2022 - 2024

# 2023 School Improvement Plan for Angaston Primary School

Site Number:  
0242



## Vision Statement:

At Angaston Primary School we set high expectations by providing a quality differentiated learning programme to cater for the needs of all students. We aim to provide an inclusive teaching and learning culture which encourages students to care for the community, environment, others and themselves.



Government of South Australia  
Department for Education



2022 - 2024

# 2023 School Improvement Plan for Angaston 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 your SIP can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes.
- Click 'View' and then click 'Navigation Pane' to display a table of contents on the left-hand side.

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

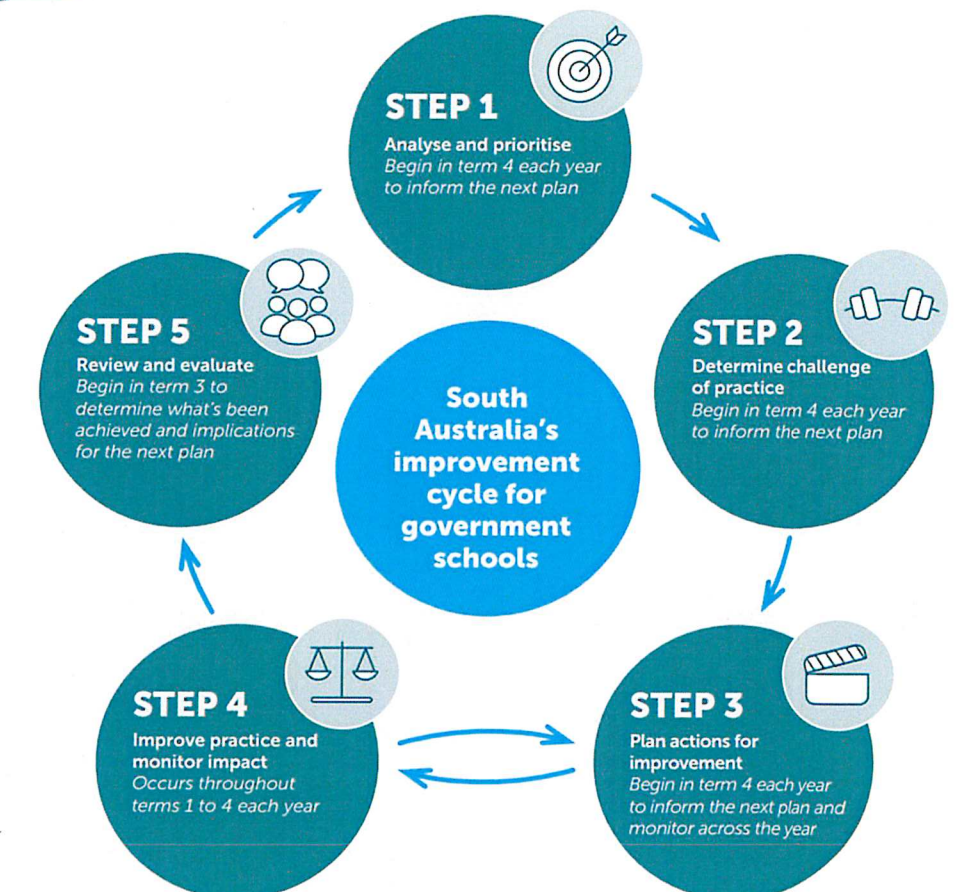
- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 9, Term 4 (16 December 2022).
- Once approved, copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council 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: Angaston Primary School

Goal 1: To increase student achievement in writing.		<b>ESR Directions:</b> <ol style="list-style-type: none"><li>1. Strengthen collective self-review processes and efficacy of staff to effectively monitor and evaluate the progress of the SIP, highlighting the connectedness to tracking and monitoring, challenges of practice and success criteria.</li><li>2. Provide students with clear information about their next steps in learning, through strengthening common evidence-based practices in effective feedback, increasing students’ capacity to identify their progression of learning</li><li>3. Collectively strengthen practices of high-yield strategies in effective task design, which involve students in authentic learning opportunities inclusive of challenge and stretch.</li></ol>	
Achievement towards Goal in 2022: Increase students achieving SEA and above in NAPLAN writing by 5%. Increase and maintain students in the higher bands – Target achieved.	Target 2023: All students will demonstrate growth from pre to post writing (Brightpath assessment tool). Increase students in SEA and above in NAPLAN writing in year 3, 5 and 7 by 5%. Increase and maintain students in the higher bands from year 3 to 5 to 7.	2024: Click or tap here to enter text.	

STEP 2 Challenge of practice

Challenge of Practice:  
If we implement a whole school systematic approach to the explicit teaching of writing then we will increase student achievement R-6.

STEP 3 Plan actions for improvement


Student Success Criteria (what students know, do, and understand): Student will: <ul style="list-style-type: none"><li>• write a range of informative and imaginative text using correct structure, language features and vocabulary (increasing the use of tier 2/3 words).</li><li>• articulate the learning intentions and success criteria to understand their progression in learning and apply teacher feedback to set goals for next steps.</li><li>• discuss text using correct metalanguage.</li></ul>		How and when will this be monitored, tracked and measured? When: Assessment - pre and post student writing (Writing sprints/Teaching and Learning Cycle) each term. Monitoring change in practice – ‘check in’ and review as past of Teaching and Learning Cycle – twice per term. Focused walkthroughs and observations including talking to students about what they are learning – daily. Implementation of assessment for learning strategies as per PLC SIP – ongoing. Use of Brightpath moderation assessment ruler from Term 2.	
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
Each teacher will have the opportunity to nominate for Lead teacher role. (PAC to determine process).	Term 1 week 3  Termly/ ongoing  Term week 2- 11	Lead teacher from each year level team identified to facilitate PLCs, and tracking and monitoring of student learning.  Each teacher will be a member of a PLC focused on Writing SIP. PLCs will meet fortnightly to plan and document teaching and learning writing cycle i.e. pre-testing, determine Teaching Sprint focus (Trial and Improvement, Commitment to Change (practice), Collaboration and Feedback re. ‘check in’, post assessment, and Reviewing outcomes of change of practice).  Each Lead Teacher will facilitate PLC process, document planning and discussion.	TRT release.  Planned meeting schedules for PLCs, Lead Teachers/Leadership etc.  Documentation templates for Lead Teachers.  APS SIP 2023. PLC SIP action plans. PLC guidelines. Brightpath moderation



		Each leader will participate in PLC discussions, work with Lead Teachers to build capacity, resources, release time etc to support tracking and monitoring of SIP actions.	
All teachers will continue to implement high impact teaching strategies to improve student learning outcomes.	<p>Daily/ ongoing</p> <p>Daily/ ongoing</p> <p>Daily/ ongoing</p> <p>Daily/ ongoing</p> <p>Weekly</p> <p>Fortnightly</p> <p>Term 1 week 3</p>	<p>Each teacher will implement HITS with a particular focus on Learning Intentions, Success Criteria and feedback (underpinning Teaching and Learning cycles).</p> <p>Each teacher will provide students with clear information about next steps in learning by strengthening common evidence-based practices in effective feedback (both formative and summative), Learning Intentions and Success criteria.</p> <p>Each teacher will intentionally clarify the purpose of feedback, Learning Intentions and Success Criteria with students to increase their capacity to identify their progression of learning.</p> <p>Each PLC will document classroom strategies for practical application of the action to ensure consistency and rigour in the implementation of writing goal.</p> <p>Leadership will deliver Professional Learning re. Teacher Clarity (HITS), Teacher Credibility and Collective Efficacy, Teaching and Learning Cycle (Learning Sprints) etc to support teacher understanding, and embed collaborative practices that will lead to improved student outcomes.</p> <p>Each leader will visit allocated classes once per week, and speak with some students.</p> <p>Each leader will provide written feedback to teachers after each visit when applicable.</p> <p>Leadership will provide staff with an Instructional Leadership site based framework outlining use of instructional leadership strategies to support improved teaching and learning.</p>	<p>Teacher Clarity Playbook.</p> <p>Dylan William Formative Assessment resources.</p> <p>Indicators of Quality document – ESR.</p> <p>High Impact Teaching strategies – Excellence in Teaching and Learning.</p> <p>APS Instructional Leadership framework.....</p> <p>Walkthroughs/classroom visits - feedback sheet for teachers.</p>
All teachers will track and monitor students' growth through analysis of evidence /data to inform next steps in teaching and learning	<p>Termly week 2/3</p> <p>Termly – week 8/9</p> <p>ongoing</p> <p>termly – week 5 / 10</p> <p>termly – week 8</p> <p>ongoing</p> <p>termly – week 8</p>	<p>Each teacher will collect pre to post assessment data as part of the Teaching and Learning cycle each term.</p> <p>Each teacher will be involved in a moderation process as part of the Teaching and Learning cycle or through Brightpath.</p> <p>Each PLC will document classroom strategies for tracking and monitoring to ensure consistency and rigour in the implementation of writing goal.</p> <p>Lead Teacher will collect evidence/data as part of the PLC process twice per term.</p> <p>Lead Teachers will meet with Leadership week 8 to share evidence/data re. tracking, reflecting and adjusting for the following term.</p> <p>Each leader will participate in PLCs, provide resources and support as required.</p> <p>Leadership will meet with Lead Teachers week 8 re. share evidence/data re. tracking, reflecting and adjusting for the following term.</p>	<p>PLC SIP Action Plans</p> <p>Student evidence/data.</p> <p>PLC meetings</p> <p>Moderation</p> <p>Release Lead Teachers</p> <p>Brightpath moderation</p>
Each teacher will implement the Teaching and Learning Cycle for Writing.	<p>Termly</p> <p>Termly/ ongoing</p>	<p>Each teacher will plan and implement (as per PLC) a Writing Teaching and Learning Cycle/Sprint as per the schools Text Type overview.</p> <p>Each PLC will document classroom strategies for practical application of the action to ensure consistency and rigour in the implementation of writing goal.</p>	<p>PLC meetings including release.</p> <p>Templates</p> <p>PLC SIP Action Plans</p>



	ongoing	Each leader and Lead Teachers will provide support and feedback as needed.	Text Type Overview  Brightpath
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STEP 1 Analyse and Prioritise

Site name: Angaston Primary School

Goal 2: To increase student achievement in numeracy.


ESR Directions:

- Strengthen collective self-review processes and efficacy of staff to effectively monitor and evaluate the progress of the SIP, highlighting the connectedness to tracking and monitoring, challenges of practice and success criteria.
- Provide students with clear information about their next steps in learning, through strengthening common evidence-based practices in effective feedback, increasing students' capacity to identify their progression of learning
- Collectively strengthen practices of high-yield strategies in effective task design, which involve students in authentic learning opportunities inclusive of challenge and stretch.


Achievement towards Goal in 2022:  
Increase students achieving SEA and above in NAPLAN by 5%.  
Maintain and increase students achieving in higher bands – Target not met.

Target 2023:  
95% of Yr 3-6 students will achieve SEA or above in PATm.  
Increase students in SEA and above in NAPLAN numeracy in year 3, 5 and 7 by 5%. Increase and maintain students in the higher bands from year 3 to 5 to 7.

2024:  
Click or tap here to enter text.

STEP 2 Challenge of practice

Challenge of Practice:  
If we implement an evidenced based whole school approach to explicitly teach mathematics which includes the concepts of the Big Ideas in Number and problem solving, then we will increase student achievement R-6.

STEP 3 Plan actions for improvement

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

- demonstrate an understanding of number and operations, and be able to use this understanding flexibly to make mathematical judgement.
- develop useful and efficient strategies for managing numerical operations.
- Successfully use the five stages of solving word problems in mathematics (Newman's Error Analysis).
- articulate their thinking and reasoning when working through mathematical problems.

How and when will this be monitored, tracked and measured?  
Pre post maths assessments (Teaching Sprints) each term.  
Monitoring change in practice – 'check in' and review as part of the Teaching Sprint – twice per term.  
Focused walkthroughs and observations including talking to students about what they are learning – daily.  
Implementation of assessment for learning strategies as per PLC SIP – ongoing.  
Term 1 BliN testing – assessment for learning by teachers.

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
Each teacher will have the opportunity to nominate for Lead teacher role. PAC to determine process.	Term 1 week 3	Lead teacher from each year level team identified to facilitate PLCs, and tracking and monitoring of student learning.	TRT release.



		<p>Each teacher will be a member of a PLC focused on Maths SIP. PLCs will meet fortnightly to plan and document teaching and learning sprints i.e. pre-testing, determine Teaching Sprint focus (Trial and Improvement, Commitment to Change (practice), Collaboration and Feedback re. 'check in', post assessment, and Reviewing outcomes of change of practice).</p> <p>Each Lead Teacher will facilitate PLC process, document planning and discussion.</p> <p>Each leader will participate in PLC discussions, work with Lead Teachers to build capacity, resources, release time etc to support tracking and monitoring of SIP actions.</p>	<p>Planned meeting schedules for PLCs, Lead Teachers/Leadership etc.</p> <p>Documentation templates for Lead Teachers.</p> <p>APS SIP 2023.</p> <p>PLC SIP action plans.</p> <p>PLC guidelines.</p>
<p>All teachers will continue to implement high impact teaching strategies to improve student learning outcomes.</p>	<p>Daily/ ongoing</p> <p>Daily/ ongoing</p> <p>Daily/ ongoing</p> <p>Daily/ ongoing</p> <p>Termly</p> <p>weekly</p> <p>Fortnightly</p> <p>Term 1 week 3</p>	<p>Each teacher will implement HITS with a particular focus on Learning Intentions, Success Criteria and feedback (underpinning Teaching and Learning cycles/Sprints).</p> <p>Each teacher will provide students with clear information about next steps in learning by strengthening common evidence-based practices in effective feedback (both formative and summative), Learning Intentions and Success criteria.</p> <p>Each teacher will intentionally clarify the purpose of feedback, Learning Intentions and Success Criteria with students to increase their capacity to identify their progression of learning.</p> <p>Each PLC will document classroom strategies for practical application of the action to ensure consistency and rigour in the implementation of maths goal.</p> <p>Leadership will deliver Professional Learning re. Teacher Clarity (HITS), Teacher Credibility and Collective Efficacy, Teaching and Learning Cycle (Learning Sprints) etc to support teacher understanding, and embed collaborative practices that will lead to improved student outcomes.</p> <p>Each leader will visit allocated classes once per week, and speak with some students.</p> <p>Each leader will provide written feedback to teachers after each visit when applicable.</p> <p>Leadership will provide staff with an Instructional Leadership site based framework outlining use of instructional leadership strategies to support improved teaching and learning.</p>	<p>Teacher Clarity Playbook.</p> <p>Dylan Wiliam Formative Assessment resources.</p> <p>Indicators of Quality document – ESR.</p> <p>High Impact Teaching strategies – Excellence in Teaching and Learning.</p> <p>APS Instructional Leadership framework.....</p> <p>Walkthroughs/classroom visits - feedback sheet for teachers.</p> <p>Numeracy Statement of Practice</p>
<p>All teachers will track and monitor students' growth through analysis of evidence /data to inform next steps in teaching and learning.</p>	<p>Termly week 2/3</p> <p>termly – week 5 / 10</p> <p>Termly – week 8/9</p> <p>ongoing</p> <p>termly – week 5 / 10</p> <p>termly – week 8 ongoing</p>	<p>Each teacher will collect pre to post assessment data as part of the Teaching Sprint each term.</p> <p>Lead Teacher will collect evidence/data as part of the PLC process twice per term.</p> <p>Lead Teachers will meet with Leadership week 8 to share evidence/data re. tracking, reflecting and adjusting for the following term.</p> <p>Each PLC will document classroom strategies for tracking and monitoring to ensure consistency and rigour in the implementation of maths goal.</p> <p>Each leader will participate in PLCs, provide resources and support as required.</p>	<p>PLC SIP Action Plans</p> <p>Student evidence/data.</p> <p>PLC meetings</p> <p>Release Lead Teachers</p> <p>Numeracy Statement of Practice</p> <p>BLiN diagnostic test</p> <p>Numicon resources</p>



Each teacher will implement the Teaching Sprint process in Maths each term.	Click or tap here to enter text.	<p>Each teacher will plan and implement (as per PLC) a Maths Teaching Sprint based on data analysis.</p> <p>Each PLC will document classroom strategies for tracking and monitoring to ensure consistency and rigour in the implementation of maths goal.</p> <p>Each leader and Lead Teachers will provide support and feedback as needed.</p>	<p>PLC meetings including release.</p> <p>Templates</p> <p>PLC SIP Action Plans</p>
Click or tap here to enter text.	Click or tap here to enter text.	<p>Each teacher will...</p> <p>Each leader will...</p>	Click or tap here to enter text.

2022 - 2024

# 2023 School Improvement Plan for Angaston Primary School

Step 4 – Improve practice and monitor impact

Step 5 – Review and evaluate