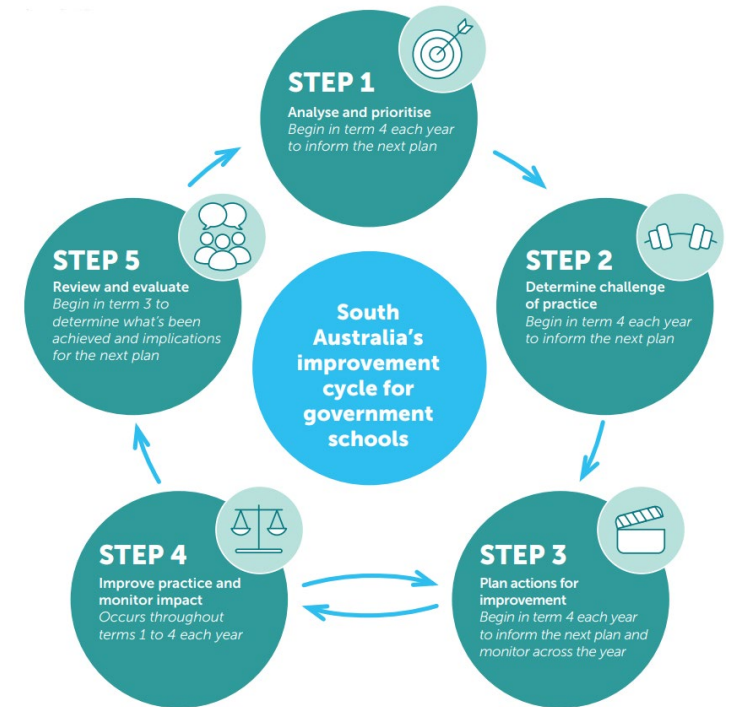


2022 - 2024

# 2023 School Improvement Plan for Blakeview Primary School

Site Number:  
1854



## Vision Statement:

At Blakeview Primary School we believe in building trustworthy connections with the community to support and nurture our children. We value openness, collaboration, mutual respect and inclusivity. We want our students to develop a profound love of learning, the ability to be resilient and effective questioners. We will set high expectations and challenge learning to ensure our students are engaged and valued.

# 2022 - 2024

## 2023 School Improvement Plan for Blakeview 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](mailto:education.RIA@sa.gov.au)



**Government of South Australia**  
Department for Education



## STEP 1 Analyse and Prioritise

Site name: Blakeview Primary School

**Goal 1: : Increase the amount of students meeting and exceeding SEA in reading.**

**ESR Directions:**

1. Strengthen teachers’ capacity to design and implement learning experiences that enable differentiation and intellectual stretch to be an integral aspect of everyday learning for all.
2. Staff collectively analyse data for priority groups and individuals, particularly Aboriginal students, to monitor progress, identify trends, set aspirational targets, inform practice and interventions.

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**Achievement towards Goal in 2022:**

**B Grades or higher**

**Year 1 21/74 students 28%**

**Year 2 25/69 students 36%**

**Year 3 5/74 students 7%**

**Year 4 15/61 students 24%**

**Year 5 13/85 students 15%**

**Year 6 13/52 students 25%**

**PAT-R SEA or above**

**Year 3 61% @ SEA**

**Year 4 60% @ SEA**

**Year 5 67% @ SEA**

**Year 6 66% @ SEA**

**ATSI students**

**7/61 students achieved HB 11%**

**29/61 students achieved C 48%**

**Phonics –**

**53% of Year 1 students achieved SEA PSC**

**60% of Year 3 Students achieved NAPLAN reading with 25% in HB**

**66% of Year 5 students achieved NAPLAN reading with 16% in HB**

**Target 2023:**

**75% of Year 3 students to achieve NAPLAN SEA in reading with 30% in HB.**

**75% of Year 5 students to achieve NAPLAN SEA in reading with 35% in the HB.**

25% of Year 1 students to achieve B grade or better in English for their end of year report (19 out of 75 students)

26% Year 2 (21 out of 81 students)

32% Year 3 (25 out of 79 students)

21% Year 4 (17 out of 79 students)

20% Year 5 (17 out of 83 students)

32% Year 6 (28 out of 87 students)

65% of Year 1 students achieving SEA in the Phonics Screening Check.

60% of Reception students achieving the first 20 sounds of the Phonics Screening Check.

**PAT Reading**

75% of Year 3 students achieving SEA or above

65% of Year 4 students achieving SEA or above

75% of Year 5 students achieving SEA or above

70% of Year 6 students achieving SEA or above

**Aboriginal students-**

6/52 Students to achieve HB

21/52 students to achieve C at the end of year report.

**2024:**

25% of Year 1 students to achieve B grade or better in English for their end of year report.

30% Year 2

30% Year 3

35% Year 4

40% Year 5

30% Year 6

## STEP 2 Challenge of practice

### Challenge of Practice:

If we assess, design and differentiate reading instruction through scaffolded guided reading practices, then we will see more students meeting and exceeding SEA.



## STEP 3 Plan actions for improvement

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

When we observe students engaging in guided reading with their teacher, we will see:

(Do)

- Students engaging in high quality talk the about purpose of a text
- Students correctly answering literal and inferential questions related to the selected text
- Students clearly identifying images and communicating purpose and intent

When we listen to students read they will demonstrate:

(Do)

- A variety of decoding skills used for unfamiliar words, including blending, segmenting and manipulating
- The ability to recognise high-frequency and tricky words with greater accuracy
- An increase in speed, fluency and expression while reading aloud
- The ability to pose their own questions to seek clarity
- Using grammatical, semantic and contextual knowledge

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

- PDP Conversations 2 times per year
- Site Improvement Team 2 times per term ½ day release and feedback in staff meeting
- Collection of artefacts for PLC terms 2 and 3
- Review and reset Pupil Free Day term 4
- Spotlights of practice in Learning Teams 2 times per term- documented
- Guided reading agreement- Staff meeting and revisited each term
- Learning Teams to unpack Success Criteria with the support of leaders in Block Meetings 2 times per term
- Observations by Line Managers once per term- guided reading sessions- documented
- Teachers will collect samples and artefacts from guided reading sessions fortnightly

**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 will develop their reading knowledge and skillset during PD and PLC to effectively plan and implement guided reading practices.</p>	<p><b>Week 0-</b> Leaders- GANNT chart PD Explanation of expectations for English <b>Term 1-</b> Training in guided reading and RR Leaders- template <b>Term 2-</b> Upskills PLC Facilitators PLC Sprint 1- Review <b>Term 3-</b> PLC Sprint 2- Review <b>Term 4-</b> PLC Facilitators will collect artefacts for Step 5 documents</p>	<p>Leaders-</p> <ul style="list-style-type: none"> <li>• Co-design a template during for guided reading to connect best practice with SIP Success Criteria. (This will support teachers to plan guided reading sessions to collect artefacts that align with some of the criteria)</li> <li>• Will plan sequences of learning for Pupil Free Days, Block and Staff Meetings, with time for reflection and feedback</li> <li>• Understanding the balanced reader- The Simple View of Reading, Scarborough’s rope of reading and Science of reading</li> <li>• Decodables and level readers- finding out where they fit and how to best utilise them</li> <li>• How to select quality text for assessment and use in the classroom</li> <li>• Will upskill PLC Facilitators before PLC meeting (after school sessions and extra release) to support PLC group with collection of best research and presentation script</li> <li>• Will co-teach, model and coach teachers in best guided reading practices in the classroom within their allocated teaching time and mentoring sessions. Leaders will provide observation feedback</li> </ul>	<p>Books/Resources-</p> <ol style="list-style-type: none"> <li>1. Best advice papers (Department for Education on Edi)</li> <li>2. Guided Readers- layers of meaning</li> <li>3. Running Records- Reading level criteria</li> <li>4. A Literature Companion for Teachers (Lorraine McDonald PETAA)</li> <li>5. HITS- Victorian paper</li> <li>6. Big 6 of Reading</li> <li>7. Simon Breakspear templates and supporting documents</li> <li>8. PLC- De fours document</li> <li>9. Department feedback tool</li> <li>10. SIP Success Criteria template</li> <li>11. A sample of decodable readers</li> </ol> <p>Time-</p> <p>3 Staff Meetings a term for PLC 2 Block Meetings a term for PLC Release time for PLC facilitators Term 1- 2 hour sessions 1 Pupil Free Day- LGU and Guided Reading 1 Staff Meeting PD on RR</p> <p>Money-</p> <p>TRT for release 3 PLC facilitators</p> <p>Staff-</p> <p>P. Consultant Inclusive Educators</p>

		<p>using the Department feedback tool and through the PDP process.</p> <p>PLC- Facilitators</p> <ul style="list-style-type: none"><li>• Will lead PLC groups focusing on the HIT- explicit teaching through guided reading in Sprint PLC groups conducted in staff meeting professional development time</li><li>• Be the main contact person for PLC's and organise effective check-ins throughout Term 2 and Term 3. These agreed upon in the first PLC meeting.</li></ul> <p>Teachers-</p> <ul style="list-style-type: none"><li>• Will engage in a variety of professional development lead by senior leadership and use strategies in the classroom within the negotiated timeline</li><li>• Will actively engage in the PLC and sprint processes, using the action research method to amplify solid pedagogical practice in Terms 2 and 3.</li><li>• Teachers will collect anecdotal, observational, formative and summative growth data to give to PLC facilitators at the end of each Sprint.</li><li>• Will collaborate with SSO's in their class to support specific reading expectations, this will be documented in teacher programs.</li><li>• Will work with students on specific reading skills identified in reading data- along with Inclusive Educators and SSO's support.</li><li>• Intervention Teachers will use LIT and MiniLit resources to upskill students in areas of need</li></ul>	
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		<p>SSOs-</p> <ul style="list-style-type: none"> <li>• Will engage in the professional development lead by senior leadership and use the strategies with the students they support-through SSO Meetings, Pupil Free Days and whole site staff professional learning.</li> <li>• Will report back to classroom teacher when students have mastered specific skills, at the end of intervention sessions or group work.</li> </ul>	
<p>Teachers will teach differentiated guided reading daily and flexibly group students according to skill data with regular monitoring of progress.</p>	<p><b>Week 0</b>-Timetables and Data  <b>Term 1</b>-          Designing the lesson structures          Set reading goals          Start guided reading          Review  <b>Term 2</b>- SIT Review  <b>Term 3</b>- Feedback to leaders</p> <p>Ongoing-          Daily, Weekly and Termly          Goal setting          Planning          Review</p>	<p>Leaders-</p> <ul style="list-style-type: none"> <li>• Will support teachers with the design and agreement of lesson-structures for R-2 and 3-6, InitialLit and achievement of the English curriculum with advice from the Literacy Coach</li> <li>• Will support teachers with decodable readers and RR data-during Block meeting time and PDP conversations</li> <li>• Will engage teachers in PowerBI during staff meetings and design processes how to track, triangulate data sets with whole school, cohort and individual students.</li> <li>• Will support teachers to use the PAT Resource Centre to unpack skills and next steps during Pupil Free Day sessions and use supporting tasks to engage provocations.</li> <li>• Will support teachers with guided reading lesson design for student need- during NIT sessions and Block meetings</li> <li>• Inclusive Educators will support teachers with students on One Plan</li> </ul>	<p>Resources-</p> <ol style="list-style-type: none"> <li>1. PowerBI</li> <li>2. PAT resource Centre</li> <li>3. NAPLAN question analysis</li> <li>4. Big 6 of reading</li> <li>5. Dibels manuals and resources</li> <li>6. Fluency calculator</li> <li>7. Anecdotal, observational, formative/summative assessments and data template</li> </ol> <p>Time-</p> <p>Using one NITT a fortnight to work with Inclusive Educator for One Plan and goal setting          AET will support teachers and One Plans Block Meeting 1 per term to work with cohort teachers to share practice          Week 0 and Staff Meetings to unpack data</p> <p>Staff-</p> <p>Literacy Coach          Inclusive Educators</p>

		<p>and interventions based on areas of need</p> <p>Teachers-</p> <ul style="list-style-type: none"><li>• All teachers will teach guided reading according to the lesson agreements devised during cohort meetings</li><li>• Will select texts that are high interest and engaging with the support from peer teachers</li><li>• Will set student reading goals, with student and family that align with the skill they are working towards and update regularly (depending on the goal set, is how, when it is reviewed)</li><li>• Will use the scope and sequence to support planning and programming, evidence in teacher programs and discussed in PDP conversations</li></ul> <p>R-2 Teachers will use the story book at the end of InitialLit lessons to build on students reading skills</p> <p>3-6 Teachers will ensure all students are engaged in learning tasks suitable for before/during and after guided reading sessions- if this is a cyclic approach to guided reading</p> <p>SSO-</p> <ul style="list-style-type: none"><li>• Will track and monitor student goals and support the classroom teacher with review data</li><li>• With direction they will listen to students read aloud and collect observable data for the classroom teacher on a daily basis</li></ul>	
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## STEP 1 Analyse and Prioritise

Site name: Blakeview Primary School

**Goal 2: Increase the amount of students meeting and exceeding SEA in Mathematics.**

**ESR Directions:**

1. Strengthen teachers' capacity to design and implement learning experiences that enable differentiation and intellectual stretch to be an integral aspect of everyday learning for all.
2. Staff collectively analyse data for priority groups and individuals, particularly Aboriginal students, to monitor progress, identify trends, set aspirational targets, inform practice and interventions.

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

**Achievement towards Goal in 2022:**

**B Grade of higher**

**Year 1 7/74 students 10%**

**Year 2 24/69 students 35%**

**Year 3 7/74 students 10%**

**Year 4 6/61 students 10%**

**Year 5 18/85 students 21%**

**Year 6 14/52 students 27%**

**PATR- SEA**

**Year 3- 69% @ SEA**

**Year 4- 63% @ SEA**

**Year 5- 65% @ SEA**

**Year 6- 62% @ SEA**

**NAPLAN**

**53% of Year 3 Students achieved NAPLAN Maths with 7% in HB**

**59% of Year 5 students achieved NAPLAN Maths with 9% in HB**

**ATSI students**

**8/61 students achieved HB 13%**

**27/61 students achieved C 44%**

**Target 2023:**

60% of Year 3 students to achieve NAPLAN SEA in maths with 15% in HB.

65% of Year 5 students to achieve NAPLAN SEA in reading with 15% in the HB

25% of Year 1 students to achieve B grade or better in Maths for their end of year report (19 of 75 students)

37% Year 2 (30 out of 81 students)

31% Year 3 (25 out of 79 students)

38% Year 4 (30 out of 79 students)

30% Year 5 (25 out of 83 students)

26% Year 6 (23 out of 87 students)

**PAT Maths**

70% of Year 3 students achieving SEA or above

75% of Year 4 students achieving SEA or above

70% of Year 5 students achieving SEA or above

70% of Year 6 students achieving SEA or above

**Aboriginal students-**

5/52 Students to achieve HB

20/52 students to achieve C at the end of year report.

**2024:**

30% of Year 1 students to achieve B grade or better in Maths for their end of year report.

30% Year 2

35% Year 3

30% Year 4

40% Year 5

30% Year 6



## STEP 2 Challenge of practice

### Challenge of Practice:

If we design and differentiate learning concepts from the Maths Plus interleaving resource, we will see more students meeting and exceeding SEA.



## STEP 3 Plan actions for improvement

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

When we look at student workbooks and through observations we will see:

(Do)

- Students engage in mathematical concepts in multiple ways each term
- Students using manipulatives, diagrams and numerals to solve problems
- Students explaining strategies used to solve familiar and unfamiliar problems to both peers and teachers
- Students engage in differentiated tasks designed to challenge and stretch their thinking
- Students complete tasks at standard and beyond with multiple steps and unfamiliar thinking/contexts successfully
- Students use and record a variety of mental and written strategies to solve problems in their working book

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

- PDP Conversations 2 times per year
- SIT 2 times per term
- Block Meetings once a term
- Collection of artefacts in Moderation Pupil Free Days
- Review and reset Pupil Free Day term 4
- CIPSI Leads and Mentors to meet 2 times a term after school and release

**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 build knowledge through quality PD in both Mathematics and interleaving.	<p><b>Week 0-</b> C.Lead designs Maths Plus information and introduction session with CIPSI Mentors</p> <p><b>Term 1-</b> Co-design lesson structure with CIPSI Mentors</p>	<p>Curriculum Lead-</p> <ul style="list-style-type: none"> <li>• Will co-design lesson structure with CIPSI Lead teachers through partnership support and on site meetings</li> </ul>	<p>Resources/Books-</p> <ul style="list-style-type: none"> <li>• Maths Plus Student books</li> <li>• Maths Plus Teacher resource book and access to online resources</li> <li>• Maths Plus Mental books</li> </ul>

	<p>Order more manipulatives – create survey Mentors demonstrate lessons <b>Term 2-</b> Mentors to collaborate with selected staff Observations Release meeting time <b>Term 3-</b> Continued observations and release meeting times <b>Term 4-</b> Review and reset, collation of data</p>	<ul style="list-style-type: none"> <li>• Will support leadership to implement Maths Plus across site</li> <li>• Check-in with site and oversee leaders' involvement with project</li> <li>• Provide additional resources to design learning with Maths plus-differentiation</li> </ul> <p>Leaders-</p> <ul style="list-style-type: none"> <li>• Purchase resources for all staff and students, including manipulatives required for each block- Working within the budget</li> <li>• Provide release for CIPSI lead teachers and participants- support mentoring conversations and the designing processes in cohort and Block meetings</li> <li>• Will provide support for CIPSI lead teaches and attend meeting sessions (during and after hours) and lesson demonstrations giving feedback on next steps</li> <li>• Leaders will link formative assessment and lesson design into staff meeting sessions to support all staff</li> </ul> <p>CIPSI Lead teachers-</p> <ul style="list-style-type: none"> <li>• Work with Senior Leaders to design Maths Plus support for participants</li> <li>• Open their classrooms for observations and will observe peers, giving feedback on practice (with support)</li> <li>• Will research “interleaving” best practice in collaboration with leaders to support teacher pedagogy</li> <li>• Meet with participants at least fortnightly during school and after school, providing effective monitoring processes</li> <li>• Provide written examples of differentiated tasks (with support)</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum resources</li> <li>• Best advice papers (Department for Education Edi)</li> <li>• Tierney Kennedy -interleaving connections</li> <li>• ACARA</li> <li>• Thinking Maths</li> <li>• Big Ideas in Number</li> <li>• Research “Why Don’t Students Like School?: A Cognitive Scientist Answers Questions About How the Mind Works and What it Means for the Classroom : Willingham, Daniel</li> <li>• Department Units of Work- Mathematics</li> </ul> <p>Time</p> <ul style="list-style-type: none"> <li>• Release time for CIPSI Lead teachers and participants</li> <li>• Planning time</li> <li>• Block Meeting- 1 per term on tracking of program</li> <li>• Maths Moderation 2 Pupil Free Days</li> </ul> <p>Money</p> <ul style="list-style-type: none"> <li>• Resources \$20,000</li> <li>• TRT for release</li> <li>• \$5,000 manipulatives</li> </ul> <p>Staff</p> <ul style="list-style-type: none"> <li>• Curriculum Lead and Project Officer</li> <li>• Deputy Principal</li> </ul>
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		<p>Teachers-</p> <ul style="list-style-type: none"> <li>• Will engage in the professional development lead by senior leadership and use strategies in the classroom</li> <li>• Teachers will collect anecdotal, observational, formative and summative growth data to give to Line managers</li> <li>• Will collaborate with SSO's in their class to support specific learning</li> <li>• Selected teachers will actively participate in the CIPSI Mentor project and develop mastery/expertise in the Maths Plus approach</li> </ul> <p>SSO's-</p> <ul style="list-style-type: none"> <li>• Participate in professional development on Maths Plus and interleaving approaches</li> <li>• With direction from the teacher work with students on elements of the Maths Plus program</li> </ul>	
<p>Teachers will use data and Maths Plus resources, integrated with quality research to design lessons to cater for all needs.</p>	<p><b>Term 1-</b> Planning using PAT and NAPLAN data Set goals Pre-test and post test <b>Term 2-</b>Pre-test and post test Review and set goals <b>Term 3-</b>Pre- test and post test Review and set goals <b>Term 4-</b> Pre-test and post test Look at summative data</p>	<p>Leaders-</p> <ul style="list-style-type: none"> <li>• Will support teachers with their program and planning to incorporate Maths Plus</li> <li>• Will observe Maths plus lessons and provide feedback on next steps in teacher practice</li> <li>• Will schedule NIT times to align with a peer to share practice</li> <li>• Will support teachers to unpack summative big and small data sets to design learning</li> </ul> <p>Teachers-</p> <ul style="list-style-type: none"> <li>• Will explicitly teach using the Maths Plus resources daily and use the assessment tools at the end of the cycle aligned with the data collection document</li> </ul>	<p>Resources-</p> <ol style="list-style-type: none"> <li>1. Pre and Post-Diagnostic tests with the Maths plus books</li> <li>2. PowerBI and PAT Resource centre</li> <li>3. NAPLAN data</li> <li>4. Lesson design template</li> </ol> <p>Time-</p> <p>1 NIT working with Inclusive Educators on One Plan accommodations and goals</p>

		<ul style="list-style-type: none"> <li>• Will use the diagnostic assessment at the beginning of Week 4 Term 1 and collaborate with peers to have consistent marking</li> <li>• Will use the Pre and Post assessments at the end of each section</li> <li>• Will provide the manipulatives required for each lesson</li> <li>• Will provide program and planning that align with the Math Plus program</li> <li>• Will use assessment data to design differentiated tasks for learners' needs and set specific learning goals for each student- review at the end of each unit</li> <li>• Will engage learners in problem solving tasks aligned to explicit teaching</li> </ul> <p>Inclusive Educators-</p> <ul style="list-style-type: none"> <li>• Support teachers to cater for the accommodations of One Plan students</li> </ul> <p>SSO's-</p> <p>Will look at data and One Plans with teachers to align their interventions to students' needs</p> <p><a href="#">Click or tap here to enter text.</a></p>	
<p>Teachers will participate in moderation processes with year level teachers.</p>	<p>Term 3- Pupil Free Day                  Term 4- Pupil Free Day                  Staff Meeting- Term 3 How to collect samples for Moderation                  How to use the Moderation Templates</p>	<p>Leaders-</p> <ul style="list-style-type: none"> <li>• Support teachers with the templates and how to moderate samples</li> </ul> <p>Teachers-</p> <ul style="list-style-type: none"> <li>• Will participate in year levels teams within the school to moderate several samples at, above and below standard to effectively grade A-E</li> <li>• Will assess at least one EALD and Aboriginal student</li> </ul>	<p>Resources-</p> <ol style="list-style-type: none"> <li>1. ACARA LET Templates</li> <li>2. Maths Plus</li> <li>3. Activities to moderate</li> <li>4. Student work books</li> <li>5. Department Units of work</li> <li>6. Scope and Sequence</li> <li>7. Proficiencies</li> </ol> <p>Time-</p> <p>2 Pupil Free Days                  1 Staff Meeting                  Block Meeting time</p>

		Click or tap here to enter text.	Learning Team time
<b>Click or tap here to enter text.</b>	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
<b>Click or tap here to enter text.</b>	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
<b>Click or tap here to enter text.</b>		Each teacher will... Each leader will...	Click or tap here to enter text.

 **STEP 1 Analyse and Prioritise** **Site name: Blakeview Primary School**

<p><b>Goal 3:</b> Click or tap here to enter text.</p>	<p><b>ESR Directions:</b></p> <ol style="list-style-type: none"> <li>1. Strengthen teachers’ capacity to design and implement learning experiences that enable differentiation and intellectual stretch to be an integral aspect of everyday learning for all.</li> <li>2. Staff collectively analyse data for priority groups and individuals, particularly Aboriginal students, to monitor progress, identify trends, set aspirational targets, inform practice and interventions.</li> <li>3. Click or tap here to enter text.</li> </ol>	
<p><b>Achievement towards Goal in 2022:</b> Click or tap here to enter text.</p>	<p><b>Target 2023:</b> Click or tap here to enter text.</p>	<p><b>2024:</b> Click or tap here to enter text.</p>

 **STEP 2 Challenge of practice**

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

 **STEP 3 Plan actions for improvement**

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

# 2023 School Improvement Plan for Blakeview Primary School



## Step 4 – Improve practice and monitor impact



## Step 5 – Review and evaluate

### 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.







**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: : Increase the amount of students meeting and exceeding SEA in reading.**

<b>Student Success Criteria</b>	Yes	<b>Evidence</b> <b>Are we improving student learning?</b> <b>How are we tracking against our student success criteria?</b>	<b>What are our next steps?</b> <b>Potential adjustments?</b>
	Needs attention/work in progress		
	Not on track		

When we observe students engaging in guided reading with their teacher, we will see:

(Do)

- Students engaging in high quality talk the about purpose of a text
- Students correctly answering literal and inferential questions related to the selected text
- Students clearly identifying images and communicating purpose and intent

When we listen to students read they will demonstrate:




(Do)

- A variety of decoding skills used for unfamiliar words, including blending, segmenting and manipulating
- The ability to recognise high-frequency and tricky words with greater accuracy
- An increase in speed, fluency and expression while reading aloud
- The ability to pose their own questions to seek clarity
- Using grammatical, semantic and contextual knowledge

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Actions	 90% embedded	<b>Evidence</b> Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	<b>What are our next steps?</b> Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
<b>Teachers will develop their reading knowledge and skillset during PD and PLC to effectively plan and implement guided reading practices.</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Teachers will teach differentiated guided reading daily and flexibly group students according to skill data with regular monitoring of progress.</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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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 2: Increase the amount of students meeting and exceeding SEA in Mathematics.**

<b>Student Success Criteria</b>	 Yes	<b>Evidence</b> <b>Are we improving student learning?</b> <b>How are we tracking against our student success criteria?</b>	<b>What are our next steps?</b> <b>Potential adjustments?</b>
	 Needs attention/work in progress		
	 Not on track		

When we look at student workbooks and through observations we will see:




(Do)

- Students engage in mathematical concepts in multiple ways each term
  - Students using manipulatives, diagrams and numerals to solve problems
  - Students explaining strategies used to solve familiar and unfamiliar problems to both peers and teachers
  - Students engage in differentiated tasks designed to challenge and stretch their thinking
  - Students complete tasks at standard and beyond with multiple steps and unfamiliar thinking/contexts successfully
- Students use and record a variety of mental and written strategies to solve problems in their working book

Click or tap here to enter text.

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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?
<p><b>Teachers will build knowledge through quality PD in both Mathematics and interleaving.</b></p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p><b>Teachers will use data and Maths Plus resources, integrated with quality research to design lessons to cater for all needs.</b></p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p><b>Teachers will participate in moderation processes with year level teachers.</b></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>



## 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: : Increase the amount of students meeting and exceeding SEA in reading.

#### Targets 2023:

75% of Year 3 students to achieve NAPLAN SEA in reading with 30% in HB.

75% of Year 5 students to achieve NAPLAN SEA in reading with 35% in the HB.

25% of Year 1 students to achieve B grade or better in English for their end of year report (19 out of 75 students)

26% Year 2 (21 out of 81 students)

32% Year 3 (25 out of 79 students)

21% Year 4 (17 out of 79 students)

20% Year 5 (17 out of 83 students)

32% Year 6 (28 out of 87 students)

65% of Year 1 students achieving SEA in the Phonics Screening Check.

60% of Reception students achieving the first 20 sounds of the Phonics Screening Check.

#### PAT Reading

75% of Year 3 students achieving SEA or above

65% of Year 4 students achieving SEA or above

75% of Year 5 students achieving SEA or above

70% of Year 6 students achieving SEA or above

#### Aboriginal students-

6/52 Students to achieve HB

21/52 students to achieve C at the end of year report.

#### Results towards targets:

Click or tap here to enter text.

#### Challenge of Practice:

If we assess, design and differentiate reading instruction through scaffolded guided reading practices, then we will see more students meeting and exceeding SEA.

#### Evidence - has this made an impact?

Click or tap here to enter text.

**Success Criteria:**

When we observe students engaging in guided reading with their teacher, we will see:

(Do)

- Students engaging in high quality talk the about purpose of a text
- Students correctly answering literal and inferential questions related to the selected text
- Students clearly identifying images and communicating purpose and intent

When we listen to students read they will demonstrate:

(Do)

- A variety of decoding skills used for unfamiliar words, including blending, segmenting and manipulating
- The ability to recognise high-frequency and tricky words with greater accuracy
- An increase in speed, fluency and expression while reading aloud
- The ability to pose their own questions to seek clarity
- Using grammatical, semantic and contextual knowledge

**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: Increase the amount of students meeting and exceeding SEA in Mathematics.**

**Targets 2023:**

60% of Year 3 students to achieve NAPLAN SEA in maths with 15% in HB.

65% of Year 5 students to achieve NAPLAN SEA in reading with 15% in the HB

25% of Year 1 students to achieve B grade or better in Maths for their end of year report (19 of 75 students)

37% Year 2 (30 out of 81 students)

31% Year 3 (25 out of 79 students)

38% Year 4 (30 out of 79 students)

30% Year 5 (25 out of 83 students)

26% Year 6 (23 out of 87 students)

**PAT Maths**

70% of Year 3 students achieving SEA or above

75% of Year 4 students achieving SEA or above

70% of Year 5 students achieving SEA or above

70% of Year 6 students achieving SEA or above

**Aboriginal students-**

5/52 Students to achieve HB

20/52 students to achieve C at the end of year report.

**Results towards targets:**

Click or tap here to enter text.


**Challenge of Practice:**

If we design and differentiate learning concepts from the Maths Plus interleaving resource, we will see more students meeting and exceeding SEA.

**Evidence - has this made an impact?**

Click or tap here to enter text.

<p><b>Success Criteria:</b> When we look at student workbooks and through observations we will see: (Do)</p> <ul style="list-style-type: none"><li>• Students engage in mathematical concepts in multiple ways each term</li><li>• Students using manipulatives, diagrams and numerals to solve problems</li><li>• Students explaining strategies used to solve familiar and unfamiliar problems to both peers and teachers</li><li>• Students engage in differentiated tasks designed to challenge and stretch their thinking</li><li>• Students complete tasks at standard and beyond with multiple steps and unfamiliar thinking/contexts successfully</li><li>• Students use and record a variety of mental and written strategies to solve problems in their working book</li></ul>	<p><b>Evidence - did we improve student learning? how do we know?</b> Click or tap here to enter text.</p>
<p><b>Evaluate our Actions</b> – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year? Click or tap here to enter text.</p>	
<p><b>Review our improvement planning and implementation</b> – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps? Click or tap here to enter text.</p>	

 **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.

<p><b>Targets 2023:</b> Click or tap here to enter text.</p>	<p><b>Results towards targets:</b> Click or tap here to enter text.</p>
<p><b>Challenge of Practice:</b> Click or tap here to enter text.</p>	<p><b>Evidence - has this made an impact?</b> Click or tap here to enter text.</p>
<p><b>Success Criteria:</b> Click or tap here to enter text.</p>	<p><b>Evidence - did we improve student learning? how do we know?</b> Click or tap here to enter text.</p>
<p><b>Evaluate our Actions</b> – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year? Click or tap here to enter text.</p>	
<p><b>Review our improvement planning and implementation</b> – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps? Click or tap here to enter text.</p>	