School Improvement Plan for
Saddleworth Primary School

Site Number:
0389

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

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

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

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

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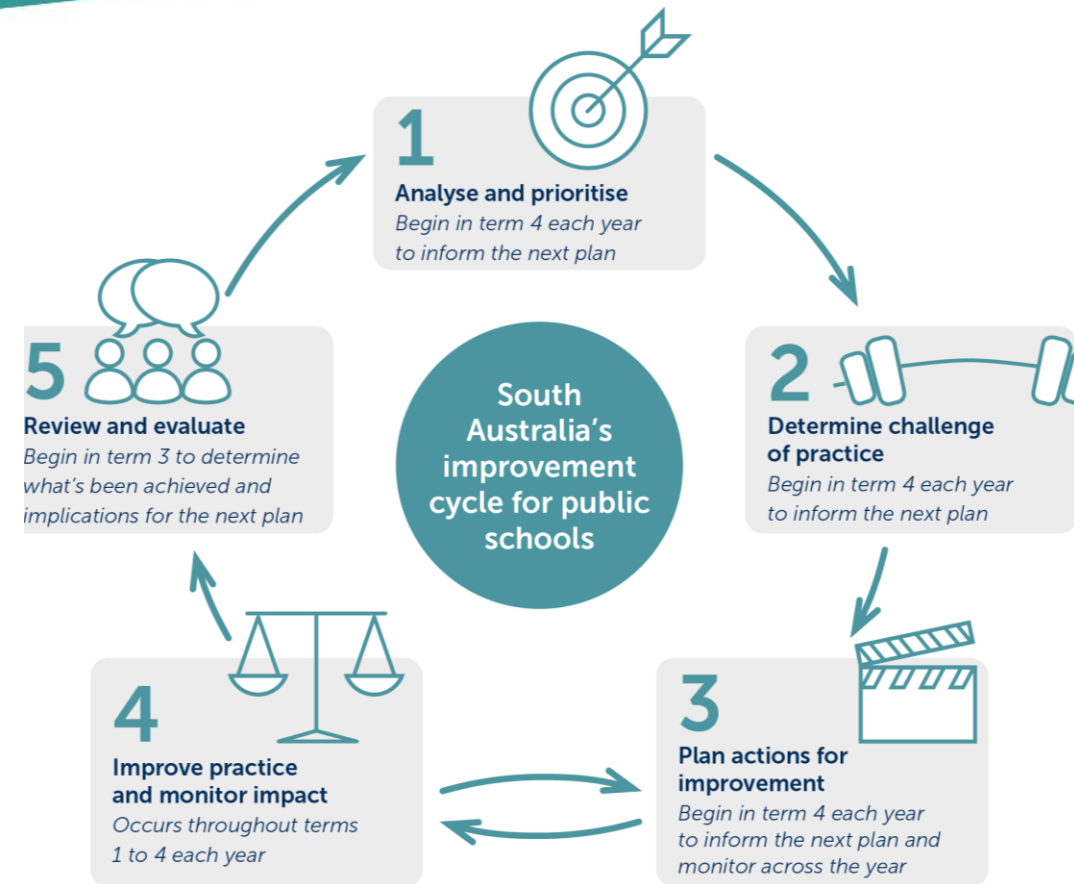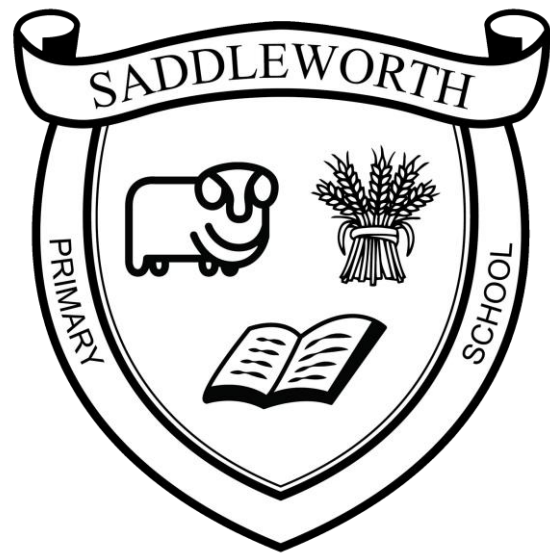*Begin in term 3 to determine what's been achieved and implications for the next plan*

South Australia's improvement cycle for public schools

Vision Statement:
Our Saddleworth Primary School values of Respect – Achievement – Kindness, are at the core of all we do. We are committed to improving the educational attainment and wellbeing of every student in our care.

Government of South Australia
Department for Education

2022 – 2024

School Improvement Plan for
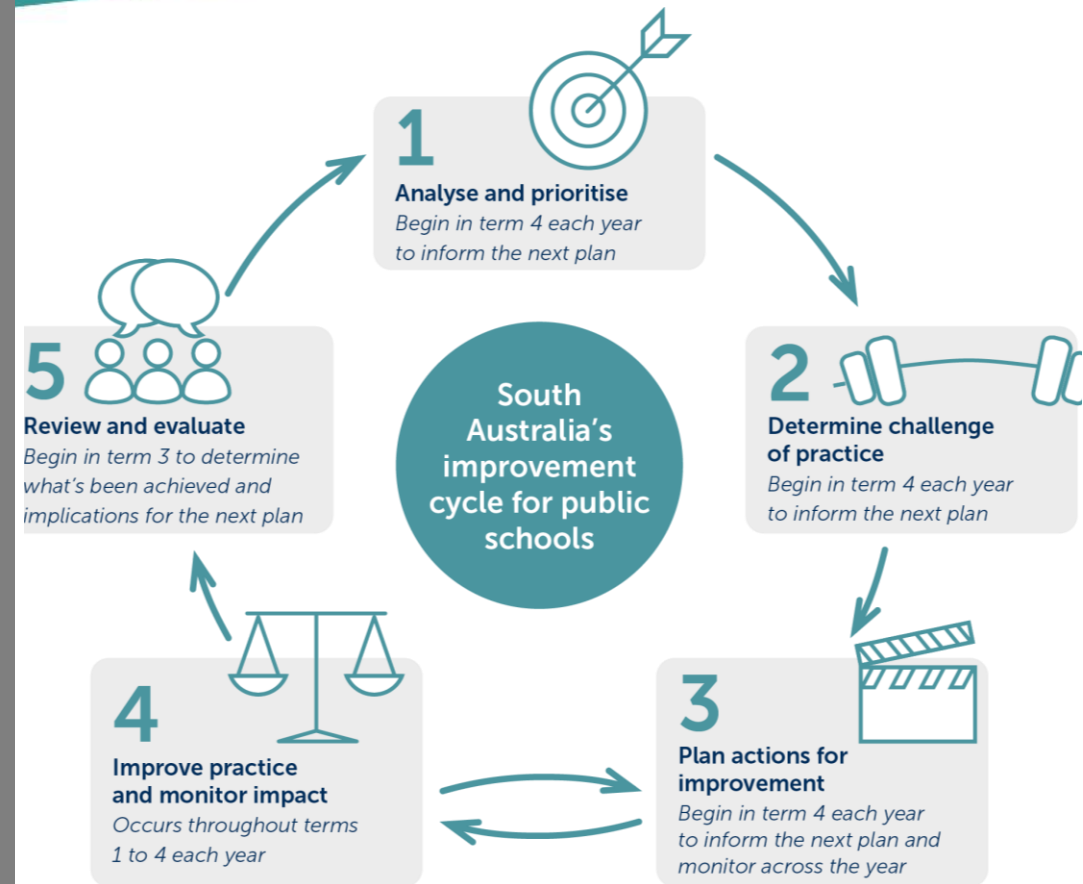## Saddleworth Primary School

Completing the template:

- The document will open as 'Read Only' so will need to be saved prior to editing
- 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.

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 (10 December 2021).
- 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 (25 February 2022).
- 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).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

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

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

South Australia's improvement cycle for public schools

Government of South Australia
Department for Education

STEP 1 Analyse and Prioritise

Site name: Saddleworth Primary School

Goal 1: Whole-school improvement in Writing	**ESR Directions:**
	Current
	  1. To Strengthen and embed the collaborative use of data to regularly monitor the impact of school improvement processes.
	  2. To embed consistent whole-school practices in designing learning intentions and success criteria that challenge students and enable them to assess their own learning.
	Previous
	  3. Collaboratively develop and implement a consistent whole school approach to learning design with a focus on high-expectations, student engagement, intellectual challenge and negotiated learning with the clear purpose of increasing student achievement in the higher bands.
	  4. Collaboratively review and implement the school's teaching and learning agreements to ensure they reflect current educational research and consistency of pedagogical approach for all teachers and staff involved in the learning process.
	  5. Collectively develop and implement a continuous self-review improvement cycle that is rigorous, systematic, transparent and cyclic with a focus on high levels of student achievement.

Target 2022:	**2023:**	**2024:**
100% of students will achieve SEA in NAPLAN writing. Of these 7 students, 4 will achieve Higher Bands. **All JP students will achieve 40 points of growth and UP students 20 points of growth as minimum on the BrightPath ruler.**	100% of student will achieve SEA in writing. Of these 5 students, 3 will achieve Higher Bands **All JP students will achieve 40 points of growth and UP students 20 points of growth as minimum on the BrightPath ruler.**	Click or tap here to enter text.

STEP 2 Challenge of practice

Challenge of Practice:
If we explicitly teach two text genres per-term we will achieve whole-school improvement in Writing.

Student Success Criteria (what students know, do, and understand):
During teacher observations in Junior Primary
We will see each student practicing writing letters to match phonics learning and know some features of print like directionality (ACELA1430)
- Foundation: Know how to read and write some high-frequency words and other familiar words (ACELA1817)
- Year One: Use short vowels, common long vowels, consonant digraphs and consonant blends when writing, and blend these to read single syllable words (ACELA1458)
- Year Two: Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words (ACELA1471)

We will see each student understand that texts can take many forms and have different purposes (as above)
- Foundation: Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)
- Year One: Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)
- Year Two: Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)

We will see each student understand that punctuation is a feature of all written texts and consistently use capitalisation and full stops (as above)
- Foundation: Produce some lower case and upper case letters using learned letter formations (ACELY1653)
- Year One: Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)
- Year Two: Re-read and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)

During teacher observations in Senior Primary
We will see each student using specific language features correctly at sentence level in their writing.
We will see each student understand and be able to explain the structure and purpose of the genre (ACELY1701).
We will see each student re-reading and editing their own and others' work using agreed criteria for text structures and language features (ACELY1705)
We will see each student drawing from the structures, ideas and stylistic features of selected authors to improve their writing (ACELT1798)

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Teachers will use explicit teaching points from the Guidebooks Writing: establish routines - clarify the social purpose and intended audience - provide multiple models of the target genre - teach the structure of the genre - choose at least 2 specific language features at sentence level to allow students to develop complexity in their writing - use mentor texts to model how authors use language for specific purposes - model how to write the text using think-alouds and joint constructions - differentiate the writing process, so that more capable learners can write with less support while others are provided with small group workshops	Term 1, 2022 ongoing.	**Principal:** Work with staff to identify specific points from the 'Establish routines' list as strengths or points they would like help with. Will lead the prioritising of specific points for development in 2022 and others for 2023-4. Lead and support staff in building their capacity. Will take leadership of the development of the 'Whole School Writing agreement from these teaching points once they become imbedded practice. (ESR direction 4) Lead the review and monitoring process to ascertain impact. **Teachers:** Will align teaching to 'Best practice' advice from the Guidebooks. Share strengths with staff, take leadership of the implementation of strategy and discuss impact. Will continue to imbed Literature Circles other modes of reading such as guided reading etc.	Brightpath teaching points Australian Curriculum Literacy Guidebooks DfE units of work
Participation in the BrightPath writing program across the school.	Term 1, 2022 ongoing.	**Principal:** Principal will talk/work through planning with teachers and spend time in classrooms supporting their teaching. Principal will provide opportunities for teachers to attend Brightpath writing Professional Learning days and staff-meeting sharing of best practice. **Teacher:** Will moderate writing samples against the BrightPath ruler at the beginning and end of each term. Use the improvement points to inform their teaching and planning. Will provide ongoing progression feedback to students using student friendly updated teaching points based on writing samples, in front of writing books (two focus points)	Brightpath teaching points Australian Curriculum Literacy Guidebooks DfE units of work
Engage with the DfE Australian Curriculum: English resources.	2022-2023	**Principal:** Work with the Curriculum Lead (CL) and teachers to review the English Curriculum overview and how it aligns to the English curriculum at SPS. **Teachers:** Will work with Principal and CL to review the English curriculum overview. Senior Primary teachers will gradually begin using the DfE units. Junior Primary teacher will do same as they become available.	Brightpath teaching points Australian Curriculum Literacy Guidebooks DfE units of work
Reading and writing conferences **Peer conferencing**	Early weeks of term one Updated when new Brightpath data is collected	Class teachers Students	Brightpath teaching points Australian Curriculum Literacy Guidebooks DfE units of work

Goal 1: Whole-school improvement in Writing

STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Student Success Criteria	🟢 Yes 🟡 Needs attention/work in progress 🔴 Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
In Junior Primary **We will see each student practicing writing letters to match learning phonics.** **We will see each student……** **We will see each student ……** **In Senior Primary** **We will see each student writing using specific language features at sentence level.** **We will see each student understanding the structure of the genre.** **We will see each student ……**	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Actions	🟢 90% embedded 🟡 Needs attention/work in progress 🔴 Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Teachers will moderate writing samples against the Brightpath ruler at the beginning and end of each term and use the improvement points to inform their teaching and planning.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will use explicit teaching points from the Guidebooks Writing: establish routines (this will be discussed at the day)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Twice a term teachers will share strategies with staff at staff meetings and discuss impact.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
The Principal will support teachers in: • **Setting priorities to develop classroom practice** • **Ensuring classroom teachers engage fully with the Australian Curriculum: English, including the English scope and sequence and the DfE units of work.** • **Designing learning to meet the needs of the learners based on the language and literacy data.**	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Feedback?	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.

Goal 1: Whole-school improvement in Writing

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

Targets 2022: **100% of students will achieve SEA in NAPLAN writing. Of these 7 students, 4 will achieve Higher Bands.** **All JP students will achieve 40 points of growth and UP students 20 points of growth as minimum on the Brightpath ruler.**	**Results towards targets:** *Click or tap here to enter text.*
Challenge of Practice: **If we explicitly teach two text genres per-term we will achieve whole-school improvement in Writing.**	**Evidence -** has this made an impact? *Click or tap here to enter text.*
Success Criteria: **In Junior Primary** **We will see each student practicing writing letters to match learning phonics.** **We will see each student……** **We will see each student ……** **In Senior Primary** **We will see each student writing using specific language features at sentence level.** **We will see each student understanding the structure of the genre.** **We will see each student ……**	**Evidence -** did we improve student learning? How do we know? *Click or tap here to enter text.*

Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?

Click or tap here to enter text.

Reflection on our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?

Click or tap here to enter text.

STEP 1 Analyse and Prioritise

ESR Directions:
Current
To Strengthen and embed the collaborative use of data to regularly monitor the impact of school improvement processes.
To embed consistent whole-school practices in designing learning intentions and success criteria that challenge students and enable them to assess their own learning.
Previous
Collaboratively develop and implement a consistent whole school approach to learning design with a focus on high-expectations, student engagement, intellectual challenge and negotiated learning with the clear purpose of increasing student achievement in the higher bands.
Collaboratively review and implement the school's teaching and learning agreements to ensure they reflect current educational research and consistency of pedagogical approach for all teachers and staff involved in the learning process.
Collectively develop and implement a continuous self-review improvement cycle that is rigorous, systematic, transparent and cyclic with a focus on high levels of student achievement.

	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.

Student Success Criteria (what students know, do, and understand):
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STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
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Goal 2: Whole-school improvement in Maths

⚖️ STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Student Success Criteria	🟢 Yes 🟡 Needs attention/work in progress 🔴 Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	🟢 90% embedded 🟡 Needs attention/work in progress 🔴 Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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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Goal 2: Whole-school improvement in Maths

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

	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 – did we improve student learning? Click or tap here to enter text.	**Evidence -** did we improve student learning? how do we know? Click or tap here to enter text.

Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?

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Click or tap here to enter text.

STEP 1 Analyse and Prioritise

	ESR Directions:
	Current
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Goal 3: Click or tap here to enter text.	Collaboratively develop and implement a consistent whole school approach to learning design with a focus on high-expectations, student engagement, intellectual challenge and negotiated learning with the clear purpose of increasing student achievement in the higher bands.
	Collaboratively review and implement the school's teaching and learning agreements to ensure they reflect current educational research and consistency of pedagogical approach for all teachers and staff involved in the learning process.
	Collectively develop and implement a continuous self-review improvement cycle that is rigorous, systematic, transparent and cyclic with a focus on high levels of student achievement.

Target 2022:	**2023:**	**2024:**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

STEP 2 Challenge of practice

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

Student Success Criteria (what students know, do, and understand):
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STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
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Goal 3: 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?

Student Success Criteria	🟢 Yes 🟡 Needs attention/work in progress 🔴 Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
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Goal 3: 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?

Targets 2022:	**Results towards targets:**
Click or tap here to enter text.	Click or tap here to enter text.
SIP template	**Evidence -** has this made an impact?
Click or tap here to enter text.	Click or tap here to enter text.
Success Criteria – did we improve student learning?	**Evidence -** did we improve student learning? how do we know?
Click or tap here to enter text.	Click or tap here to enter text.

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