2022 - 2024

2023 School Improvement Plan for Braeview School

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

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

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

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

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

South Australia's improvement cycle for government schools

Vision Statement:
 Staff at Braeview School are committed to collaboratively supporting students by creating a rigorous learning environment and the opportunity to reach high levels of individual achievement.

Government of South Australia
Department for Education
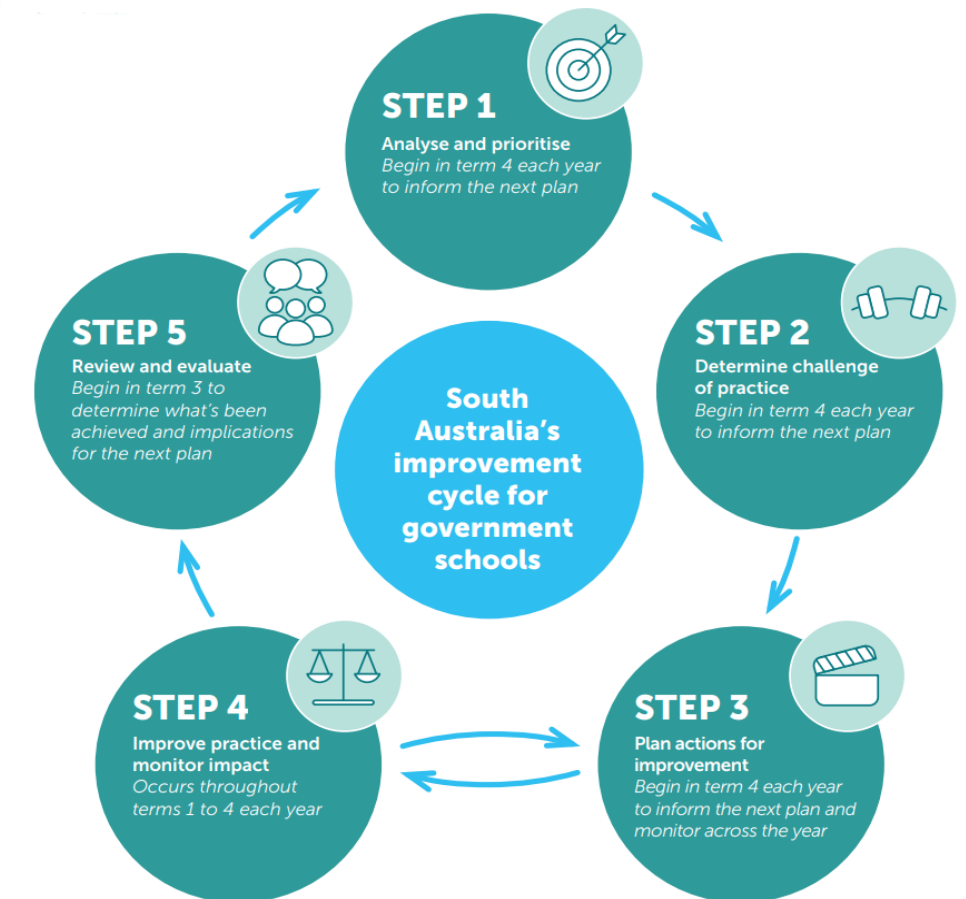
2023 School Improvement Plan for Braeview School

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.
- 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.
- 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).
- 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.

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

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

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

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

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

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

South Australia's improvement cycle for government schools

Government of South Australia
Department for Education

🎯 STEP 1 Analyse and Prioritise

Site name: Braeview School

Goal 1: Maintain and increase the number of students in the higher bands in Reading	ESR Directions: .

Achievement towards Goal in 2022:	Target 2023:	2024:
Year 3 NAPLAN 52.54% (31/59) students achieved in higher bands Year 5 NAPLAN 51.85% (28/54) students achieved in higher bands	(2021) 45.45% - 20/44 students achieved HB in Year 3 – in 2023 as Year 5s target to maintain all students in HB and move 15% more into HB 60% of students in Year 5	100% (10/65) of students who achieved Exceeding in Year 3 will remain in Exceeding in Year 5 in Reading (refer to 2023 data) and a further 15% (10/65) will progress into Exceeding.

🏋 STEP 2 Challenge of practice

Challenge of Practice:
If we work in collaborative teams to explicitly design reading instruction with an understanding of the strategies and skills that high achieving students utilise, and implement effectively- using high yield pedagogies including reciprocal teaching, then we will increase our students higher band achievement.

🎬 STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):	How and when will this be monitored, tracked and measured?
Students will understand the reading / writing learning cycle of deconstructing texts and construction of texts. Students will understand learning intent and success criteria. Students will peer and self assess using success criteria. Student will use metalinguistic language to articulate understanding of read text . Students will read for meaning and with fluency. Students will develop word recognition – phonological awareness, decoding and sight recognition Students will use a range of decoding strategies Students will increase word bank of sight recognition Students will use language comprehension to support reading for meaning – background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge Students will read from a variety of text types including multi modal and will be able to explain their features, similarities and differences. Students will use different comprehension strategies such as visualizing, questioning, predicting, clarifying, connecting and summarising to make sense of what they are reading and explain meaning to others when asked. Students will actively participate in reciprocal learning structure Students will be able to share their understandings in a variety of ways including oral presentations Students will engage in a rich reading learning approach which includes read alouds of variety of texts daily, a dialogic approach providing opportunities to share understandings and question and opportunities to expand effective use of vocabulary in context. Students will show growth against NAPLAN/ PAT data Students will be assessed three times a year – even intervals - DIBELS	Literacy and Curriculum Planning Committees formed – reps from each learning area. Lead professional learning – plan, organise and implement – staff meetings/ PLCs and Pupil Free Days Literacy coach – attends Partnership professional learning – share with staff. Released daily for one lesson to work in classrooms and support class teachers Introduce DIBELS – evidence based reading assessment system across the school- all staff trained – timeline to assess and input data Use DIBELS data to inform class reading programs and measure effectiveness of Wave 3 interventions. R-6 Reading Agreement – daily lesson structure, components, explicit teaching, monitoring, tracking Educators collaboratively design learning units, implement and reflect Collaboratively design assessment tasks providing entry points and opportunities for students to demonstrate understandings in different ways and at different achievement standards Educators use a range of resources including DfE units of work Educators use PAT / NAPLAN Data to analyse student performance, identify key teaching texts and focus skill/ strategies and then design tasks to challenge all students Educators effectively use reciprocal teaching structure – whole class/ small groups to explicit teaching focus strategy/ skills Observations – by leadership/ by colleagues Regular walk throughs – feedback Intervention programs – InitiaLit/ MiniLit/MultiLit/Macqlit/ class reading intervention support R-3 use of Heggerty daily Phonics Testing

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
Establish Literacy Committee	Week 0 Term 1	**Each teacher will support Literacy Committee Rep** • **provide feedback** • **actively engage in professional learning** • **collaboratively design reading units of work, implement, reflect and feedback** • **collaboratively plan with literacy coach** **Each leader will:** • **participate in literacy committee** • **collaborate in planning and providing relevant professional learning and monitor through class observations and walk throughs** • **Will provide timely and relevant feedback**	DfE Units of work Literacy Guide Books Literacy Summit
Actively support literacy coach	Term 4 2022 2023	**Each teacher will:** • **Work collaboratively with literacy coach – plan lessons and engage in working alongside in classroom** **Each leader will:** • **Organise daily release for literacy coach – timetabling** • **Organise funding release for literacy coach to attend Partnership Professional learning** • **Meet regularly with Literacy coach to track progress**	Funding to release literacy coach – 0.2 for classroom support and TRT day release to attend all Partnership professional learning
R-6 Reading Agreement in place	Week 0-4 Term 1	**Each teacher will:** • **Identify key components to daily reading lessons – whole class/ small group/ explicit teaching** • **Effectively use Teaching and Learning Cycle – deconstruction and construction – to design learning** • **Review Text Type overview** • **Implement daily learning to read components – decoding/ sight recognition/ Heggerty/ Jolly/ reading to adult/ tracking and monitoring** • **Reflect on purpose – learning intent- learning outcomes of identified practices – SSR/ Reading to self)** • **Implement daily reading to learn – reading for meaning/ fluency/ tracking and monitoring** • **Support interventions – small group – Wave 2- in class SSO reading intervention/Wave 3- mini lit/ multi lit/ InitiaLit/MacqLit** **Each leader will:** • **Plan collaborative planning time for educators – PLCs/ Staff meetings/ Pupil Free Days- Staff meeting structures** • **Support Intervention programs – resourcing/ professional learning** • **Track and monitor – observation/ walk throughs**	Staff meeting structure Literacy Committee Resourcing Guide Books
Collaboratively design reading units of work using LDAM (learning intent/ success criteria/ engagement and support including the use of high yield teaching strategies/ formative and summative assessment	PLC Staff Meeting structure Term 1- term 4	**Each teacher will:** • **PLC/ staff meeting scheduled – updates with LDAM – access Australian Curriculum/ Scope and Sequence. Use to design and implement learning tasks. Strong focus on implementing high yield strategies – engage and support** • **Plan and implement learning tasks using reciprocal teaching structure** • **Use PAT Teacher Resource and NAPLAN texts/ questions as basis to design – targeting specific strategies/ skills/ understandings** • **Share good practice – staff meetings/PLCs** **Each leader will:** • **Schedule professional learning sessions** • **Track and monitor**	Curriculum Planning Committee DfE Units of Work Brightpath resources PAT Teacher Resources NAPLAN Report Guide Books

		Each teacher will:	
Educators will track and monitor student reading accuracy and fluency. Educators will assess student reading accuracy using DIBELS – 3 times a year. Effective use of SSO support time to support reading program and interventions	Term 1-Term 4	• Class recording system in place to record and track student reading (regular reading to adult)- R-6 approach • Data collection- DIBELS- to inform level of support • Data use to inform student participation in interventions • Track student achievement in intervention programs • Introduce testing for Receptions early term 2 for support with InitiaLit • Utilise school literacy coach Each leader will: • Establish timelines for collection of data – phonics testing/ RRL/ Intervention testing – pre/mid-post/ • Organise/provide T+D for educators – Jolly/ Reading/ Interventions	Implementation of DIBELS – testing R-6 and input of data in data base Intervention programs – Wave 2 (class guided reading SSO support) Wave 3 – MultiLit interventions
Educators will analyse NAPLAN/PAT/DIBELS Reading data, identify skills, strategies and understandings that high achieving students demonstrate and using teacher resources (PAT) and test questions – design learning tasks for whole class teaching	Term 1- Term 4	Each teacher will: • Participate in collaborative year level groups to analyse student reading data, identify key strategies and understandings that need to be developed, study texts and question types and design tasks explicitly targeting these understandings. • Plan to implement using high yield teaching strategies, structure and engagement and support (prior knowledge/ student interests and abilities) and formative assessment strategies Each leader will: • Provide class data sets • T+D – effective use of NAPLAN and PAT data • Staff meetings/ PLC time • Observations/ Walk throughs • Sharing good practice	Curriculum Planning and task design Staff meeting structure NAPLAN/ PAT data

🎯 STEP 1 Analyse and Prioritise   Site name: Braeview School

Goal 2: Click or tap here to enter text.	ESR Directions: .	
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.
Click or tap here to enter text.	Click or tap here to enter text.	**Each teacher will…** **Each leader will…**	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	**Each teacher will…** **Each leader will…**	Click or tap here to enter text.

STEP 1 Analyse and Prioritise

Site name: Braeview School

Goal 3: Click or tap here to enter text.	ESR Directions: .	
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):	**How will this be monitored, tracked and measured?**
Click or tap here to enter text.	Click or tap here to enter text.

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

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

2023 School Improvement Plan for Braeview 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.

Goal 1: Maintain and increase the number of students in the higher bands in Reading

⚖️ 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?
Students will understand the reading / writing learning cycle of deconstructing texts and construction of texts. Students will understand learning intent and success criteria. Students will peer and self assess using success criteria. Student will use metalinguistic language to articulate understanding of read text . Students will read for meaning and with fluency. Students will develop word recognition – phonological awareness, decoding and sight recognition Students will use a range of decoding strategies Students will increase word bank of sight recognition Students will use language comprehension to support reading for meaning – background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge Students will read from a variety of text types including multi modal and will be able to explain their features, similarities and differences. Students will use different comprehension strategies such as visualizing, questioning, predicting, clarifying, connecting and summarising to make sense of what they are reading and explain meaning to others when asked. Students will actively participate in reciprocal learning structure Students will be able to share their understandings in a variety of ways including oral presentations Students will engage in a rich reading learning approach which includes read alouds of variety of texts daily, a dialogic approach providing opportunities to share understandings and question and opportunities to expand effective use of vocabulary in context. Students will show growth against NAPLAN/ PAT data Students will be assessed three times a year – even intervals - DIBELS	Work in progress	**Leadership** Observation of Reading lessons Walk throughs – reading implementation View and discuss programming/ learning design. Embed high impact teaching strategies (Good practice at Staff Meetings) **Professional Learning**: Literacy coach – work with Sarah and Kate Staff- release ½ day workshop/ staff meetings (PETAA Reading comprehension) DIBELS testing/ input and analyse data/ Fluency explicit teaching/ practise and master **Community:** Reading Open classrooms: Receptions – Phonological Awareness- parent workshop Term 1 R-6 Jolly- Phonics across the school – Parent Workshop term 2 School newsletter – fortnightly updates – SIP Reading strategies Modelled reading/ Shared Reading/ Effective reading in classrooms/ reciprocal reading	Peer observation – release teachers to observe reading lesson – target one area to critique Literacy coach work – take lead Reading for meaning – through reciprocal teaching model – plan for in reading lesson – fluency- reading for meaning Community: Term 3 open classrooms for reading lesson. Parent workshop to follow
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?

Establish Literacy Committee	Embedded	Regular meetings Agreement in place – explicit teaching of reading programs in classes Plan staff meeting / PLC workshops – PETAA- Reading Comprehension/ Reciprocal teaching model – effective use in reading program	Prepare Reciprocal Teaching PD Plan and prepare Pupil Free day Monday 11 September – take lead from Literacy coach
Actively support literacy coach	Work in progress	Literacy coach attends all professional learning with Sarah and Kate Released each day to support implementation of DIBELS Co planned Pupil Free day – Administration of DIBELS testing (Monday Week 1 Term 2) Class teachers released – Week 1 term 2 to test all students Data input – staff meeting Week 2 term 2 Teachers released in PLCs Week 4 to engage in Fluency workshop facilitated by Literacy Coach Leadership observation of Reading lessons with focus on Fluency- Term 2	Teachers have time to master implementation of fluency modelled reading- term 2 Term 3 – more focus on reading for meaning using reciprocal teaching model – whole class
R-6 Reading Agreement in place	Embedded	Reviewed/ updated and in Curriculum Handbook	Leadership : Walk throughs – Reading lessons – observe approaches
Collaboratively design reading units of work using LDAM (learning intent/ success criteria/ engagement and support including the use of high yield teaching strategies/ formative and summative assessment	Work in Progress	Fluency workshop – time to plan – adapted Learning Design planning template – Fluency Teaching and Learning Planner – including Creating opportunities for developing fluency and Engagement Norms PLC – Use learning Design template to design reading for meaning lessons – using PETAA PD Reading Comprehension	Observe lesson in practice PDP meetings in term 3 – view and discuss plans0 view documentation Share good practice at staff meetings
Educators will track and monitor student reading accuracy and fluency. Educators will assess student reading accuracy using DIBELS – 3 times a year. Effective use of SSO support time to support reading program and interventions	Work in progress	Developed Impact Canvas Fluency Improvement Plan including timeline for testing Monitoring students – Wave 1/ Wave 2 and Wave 3 (Tracking Wave 3 Intervention Programs) Using DIBELS data to support ROCs	Release class teachers to test early Term 3 (middle) Analyse data – identify students who need supports – Wave 2 and Wave 3) Plan appropriate interventions for acceleration
Educators will analyse NAPLAN/PAT/DIBELS Reading data, identify skills, strategies and understandings that high achieving students demonstrate and using teacher resources (PAT) and test questions – design learning tasks for whole class teaching	Work in progress	Staff meeting – using 2022 NAPLAN Reading – focus on what high achieving students can do – types of questions/ texts- design learning tasks using model DIBELS – identify students/ needs – check Wave 3 interventions – analyse effectiveness	Continue to analyse NAPLAN and PAT data DIBELS – analyse middle data – check that students are accessing Wave 3 Question – what does Wave 2 look like in the classroom

Goal 2: 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?**
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.
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.

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?**
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.
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.

Goal 1: Maintain and increase the number of students in the higher bands in Reading

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

Targets 2023: (2021) 45.45% - 20/44 students achieved HB in Year 3 – in 2023 as Year 5s target to maintain all students in HB and move 15% more into HB 60% of students in Year 5	Results towards targets: Click or tap here to enter text.

Challenge of Practice: **If we work in collaborative teams to explicitly design reading instruction with an understanding of the strategies and skills that high achieving students utilise, and implement effectively- using high yield pedagogies including reciprocal teaching, then we will increase our students higher band achievement.**	**Evidence -** has this made an impact? Click or tap here to enter text.
Success Criteria: **Students will understand the reading / writing learning cycle of deconstructing texts and construction of texts.** **Students will understand learning intent and success criteria.** **Students will peer and self assess using success criteria.** **Student will use metalinguistic language to articulate understanding of read text .** **Students will read for meaning and with fluency.** **Students will develop word recognition – phonological awareness, decoding and sight recognition** **Students will use a range of decoding strategies** **Students will increase word bank of sight recognition** **Students will use language comprehension to support reading for meaning – background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge** **Students will read from a variety of text types including multi modal and will be able to explain their features, similarities and differences.** **Students will use different comprehension strategies such as visualizing, questioning, predicting, clarifying, connecting and summarising to make sense of what they are reading and explain meaning to others when asked.** **Students will actively participate in reciprocal learning structure** **Students will be able to share their understandings in a variety of ways including oral presentations** **Students will engage in a rich reading learning approach which includes read alouds of variety of texts daily, a dialogic approach providing opportunities to share understandings and question and opportunities to expand effective use of vocabulary in context.** **Students will show growth against NAPLAN/ PAT data** **Students will be assessed three times a year – even intervals - DIBELS**	**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.

Goal 2: *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 2023:	**Results towards targets:**
Click or tap here to enter text.	*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.

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 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.