2022 - 2024

2023 School Improvement Plan for

Woodcroft Primary School – V2 08/02/23

Site Number:
1776

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:

At Woodcroft Primary School we inspire engaged, resilient and creative learners. We are driven by students and community for lifelong learning and wellbeing.

2022 - 2024
2023 School Improvement Plan for
Woodcroft Primary School – V2 08/02/23

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.

Government of South Australia
Department for Education

STEP 1 Analyse and Prioritise

Site name: Woodcroft Primary School – V2 08/02/23

Goal 1: Increase the number of students achieving and being retained in SEA and the higher bands Numeracy

ESR Directions:

1. **To improve student achievement, strengthen the efficacy of teacher pedagogy, assessment and the monitoring of school targets and challenge of practice to meet SIP success criteria.**
2. **To stretch the learning of all students, ensure that teachers consistently plan contemporary teaching approaches that focus on improved student outcomes being a key determinant of the process.**
3. **To address meaningful learning for all students, embed consistent high-level differentiated planning that uses all of the formative assessment cycle.**

Achievement towards Goal in 2022:	Target 2023:	2024:
30% of year 3 students (19 of 63) to achieve HB in NAPLAN numeracy (22.6% 2022 result) **25% of Year 5 students (18 of 70) to achieve HB in NAPLAN numeracy (16.9% 2022 result)**	30% of year 3 students (20 of 67) to achieve HB in NAPLAN numeracy 85% of year 3 students (57 of 67) to achieve SEA in NAPLAN numeracy 25% of Year 5 students (16 of 64) to achieve HB in NAPLAN numeracy 85% of Year 5 students (54 of 64) to achieve SEA in NAPLAN numeracy	Click or tap here to enter text.

STEP 2 Challenge of practice

Challenge of Practice:
If we engage students with problem solving through explicit instruction and constructive feedback, then students will be able to demonstrate their understanding of mathematical concepts.

STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):
Students will
- **action feedback provided**
- **set personal goals to support their numeracy improvement**
- **access a number of strategies to solve unfamiliar mathematical problems**
- **be engaged in mathematical thinking**
- **be able to articulate their reasoning**
- **use mathematical vocabulary and apply to conceptual knowledge**
- **have a growth mindset towards numeracy**

How and when will this be monitored, tracked and measured?
- Student observation, conversations and feedback - regularly
- Formative assessment practices – each term through moderation
- The DfE Unit plans and documented teacher programs – each term reviewed and evaluated as a year level team
- Big Ideas in Number tracking spreadsheet Term 1 and Term 3
- A-E grades – Term 2 and Term 4
- PAT M and NAPLAN results

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
Review and evaluate the Numeracy statement of practice and maths lesson structure process.	Term 1	Each teacher will model the maths lesson structure and provide feedback on the processes Each leader will support and conduct instructional rounds to observe teacher practices	• Numeracy reference group input • Audit of classroom use of lesson structure (instructional rounds)
Professional learning focussing on how to provide constructive feedback to students.	Term 1-4	Each teacher will show evidence of skill development in the provision of timely, actionable feedback to students regarding their progress against learning goals Each leader will lead and source professional learning in feedback strategies	• PD in feedback strategies and techniques • Examples of how to provide constructive feedback • HITS resources
Introduce Big Ideas in Number diagnostic testing and recording in all classrooms.	Term 1-2	Each teacher will use the Big Ideas in Number tools to diagnose misconceptions and set learning goals that provide individual stretch. Each leader will support data analysis and goal setting processes	• BIiN resource kit • PD in use of diagnostic tools • BIiN spreadsheet for each class
Moderation of agreed tasks including annotated feedback to share with parents.	Term 1 and Term 2	Each teacher will agreed moderation tasks to identify what learners know, understand and can do, prior to and during learning, and use this information to inform the teaching cycle. Provide parents feedback on student progress. Each leader will identify key elements of effective moderation and provide opportunities for staff to share examples of student work.	• Team moderation sessions • Work samples • Annotated feedback of work samples
Explicit teaching of problem solving strategies	Term 1-4	Each teacher will extend mathematical thinking through investigations that teach concepts, in a problem based developmentally appropriate manner. Each leader will lead and support professional learning in problem solving strategies.	• PD on instructional routines for teaching multiple problem solving strategies • Examples of problem solving strategies
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: Woodcroft Primary School – V2 08/02/23
Goal 2: Increase the number of students achieving and being retained in SEA and the higher bands Reading	**ESR Directions:** 1. To improve student achievement, strengthen the efficacy of teacher pedagogy, assessment and the monitoring of school targets and challenge of practice to meet SIP success criteria. 2. To stretch the learning of all students, ensure that teachers consistently plan contemporary teaching approaches that focus on improved student outcomes being a key determinant of the process. 3. To address meaningful learning for all students, embed consistent high-level differentiated planning that uses all of the formative assessment cycle.

Achievement towards Goal in 2022:	Target 2023:	2024:
45% of year 3 students (28 of 63) to achieve HB in NAPLAN reading (41.9% 2022 result) **30% of year 5 students (21 of 70) to achieve HB in NAPLAN reading (41.5% 2022 result)**	45% of year 3 students (30 of 67) to achieve HB in NAPLAN reading 90% of year 3 students (60 of 67) to achieve SEA in NAPLAN reading 45% of year 5 students (29 of 65) to achieve HB in NAPLAN reading 87% of year 5 students (57 of 65) to achieve SEA in NAPLAN reading	Click or tap here to enter text.

STEP 2 Challenge of practice

Challenge of Practice:
If we implement a consistent and explicit whole school approach to the teaching of reading we will see students who can encode and decode with increased fluency and a consequent improvement in comprehension of texts.

STEP 3 Plan actions for improvement

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

o **consistently recognise and reproduce with correct formation, phonemes up to level 7 of the WPS phonics scope and sequence by end of Foundation**
o **consistently recognise and reproduce with correct formation, phonemes up to level 11 of the WPS phonics scope and sequence by end of Year 1**
o **be able to implement COPS (editing strategy) in their writing**
o **have a growth mindset towards their writing**
o **set personal goals for reading and writing**
o **be able to form all single letters with correct size, starting point and formation**
o **produce different genres with the correct structure and text features**
o **be able to use vocabulary and concepts relating to the study of morphology and etymology**
o **use tier 2 and tier 3 vocabulary in describing learning across all learning areas**
o **be able to use specific vocabulary relating to the study of phonics**
• **(Criteria related to high frequency red and green words TBC)**

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

• Student observation, conversations and feedback – regularly
• Pedagogical leader observations of phonics instruction with immediate feedback
• The DfE Unit plans and documented teacher programs – each term reviewed and evaluated as a year level team
• Phonics assessment tracking - ongoing
• A-E grades – Term 2 and Term 4
• PAT R and NAPLAN Reading results
• Evidence of teacher feedback around use of COPS
• Use of decodable reader resources across individual classrooms

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

Assess student abilities in phonics knowledge utilising the WPS phonics assessment resources by all teaching staff.	Term 1	Each teacher will undertake phonics assessment of individual students, especially those in the lower bands of reading. Each leader will support data analysis and provision on ongoing PD and feedback to support the new assessment protocol	• WPS phonics assessment test • WPS phonics scope and sequence
Implementation of phonics instructional routine by Junior Primary staff according to WPS scope and sequence.	Term 1-4	Each junior primary teacher will adhere to the phonics instructional routine including daily use of power point resources Pedagogical leader will offer ongoing support in the classroom during roll out phase of instructional routine with immediate and relevant feedback	Instructional routine resources: • purple grapheme card boxes, • OG power points, • whiteboards and markers, • red and green high frequency word cards, • WPS phonics scope and sequence
Implementation of phonics instructional routines by Primary staff with identified at risk students according to WPS scope and sequence.	Term 1	Each primary teacher will utilise the phonics instructional routine to address identified gaps in phonics knowledge in their classroom Pedagogy leader will support phonics assessment process during term 1 and offer PD to identified SSO's to enable them to undertake assessments	Instructional routine resources: • purple grapheme card boxes, • OG power points, • whiteboards and markers, • red and green high frequency word cards, • WPS phonics scope and sequence
Utilisation of decodable reader sets to support phonics instruction by all teaching staff.	Term 1-4	. Each teacher will borrow decodable reader sets from the resource centre and set them up in the classroom for daily access	• Decodable reader sets • WPS phonics assessment test to monitor progress
Development of resources via the Literacy Reference Group for the explicit teaching of morphology using the DfE morphology scope and sequence.	Term 1 and 2	Literacy Reference Group will devise resources to support explicit morphology teaching Pedagogy leader will oversee creation of morphology resources and ensure they align with best practice theory.	• DfE morphology scope and sequence • Morphology flash cards • Morphology PowerPoints
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: Woodcroft Primary School – V2 08/02/23
Goal 3: Click or tap here to enter text.	**ESR Directions:** 1. To improve student achievement, strengthen the efficacy of teacher pedagogy, assessment and the monitoring of school targets and challenge of practice to meet SIP success criteria. 2. To stretch the learning of all students, ensure that teachers consistently plan contemporary teaching approaches that focus on improved student outcomes being a key determinant of the process. 3. To address meaningful learning for all students, embed consistent high-level differentiated planning that uses all of the formative assessment cycle.

Achievement towards Goal in 2022:	Target 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.

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.
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Click or tap here to enter text.	Click or tap here to enter text.	Each leader will… Each teacher will…	Click or tap here to enter text.

Completing steps 4 and 5

- Step 4 is about tracking, reflecting on and adjusting your actions. After careful planning, you need to act to improve your teaching and leadership practice.
- Step 5 is the review and evaluation process to determine the next steps for your school.

- Use the template regularly throughout the year to capture your Step 4 work (improve practice and monitor impact).
- Use the template in Term 4 of each year to capture Step 5 work (review and evaluate).

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

Government of South Australia
Department for Education

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

Goal 1: Increase the number of students achieving and being retained in SEA and the higher bands Numeracy

Student Success Criteria	● Yes	Evidence	

	⬤ Needs attention/work in progress ⬤ Not on track	**Are we improving student learning?** **How are we tracking against our student success criteria?**	**What are our next steps?** **Potential adjustments?**
Students will • **action feedback provided** • **set personal goals to support their numeracy improvement** • **access a number of strategies to solve unfamiliar mathematical problems** • **be engaged in mathematical thinking** • **be able to articulate their reasoning** • **use mathematical vocabulary and apply to conceptual knowledge** • **have a growth mindset towards numeracy**	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?**
Review and evaluate the Numeracy statement of practice and maths lesson structure process.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Professional learning focussing on how to provide constructive feedback to students.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Introduce Big Ideas in Number diagnostic testing and recording in all classrooms.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Moderation of agreed tasks including annotated feedback to share with parents.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Explicit teaching of problem solving strategies	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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

Goal 2: Increase the number of students achieving and being retained in SEA and the higher bands Reading

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; ○ **consistently recognise and reproduce with correct formation, phonemes up to level 7 of the WPS phonics scope and sequence by end of Foundation** ○ **consistently recognise and reproduce with correct formation, phonemes up to level 11 of the WPS phonics scope and sequence by end of Year 1** ○ **be able to implement COPS (editing strategy) in their writing** ○ **have a growth mindset towards their writing** ○ **set personal goals for reading and writing** ○ **be able to form all single letters with correct size, starting point and formation** ○ **produce different genres with the correct structure and text features** ○ **be able to use vocabulary and concepts relating to the study of morphology and etymology** ○ **use tier 2 and tier 3 vocabulary in describing learning across all learning areas** ○ **be able to use specific vocabulary relating to the study of phonics** • **(Criteria related to high frequency red and green words TBC)**	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	Evidence Are we doing what we said we would do?	What are our next steps?

	🔴 Not on track	Are we improving student learning? How do we know which actions have been effective?	Potential adjustments?
Assess student abilities in phonics knowledge utilising the WPS phonics assessment resources by all teaching staff.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Implementation of phonics instructional routine by Junior Primary staff according to WPS scope and sequence.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Implementation of phonics instructional routines by Primary staff with identified at risk students according to WPS scope and sequence.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Utilisation of decodable reader sets to support phonics instruction by all teaching staff.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Development of resources via the Literacy Reference Group for the explicit teaching of morphology using the DfE morphology scope and sequence.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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

Goal 3: Click or tap here to enter text.

Student Success Criteria	🟢 Yes 🟡 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?
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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

Goal 1: Increase the number of students achieving and being retained in SEA and the higher bands Numeracy

Targets 2023: 30% of year 3 students (20 of 67) to achieve HB in NAPLAN numeracy 85% of year 3 students (57 of 67) to achieve SEA in NAPLAN numeracy 25% of Year 5 students (16 of 64) to achieve HB in NAPLAN numeracy 85% of Year 5 students (54 of 64) to achieve SEA in NAPLAN numeracy	**Results towards targets:** Click or tap here to enter text.
Challenge of Practice: If we engage students with problem solving through explicit instruction and constructive feedback, then students will be able to demonstrate their understanding of mathematical concepts.	**Evidence - has this made an impact?** Click or tap here to enter text.
Success Criteria: **Students will** • **action feedback provided** • **set personal goals to support their numeracy improvement** • **access a number of strategies to solve unfamiliar mathematical problems** • **be engaged in mathematical thinking** • **be able to articulate their reasoning** • **use mathematical vocabulary and apply to conceptual knowledge** • **have a growth mindset towards numeracy**	**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 number of students achieving and being retained in SEA and the higher bands Reading

Targets 2023: 45% of year 3 students (30 of 67) to achieve HB in NAPLAN reading 90% of year 3 students (60 of 67) to achieve SEA in NAPLAN reading 45% of year 5 students (29 of 65) to achieve HB in NAPLAN reading 87% of year 5 students (57 of 65) to achieve SEA in NAPLAN reading	**Results towards targets:** Click or tap here to enter text.
Challenge of Practice: **If we implement a consistent and explicit whole school approach to the teaching of reading we will see students who can encode and decode with increased fluency and a consequent improvement in comprehension of texts.**	**Evidence - has this made an impact?** Click or tap here to enter text.
Success Criteria: **Students will;** ○ **consistently recognise and reproduce with correct formation, phonemes up to level 7 of the WPS phonics scope and sequence by end of Foundation** ○ **consistently recognise and reproduce with correct formation, phonemes up to level 11 of the WPS phonics scope and sequence by end of Year 1** ○ **be able to implement COPS (editing strategy) in their writing** ○ **have a growth mindset towards their writing** ○ **set personal goals for reading and writing** ○ **be able to form all single letters with correct size, starting point and formation** ○ **produce different genres with the correct structure and text features** ○ **be able to use vocabulary and concepts relating to the study of morphology and etymology** ○ **use tier 2 and tier 3 vocabulary in describing learning across all learning areas** ○ **be able to use specific vocabulary relating to the study of phonics** ● **(Criteria related to high frequency red and green words TBC)**	**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 3: Click or tap here to enter text.

Targets 2023:	**Results towards targets:**
Click or tap here to enter text.	Click or tap here to enter text.
Challenge of Practice:	**Evidence -** has this made an impact?
Click or tap here to enter text.	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.