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| Site Number:  0689 |

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| **2022 - 2024**  **School Improvement Plan for**  **HAMPSTEAD PRIMARY SCHOOL** |

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| **Vision Statement:**  *Care, Respect, Personal Growth*  Powerful, self – directed learners who belong, believe and succeed. |





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| **2022 – 2024**  **School Improvement Plan for**  **HAMPSTEAD 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](https://edi.sa.edu.au/educating/school-improvement/about-school-improvement/planning-templates-and-resources) 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.

For further information and advice, contact:

Review, Improvement and Accountability

Phone: 8226 1284

education.RIA@sa.gov.au

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| Icon  Description automatically generatedSTEP 1 Analyse and Prioritise | | | Site name: HAMPSTEAD PRIMARY SCHOOL | | | |
| Goal 1: Maths – To increase student achievement and growth in Mathematics with a focus on number and place value. | | | **ESR Directions:**  **Direction 1** Embed the established improvement cycle processes and structures in reading comprehension and transfer and utilise this model into other curriculum areas.  **Direction 2** Provide stretch and challenge for all students across curriculum areas by building staff and student capacity to utilise the critical and creative thinking continuum in their planning.  **Direction 3** Build staff and student capacity to engage all students in analysing their assessment data to set learning goals and monitor their progress. | | | |
| Target 2022:  Year 3-5 | **2023:**  **4-6** | | | **2024:**  Click or tap here to enter text. | | |
| A picture containing sword  Description automatically generated STEP 2 Challenge of practice | | | | | | |
| Challenge of Practice:     We will develop and implement a shared pedagogical approach to the explicit teaching and consistency of agreed practices led by formative and summative assessment. | | | | | | |
| Student Success Criteria (what students know, do, and understand):  Through the termly analysis of agreed assessment tools (e.g. common assessment tasks), student work samples and pre/post evaluations from PLT cycles (student heat map/data collection), more students, including a focus on Aboriginal students, will demonstrate their ability to: understand place value and solve challenge problems involving the 4 operations. | | | | | | |
| A picture containing text  Description automatically generated STEP 3 Plan actions for improvement | | | | | | |
| Actions | **Timeline** | **Roles & Responsibilities** | | | | **Resources** |
| All teachers will implement a consistent weekly structure with a focus on:   * Daily warm up / mental routine * Challenge tasks * Explicit teaching * Daily reflection | Term 1, Week 3,6,9  \*\*Term 2/3 Week 3,6,9  \*\*Term 4, Week 3, 6 | **\*TEACHERS: attend meetings (year level, PLC, PD)**  **\*SITE LEADER/NUMERACY LEAD TEAM/COACH: identify key resources to work with teachers**  **\*NUMERACY COACH: attend meetings and jointly plan/assess/interpret data with teachers. Twice per term (refer Gantt Chart)**  **\*AET AND INCLUSIVE ED. TEACHER: Work in classes to support weekly structure and identified students**  **\*PIT TEAMS: Monitoring and review action (Step 4/5 processes)**  **\*CURRICULUM CHAMPION: provides clarity and advice on the specific layers of planning (yearly termly and teacher layer)** | | | | Literacy &Numeracy First Funding -employ numeracy coach (allocate~$14,000)\*  Literacy Numeracy First Paper and Guidebooks  Maths Scope & Sequence, Numeracy Progressions and Units of Work |
| All teachers and students will utilise diagnostic assessment data to:   * identify individual student learning goals * provide students with ongoing formative assessment and feedback to improve their mathematics, including student-student, student-teacher, teacher-student * respond to learner needs based on formative assessment and understanding of misconceptions and mathematical mindsets * to track and monitor growth against targets | Term 1, Weeks 1-4  Term 2, Week 3,6,9  Term 3, Week 3,6, 9  \*pending review of Term 2 | **\*TEACHERS:- Reception, Year 1, 2 will administer the BIiN assessment**  **- will administer the Place Value/multiplicative thinking assessment by Week 3 Term 1 and Week 3 Term 3.   - will support students to set personal goals in number and place value based on assessment.**  **- will use PAT M analysis to guide their planning   - will use the on line assessment tool Essential Assessment as a formative assessment measure – years 3-7 termly, Years R-2 twice per year.**  **\*MATHS PRIORITY IMPROVEMENT TEAM: Monitor and review twice per term**  **\*AET & INCLUSIVE ED.: Work in classes to support goal setting, feedback, tracking, monitoring and learner needs (for identified students), documented in One Plans**  **\*CURRICULUM CHAMPION: Support teachers to highlight or unpack use of formative and summative assessment practices within Units of work**  **\*STUDENTS PILLARS: Engage in peer processes unpacking analysis of data** | | | | Whole school pedagogical agreement 2021  Numeracy Coach 2 x staff meetings per term  In class support once per term  Numeracy Learning Progressions\*  Numeracy Guide Book (Number focus)\*  Big Ideas in Number |
| All teachers will reflect, review and improve current teaching practices through planning and implementing Teaching Sprint Cycles focused on:   * high impact teaching strategies underpinned by whole school pedagogical agreement | Term 2/3  Prepare: Week 2  Sprint: Week 3-7  Review: Week 8 Embed (Week tba) | **\*TEACHERS: Use the SPRINT process to focus on selected strategies to trial. Analyse pre and post data focused on the success of introduced teaching strategies.**  **\*PLT PILLARS: Facilitate groups processes, including check-ins, that support teachers to identify, trial and evaluate targeted practice.**  **\*LEADERSHIP PLT: Observations and feedback at least twice per term. Share observations and provide feedback. \*STUDENTS PILLARS: Engage in peer discussions that build shared connections to implemented strategies** | | | | High Impact Teaching Strategies from Numeracy Guidebook, Best Advice Paper & Numeracy Coach  Staff meetings week 1 and week 6 term 2 and 3.  Students As Researchers Workshop |
| All teachers will identify students for intervention in number and place value and use the agreed intervention strategies in Quicksmart and Big Ideas in Number to support student learning | Term 1 training Ongoing term 1-4 | **\*TEACHERS & SSOs: Quicksmart intervention for identified students in years 3,4 and 5. Teachers use one minute maths test for identifying targeted students.**  **BIiN intervention for identified students in R-2** | | | | Quicksmart implementation – 3 hours per day x 3 days – SSO hours -Renew the license for Quicksmart. $1950. - Back to Front Maths resources. Place Value Fixing misconceptions, addition and subtraction, multiplication and division $59.95 x 3 x 3 (one per wing) = $540 - BIN – guided by Numeracy coach |
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| Goal 1: Maths – To increase student achievement and growth in Mathematics with a focus on number and place value. | | | | | | |
| A picture containing text, clipart  Description automatically generated 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 | **Evidence**  **Are we improving student learning?**  **How are we tracking against our student success criteria?** | | | **What are our next steps?  Potential adjustments?** | |
|  | Needs attention/work in progress |  | | |  | |
|  | Not on track |  | | |  | |
| Through the termly analysis of agreed assessment tools (e.g. common assessment tasks), student work samples and pre/post evaluations from PLT cycles (student heat map/data collection), more students, including a focus on Aboriginal students, will demonstrate their ability to: understand place value and solve challenge problems involving the 4 operations. | Click or tap here to enter text. | Click or tap here to enter text. | | | Click or tap here to enter text. | |
| Actions | 90% embedded | **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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| All teachers will implement a consistent weekly structure with a focus on:   * Daily warm up / mental routine * Challenge tasks * Explicit teaching * Daily reflection | Click or tap here to enter text. | Click or tap here to enter text. | | | Click or tap here to enter text. | |
| All teachers and students will utilise diagnostic assessment data to:   * identify individual student learning goals * provide students with ongoing formative assessment and feedback to improve their mathematics, including student-student, student-teacher, teacher-student * respond to learner needs based on formative assessment and understanding of misconceptions and mathematical mindsets * to track and monitor growth against targets | Click or tap here to enter text. | Click or tap here to enter text. | | | **Incubate: provide targeted support through coaching/mentoring, professional learning, resource development and performance development as follows:\* professional learning with all staff** | |
| All teachers will reflect, review and improve current teaching practices through planning and implementing Teaching Sprint Cycles focused on:   * high impact teaching strategies underpinned by whole school pedagogical agreement | 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 1: Maths – To increase student achievement and growth in Mathematics with a focus on number and place value. | |
| Icon  Description automatically generated 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:  Year 3-5 | **Results towards targets:**  **Click or tap here to enter text.** |
| SIP Template 2022-2024     We will develop and implement a shared pedagogical approach to the explicit teaching and consistency of agreed practices led by formative and summative assessment. | **Evidence -** has this made an impact?  **Click or tap here to enter text.** |
| Success Criteria­:  Through the termly analysis of agreed assessment tools (e.g. common assessment tasks), student work samples and pre/post evaluations from PLT cycles (student heat map/data collection), more students, including a focus on Aboriginal students, will demonstrate their ability to: understand place value and solve challenge problems involving the 4 operations. | **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. | |

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| Icon  Description automatically generatedSTEP 1 Analyse and Prioritise | | | | | | |
| Goal 2: To increase students achievement and growth in reading with a focus on interpreting . | | | **ESR Directions:**  **Direction 1** Embed the established improvement cycle processes and structures in reading comprehension and transfer and utilise this model into other curriculum areas.  **Direction 2** Provide stretch and challenge for all students across curriculum areas by building staff and student capacity to utilise the critical and creative thinking continuum in their planning.  **Direction 3** Build staff and student capacity to engage all students in analysing their assessment data to set learning goals and monitor their progress. | | | |
| Target 2022:  Year 1 – At least 60% of students will reach SEA (28/40) in the year 1 phonics screening in 2022.  JP – At least 80% of students will be proficient in the substituting words and syllable section of the Heggerty Assessment by the end of the 2022.  Year 3-6 – At least 70% of students will reach SEA in PAT-R with growth in interpreting. | **2023:**  Click or tap here to enter text. | | | **2024:**  Click or tap here to enter text. | | |
| A picture containing sword  Description automatically generated STEP 2 Challenge of practice | | | | | | |
| Challenge of Practice:  We will strengthen and embed our Pedagogical Agreement (Reading) using teaching strategies that build comprehension, incorporating oral language and application across the curriculum. | | | | | | |
| Student Success Criteria (what students know, do, and understand):    Refer to following examples for more specificity of success criteria …  Through the termly analysis of agreed assessment tools (e.g. common assessment tasks), student work samples and pre/post evaluations from PLT cycles (student heat map/data collection), more students, including a focus on Aboriginal students, will demonstrate their ability to:  R-2:  • Students demonstrate their knowledge of Tier 1, 2 and 3 words  • Students by the end of Year 2 are able to decode, blend and segment words using 44 phonemes and 72 graphemes  • Students are able to read decodable readers and progress to non-decodable readers  3-6:  • Students demonstrate their understanding of Tier 1, 2, and 3 Vocabulary (Tier 2 and 3)  • Students demonstrate their ability to retrieve directly stated information when there is competing information or across a variety of textual sources (print, digital, media, graphs, data)  • Students infer meaning by critically analysing and evaluating a broad range of text types (genre, fiction, nonfiction and digital) | | | | | | |
| A picture containing text  Description automatically generated STEP 3 Plan actions for improvement | | | | | | |
| Actions | **Timeline** | **Roles & Responsibilities** | | | | **Resources** |
| All teachers will develop a comprehensive understanding and knowledge of the Simple View of Reading Research and Big 6 of Reading (Phonics, Oral Language & Comprehension) | Term 2, Week 1 | **\*TEACHERS R-2: Will implement the Simple View of Reading research to inform pedagogy as part of daily practice. Will implement and embed synthetic phonics approach with support from LGU.**  **\*TEACHERS 3-6: Will implement the Simple View of Reading research to inform pedagogy as part of daily practice. Directly teach vocabulary (tier 2 & 3) and background knowledge as an essential in the acquisition of reading/language comprehension skills.** | | | | Use Literacy Progressions – Comprehension (includes Vocab, and aligned to Simple View of Reading Research).  Best Advice paper  The Big 6 components of reading article: <https://edi.sa.edu.au/library/document-library/curriculum-and-learning/strategic-design/best-advice-series/decd-best-advice-1-0-the-big-six-components-of-reading.pdf>  Key text you might like to consider: The Reading Comprehension Blue Print  LGU Coach Resource – PD for Simple View of Reading Research, & selection of synthentic phonics approach |
| All teachers develop a comprehensive understanding of the AC 3 strands of English to inform whole school consistent curriculum planning and effective reading across the curriculum | Term 1 & 2, PFD March 11th, 10th June, & post- Curriculum Masterclass weeks | **\*TEACHERS: Explicitly include Scope and Sequence related to reading in the class year curriculum plan. Use the scope and sequence to develop units of work and routine learning to explicitly teach reading comprehension. Develop units of work that clearly identify the sequence of learning.**  **\*LITERACY PRIORITY IMPROVEMENT TEAM: team monitor and review twice per term, with support from Leadership.**  **\*CURRICULUM CHAMPION to provide advice and support regarding curriculum resources and planning, attend masterclasses** | | | | Literacy Progressions |
| All teachers utilise diagnostic assessment data to:   * identify individual reading goals for every student * provide students with ongoing formative assessment and feedback to improve their reading * respond to learner needs based on formative assessment applying quality differentiated teaching practices (underpinned by the Simple View of Reading Research and Guidebook Reading Strategies) | Students review and reset personal goals at least twice per term, 5 & 10.  By Week 5 & 10 , each term | **\*TEACHERS: will ensure R-1 students review and reset reading goals**  **Students Year 2-6 self review. Teachers differentiate learning opportunities, providing support and challenge to meet learner needs. This will include using strategies from Simple View of Reading Research and Guidebooks.**  **\*LITERACY PRIORITY IMPROVEMENT TEAM: team monitor and review twice per term.**  **\*LEADERSHIP: to undertake observations and discussions with students at least twice termly.** | | | | DeepeningFormative Assessment Strategies/References in the Literacy Guidebooks  Some others:  The skill, will and thrill of reading comprehension (YouTube, 1 hours 12 minutes)  [Reading comprehension – essential steps before, during and after text reading course (plink)](https://www.plink.sa.edu.au/pages/description.jsf?menuId=1108#/users/@self/catalogues/11185801/courses/11269976/description) |
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| Goal 2: To increase students achievement and growth in reading with a focus on interpreting . | | | | | | |
| A picture containing text, clipart  Description automatically generated 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 | **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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| Refer to following examples for more specificity of success criteria …  Through the termly analysis of agreed assessment tools (e.g. common assessment tasks), student work samples and pre/post evaluations from PLT cycles (student heat map/data collection), more students, including a focus on Aboriginal students, will demonstrate their ability to:  R-2:  • Students demonstrate their knowledge of Tier 1, 2 and 3 words  • Students by the end of Year 2 are able to decode, blend and segment words using 44 phonemes and 72 graphemes  • Students are able to read decodable readers and progress to non-decodable readers  3-6:  • Students demonstrate their understanding of Tier 1, 2, and 3 Vocabulary (Tier 2 and 3)  • Students demonstrate their ability to retrieve directly stated information when there is competing information or across a variety of textual sources (print, digital, media, graphs, data)  • Students infer meaning by critically analysing and evaluating a broad range of text types (genre, fiction, nonfiction and digital) | 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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| Challenge of Practice:  We will strengthen and embed our Pedagogical Agreement (Reading) using teaching strategies that build comprehension, incorporating oral language and application across the curriculum. | **Evidence -** has this made an impact?  **Click or tap here to enter text.** |
| Success Criteria ­­– did we improve student learning?    Refer to following examples for more specificity of success criteria …  Through the termly analysis of agreed assessment tools (e.g. common assessment tasks), student work samples and pre/post evaluations from PLT cycles (student heat map/data collection), more students, including a focus on Aboriginal students, will demonstrate their ability to:  R-2:  • Students demonstrate their knowledge of Tier 1, 2 and 3 words  • Students by the end of Year 2 are able to decode, blend and segment words using 44 phonemes and 72 graphemes  • Students are able to read decodable readers and progress to non-decodable readers  3-6:  • Students demonstrate their understanding of Tier 1, 2, and 3 Vocabulary (Tier 2 and 3)  • Students demonstrate their ability to retrieve directly stated information when there is competing information or across a variety of textual sources (print, digital, media, graphs, data)  • Students infer meaning by critically analysing and evaluating a broad range of text types (genre, fiction, nonfiction and digital) | **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. | |
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| Icon  Description automatically generatedSTEP 1 Analyse and Prioritise | | | | | | |
| Goal 3: Learning through Inquiry Incubate | | | **ESR Directions:**  **Direction 1** Embed the established improvement cycle processes and structures in reading comprehension and transfer and utilise this model into other curriculum areas.  **Direction 2** Provide stretch and challenge for all students across curriculum areas by building staff and student capacity to utilise the critical and creative thinking continuum in their planning.  **Direction 3** Build staff and student capacity to engage all students in analysing their assessment data to set learning goals and monitor their progress. | | | |
| Target 2022:  Click or tap here to enter text. | **2023:**  Click or tap here to enter text. | | | **2024:**  Click or tap here to enter text. | | |
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| Student Success Criteria (what students know, do, and understand):  Click or tap here to enter text. | | | | | | |
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| Actions | **Timeline** | **Roles & Responsibilities** | | | | **Resources** |
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| Goal 3: Learning through Inquiry Incubate | | | | | | |
| A picture containing text, clipart  Description automatically generated 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 | **Evidence**  **Are we improving student learning?**  **How are we tracking against our student success criteria?** | | | **What are our next steps?  Potential adjustments?** | |
| Needs attention/work in progress |
| Not on track |
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| Goal 3: Learning through Inquiry Incubate | |
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| Targets 2022:  Click or tap here to enter text. | **Results towards targets:**  **Click or tap here to enter text.** |
| SIP Template 2022-2024  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?  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. | |