

2022 - 2024

Site Number:
0327

School Improvement Plan for Paracombe Primary and Preschool



Vision Statement:

Paracombe P-6 School: Through Community We Thrive.

At Paracombe we collaboratively provide a solid foundation where students are supported to actively learn, thrive, and be respectful, innovative risk takers.

Our mission is to creatively maximise resources to personalise a success pathway for every student; incorporating Now, New, Next.



Government of South Australia
Department for Education

2022 – 2024

School Improvement Plan for Paracombe Primary and Preschool

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.

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









Government of South Australia
Department for Education

 STEP 1 Analyse and Prioritise		Site name: Paracombe Primary and Preschool	
Goal 1: Students will demonstrate mastery of <i>mathematical skills</i> when they are able to articulate and transfer learning to new situations at standard with increasing achievement in the higher bands and grades.		ESR Directions: Direction 1 <ul style="list-style-type: none"> Continue to use improvement planning processes that build staff capacity to improve teaching practice and implement the high-impact strategies that strengthen the impact on student learning. Direction 2 <ul style="list-style-type: none"> Support students to assess and improve their progress through developing greater clarity of success criteria, quality task design and providing effective feedback. 	
Target 2022: A-E Targets: 2022 <ul style="list-style-type: none"> - 50% (4/8) of Year 1 students to achieve B or better in Mathematics for their end of year report - 50% (3/6) of Year 2 students to achieve B or better in Mathematics for their end of year report - 33% (2/6) of Year 3 students to achieve B or better in Mathematics for their end of year report - 22% (2/9) of Year 4 students to achieve B or better in Mathematics for their end of year report - 40% (2/5) of Year 5 students to achieve B or better in Mathematics for their end of year report - 33% (2/6) of Year 6 students to achieve B or better in Mathematics for their end of year report - - Year 3 100% achieve C or higher, 2HB Naplan - Year 5 80% achieve C or higher, 4HB Naplan <p>Students will know the success criteria and their steps for achieving an A/B</p>	2023: Year 2 – Year 4 Students will know the success criteria and their steps for achieving an A/B	2024: Year 1 – Year 3 Students will know the success criteria and their steps for achieving an A/B	
 STEP 2 Challenge of practice			
Challenge of Practice: If we design and implement learning that models and provides opportunities to use visuals, manipulatives and participation in mathematical discussions; ensuring students understand number patterns and mathematical concepts to mastery, then students will be able to transfer learning to unfamiliar contexts and achieve in the higher bands.			
Student Success Criteria (what students know, do, and understand): <ul style="list-style-type: none"> In book looks, walkthroughs and collaborative review it is observed that: Students use visual representations when problem solving. Students increasingly use correct mathematical language when they explain their learning. Students use more complexity and depth in number talks. Students verbalise the strategies they use to support complex thinking. Students articulate patterns and generalisations. 			

STEP 3 Plan actions for improvement			
Actions	Timeline	Roles & Responsibilities	Resources
Teachers will design learning using the DfE resources that breaks down larger, complex learning goals into smaller steps with clearly defined success criteria.	Week 4 & 8 2022	Teachers will document and share planning using DfE templates where practicable unless collaborative development of shared templates provides greater clarity and involvement. Leaders will: prompt and promote the use of DfE resources – providing meeting time twice per term to collaboratively define top 5 for Success Criteria	Planning days
Teachers will ensure students work through the content in sequential order, supporting mastery learning; building student capacity to self-assess and monitor progress.	Twice per terms 1-3	Teachers will schedule booklooks and peer observations to gain evidence to support next step planning to support mastery. Leaders will: <ul style="list-style-type: none"> - develop teachers consistent understanding of mastery learning. - check in on 4 students' work per week and engage teacher in next step curriculum commentary referenced to scope and sequence and programming notes. 	DfE resources
Teachers will use number talks to emphasise the connections between facts, procedures and concepts <ul style="list-style-type: none"> • teaching students to consider different strategies and choose between them • building on students' fast thinking, intuition and informal understandings • teaching students to recognise and use mathematical structure. 	Termly with SSO/tchr planning meeting once per term	Each term shared staff meeting to establish core mathematical skills referenced to scope and sequence. Students trained in scaffolded talk protocols. Leader will: Provide access to Partnership Number talk compilations and engage curriculum lead to support orientation. SSO's will: encourage students to talk through their thinking and informal understandings – checking in with teacher to affirm strategies and mathematical structures referenced to success criteria	Shared text – scope and sequence Staff Meeting PD time – Curriculum lead support
Leaders will plan for and support staff teams to work collaboratively within and across sites to: <ul style="list-style-type: none"> - Engage in peer moderation of delivery, engagement and learning artefacts to evidence the success of our learning design and instruction 	PPS & GPS principals to meet in Week 4 to plan forward	<ul style="list-style-type: none"> • One shared staff meeting per term • 8 x ½ day TRT x 4 teachers; JP, MP, UP, STEM (one at each school) • Shared text: Van de Walle – reference Thinking Maths training • MP/UP – Use units of work to guide shared assessments and moderation • STEM – critical thinking continuum proficiencies – problem solving and reasoning language • Identify R-6 consistent terminology/language Big Ideas –progress through proficiencies at level of schooling • Number talks common sentence starters • Peer Support – teach the same lesson (during ½ day?) reflect and refine, student feedback share progress through unit – site based observation and questioning 	Van De Walle texts for each educator
Leaders will provide training time P-6 through ORBIS to provide for a consistent knowledge base to support pedagogical decisions.	Involvement in EY Orbis Pilot project 2022	<ul style="list-style-type: none"> • In the Early Years: build educator knowledge by accessing Orbis training to enable them to develop common assessments and units of work in from the Scope and Sequence and Van De Walle text • (MP teacher at GPS to also participate in Orbis learning) 	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: Students will demonstrate mastery of <i>mathematical skills</i> when they are able to articulate and transfer learning to new situations at standard with increasing achievement in the higher bands and grades.			


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?
<ul style="list-style-type: none"> In book looks, walkthroughs and collaborative review it is observed that: Students use visual representations when problem solving. Students increasingly use correct mathematical language when they explain their learning. Students use more complexity and depth in number talks. Students verbalise the strategies they use to support complex thinking. Students articulate patterns and generalisations. 	Click or tap here to enter text.	Book looks, walkthroughs, student articulation of mastery learning goals. Moderated artefacts	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 design learning using the DfE resources that breaks down larger, complex learning goals into smaller steps with clearly defined success criteria.	Click or tap here to enter text.	DfE resources referenced to support remote learning	Click or tap here to enter text.
Teachers will ensure students work through the content in sequential order, supporting mastery learning; building student capacity to self-assess and monitor progress.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will use number talks to emphasise the connections between facts, procedures and concepts <ul style="list-style-type: none"> teaching students to consider different strategies and choose between them building on students' fast thinking, intuition and informal understandings teaching students to recognise and use mathematical structure. 	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Leaders will plan for and support staff teams to work collaboratively within and across sites to: <ul style="list-style-type: none"> Engage in peer moderation of delivery, engagement and learning artefacts to evidence the success of our learning design and instruction 	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Leaders will provide training time P-6 through ORBIS to provide for a consistent knowledge base to support pedagogical decisions.	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: Students will demonstrate mastery of *mathematical skills* when they are able to articulate and transfer learning to new situations at standard with increasing achievement in the higher bands and grades.



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:

A-E Targets: 2022

- 50% (4/8) of Year 1 students to achieve B or better in Mathematics for their end of year report
- 50% (3/6) of Year 2 students to achieve B or better in Mathematics for their end of year report
- 33% (2/6) of Year 3 students to achieve B or better in Mathematics for their end of year report
- 22% (2/9) of Year 4 students to achieve B or better in Mathematics for their end of year report
- 40% (2/5) of Year 5 students to achieve B or better in Mathematics for their end of year report
- 33% (2/6) of Year 6 students to achieve B or better in Mathematics for their end of year report
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- Year 3 100% achieve C or higher, 2HB Naplan
- Year 5 80% achieve C or higher, 4HB Naplan

Students will know the success criteria and their steps for achieving an A/B

SIP Template 2022-2024

If we design and implement learning that models and provides opportunities to use visuals, manipulatives and participation in mathematical discussions; ensuring students understand number patterns and mathematical concepts to mastery, then students will be able to transfer learning to unfamiliar contexts and achieve in the higher bands.

Results towards targets:

Click or tap here to enter text.

Evidence - has this made an impact?

Click or tap here to enter text.

Success Criteria:

- In book looks, walkthroughs and collaborative review it is observed that:
- Students use visual representations when problem solving.
- Students increasingly use correct mathematical language when they explain their learning.
- Students use more complexity and depth in number talks.
- Students verbalise the strategies they use to support complex thinking.
- Students articulate patterns and generalisations.

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		
Goal 2: Increase achievement in higher grades in English with a particular emphasis on writing and reading as referenced to the literature strand and Scope and Sequence.		ESR Directions: Direction 1 <ul style="list-style-type: none"> Continue to use improvement planning processes that build staff capacity to improve teaching practice and implement the high-impact strategies that strengthen the impact on student learning. Direction 2 <ul style="list-style-type: none"> Support students to assess and improve their progress through developing greater clarity of success criteria, quality task design and providing effective feedback.
Target 2022: 100% Year One Phonic Check to achieve SEA or better. <ul style="list-style-type: none"> 50% (5/8) of Year 1 students to achieve B or better in English for their end of year report 50% (2/6) of Year 2 students to achieve B or better in English for their end of year report 33% (2/7) of Year 3 students to achieve B or better in English for their end of year report 22% (2/9) of Year 4 students to achieve B or better in English for their end of year report 40% (3/5) of Year 5 students to achieve B or better in English for their end of year report 66% (4/6) of Year 6 students to achieve C or better in English for their end of year report Year 3 100% achieve C or higher, 2HB Naplan Year 5 80% achieve C or higher, 4HB Naplan 	2023: Click or tap here to enter text.	2024: Click or tap here to enter text.
 STEP 2 Challenge of practice		
Challenge of Practice: If we explicitly design and teach learning that examines texts using rich literature and implementing the literature strand to connect reading and writing and support students to talk about and discuss their learning then we will increase achievement in the higher grades of English		
Student Success Criteria (what students know, do, and understand):		
Students can explain: <ul style="list-style-type: none"> their deliberate language choices in oral and written texts connections with texts they have heard or read their preferences using everyday – topic specific vocabulary, using other texts as comparisons. 		
 STEP 3 Plan actions for improvement		



Actions	Timeline	Roles & Responsibilities	Resources
Leaders will observe the balance of teacher and student talk in the classroom and highlight strategies to extend student learning talk through PD (focus on metacognition)	Week 5 each term	Leaders will structure walkthroughs and observations to provide feedback and recognition of increasing student learning talk. Leaders will utilise Principal consultant/curriculum lead to provide PD input Teachers will be asked to review SWIVL footage to monitor their own interactions	Click or tap here to enter text.
Teachers will design learning using the DfE English resources that breaks down larger, complex learning goals into smaller steps with clearly defined success criteria.	Click or tap here to enter text.	Teachers will reference scope and sequence and DfE resources in programming documents. Teachers will provide SSO instruction on next steps and current success criteria SSOs will support the practise of incremental steps to mastery	Click or tap here to enter text.
Teachers will model and incorporate scaffolded and structured student talk around literature and factual texts that allow students to monitor their responses orally, in journals and through writing tasks	Click or tap here to enter text.	Current text for instruction is evident in each class with shared staff meetings providing input – teachers to share artefacts of oral responses journals and writing tasks.	Click or tap here to enter text.
Teachers will continue to build learning area knowledge and understanding to provide explicit feedback to students.	Click or tap here to enter text.	Leader will engage with Brightpath Project Officer to deepen staff knowledge of steps to build student talk around writing planning. Teachers will provide explicit student feedback to deepen student knowledge and understanding.	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 2: Increase achievement in higher grades in English with a particular emphasis on writing and reading as referenced to the literature strand and Scope and Sequence.



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 can explain: <ul style="list-style-type: none"> - their deliberate language choices in oral and written texts - connections with texts they have heard or read - their preferences using everyday – topic specific vocabulary, using other texts as comparisons. 	Click or tap here to enter text.	Students can explain: <ul style="list-style-type: none"> - their deliberate language choices in oral and written texts - connections with texts they have heard or read - their preferences using everyday – topic specific vocabulary, using other texts as comparisons.
Actions	90% embedded	Evidence	

	 Needs attention/work in progress  Not on track	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?
	Leaders will observe the balance of teacher and student talk in the classroom and highlight strategies to extend student learning talk through PD (focus on metacognition)	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will design learning using the DfE English resources that breaks down larger, complex learning goals into smaller steps with clearly defined success criteria.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will model and incorporate scaffolded and structured student talk around literature and factual texts that allow students to monitor their responses orally, in journals and through writing tasks	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will continue to build learning area knowledge and understanding to provide explicit feedback to students.	Brightpath	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 2: Increase achievement in higher grades in English with a particular emphasis on writing and reading as referenced to the literature strand and Scope and Sequence.



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% Year One Phonic Check to achieve SEA or better.




- 50% (5/8) of Year 1 students to achieve B or better in English for their end of year report
- 50% (2/6) of Year 2 students to achieve B or better in English for their end of year report
- 33% (2/7) of Year 3 students to achieve B or better in English for their end of year report
- 22% (2/9) of Year 4 students to achieve B or better in English for their end of year report
- 40% (3/5) of Year 5 students to achieve B or better in English for their end of year report

Results towards targets:

Click or tap here to enter text.

<ul style="list-style-type: none"> - 66% (4/6) of Year 6 students to achieve C or better in English for their end of year report - Year 3 100% achieve C or higher, 2HB Naplan - Year 5 80% achieve C or higher, 4HB Naplan 	
<p>Challenge of Practice: If we explicitly design and teach learning that examines texts using rich literature and implementing the literature strand to connect reading and writing and support students to talk about and discuss their learning then we will increase achievement in the higher grades of English</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria – did we improve student learning?</p> <p>Students can explain:</p> <ul style="list-style-type: none"> - their deliberate language choices in oral and written texts - connections with texts they have heard or read - their preferences using everyday – topic specific vocabulary, using other texts as comparisons. 	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>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.</p>	
<p>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.</p>	

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 STEP 1 Analyse and Prioritise			
Goal 3: Click or tap here to enter text.		ESR Directions: Direction 1 <ul style="list-style-type: none"> Continue to use improvement planning processes that build staff capacity to improve teaching practice and implement the high-impact strategies that strengthen the impact on student learning. Direction 2 <ul style="list-style-type: none"> Support students to assess and improve their progress through developing greater clarity of success criteria, quality task design and providing effective feedback. 	
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.	
 STEP 2 Challenge of practice			
Challenge of Practice: Click or tap here to enter text.			
Student Success Criteria (what students know, do, and understand): Click or tap here to enter text.			
 STEP 3 Plan actions for improvement			
Actions	Timeline	Roles & Responsibilities	Resources
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 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?

<p>Targets 2022: Click or tap here to enter text.</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>SIP Template 2022-2024 Click or tap here to enter text.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria – did we improve student learning? Click or tap here to enter text.</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>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.</p>	
<p>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.</p>	

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