Site Number: 0749

School Improvement Plan for Lucindale Area School





Vision Statement:

'School and Community Working Together' In everything we do we consider the best ways to support from a student, teacher, family and community perspective. We have an underpinning focus on Wellbeing for all that ensures we can maintain a focus on educational success. We constantly seek to achieve and improve as individuals, teams and whole school. This includes strengthening our schools R-12 Specialist Agricultural Programs and 7 to 12 Boarding Program in addition to students excelling in all curriculum areas offered. We will leave no stone unturned in seeking and achieving the best learning opportunities and practices to grow and prosper our students and staff with community engagement and backing. Partnerships with school and community are a vital tool for success with students fostered to become proactive members in the community with strong student voice to create a brighter future.

We actively seek and value best efforts every day and personal bests that are reinforced with constructive feedback and actions that lift others to their personal bests that allow the individuals, groups and wider school and community to thrive!

School Improvement Plan for Lucindale Area 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 - <u>The School Improvement Planning Handbook</u> 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





STEP 1 Analyse and Prioritise		Site name: Lucindale Area School	
Goal 1: Retain and increase the number of students achieving SEA and Higher Bands in NAPLAN Reading.		 ESR Directions: Direction 1: Develop staff understanding and ownership of the SIP through collaboratively determining the challenge of practice and embedding cyclic processes to review the impact on practice. Direction 2: Develop a coherent approach to curriculum planning and mapping that ensures continuity of learning and curriculum entitlements R-12. Direction 3: Empower students R-12 to understand their learning data and to provide feedback to staff, so the teachers can provide greater precision and intentionality in their practice and instruction. 	
Target 2022: 86% (13 out of 15) of Year 3 students will achieve or exceed SEA in NAPLAN reading. 33% (5 out of 15) Year 3 students will achieve Higher Bands in NAPLAN Reading. 85% (11 out of 13) of Year 5 students will achieve or exceed SEA in NAPLAN reading. 30% (4 out of 13) of Year 5 students will achieve/retain Higher Bands in NAPLAN Reading. 89% (8 out of 9) of Year 7 students will achieve or exceed SEA in NAPLAN reading. 33% (3 out of 9) of Year 7 students will achieve/retain Higher Bands in NAPLAN Reading. 89% (10 out of 15) of Year 9 students will achieve or exceed SEA in NAPLAN reading. 26% (4 out of 15) of Year 9 students will achieve/retain Higher Bands in NAPLAN Reading. Progressive Indicators 86% (13 out of 15) Year 1 students achieve 28 or more in the Phonics Screening Check (progressive indicator only)	2023: Click or tap here to enter text.		2024: Click or tap here to enter text.

D STEP 2 Challenge of practice

Challenge of Practice:

If we strengthen reading instruction for complex academic meaning by developing a consistent approach to close reading strategies and using high quality literature with a focus upon disciplinary purpose and features of texts in every learning area. We will then retain and increase the number of students achieving SEA and Higher Bands in NAPLAN Reading.

If we prioritise the teaching of the Big 6 components of reading by adopting a consistent, daily timetabled reading program that includes a systematic synthetic phonics program, then we will retain and increase the number of students achieving SEA and Higher Bands in NAPLAN Reading.

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

We will see each student in Year 3 read texts that contain varied structures, a range of punctuation conventions and images that provide extra information. Students will read to learn through a comprehension achievement standard and challenge of practice Big 6 daily literacy blocks.

We will see each student in Year 5 encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. (Comprehension/Inferential see yr 7 and 9)

We will see each student in Year 7 explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. We will see each students implementing explicitly taught before, during and after reading strategies.

We will see each student in Year 9 evaluate and integrate ideas and information from texts to form their own interpretations.

We will monitor student progress through our Literacy Cadence, Lesson Observations, Teacher programs, Australian Curriculum and external testing data from NAPLAN Reading & Writing and PAT R & W tests.

STEP 3 Plan actions for improvement			
Actions	Timeline	Roles & Responsibilities	Resources
2 J/P Teachers trained in Initial Lit and implementing IntiaLit in Reception to Year 2. JP teachers use a systematic synthetic program review point.	Term 1, 2022, Wk 5 Staff meeting SIP review in and Wk 11 follow up if required.	Reception, Year 1 and Year 2 Teachers to ensure Initial Lit is implemented into Daily Literacy Blocks to support phonics learning and reading. Train 2 teachers in InitiaLit and implement program across R-2. Explicit literacy blocks incorporating Big 6 of literacy implemented daily F to Yr 6. All curriculum areas will pre-select high quality texts for units of work Yr 7-12. PDP members will then support and review observations of InitiaLit in Term 2,3 & 4. Phonics testing data to be reviewed twice a year.	InitiaLit - MultiLit
Before, during and after reading strategies explicitly taught in all classes. Each teacher to have a daily timetabled reading program and ensure reading is an element of weekly lessons across secondary.	Week 2, Term 1, 2022	Students and Teachers will be able to explicitly explain what strategies and what readings have been chosen to improve their reading. Students and Teachers will be able to expand upon responses to reading. In secondary classrooms teachers will ensure students are faced with complex texts that work in different ways across the learning areas (ACARA 2018). Secondary Teachers will strengthen the design of before, during and after reading activities (BDA) with a particular focus on 'close reading' as a during reading activity. Teachers and students will use these activities to develop students as competent readers of academic texts: • before reading: • establish the author's purpose for writing • establish the purpose for reading • activate predictions and students' prior knowledge • during reading: • deepen comprehension by developing vocabulary • make obvious the connections between ideas across the text by analysing language features and how they're used to organise meaning • help students to generate questions • after reading: help students deepen their learning by: • summarising • questioning • discussing	The 'Big Six' components of reading extending student responses table (PDF 183.8KB) Lesson Observations and Units of Work https://kids.britannica.com/ Shift gear literacy guidebook – actions for secondary teachers (edi.sa.edu.au)
Ensure Explicit Literacy Blocks from Best Practice Guides and the Daily 5 of reading and the big 6 of reading across R-6. Each Teacher will implement actions from the best practice guide books for Literacy.	Week 4, Term 2, 2022	All primary classrooms with have evidence of the big 6 in daily literacy blocks that the students are explicitly aware of in lessons. All Primary Teachers are clear on the Daily 5 and include within planning and Literacy Blocks. All secondary teachers will clearly identify with students what practices from the literacy guide book they are implementing within lessons.	Daily 5, Big 6 of Literacy and Best Practice Guides for Literacy. Daily 5 TheDailyCAFE.com Establish a common system of marking eg underline main ideas, highlight important details, circle unknown vocabulary etc. This could be put on a poster and displayed in classrooms to get consistency.(3. Maintain Momentum LITERACY p12 Close reading process)

Page 5	Lucindale Area School	Friday, 9 September 2022	!
			Shift gear literacy guidebook – actions for secondary teachers (edi.sa.edu.au)
Student learning data used by all teachers to plan for teaching reading in all classes, based on the Best Practice Guides.	Week 6 Term 1, 2022	Literacy Cadence and Audit of LAS Literacy Agreement will be undertaken prior to Week 6 Term 1 to set the student group and individual needs. This will then continue across 2022 school year with reviews per term 3 for all students and teachers.	Curriculum resources overview (edi.sa.edu.au) Acadience Reading K–6 Acadience Learning intervention to address literacy and numeracy learning difficulties (PDF 1.7MB) https://edi.sa.edu.au/educating/literacy-and-numeracy/designing-literacy-and-numeracy-learning/guidebooks/teacher-self-assessment-tool/Build-foundations-self-assessment-of-literacy-teaching-in-primary-schools
Utilise Best Practice Guides for supporting classroom practice and curriculum units of works. All Teachers set learning goals for students and class routines around reading.	Across 2022 by Week 3 Term 4.	Each Term Teachers will reflect on the Literacy Best Practice Guides, review with line manger and undertake implementation in classes using teaching sprints or Training and Development to increase skills/tool kit. Teachers and students can be explicitly clear on reading in class routine and on own reading goals.	Teaching Sprints, Line Manager and Best Practice Guides. https://edi.sa.edu.au/educating/literacy-and-numeracy/literacy-teaching-and-learning/writing/using-genre-maps-in-secondary-learning-area-assessment#title2
Each Teacher will set directions based upon pat r, Naplan reading and phonics Literacy Data.	By Week 9, Term 2, 2022	Staff to have SFD to review, analyse, interpret student learning data to set changes needed in learning programs.	Data Dashboard, Cadence, NAPLAN, PAT R https://www.youtube.com/watch?v=CR N1gYg6NT4

Goal 1: Retain and increase the number of students achieving SEA and Higher Bands in NAPLAN 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	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?
We will see each student in Year 3 read texts that contain varied structures, a range of punctuation conventions and images that provide extra information. Students will read to learn through a comprehension achievement standard and challenge of practice Big 6 daily literacy blocks. We will see each student in Year 5 encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. (Comprehension/Inferential see yr 7 and 9) We will see each student in Year 7 explain issues and ideas from a variety of sources, analysing supporting evidence and implied	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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meaning. We will see each students implementing explicitly taught before, during and after reading strategies. We will see each student in Year 9 evaluate and integrate ideas and information from texts to form their own interpretations.			
We will monitor student progress through our Literacy Cadence, Lesson Observations, Teacher programs, Australian Curriculum and external testing data from NAPLAN Reading & Writing and PAT R & W tests.			
	90% embedded	Evidence	
Actions	Needs attention/work in progress	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?
2 J/P Teachers trained in Initial Lit and implementing IntiaLit in Reception to Year 2. JP teachers use a systematic synthetic program review point.	Click or tap here to enter text.	Train 2 teachers in InitiaLit and implement program across R-2. Explicit literacy blocks incorporating Big 6 of literacy implemented daily F to Yr 6. All curriculum areas will preselect high quality texts for units of work Yr 7-12.	Click or tap here to enter text.
Before, during and after reading strategies explicitly taught in all classes. Each teacher to have a daily timetabled reading program and ensure reading is an element of weekly lessons across secondary.	Click or tap here to enter text.	Direct explicit instruction in phonological awareness and synthetic phonics will occur based on regular screening R-3. Direct explicit instruction in all text structures will occur.3-6. Text structures across the secondary curriculum mapped and explicitly taught 7-10. Text structures across SACE curriculum mapped and explicitly taught.	Click or tap here to enter text.
Ensure Explicit Literacy Blocks from Best Practice Guides and the Daily 5 of reading and the big 6 of reading across R-6. Each Teacher will implement actions from the best practice guide books for Literacy.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Student learning data used by all teachers to plan for teaching reading in all classes, based on the Best Practice Guides.	Click or tap here to enter text.	Explicit literacy blocks incorporating Big 6 of literacy implemented daily F to Yr2. Explicit instruction in vocabulary will occur Yr 3-12.	Click or tap here to enter text.
Utilise Best Practice Guides for supporting classroom practice and curriculum units of works. All Teachers set learning goals for students and class routines around reading.	Click or tap here to enter text.	In mathematics and science, students can understand key terminology (Tier 2 language) In science students will be explicitly taught process verbs (ie. Hypothesise, synthesise, analyse etc) Understand what questions are asking (explicitly teaching the language of assessment) At start of lesson, students understand lesson intentions. Word walls help build student vocabulary – go through key words of a topic and then each student is allocated a word Have a minimum of one typed up assignment per semester – drafting opportunities provide an extra opportunity to support literacy	Click or tap here to enter text.

Page 7	Lucindale Area School	Fr	iday, 9 September 2022		
		Tests should always have some written response opportunities			
Each Teacher will set directions based upon pat r, Naplan reading and phonics Literacy Data.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.		
Goal 1: Retain and increase the number of students achieving SEA and Higher Bands in NAPLAN Reading.					
STED 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next stens?					



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

ı	rargets 2022:
	86% (13 out of 15) of Year 3 students will achieve or exceed SEA in

NAPLAN reading. 33% (5 out of 15) Year 3 students will achieve Higher Bands in NAPLAN Reading.

85% (11 out of 13) of Year 5 students will achieve or exceed SEA in NAPLAN reading.

30% (4 out of 13) of Year 5 students will achieve/retain Higher Bands in **NAPLAN** Reading.

89% (8 out of 9) of Year 7 students will achieve or exceed SEA in NAPLAN reading.

33% (3 out of 9) of Year 7 students will achieve/retain Higher Bands in **NAPLAN** Reading.

89% (10 out of 15) of Year 9 students will achieve or exceed SEA in NAPLAN reading.

26% (4 out of 15) of Year 9 students will achieve/retain Higher Bands in **NAPLAN** Reading.

Progressive Indicators

86% (13 out of 15) Year 1 students achieve 28 or more in the Phonics Screening Check (progressive indicator only)

Results	towards	targets:
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Challenge of Practice:

If we strengthen reading instruction for complex academic meaning by developing a consistent approach to close reading strategies and using high quality literature with a focus upon disciplinary purpose and features of texts in every learning area. We will then retain and increase the number of students achieving SEA and Higher Bands in **NAPLAN** Reading.

If we prioritise the teaching of the Big 6 components of reading by adopting a consistent, daily timetabled reading program that includes a

Evidence - has this made an impact?

Click or tap here to enter text.

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systematic synthetic phonics program, then we will retain and increase the number of students achieving SEA and Higher Bands in NAPLAN Reading.		
Success Criteria: We will see each student in Year 3 read texts that contain varied structures, a range of punctuation conventions and images that provide extra information. Students will read to learn through a comprehension achievement standard and challenge of practice Big 6 daily literacy blocks. We will see each student in Year 5 encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. (Comprehension/Inferential see yr 7 and 9) We will see each student in Year 7 explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. We will see each students implementing explicitly taught before, during and after reading strategies. We will see each student in Year 9 evaluate and integrate ideas and information from texts to form their own interpretations. We will monitor student progress through our Literacy Cadence, Lesson Observations, Teacher programs, Australian Curriculum and external testing data from NAPLAN Reading & Writing and PAT R & W tests.	Evidence - did we improve student learning Click or tap here to enter text.	how do we know?
Reflection on Actions – did we do what we said we would do? how effective? why? what happened in which classrooms? which data sets and what Click or tap here to enter text.		ich actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't s? what's needed for next year?
		esulting in informed change? How do we know? how effectively have staff students and families been across the school? what do we need to do to improve this? what have we learned and what are our next

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STEP 1 Analyse and Prioritise

Goal 2: Retain and increase the number of students achieving SEA and Higher Bands in NAPLAN Reading. Retain or Increase Numeracy Achievement in A to E Grades. Retain or Increase Numeracy Grades

2023:

ESR Directions:

Direction 1: Develop staff understanding and ownership of the SIP through collaboratively determining the challenge of practice and embedding cyclic processes to review the impact on practice.

Direction 2: Develop a coherent approach to curriculum planning and mapping that ensures continuity of learning and curriculum entitlements R-12.

Direction 3: Empower students R-12 to understand their learning data and to provide feedback to staff, so that teachers can provide greater precision and intentionality in their practice and instruction.

Target 2022:

100% (15 out of 15) Year 1 students will achieve a C grade or Higher in end of year Mathematics reporting.

35%(5 out of 14) Year 2 students will achieve a B or A grade in end of year Mathematics reporting.

67% (10 out of 15) Year 3 students will achieve a B or A grade in end of year Mathematics reporting.

100%(7 out of 7) Year 4 students will achieve a B or A grade in end of year Mathematics reporting.

92% (12 out of 13) Year 5 students will achieve a B or A grade in end of year Mathematics reporting.

47%(8 out of 17) Year 6 students will achieve a B or A grade in end of year Mathematics reporting.

77%(7 out of 9) Year 7 students will achieve a B or A grade in end of year Mathematics reporting.

50%(9 out of 18) Year 8 students will achieve a B or A grade in end of year Mathematics reporting.

40%(6 out of 15) Year 9 students will achieve a B or A grade in end of year Mathematics reporting.

59%%(17 out of 29) Year 10 students will achieve a B or A grade in end of year Mathematics reporting.

2024:

Click or tap here to enter text.

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Challenge of Practice:

- If we Develop teachers' pedagogical content and knowledge of the Big Ideas in Number by adopting a whole school reference text and using the National Learning Progressions and AC to develop learning intentions, then we will retain and increase Numeracy Achievement in A to E Grades.
- If we Develop teachers' ability to teach developmentally and use problem solving by using a teacher reference text, the Scope and Sequence and manipulatives that support a student- centred, problem solving approach, then we will retain and increase Numeracy Achievement in A to E Grades.

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

We will see each student in Year 1 carry out simple additions and subtractions using counting strategies. We will see this in numeracy blocks on a daily basis.

We will see each student in Year 2 perform simple addition and subtractions calculations using a range of strategies. We will see this with both hands on materials and in paper based forms.

We will see each student in Year 3 solve problems using efficient strategies for multiplication with and without the use of digital technology. We will see this during numeracy block time in lessons.

We will see each student in Year 4 choose appropriate strategies for calculations involving multiplication and division, with and without the use of digital technology. We will see this when reviewing student work and during small group work.

We will see each student in Year 5 solve simple problems involving the four operations using a range of strategies including strategies that use digital technology. We will see this during lessons and in digital spaces including teams, calculators and text books.

We will see each student in Year 6 solve problems that involve all four operations with whole numbers. We will see this during lessons with explicit feedback to improve and extend learning both orally and written.

We will see each student in Year 7 solve problems involving all four operations with fractions, decimals, percentages and there equivalences and express fractions in there simplest form. We will see this in written form and during class maths lessons and other learning areas where appropriate.

We will see each student in Year 8 use efficient mental and written strategies to make estimates. We will see this explicitly demonstrated and actioned during maths lessons in small groups and as individuals.

We will see each student in Year 9 solve problems involving very small and very large numbers, and check the order of magnitude of calculations. We will see this is recordings of school work in books, digital spaces and during lessons in small groups and as individuals.

We will see each student in Year 10 finding unknown values. We will see this is recordings of school work in books, digital spaces and during lessons in small groups and as individuals.

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	STEP 3	Plan	action	s for i	mprov	ement
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Actions	Timeline	Roles & Responsibilities	Resources
Each Teacher will undertake training and development in the Big Ideas in Number.	Term 3, 2022	Numeracy PLC and Student Free Day in late Term 2 or early Term 3 2022.	Best Practice Guides, Videos of Big Ideas in Number DEVELOPING THE 'BIG' IDEAS IN NUMBER https://edi.sa.edu.au/educating/literacy- and-numeracy/numeracy-teaching-and- learning/big-ideas-in-number Thinking Maths professional learning programs (edi.sa.edu.au) Primary numeracy guidebooks - actions for teachers (edi.sa.edu.au)
Each teachers will trial Units of Work from Curriculum resources in Mathematics.	Term 2, 2022	Term 1 all staff to look at units of work from Curriculum team and or Learning SA and review best practice guides ready for implementation and trials in Term 2, 2022. Units of works will be modified for local context to further enhance learning.	Numeracy Best Practice guides and Units of Work for trial https://www.education.sa.gov.au/our-learning-sa

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			Ann Baker's Natural Maths Natural Maths www.tiny.cc/TrustCount maintain momentum guidebook — actions for primary leaders
Explicit Teaching/Learning with clear learning intent to ACARA	Term 1, 2022	Each Teacher will ensure students are clear in each lesson/unit of work with the learning intent is and how they will know when they have been successful. Year 8 teachers will explicitly teach mental maths skills Year 9 students will check the order of magnitude of calculations is also a good way to sanity check answers The Number senses from ACARA will be embedded in classroom practice from R-10 manipulatives – try and relate to real world where possible – in assignments collect data from an activity, show how calculations line up with real world measurements Learning intentions for each lesson stated at the start of each lesson and progress against these reviewed at the end of each lesson. Evidence Observations and classroom walkthroughs show evidence of word walls/ assessment language/ process verbs. Students are aware when asked about what learning intentions are and the specific learning intentions for each lesson. Assessment pieces show evidence	Lesson observations, program reviews and peer moderation https://www.australiancurriculum.edu.au/f-10-curriculum/mathematics/ https://edi.sa.edu.au/library/document-library/fact-sheets/teaching/projects-and-programs/leaders-day/leaders-day-2018/handout-LDAM-formative-assessment.pdf https://edi.sa.edu.au/educating/literacy-and-numeracy/guidebooks/shift-gear-numeracy-secondary-teachers (video linked in guidebook https://www.youtube.com/watch?v=JiTz2i4VHFw) best advice numeracy papers primary and middle years mathematics: teaching developmentally (Van de Walle et al 2019).
Develop and implement a numeracy cadence to support LAS Numeracy Agreement and staff identification and use of data to support Numeracy.	Term 4, 2022	Numeracy PLC to work with Leadership to set a draft cadence on evidence used to support improvement in Numeracy for students from NAPLAN, ACARA, PAT M and other sources.	PAT M, NAPLAN, Excel, Data Dashboard & ACARA Quicksmart
Undertake research with Flinders University around student self concepts Maths and its impact upon learning Build Foundations: Primary	Term 3, 2022	Student survey results and reviewed in-line with Numeracy data to inform next steps. Use Sprint:	Flinders University and Maths Teachers. https://www.youcubed.org/week-inspirational-math/ https://edi.sa.edu.au/library/document-library/curriculum-and-learning/strategic-design/best-advice-series/DECD BEST-ADVICE 1.0 Beliefs-and-attitudes-about-mathematics v12.pdf https://edi.sa.edu.au/educating/literacy-and-numeracy/designing-literacy-and-numeracy-learning/guidebooks/build-foundations-numeracy-secondary-teachers/Student-self-assessment-attitudes-and-dispositions-towards-mathematics.pdf
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Goal 2: Retain and increase the number of students achieving SEA and Higher Bands in NAPLAN Reading. Retain or Increase Numeracy Achievement in A to E Grades. Retain or Increase Numeracy 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	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?
We will see each student in Year 1 carry out simple additions and subtractions using counting strategies. We will see this in numeracy blocks on a daily basis. We will see each student in Year 2 perform simple addition and subtractions calculations using a range of strategies. We will see this with both hands on materials and in paper based forms. We will see each student in Year 3 solve problems using efficient strategies for multiplication with and without the use of digital technology. We will see this during numeracy block time in lessons.			
We will see each student in Year 4 choose appropriate strategies for calculations involving multiplication and division, with and without the use of digital technology. We will see this when reviewing student work and during small group work. We will see each student in Year 5 solve simple problems involving the four operations using a range of strategies including strategies that use digital technology. We will see this during lessons and in digital spaces including teams, calculators and text books.			
We will see each student in Year 6 solve problems that involve all four operations with whole numbers. We will see this during lessons with explicit feedback to improve and extend learning both orally and written.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
We will see each student in Year 7 solve problems involving all four operations with fractions, decimals, percentages and there equivalences and express fractions in there simplest form. We will see this in written form and during class maths lessons and other learning areas where appropriate.			
We will see each student in Year 8 use efficient mental and written strategies to make estimates. We will see this explicitly demonstrated and actioned during maths lessons in small groups and as individuals.			
We will see each student in Year 9 solve problems involving very small and very large numbers, and check the order of magnitude of calculations. We will see this is recordings of school work in books, digital spaces and during lessons in small groups and as individuals.			
We will see each student in Year 10 finding unknown values. We will see this is recordings of school work in books, digital spaces and during lessons in small groups and as individuals.			

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	90% embedded	Evidence	
Actions	Needs attention/work in progress	Are we doing what we said we would do? Are we improving student learning?	What are our next steps? Potential adjustments?
	Not on track	How do we know which actions have been effective?	
Each Teacher will undertake training and development in the Big Ideas in Number.	Term 3 2022	All Teachers being clear on what the Big Ideas in Number is and including as appropriate in the learning programs.	Student Free Day to Support
Each teachers will trial Units of Work from Curriculum resources in Mathematics.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Explicit Teaching/Learning with clear learning intent to ACARA	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Develop and implement a numeracy cadence to support LAS Numeracy Agreement and staff identification and use of data to support Numeracy.	Term 4 2022	Teachers will reference data such as Naplan, PAT M and ACARA when seeking referral for support and to provide next steps in learning. This will be clearly tracked for improvement in an agreed cycle	Click or tap here to enter text.
Undertake research with Flinders University around student self concepts Maths and its impact upon learning Build Foundations: Primary	Term 4 2022	Use survey results to guide next steps to support Numeracy growth	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: Retain and increase the number of students achieving SEA and Higher Bands in NAPLAN Reading. Retain or Increase Numeracy Achievement in A to E Grades. Retain or Increase Numeracy 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:	Results towards targets:		
	Click or tap here to enter text.		
100% (15 out of 15) Year 1 students will achieve a C grade or Higher in			
end of year Mathematics reporting.			
35%(5 out of 14) Year 2 students will achieve a B or A grade in end of			
year Mathematics reporting.			
67%(10 out of 15) Year 3 students will achieve a B or A grade in end of			
year Mathematics reporting.			

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STEP 1 Analyse and Prioritise				
Goal 3: .		Challenge of practice and embedding of Direction 2: Develop a coherent appropriate and curriculum entitlements Direction 3: Empower students R-12 to	ing and ownership of the SIP through collaboratively determining the cyclic processes to review the impact on practice. each to curriculum planning and mapping that ensures continuity of R-12. o understand their learning data and to provide feedback to staff, so cision and intentionality in their practice and instruction.	
Target 2022: Click or tap here to enter text.	2023:	1	2024:	

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.			

age 18	Lucindale Area Schoo	I Friday	y, 9 September 2022
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oal 3: .			
STEP 4 Improve practice and mo	nitor impact - Are we doing what we sa	aid we would do? Are we improving student learning? How	w effective have our actions been?
Student Success Criteria	Yes Needs attention/work in progress	Evidence Are we improving student learning? How are we tracking against our student success	What are our next steps? Potential adjustments?

STEP 4 Improve practice and monitor impact	- Are we doing what we sa	id we would do? Are we improving student learning	g? How effective have our actions been?
	Yes	Evidence	
Student Success Criteria	Needs attention/work in progress	Are we improving student learning?	What are our next steps?
	Not on track	How are we tracking against our student success criteria?	Potential adjustments?
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	90% embedded	Evidence	
Actions	Needs attention/work in progress	Are we doing what we said we would do? Are we improving student learning?	What are our next steps? Potential adjustments?
	Not on track	How do we know which actions have been effective?	
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Goal 3: .				
STEP 5 Review and Evaluate - Have we ach	nieved our improvement goals a	nd targets? What have we learned and wl	nat are our next steps?	
Targets 2022:	Results towards targets	s:		
Click or tap here to enter text.	Click or tap here to enter	text.		
SIP template	Evidence - has this mad	le an impact?		
Click or tap here to enter text.	Click or tap here to enter	text.		
Success Criteria – did we improve student learning?	Evidence - did we improve student learning? how do we know?			
Click or tap here to enter text.	Click or tap here to enter			
Reflection on Actions – did we do what we said we would do? we? why? what happened in which classrooms? which data se Click or tap here to enter text.			mpact? why? which didn't? why? where did we get the lift? why? where didn't ear?	
			e? How do we know? how effectively have staff students and families been we need to do to improve this? what have we learned and what are our next	

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