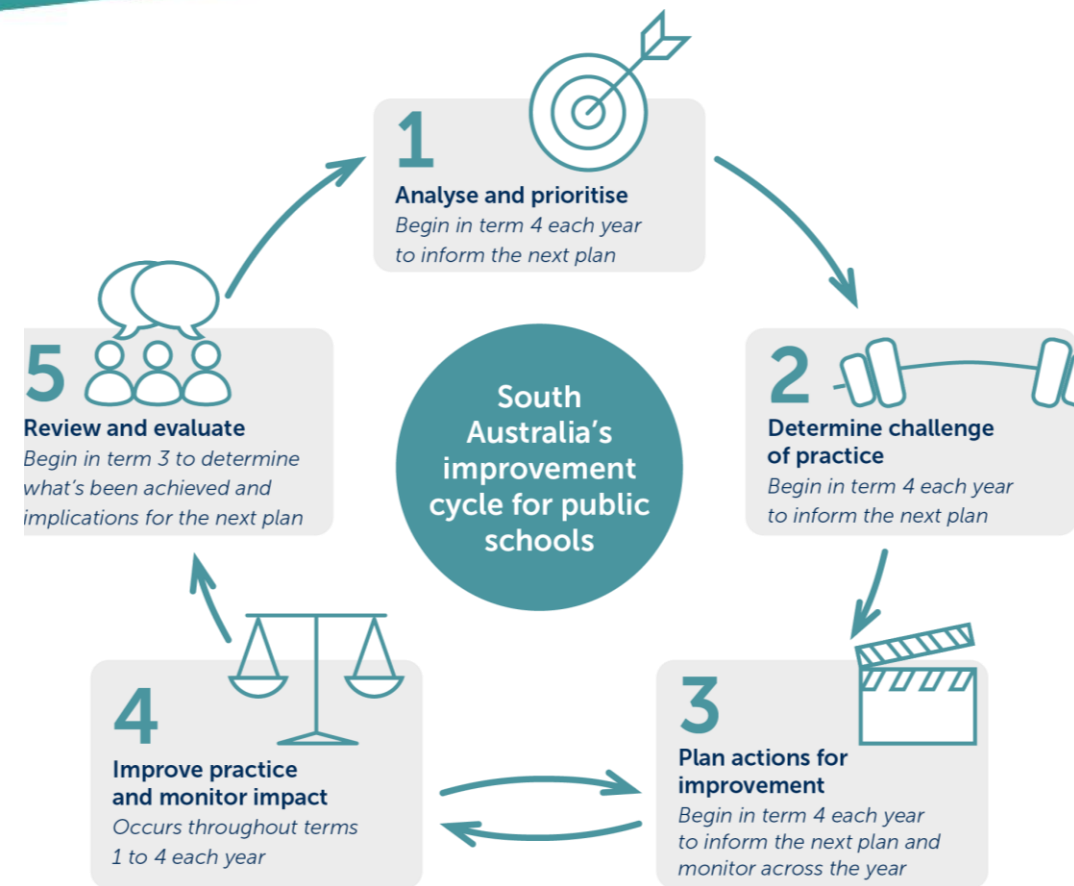
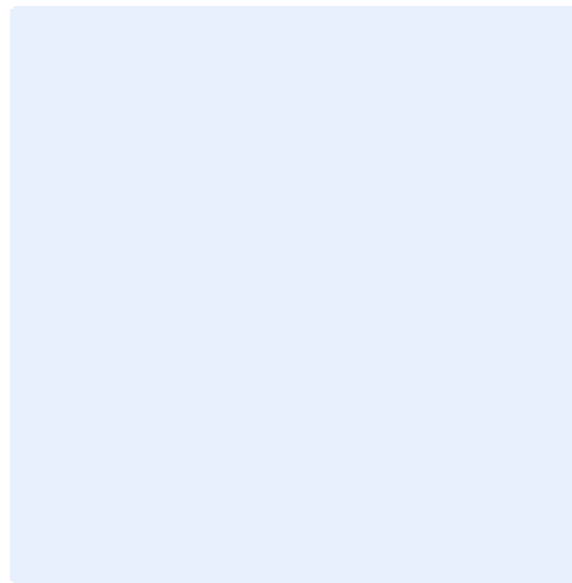


School Improvement Plan for Robertstown Primary School



Vision Statement:

Our students will be confident risk takers, who are stretched and challenged in their thinking in all learning areas and work ethics. They will demonstrate growth mindsets while establishing and maintaining positive relationships with all.

2022 – 2024

School Improvement Plan for Robertstown 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](#) 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 (18 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: Robertstown Primary School

Goal 1: writing To increase the number of students achieving SEA and in the higher bands in writing		ESR Directions: Embed the focus on individual student achievement through the continuous development of shared teaching and learning strategies aligned to the school's improvement priorities. To meet the learning needs of all students, ensure that teachers strengthen the differentiated teaching opportunities to enable students to succeed in engaging and meaningful learning. To enrich student learning, strengthen the school community engagement through the establishment of mechanisms to facilitate quality partnerships between the school and the broader community.
Target 2022: Year 5 NAPLAN 100% achieve SEA	2023: Year 5 NAPLAN 2 students achieve HB (100%)	2024: Year 5 75% achieve SEA in NAPLAN

STEP 2 Challenge of practice

Challenge of Practice: Writing – If we embed a teaching and learning cycle that explicitly teaches narrative, persuasive, informative text with a focus on cohesion, paragraphing and sentence structure then we will increase the number of students achieving SEA and in the higher bands in writing.
Student Success Criteria (what students know, do, and understand): Year 3-6 students will demonstrate cohesion of ideas in the structure, content and language of their writing as evidenced in their writing samples. Year 3-6 students will progressively demonstrate greater use of compound and complex sentences as evidenced in writing samples. Year 3-6 students will consistently use the grammar and spelling skills that they have learned as evidenced in their writing samples.

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Teachers will explicitly teach the Seven Steps to Writing in the areas of Narrative, Informative and Persuasive writing, focussing on tightening tension and exciting endings. Teachers will provide explicit feedback to all students.	Term 1 onwards	Teaching staff to view 7 steps online in tightening tension and exciting endings. Plan lessons for explicit teaching of these skills beginning Term 1. Mapping of each genre for the year.	Seven steps to writing – online Sheena Cameron?
All teachers will explicitly use models of the various stages of success in writing to allow students to self-assess, peer assess and do personal goal setting. Teachers will provide explicit feedback to students to support their learning.	Writing goal – Term 1 Peer – peer assessment Term 2	Class teacher to establish writing goal with each student, drawn from the Australian curriculum Term 2 – scaffold/model peer-peer assessment. Teacher and Principal to collaborate on a rubric for students to use.	Australian Curriculum Seven Steps to writing (online)
Teachers will show evidence of planning, explicit teaching and assessment of writing that is linked to the Aust. Curriculum and Seven Steps.	Each term	Class programme to show evidence of links to the Australian curriculum. Each term outline submitted to show the timeline of learning that will occur. Staff meetings and PD meetings will monitor this action Teachers will implement a DfE English unit of work on persuasion	Australian Curriculum Seven Steps to writing success (online) DfE units of work

Teachers will do moderation of work samples each term using the NAPLAN marking criteria	Each term, week 3 & 8	Class teacher to collect samples. Principal and teacher work together to moderate and plan next steps for each student twice per term during staff meeting.	NAPLAN marking criteria
Each teacher will model and explicitly teach sentence and paragraph structure with a focus on the use of conjunctions and expanded sentences to develop students writing capability	Term 1 onwards	Principal to purchase The Writing Revolution for class teacher. Staff meetings work through the strategies that are outlined in the book. Develop a sequence of steps to follow.	The Writing Revolution
Teachers will explicitly teach students how to edit their work for grammatical and spelling accuracy and clarity of the text, to improve the connection between ideas and the overall flow of the piece	Term 1 onwards	Class teacher to work with whole class modelling editing skills, work with each child developing their editing skills – one step at a time. Focus on one area at time to develop with the students.	Australian Curriculum

Goal 1: writing To increase the number of students achieving SEA and in the higher bands in writing



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		

Year 3-6 students will demonstrate cohesion of ideas in the structure, content and language of their writing as evidenced in their writing samples.
 Year 3-6 students will progressively demonstrate greater use of compound and complex sentences as evidenced in writing samples.
 Year 3-6 students will consistently use the grammar and spelling skills that they have learned as evidenced in their writing samples.

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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?
	Needs attention/work in progress		
	Not on track		
Teachers will explicitly teach the Seven Steps to Writing in the areas of Narrative, Informative and Persuasive writing, focussing on tightening tension and exciting endings. Teachers will provide explicit feedback to all students.	1/3/22 Work in progress	Narrative – sizzling start reintroduced. Don't tell – using the senses to describe. Some students have never used the seven steps and need to be shown about the pebble, rock, boulder.	Build up the tension. New students to be explicitly taught about the sizzling start. Persuasive writing to be practised with students, before NAPLAN.
All teachers will explicitly use models of the various stages of success in writing to allow students to self-assess, peer assess and do personal goal setting. Teachers will provide explicit feedback to students to support their learning.	1/3/22 Needs attention	Goals to be set with the students by the end of Week 6	Have conversations with the students – can they explain what they are and how they will achieve them?

Teachers will show evidence of planning, explicit teaching and assessment of writing that is linked to the Aust. Curriculum and Seven Steps.	Week 1 Term 5	Teacher programs will detail this action PDP in Week 6.	Australian Curriculum
Teachers will do moderation of work samples each term using the NAPLAN marking criteria	Each Term	Click or tap here to enter text.	NAPLAN Marking Rubric
Each teacher will model and explicitly teach sentence and paragraph structure with a focus on the use of conjunctions and expanded sentences to develop students writing capability	1/3/22 Work in progress	SFD 15/3/22 – begin work on introduction and chapter 1 of the Writing Revolution – agreed actions to be formed	Continue work with the Writing Revolution. By the end of the term look at agreed actions and are they working. Begin reading Chapter 2
Teachers will explicitly teach students how to edit their work for grammatical and spelling accuracy and clarity of the text, to improve the connection between ideas and the overall flow of the piece	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: writing To increase the number of students achieving SEA and in the higher bands in writing



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 5 NAPLAN 100% achieve SEA	Results towards targets: Click or tap here to enter text.
School Improvement planning template Writing – If we embed a teaching and learning cycle that explicitly teaches narrative, persuasive, informative text with a focus on cohesion, paragraphing and sentence structure then we will increase the number of students achieving SEA and in the higher bands in writing.	Evidence - has this made an impact? Click or tap here to enter text.
Success Criteria: Year 3-6 students will demonstrate cohesion of ideas in the structure, content and language of their writing as evidenced in their writing samples. Year 3-6 students will progressively demonstrate greater use of compound and complex sentences as evidenced in writing samples. Year 3-6 students will consistently use the grammar and spelling skills that they have learned as evidenced in their writing samples.	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: Click or tap here to enter text.		ESR Directions: Embed the focus on individual student achievement through the continuous development of shared teaching and learning strategies aligned to the school's improvement priorities. To meet the learning needs of all students, ensure that teachers strengthen the differentiated teaching opportunities to enable students to succeed in engaging and meaningful learning. To enrich student learning, strengthen the school community engagement through the establishment of mechanisms to facilitate quality partnerships between the school and the broader community.	
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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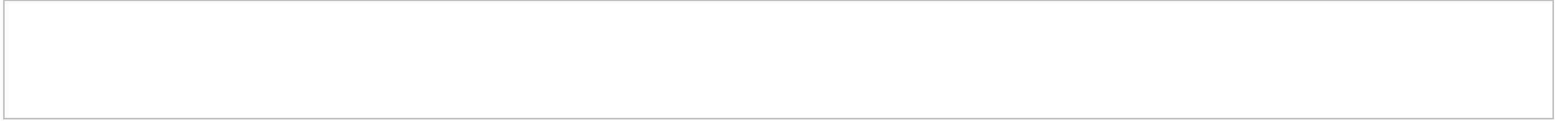
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Goal 2: Click or tap here to enter text.



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

<p>Targets 2022: Click or tap here to enter text.</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: 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>	



STEP 1 Analyse and Prioritise

Goal 3: Click or tap here to enter text.		ESR Directions: Embed the focus on individual student achievement through the continuous development of shared teaching and learning strategies aligned to the school's improvement priorities. To meet the learning needs of all students, ensure that teachers strengthen the differentiated teaching opportunities to enable students to succeed in engaging and meaningful learning. To enrich student learning, strengthen the school community engagement through the establishment of mechanisms to facilitate quality partnerships between the school and the broader community.	
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>School Improvement planning template 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>	

