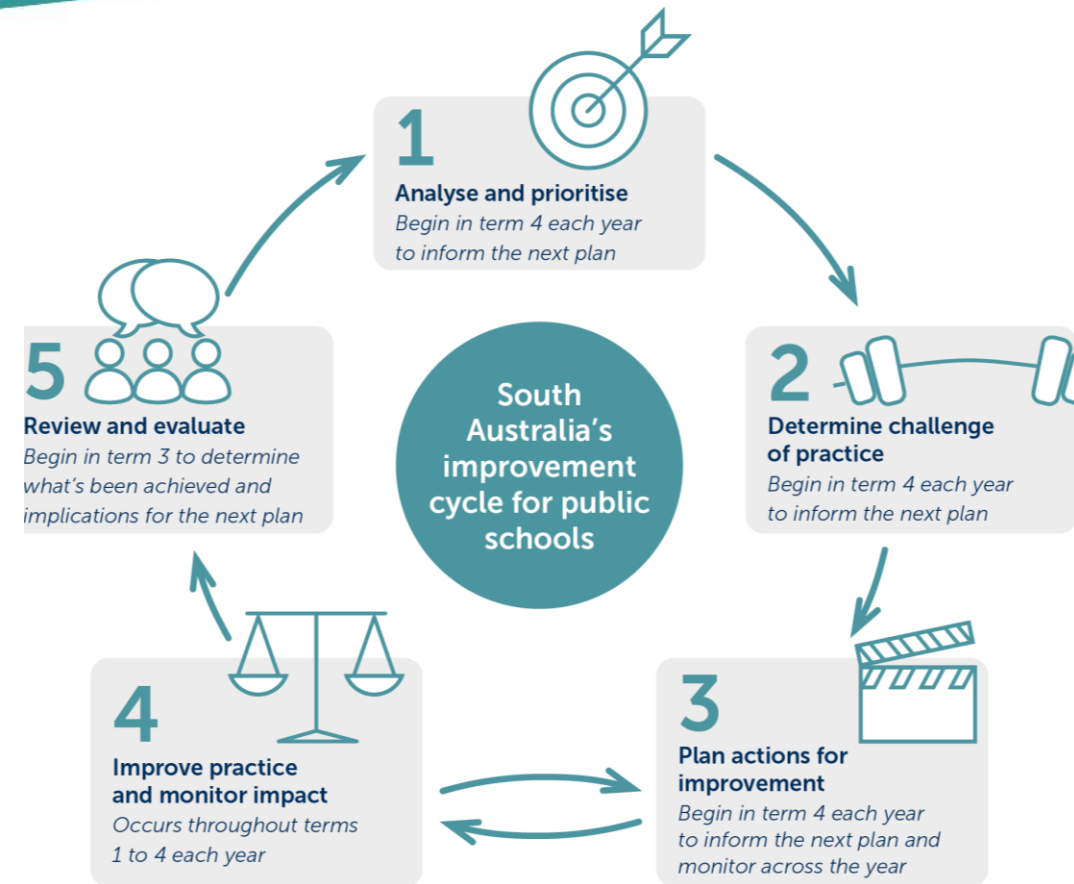


School Improvement Plan for Belair Primary School



Vision Statement:

We aim to develop inquiring, knowledgeable and caring young people who achieve their personal best and actively help to create a sustainable and more peaceful world.



2022 – 2024

School Improvement Plan for Belair 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.
- Please note, editing will not be possible whilst the template is in Teams. Whilst it can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes

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

- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 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: Belair Primary School

Goal 1: Increase student achievement through formative assessment.		ESR Directions: To increase and sustain higher band attainment sharpen the clarity of measurable student-based success criteria, the planned strategic actions and teaching practices required for high-impact learning. To stretch and challenge students, build teachers' capacity to deeply analyse what students need to demonstrate to achieve higher-bands, especially in mathematics and English, and to design and transform tasks accordingly. To sharpen the challenge of practice for improvement, further develop teachers' understanding of, and practices in, evidence-based high-impact pedagogical practices.
Target 2022: 54% of year 1 to year 6 students (240 out of 444) to achieve B or better in Humanities and Social Science for their end of year report.	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 embed common expectations and understanding of student agency within the inquiry process, and facilitate student action, reflection and feedback, then we will see improvement in motivation, engagement and A-E achievement.
Student Success Criteria (what students know, do, and understand): Students can articulate an understanding of student agency and how it improves their learning. Students identify their next steps in their learning through feedback, learning intentions and success criteria and improve in A-E achievement.


STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Run formative assessment professional learning modules with staff during staff meetings. Focus on LDAM modules 4 & 5 Activating students as learning resources for one another and Activating students as owners of their own learning	Term 1- 4	Teachers will actively participate in formative assessment modules and take action within their classrooms in response to learning. Leaders will provide time within the 2022 teacher collaboration and PD schedule. They will facilitate sessions using the Formative assessment professional learning modules	LDAM Formative assessment professional learning modules
'Approaches to Learning' IB two day professional development training	Term 2	Teachers will actively participate in professional development and take action within their classrooms in response to learning. Leaders will schedule and coordinate PD with the IB	IB PD PD funding for all teaching staff to attend 2 pupil free days
Strengthen use of approaches to learning (ATLs) with students. Develop approaches to learning continuum with teachers to support progression of ATLs and review approaches to learning in report card format.	Term 1- 4	Teachers will use the AC learning continuums and MY IB to develop continuums for the approaches to learning They will review wording of the approaches to learning in the report card. Leaders will facilitate discussions around the approaches to learning	AC learning continuums Access to My IB Funding for release time (planning)

Collect quantitative and qualitative data: A-E semester 2 HASS Term 2 Student Survey Term 1,2,3 & 4 SRC Focus Groups - R-6.	Term 1 - 4	Teachers will review and reflect on A-E data and Term 2 student survey as a staff. Leaders will collate A-E HASS grades each semester. They will conduct student focus groups R-6	Click or tap here to enter text.
Share Teacher practice via: PYP planning teams staff meetings classroom observations	Term 1- 4	Teachers will actively participate in planning sessions with the IB coordinator and year level teams. Leaders will facilitate planning sessions and staff meetings	Funding for release time for teachers to attend planning meetings
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: Increase student achievement through formative assessment.



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 articulate an understanding of student agency and how it improves their learning. Students identify their next steps in their learning through feedback, learning intentions and success criteria and improve in A-E achievement.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	● 90% embedded ● Needs attention/work in progress ● Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Run formative assessment professional learning modules with staff during staff meetings. Focus on LDAM modules 4 & 5 Activating students as learning resources for one another and Activating students as owners of their own learning	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
'Approaches to Learning' IB two day professional development training	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Strengthen use of approaches to learning (ATLs) with students. Develop approaches to learning continuum with teachers to support progression of ATLs and review approaches to learning in report card format.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Collect quantitative and qualitative data: A-E semester 2 HASS Term 2 Student Survey Term 1,2,3 & 4 SRC Focus Groups - R-6.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Share Teacher practice via: PYP planning teams staff meetings classroom observations	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: Increase student achievement through formative assessment.



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: 54% of year 1 to year 6 students (240 out of 444) to achieve B or better in Humanities and Social Science for their end of year report.</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If we embed common expectations and understanding of student agency within the inquiry process, and facilitate student action, reflection and feedback, then we will see improvement in motivation, engagement and A-E achievement.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria: Students can articulate an understanding of student agency and how it improves their learning. Students identify their next steps in their learning through feedback, learning intentions and success criteria and improve in A-E achievement.</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</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.

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

<p>Goal 2: Numeracy. Increase student achievement in Mathematics.</p>	<p>ESR Directions:</p> <p>To increase and sustain higher band attainment sharpen the clarity of measurable student-based success criteria, the planned strategic actions and teaching practices required for high-impact learning.</p> <p>To stretch and challenge students, build teachers' capacity to deeply analyse what students need to demonstrate to achieve higher-bands, especially in mathematics and English, and to design and transform tasks accordingly.</p> <p>To sharpen the challenge of practice for improvement, further develop teachers' understanding of, and practices in, evidence-based high-impact pedagogical practices.</p>	
<p>Target 2022: 53% of year 1 to year 6 students (235 out of 444 students) to achieve B or better in mathematics for their end of year report. 48% of year 3 students (35 out of 73 students) to achieve high band (HB) in year 3 NAPLAN numeracy. 29% of year 5 students (25 out of 86 students) to achieve HB in year 5 NAPLAN numeracy. 55% of students (47 out of 86 students) who achieved HB in year 3 will remain in HB in year 5 for NAPLAN numeracy. All Aboriginal learners have a learning goal for mathematics in their One Plan.</p>	<p>2023: Click or tap here to enter text.</p>	<p>2024: Click or tap here to enter text.</p>

STEP 2 Challenge of practice

<p>Challenge of Practice: If we explicitly teach the big concepts in mathematics visually and extend number sense through multifaceted numeracy problems we will see an increase in student achievement.</p>
<p>Student Success Criteria (what students know, do, and understand): In PAT Maths all students demonstrate understanding of place value, multiplicative thinking and partitioning at Australian Curriculum standards. Students achieve the South Australian Standard of Education Achievement (SEA) with an increase in the number of students achieving higher bands.</p>

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
<p>Staff PD on using challenging tasks and inquiry problems (multifaceted numeracy problems) to broaden teachers understanding.</p>	<p>Terms 1-4</p>	<p>Teachers will incorporate challenging tasks and inquiry problems (multifaceted numeracy problems) on a regular basis within the classroom to challenge all students. Leaders will provide time within the 2022 teacher collaboration and PD schedule for staff PD.</p>	<p>Inspire Numeracy Guidebook Teaching Mathematics, Foundation to Middle Years Mentor Textbook. TRT days to support release to support training.</p>

Create and implement a method of teacher observation cycle focusing on teaching for mastery (representation and structure, mathematical thinking or variation).	Term 1-4	Teachers will supportively complete the observation cycle, reflecting on own and others practice, while focusing on teaching for mastery (representation and structure, mathematical thinking or variation). Leaders will provide time within the 2022 teacher collaboration and PD schedule for ongoing, sharing of practice.	Inspire Numeracy Guidebook TRT days to release teachers to complete the observation cycle.
Teach the big concepts visually and develop number sense through challenging tasks and inquiry problems (multifaceted numeracy problems).	Term 1-4	Teachers will use hands on equipment with all students. Teachers will use and be guided by the Department for Education R-6 Scope & Sequence and Year 3-6 Units of Work. Leaders will ensure that there is adequate maths equipment to enable this to happen.	Department for Education Scope & Sequence Department for Education yr 3-6 Units of Work Math Budget to replace and rebuild resources
R-2 Visualisation focus - trusting the count, place value, additive thinking, Year 3-5 Visualisation focus - place value, Multiplicative thinking, partitioning	Term 1-4	Teachers will use the big ideas in number as a focus in cooperating visualisation and hands on equipment. Teachers will use and be guided by the Department for Education R-6 Scope & Sequence and Year 3-6 Units of Work. Leaders will provide time within the 2022 teacher collaboration and PD schedule for ongoing, sharing of practice and Professional Development.	'Teaching Mathematics -Foundation to Middle Years' - mentor text Department for Education Scope & Sequence Department for Education yr 3-6 Units of Work Big Ideas in number tools and advice
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: Numeracy. Increase student achievement in Mathematics.**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	What are our next steps? Potential adjustments?
		Are we improving student learning? How are we tracking against our student success criteria?	
	In PAT Maths all students demonstrate understanding of place value, multiplicative thinking and partitioning at Australian Curriculum standards. Students achieve the South Australian Standard of Education Achievement (SEA) with an increase in the number of students achieving higher bands.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	● 90% embedded ● Needs attention/work in progress ● Not on track	Evidence	What are our next steps? Potential adjustments?
		Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	
	Staff PD on using challenging tasks and inquiry problems (multifaceted numeracy problems) to broaden teachers understanding.	Click or tap here to enter text.	Click or tap here to enter text.

Create and implement a method of teacher observation cycle focusing on teaching for mastery (representation and structure, mathematical thinking or variation).	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teach the big concepts visually and develop number sense through challenging tasks and inquiry problems (multifaceted numeracy problems).	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
R-2 Visualisation focus - trusting the count, place value, additive thinking, Year 3-5 Visualisation focus - place value, Multiplicative thinking, partitioning	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.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: Numeracy. Increase student achievement in Mathematics.



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: 53% of year 1 to year 6 students (235 out of 444 students) to achieve B or better in mathematics for their end of year report. 48% of year 3 students (35 out of 73 students) to achieve high band (HB) in year 3 NAPLAN numeracy. 29% of year 5 students (25 out of 86 students) to achieve HB in year 5 NAPLAN numeracy. 55% of students (47 out of 86 students) who achieved HB in year 3 will remain in HB in year 5 for NAPLAN numeracy. All Aboriginal learners have a learning goal for mathematics in their One Plan.</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If we explicitly teach the big concepts in mathematics visually and extend number sense through multifaceted numeracy problems we will see an increase in student achievement.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>

Success Criteria – did we improve student learning?
In PAT Maths all students demonstrate understanding of place value, multiplicative thinking and partitioning at Australian Curriculum standards. Students achieve the South Australian Standard of Education Achievement (SEA) with an increase in the number of students achieving higher bands.

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

<p>Goal 3: Literacy – Writing. Increase Student Achievement in Writing</p>	<p>ESR Directions:</p> <p>To increase and sustain higher band attainment sharpen the clarity of measurable student-based success criteria, the planned strategic actions and teaching practices required for high-impact learning.</p> <p>To stretch and challenge students, build teachers’ capacity to deeply analyse what students need to demonstrate to achieve higher-bands, especially in mathematics and English, and to design and transform tasks accordingly.</p> <p>To sharpen the challenge of practice for improvement, further develop teachers’ understanding of, and practices in, evidence-based high-impact pedagogical practices.</p>	
<p>Target 2022: 56% of year 1 to year 6 students (247 out of 444 students) to achieve B or better in term 3 school based narrative. 53% of year 3 students (39 out of 73 students) to achieve high band (HB) in year 3 NAPLAN writing. 21% of year 5 students (18 out of 86 students) to achieve HB in year 5 NAPLAN writing. All Aboriginal learners have a learning goal for writing in their One Plan.</p>	<p>2023: Click or tap here to enter text.</p>	<p>2024: Click or tap here to enter text.</p>

STEP 2 Challenge of practice

Challenge of Practice:

If we teach the metalanguage of English with a focus on text structure and organisation and expressing and developing ideas we will increase student achievement in writing.

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

In work samples students can demonstrate year level application of grammar, sentence structure, vocabulary and spelling according to Australian Curriculum standards. There is an increase in students achieving B or better in school based assessment and high band achievement in NAPLAN writing.

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
<p>Maintain connection with Brightpath team and focus on assessment of narrative and persuasive text. Send at least one staff member from each year level team to Brightpath narrative and Persuasive scale training February, 2022.</p>	<p>Terms 1-4</p>	<p>Teachers will maintain consistent testing protocols based on the Administrations Guidelines provided on the Brightpath website, including consistent prompts across teams, online testing for year 5/6. Leaders will support administration of Brightpath assessments and provide for within 2022 Teacher Collaboration and PD schedule.</p>	<p>TRT days to support release to support training. Access to Brightpath platform, team and professional development.</p>

Brightpath formative assessment focus – maintain focus on using mentor texts, work samples approximately 40 points above student samples, using student reports with classes to develop goals. Develop teacher knowledge by connecting persuasive scale with NAPLAN and English AC and mapping this.	Terms 1-4	Teachers will work with students to develop goals based on student reports and use mentor texts and work samples as resources. They will reflect on connections between Brightpath persuasive ruler, NAPLAN marking and English AC. Library Staff will buy and catalogue mentor texts according to writing genre focus. Leaders will provide time within the 2022 teacher collaboration and PD schedule	Funding to purchase additional mentors text Funding for TRT release for teachers to collaborate and plan together
Staff PD with a member of the Brightpath team on paragraphing , vocabulary and character and setting, continue focus on cohesion. Teachers work with member of the Brightpath team on these items connected with Department for Education units of work.	Terms 1 -4	Teachers will work with a member of the Brightpath to connect Brightpath work with Department for Education units. Leaders will coordinate with Brightpath team and provide time within the 2022 Teacher collaboration and PD schedule.	Members of the Brightpath team
Identify and collate key metalanguage from English Department for Education units and key teaching required to support this.	Terms 1 and 2	Teachers will work in year levels teams to identify key metalanguage and plan ways to teach it. Leaders will provide time within the 2022 teacher collaboration and PD schedule	Department for Education English units Funding for TRT release for teachers to collaborate and plan together
Performance development ‘team protocol sessions’ with leaders. Review & update whole school Literacy Agreement from these discussions.	Term 1	Teachers will reflect on practice and contribute to team discussions about practice. Members of the Literacy SIP will review and update the school Literacy agreement. Leaders will schedule time to discuss literacy with each year level team. Set agenda for ‘team protocol sessions’ to include The Big 6, Brightpath,	Funding for TRT release to have discussions with leaders
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 3: Literacy – Writing. Increase Student Achievement 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 ● 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?
	In work samples students can demonstrate year level application of grammar, sentence structure, vocabulary and spelling according to Australian Curriculum standards. There is an increase in students achieving B or better in school based assessment and high band achievement in NAPLAN writing.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	● 90% embedded ● Needs attention/work in progress ● Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Maintain connection with Brightpath team and focus on assessment of narrative and persuasive text. Send at least one staff member from each year level team to Brightpath narrative and Persuasive scale training February, 2022.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Brightpath formative assessment focus – maintain focus on using mentor texts, work samples approximately 40 points above student samples, using student reports with classes to develop goals. Develop teacher knowledge by connecting persuasive scale with NAPLAN and English AC and mapping this.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Staff PD with a member of the Brightpath team on paragraphing , vocabulary and character and setting, continue focus on cohesion. Teachers work with member of the Brightpath team on these items connected with Department for Education units of work.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Identify and collate key metalanguage from English Department for Education units and key teaching required to support this.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Performance development ‘team protocol sessions’ with leaders. Review & update whole school Literacy Agreement from these discussions.	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 3: Literacy – Writing. Increase Student Achievement 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: 56% of year 1 to year 6 students (247 out of 444 students) to achieve B or better in term 3 school based narrative. 53% of year 3 students (39 out of 73 students) to achieve high band (HB) in year 3 NAPLAN writing. 21% of year 5 students (18 out of 86 students) to achieve HB in year 5 NAPLAN writing. All Aboriginal learners have a learning goal for writing in their One Plan.	Results towards targets: Click or tap here to enter text.
Challenge of Practice: If we teach the metalanguage of English with a focus on text structure and organisation and expressing and developing ideas we will increase student achievement in writing.	Evidence - has this made an impact? Click or tap here to enter text.

<p>Success Criteria – did we improve student learning? In work samples students can demonstrate year level application of grammar, sentence structure, vocabulary and spelling according to Australian Curriculum standards. There is an increase in students achieving B or better in school based assessment and high band achievement in NAPLAN writing.</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>	