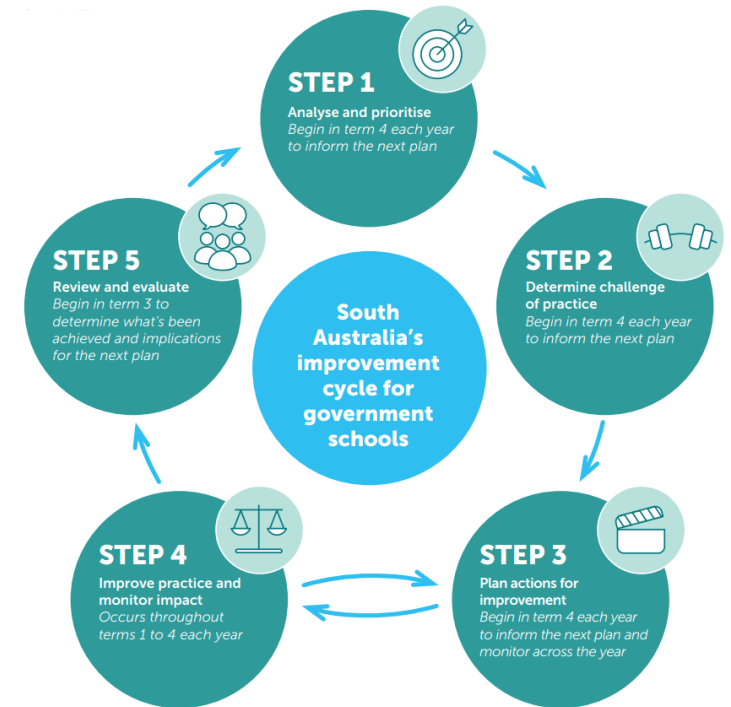
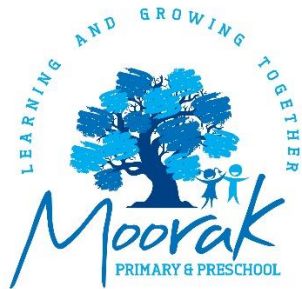


2022 - 2024

# 2023 School Improvement Plan for Moorak Primary and Preschool

Site Number:  
0279



## Vision Statement:

At Moorak Primary and Preschool we strive to develop independent, socially competent, innovative problem solvers who value life-long learning. We will do this through high quality teaching programs that allow greater student agency and by developing independent powerful learners who demonstrate a growth mindset, strong social and emotional well-being and tolerance. We recognise the importance of partnerships between children, staff and parents and we actively promote collaboration between our school community and businesses across the Limestone Coast and beyond.

# 2022 - 2024

## 2023 School Improvement Plan for Moorak 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.
- 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 8, Term 4 (9 December 2022).
- 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 (24 February 2023).
- 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: Moorak Primary and Preschool**

<p><b>Goal 1: To increase the number of students at SEA or above and to increase the number of students in the higher bands in numeracy.</b></p>	<p><b>ESR Directions:</b> Embed a consistent application of high impact teaching strategies across all classes.</p>
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<p><b>Achievement towards Goal in 2022:</b> In 2022 the numeracy results as measured by NAPLAN indicated that 72% of year 3 students and 78% of year 5 students demonstrated the expected achievement against the SEA. For year 3 this is similar to last year but is 28% below the target set. For year 5 this result represents a decrease of 8% from 2021 and is 8% below the target. In 2022 28% of year 3 and 11% of year 5 students achieved in the top 2 NAPLAN numeracy bands. For year 3 this is a small decrease from last year and is 14% below the target. For year 5 this result represents a small decline from 2021 but is 31% below the target. Although student movement and lack of previous NAPLAN data for these cohorts may explain some discrepancies, it is clear that this will need to have strong focus moving forward into 2023. The PAT data shows that most cohorts except for the current Year2 and Year 6 had a slight decrease in the number of students achieving SEA or above from results in 2021. All cohorts apart from the current Year 6 class increased the number of students achieving in the top 25<sup>th</sup> Percentile.</p>	<p><b>Target 2023:</b> <u>REC</u> By the end of term 4, 2023 93% of students (with the addition of 1 student) will reach standard in their end of year report for maths.</p> <p><u>Yr 1</u> TBA</p> <p><u>Yr 2</u> 85% of students (11/13) will reach SEA or above in PAT-M</p> <p><u>Yr 3</u> 93% of students (14/15 – an addition of 1 student) will reach SEA in PAT M and NAPLAN Numeracy.</p> <p>50% of students (7/14- an addition of 2 students) will reach HB in NAPLAN Numeracy.</p> <p><u>Yr 4</u> 93% of students (16/17 – an addition of 2 students) will reach SEA in PAT</p> <p><u>Yr 5</u> 80% of students (8/10 – an addition of 1 student) will reach SEA in PAT M and NAPLAN Numeracy.</p> <p>30% of students (3/10- an addition of 1 student) will reach HB in NAPLAN Numeracy.</p> <p><u>Yr 6</u> 91% of students (10/11 – an addition of 3 students) will reach SEA in PAT M.</p>	<p><b>2024:</b> Yr 5 (2023's Year 4's) 47% of students (8/17 -an addition of 3 students) will reach HB in NAPLAN Maths.</p>
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## STEP 2 Challenge of practice

### Challenge of Practice:

If we implement High Impact Teaching Strategies (Goal Setting, Differentiated Teaching & Structured Lessons (with a focus on sequencing content within and across lessons) and use the National Learning Progressions for Numeracy to develop learning intentions we will increase the numbers of students at SEA, above SEA and in HB.

If we inform goal setting using diagnostic tools, explore our own and students' beliefs about the nature of mathematics and use a whole-school reference text to design teaching, we will increase the numbers of students at SEA, above SEA and in HB



## STEP 3 Plan actions for improvement

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

Students will:

### Foundation

- Understand numbers to 10, including connecting names, numerals and quantities.
- Fluently count number in sequence to and from 20.
- Use familiar counting sequences, create patterns and make comparisons to problem solve, using appropriate mathematical vocabulary to explain their reasoning.

### Year 1

- UNDERSTAND how to partition numbers using place value in various ways
- USE materials to model authentic problems
- USE familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer.
- COUNT to and from 100 and locate the numbers on a number line
- COMPARE and JUSTIFY representations

### Year 2

- IDENTIFY, DESCRIBE and COMPARE the relationship between the order of operations (+, x, -, /)
- IDENTIFY the missing element in a number sequence.
- PERFORM simple addition and subtraction calculations using a range of strategies.
- FORMULATE problems from authentic situations, MAKE models and USE number sentences that represent problem situations

How and when will this be monitored, tracked and measured?

WHAT	WHO	WHEN
Success Criteria trackers	Teachers	End of each term
Observations	Site Leader + teachers	Throughout term 2
Class visits including co-teaching, modelling etc	Site Leader + teachers	Throughout term 1
Teaching sprints (learning cycles) – inc pre/post data, artefacts etc	Site Leader + teachers	One per term
Yearly Rhythm	Site Leader + teachers	Meeting fortnightly

**Year 3**

- **RECOGNISE** the connection between addition and subtraction.
- **SOLVE** problems using efficient strategies for multiplication.
- **RECALL** addition and multiplication facts for single digit numbers.
- **REASON** with generalisation from number properties and results of calculations.
- **SOLVE** problems whilst formulating and modelling in authentic situations.

**Year 4**

- **CHOOSE** appropriate strategies for calculations involving multiplication and division.
- **RECALL** multiplication facts to 10x10 and related division facts.
- **IDENTIFY** and **EXPLAIN** strategies for finding unknown quantities in number sentences.
- **SOLVE** problems whilst formulating, modelling and recording authentic situations involving operations.

**Year 5**

- **SOLVE** simple problems involving the four operations using a range of strategies.
- **IDENTIFY** and **EXPLAIN** strategies for finding unknown quantities in number sentences involving the four operations.
- **INVESTIGATING** strategies to perform calculations efficiently.
- **FORMULATING** and **SOLVING** authentic problems using whole numbers.

**Year 6**

- **SOLVE** problems involving all four operations with whole numbers.
- **EXPLAIN** mental strategies for performing calculations.
- **FORMULATING** and **SOLVING** authentic problems using fractions, decimals & Percentages.
- **LOCATE** fractions and integers on a number line.

What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice			
Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
1. Use assessment to improve teaching	Weeks 1-2	<p><b>Each teacher will:</b> Use assessment tools to inform planning and students' learning goals, using Essential Assessment (Years R-6)</p>	<p><a href="#">Essential Assessment (Years R-6)</a></p> <p><a href="#">Teaching Sprints – Simon Breakspear</a></p> <p><a href="#">Collaborative Teams that Work- Gavin Grift</a></p> <p><a href="#">High Impact Teaching Strategies</a></p> <p>Community of practice</p>
	Weeks 4-11 (teaching sprints)	<p><b>Each teacher will:</b> View assessment as feedback about their practice through actively engaging in teaching sprints each term where pre/post data will be collected.</p>	
	Weeks 4-11 (teaching sprints)	<p><b>Each leader will:</b> Develop the expertise of teachers to interpret student numeracy data and support teacher work</p>	
	Weeks 4-11 (teaching sprints)	<p><b>Each leader will:</b> Establish a culture where teachers view assessment as feedback about their own practice and use this feedback to target what to do next for learner improvement.</p>	
	Weeks 5-10	<p><b>Each leader will:</b> Use data to focus on reviewing and updating the existing whole-school numeracy statement of practice. Use curriculum tracker / mapping tool to develop whole-school scope and sequence to establish guaranteed viable curriculum.</p>	
Weeks 6-11 (after numeracy summit)	<p><b>Each leader will:</b> In consultation with teachers, determine the most appropriate method for assessment/data collection in the early years (F-2)</p>		

<p><b>2. Develop numeracy using the Australian Curriculum</b></p>	<p>Term 2 teaching sprint (approx. weeks 3-4)</p>	<p><b>Each teacher will:</b> Share examples of student work and assessment in <b>prepare</b> stage of sprint to identify what students know, understand and can do. Teachers use Numeracy Progressions to identify where students are at and next learning steps, and differentiate unit plans accordingly.</p>	
	<p>Term 2 teaching sprint (approx. weeks 3-5)</p>	<p><b>Each teacher will:</b> Use a whole-school reference text (Van de Walle) to design / differentiate teaching mathematics conceptually using the content and proficiencies together.</p>	
	<p>Term 2 teaching sprint (approx. weeks 9-10)</p>	<p><b>Each teacher will:</b> Share examples of student work and assessment in <b>review</b> stage of sprint to identify what students <b>NOW</b> know, understand and can do. Teachers use EA data to position students along Numeracy Progressions to check for growth.</p>	<p><a href="#">Van de Walle reference text</a> <a href="#">Numeracy Learning Progressions – AC</a></p>
	<p>Term 1, Weeks 4-7</p>	<p><b>Each teacher will:</b> Develop a numeracy goal as part of their individual PDP process.</p>	<p>Examples of Instructional Models <a href="#">Teaching sprint tools</a></p>
	<p>Term 1, Week 0</p>	<p><b>Each leader will:</b> Audit and develop teachers’ pedagogical content knowledge in mathematics and adopt a whole-school reference text</p>	<p>Student work samples / EA data <a href="#">PDPs</a></p>
	<p>Term 2, Weeks 5-10</p>	<p><b>Each leader will:</b> Establish expectations that teachers provide clear learning intentions for students that emphasise numeracy success criteria in the learning design. This is to be documented in a whole-site Numeracy Pedagogical Agreement.</p>	<p><a href="#">Orbis Classroom observation tool</a></p>
	<p>Term 2, Weeks 4-8</p>	<p><b>Each leader will:</b> Conduct classroom observations and provide feedback associated with teachers’ numeracy goal/s in PDP. Teachers and leaders to use the <a href="#">Orbis Classroom observation tool</a> to develop protocols/agreement regarding purpose of the observation.</p>	<p>Community of practice</p>

<p><b>3. Teach number sense sequentially using the Big Ideas in Number and use intervention to improve teaching</b></p>	<p>Teaching sprints, approx. weeks 3-10 Term 3</p>	<p><b>Each teacher will:</b> Engage in professional learning (using following resources) in order to upskill in Big Ideas in Number (see resources)</p> <p><b>Teachers will:</b> Teach big ideas using evidence (formative assessment) and data (Essential Assessment) to set challenging learning goals and build learning from students' current mathematical understanding <b>(wave 1)</b></p>	<p><a href="#">Big Ideas in Number Masterclass series</a></p> <p>Big Ideas in Number DfE resources: <a href="#">Margarita Breed- numeracy consultant for Big Ideas in Number</a></p> <p>MASA Portfolio PD- Term 1, Week 6</p> <p>Examples of Numeracy Statement of Practice, a Numeracy pedagogical agreement and associated monitoring tool that enables peer to peer, self or leader review to occur on a regular basis.</p> <p>Community of practice</p>
	<p>From Term 3 onwards</p>	<p><b>Each teacher will:</b> Use agreed decision-making processes for accessing/qualifying for wave 2 and 3 interventions, including clear evidence/data 'cut points' for flowing in and out of intervention.</p>	
	<p>Teaching sprints, approx. weeks 3-10 Term 3</p>	<p><b>Each leader will:</b> Make sure all teachers have the pedagogical content knowledge to support students to build on number ideas and concepts developmentally. This will be done through leader observations and the development of a monitoring tool within the statement of practice that enables self, leader, peer led reviews/observations on a regular basis.</p>	
	<p>Throughout term 2</p>	<p><b>Each leader will:</b> Work with teachers to develop decision-making processes for accessing/qualifying for wave 2 and 3 interventions, including clear evidence/data 'cut points' for flowing in and out of intervention.</p>	
	<p>Throughout term 2</p>	<p><b>Each leader will:</b> In consultations with teachers and SSOs, create/facilitate tracking systems (data spreadsheets and data schedules) to track student progress in intervention.</p>	
	<p>From Term 1 onwards</p>	<p><b>Each leader will:</b> Ensure staff are adequately trained (including SSOs) to deliver intervention programs.</p>	
<p>Term 3</p>	<p><b>Each leader will:</b> Establish student review processes to track:</p> <ul style="list-style-type: none"> <li>- Impact of intervention program/s on students' learning</li> </ul>		



	Term 4 / 2024?	<ul style="list-style-type: none"> <li>- Implementation of wave 1, 2 and 3 adjustments</li> <li>- Changes needed to current adjustments (e.g. moving groups, finishing an intervention etc)</li> </ul> <p><b>Each teacher will:</b> Implement the Numeracy Pedagogical Agreement using the self-assessment monitoring tool to measure fidelity of implementation, over time</p>	
4. Develop positive beliefs and attitude towards mathematics and numeracy	<p>Term 1, Weeks 3-4</p> <p>Term 1, Week 5-6</p> <p>Term 2, Week 5-6</p> <p>Throughout development of Numeracy Statement of Practice, Terms 1-3</p> <p>Term 4, Weeks 6-8</p>	<p><b>Each teacher will:</b> Facilitate pre-surveys around students' mindsets: <b>REC:</b> What is maths? (class brainstorm) <b>1 /2:</b> What is a mathematician? (class brainstorm) + mindset survey from <a href="#">year 1 /2 DfE maths units</a> <b>3/4:</b> modified mindset survey (less questions, yes/no/not sure answers) <b>4/5/6:</b> full <a href="#">mindset survey</a> on Forms <b>*Repeat at end of year.</b></p> <p><b>Each teacher will:</b> <a href="#">Identify their own beliefs</a> about the nature of mathematics by completing <a href="#">Staff Maths Understanding and Mindset (office.com)</a></p> <p><a href="#">Teachers will also engage in professional reading/discussion of <a href="#">Beliefs and attitudes about mathematics</a></a></p> <p><b>Each leader will:</b> Establish a culture of high expectations and positive beliefs &amp; attitudes towards mathematics reflected in documented pedagogical agreements and associated monitoring tools.</p> <p><b>Each leader will:</b> Ensure surveying of staff and students on Maths mindsets is completed at <a href="#">beginning</a> and end of year</p>	<p>Best advice paper- <a href="#">Beliefs and attitudes about mathematics</a></p> <p>Survey activities – teacher and <a href="#">student</a></p> <p><a href="#">Staff Maths Understanding and Mindset (office.com)</a></p> <p>Community of practice</p>