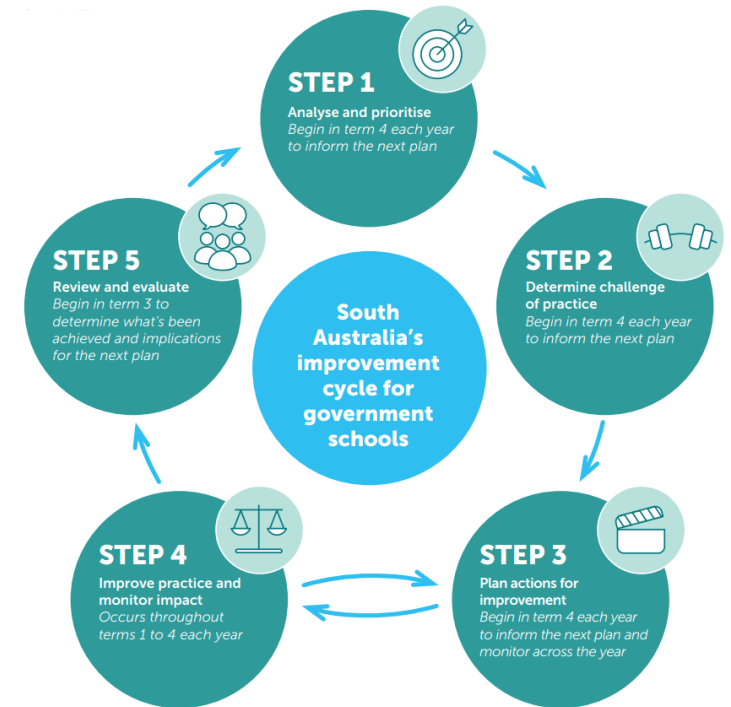


2022 - 2024

2024 School Improvement Plan for North Haven School

Site Number:
1375



Vision Statement:

North Haven School aims to develop positive participants who are equipped to meet life-long challenges and think globally and act locally. The school's motto of 'Learning today, leading tomorrow' drives learning through real and purposeful opportunities assisting students to achieve their potential and fulfil their aspirations.

2022 - 2024

2023 School Improvement Plan for North Haven School

Completing the template:

- The document will open as 'Read Only' so will need to be saved prior to editing.
- If copying and pasting text from another document, paste as 'keep text only' or 'merge formatting'.
- 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), and 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: North Haven School**

<p>Goal 1: To increase student achievement in mathematics R-6.</p>		<p>ESR Directions:</p> <ol style="list-style-type: none"> Strengthen structures and processes that build teacher and leadership capacity to drive improvement, including evaluation of most effective practices that are then embedded school wide. Strengthen effective, rigorous and consistent practice across the school in curriculum delivery, assessment and high impact strategies to ensure daily stretch and challenge. Embed regular and consistent monitoring of student achievement, inclusive of formative assessment and reciprocal feedback, to inform responsive teaching and student self-directed learning.
<p>Achievement towards Goal in 2022: 80% of year 3s to achieve NAPLAN Maths SEA. (74% met) 30% of year 3s to achieve NAPLAN Maths HB. (36% met) 80% of year 5s to achieve NAPLAN Maths SEA. (67 % met) 33% of year 5s to achieve NAPLAN Maths HB. (4% met)</p>	<p>Target 2023: 78% of year 3s to achieve NAPLAN Maths SEA. 35% of year 3s to achieve NAPLAN Maths HB. 75% of year 5s to achieve NAPLAN Maths SEA. 20% of year 5s to achieve NAPLAN Maths HB. 4 out of 5 Yr 3 Aboriginal Students to achieve NAPLAN Maths SEA 3 out of 3 Yr 5 Aboriginal Students to achieve NAPLAN Maths SEA 1 out of 3 Yr 5 Aboriginal Students to achieve Maths HB</p>	<p>2024: Year 3 NAPLAN students to achieve in the Strong Maths Proficiency Band. Year 5 NAPLAN students to achieve in the Strong Maths Proficiency Band. All students to achieve growth in their PAT Maths data.</p>

 **STEP 2 Challenge of practice**

Challenge of Practice:
 If we use high impact teaching strategies that differentiate the learning for all students, we will improve student achievement in mathematics R-6.

 **STEP 3 Plan actions for improvement**

<p>Student Success Criteria (what students know, do, and understand): We will see students engaging in differentiated learning tasks that meet their needs We will see students demonstrate their mathematical learning through CPA experiences (Concrete, pictorial, abstract) We will hear students articulate what they are learning, and identify their next steps for learning.</p>	<p>How and when will this be monitored, tracked and measured? When undertaking Walks and Talks/classroom walkthroughs twice a term. When teachers are sharing student work samples in their PLC's. When talking to students about their learning during walkthroughs once a term.</p>
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<p>We will see students demonstrating growth in their mathematical learning using “I can” statements.</p>	<p>When reviewing and analysis pre and post unit assessments in PLCs each term.</p>		
<p>What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice</p>			
<p>Actions</p>	<p>Timeline</p>	<p>Roles & Responsibilities – How will this be done?</p>	<p>Resources</p>
<p>Teachers will implement the North Haven School Instructional Model to plan and teach effective Maths lessons.</p>	<p>Terms 1 – 4, ongoing</p>	<p>Teachers will... Plan using all elements of the IM. Provide regular opportunities for students to use the CPA approach. Plan and implement inquiry/open ended tasks. Provide enabling and extending prompts based on student learning needs.</p> <p>Leaders will... Provide opportunities for staff to plan, assess and moderate learning together in their NHS and APS PLCs Structure NIT timetable to support collaborative planning opportunities. Use processes such as Walkthroughs, Observations, Teaching Sprints to reflect on and improve teacher practices.</p> <p>Together we will... Share and reflect on the 2024 North Haven Maths Key Ideas & Expectations. Prioritise time in PLCs and SFDs to critically review, discuss, and celebrate effective strategies and next steps.</p>	<p>DFE Maths units of work Peter Sullivan texts Van De Walle et al 2019 text DFE Numeracy Guidebooks Numeracy Progressions Australian Curriculum</p>

<p>Teachers will use the DFE units of work to provide students with progressive learning sequences.</p>	<p>Terms 1 – 4, ongoing</p>	<p>Teachers will... Adopt and adapt the DFE units of work to sequence learning for students based on their needs. Review our whole school curriculum planning document. Use NIT, PLC time, student free days and other release opportunities to collaboratively plan, assess and moderate with their year level peers at NHS and APS.</p> <p>Leaders will... Mentor and coach staff to support effective curriculum planning and implementation. Provide targeted SSO TTC intervention. Provide opportunities for NHS & APS Maths Action Team to meet and plan staff professional learning opportunities.</p> <p>Together we will... Actively engage in PLCs (NHS and APS), coaching opportunities, optional peer observations and collaborative practices to increase knowledge in the effective teaching of Maths.</p>	<p>DFE Maths units of work DFE Numeracy Guidebooks Numeracy Progressions Australian Curriculum Curriculum Lead PD Teacher release time Maths action teams Collaborative student free days (NHS and APS)</p>
<p>Teachers will use the Big Ideas in Number assessment tools to identify and support the needs of all students.</p>	<p>Terms 1 – 4, ongoing</p>	<p>Teachers will... R-1 teachers to support student understanding of TTC. Year 2-6 teachers to monitor student’s understanding of TTC. Develop their capacity of Place Value. Familiarise themselves with the Place Value Assessment. Use Place Value resources/strategies to provide targeted support for all students.</p> <p>Leaders will... Support the implementation of Place Value from BIIN through professional learning, mentoring and coaching opportunities. Review and update whole school assessment schedule.</p>	<p>DFE units of work (pre and post assessments) DFE Maths units of work Peter Sullivan texts Van De Walle et al 2019 text DFE Numeracy Guidebooks Numeracy Progressions Australian Curriculum PLC time</p>

		<p>Together we will... Work collaboratively in PLCs to reflect on practices and share resources.</p>	
<p>Continue to build a collaborative learning community with staff from North Haven School and Alberton Primary School to support the development of teacher capacity in the teaching of maths.</p>	<p>Terms 1 – 4, ongoing</p>	<p>Teachers will... Work collaboratively to build our understanding of High Impact Teaching Strategies (HITS). Support each other to effectively implement the IM. Have the opportunity to register interest in observing high quality practice in modelled lessons (and be observed) by staff and leaders across both sites Contribute to the sharing of practice and celebration of progress across sites.</p> <p>Leaders will... Participate in the collaborative learning journey, alongside teachers Collaborate with the maths action team to support planning for joint staff meetings, student free days and modelled observations</p> <p>Together we will... Participate in 3x joint Student Free Days and staff meeting times that focus on our SIP actions. Work closely together to create a positive, safe and respectful learning program that enables all staff from both sites to engage</p>	<p>Partnership Funding (Co-funded Project) 3x Pupil Free Days 4-6 Joint staff meetings (APS/NHPS) Curriculum Lead (LET) Maths Action Teams (Local) I Can Statements (used by class teachers) DfE Maths Curriculum Units Walk and Talks (Walk Throughs) PLC allocated time</p>



<p>Goal 2: To increase student achievement in reading R-6.</p>	<p>ESR Directions:</p> <ol style="list-style-type: none"> 1. Strengthen structures and processes that build teacher and leadership capacity to drive improvement, including evaluation of most effective practices that are then embedded school wide. 2. Strengthen effective, rigorous and consistent practice across the school in curriculum delivery, assessment and high impact strategies to ensure daily stretch and challenge. 3. Embed regular and consistent monitoring of student achievement, inclusive of formative assessment and reciprocal feedback, to inform responsive teaching and student self-directed learning.
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<p>Achievement towards Goal in 2022: 75% of year 1s to achieve PSC benchmark (78% met) 84% of year 3s to achieve NAPLAN Reading SEA(79% met) 38% of year 3s to achieve NAPLAN Reading HB (45% met) 80% of year 5s to achieve NAPLAN Reading SEA (81% met) 40% of year 5s to achieve NAPLAN Reading HB (26% met)</p>	<p>Target 2023: 85% of year 1s to achieve PSC benchmark. 80% of year 3s to achieve NAPLAN Reading SEA. 40% of year 3s to achieve NAPLAN Reading HB. 82% of year 5s to achieve NAPLAN Reading SEA. 35% of year 5s to achieve NAPLAN Reading HB. 4 out of 5 Yr 3 Aboriginal students to achieve NAPLAN Reading SEA 3 out of 3 Yr 5 Aboriginal students to achieve NAPLAN Reading SEA 1 out of 3 Yr 5 Aboriginal students to achieve NAPLAN HB</p>	<p>2024: Year 3 NAPLAN students to achieve in the Strong Reading Proficiency Band. Year 5 NAPLAN students to achieve in the Strong Reading Proficiency Band. All students to achieve growth in their PAT Reading data. 85% of Year 1 students to achieve PSC benchmark.</p>
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 **STEP 2 Challenge of practice**

Challenge of Practice:
 If we intentionally plan for, and explicitly teach, reading by using evidence-based pedagogy, then we will improve student achievement in reading for every student.

 **STEP 3 Plan actions for improvement**

<p>Student Success Criteria (what students know, do, and understand): We will see R-2 students develop and demonstrate strong phonics and phonological awareness skills. We will hear students confidently and fluently decode words.</p>	<p>How and when will this be monitored, tracked and measured? When leaders meet one to one with R – 2 teachers to analyse Initialit data. When we listen to students read developmentally appropriate texts. When listening to students read one to one and conferencing. When assessing students, responses to texts.</p>
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<p>We will observe students interpreting, connecting, inferring and summarising information (comprehension).</p>			
<p>What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice</p>			
<p>Actions</p>	<p>Timeline</p>	<p>Roles & Responsibilities – How will this be done?</p>	<p>Resources</p>
<p>Systematic synthetic phonics instruction will be delivered with fidelity as scheduled, consistently across all classes.</p>	<p>Term 1 – 4, ongoing</p>	<p>R – 2 Teachers will... Teach the InitialLit Program as designed, incorporating all aspects including Story Book component, at the appropriate pace. Use InitialLit data and anecdotal observations to provide students with differentiated tasks based on their learning needs. Implement the 2024 NHS InitialLit Norms.</p> <p>3 – 6 Teachers will... Assess students using the DfE Inventory. Use this data to plan using the NHS Spelling Structure.</p> <p>Leaders will... Provide MiniLit intervention for students in years 1 and 2. Provide targeted support for students at risk. Provide PLC time to collaboratively plan and analyse assessments. Provide professional learning opportunities through Brooke and Kellie Burge.</p> <p>Together we will... Prioritise time in PLCs to critically analyse student data, celebrating progress and identifying areas of growth and next steps.</p>	<p>InitialLit Manuals/Workbooks NHS Year 3 – 6 spelling program Decodable texts LGU coach’s feedback NHS InitialLit expectations</p>

<p>Teachers will track and monitor student growth in comprehension skills, to gauge impact and determine next steps in learning.</p>	<p>Term 1 – 4, ongoing</p>	<p>R – 2 teacher will... Use InitialLit data to form groups and provide differentiated learning experiences.</p> <p>Year 2 – 6 teacher will... Use Dibels (ORF & MAZE) assessment to track and monitor student comprehension and fluency skills. Use Dibels assessment to plan and implement evidence based strategies targeting the needs of all students.</p> <p>Leaders will... Provide PD through Brooke and Kellie regarding fluency practices R-6 and effective use of Dibels. Provide SSO support during specific literacy times. Provide PLC time to support consistency and collaboration. Purchase the online Dibels resource. Create a whole school online data base.</p> <p>Together we will... Strongly promote and encourage home reading. Prioritise time in PLCs to critically analyse student data, celebrating progress and identifying areas of growth and next steps.</p>	<p>Dibels PD PLCs Release time for student assessments Decodables (School and home) InitialLit manual/Workbooks Year 3 – 6 home reading diaries</p>
<p>Teachers will use the DFE units of work to provide students with progressive learning sequences to avoid gaps or repetition, resulting in students accessing and being stretched with new learning.</p>	<p>Term 1 – 4, ongoing</p>	<p>Adopt and adapt the units of work to support the learning needs of each student.</p> <p>Leaders will... Provide collaborative planning opportunities.</p> <p>Together we will... Commit to working collaboratively in our PLCs to support one another with planning lesson sequences.</p>	<p>Curriculum Lead PD DFE English units of work Literacy Progressions Australian Curriculum PLC time</p>

Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.



STEP 1 Analyse and Prioritise

Site name: North Haven School

Goal 3: Click or tap here to enter text.

ESR Directions:

1. Strengthen structures and processes that build teacher and leadership capacity to drive improvement, including evaluation of most effective practices that are then embedded school wide.
2. Strengthen effective, rigorous and consistent practice across the school in curriculum delivery, assessment and high impact strategies to ensure daily stretch and challenge.

	3. Embed regular and consistent monitoring of student achievement, inclusive of formative assessment and reciprocal feedback, to inform responsive teaching and student self-directed learning.
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Achievement towards Goal in 2022: Click or tap here to enter text.	Target 2023: Click or tap here to enter text.	2024: Click or tap here to enter text.
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 **STEP 2 Challenge of practice**

Challenge of Practice: Click or tap here to enter text.

 **STEP 3 Plan actions for improvement**

Student Success Criteria (what students know, do, and understand): Click or tap here to enter text.	How and when will this be monitored, tracked and measured? Click or tap here to enter text.
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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
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.

Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each leader will... Each teacher will...	Click or tap here to enter text.

2023 School Improvement Plan for North Haven School



Step 4 – Improve practice and monitor impact



Step 5 – Review and evaluate

Completing steps 4 and 5

- Step 4 is about tracking, reflecting on and adjusting your actions. After careful planning, you need to act to improve your teaching and leadership practice.
- Step 5 is the review and evaluation process to determine the next steps for your school.
- 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).
- Complete every step - The [School Improvement Planning Handbook](#) explains how to do this. In addition, your Local Education Team will provide support.





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?

Goal 1: To increase student achievement in mathematics R-6.

Student Success Criteria	<p> Yes</p> <p> Needs attention/work in progress</p> <p> Not on track</p>	<p>Evidence</p> <p>Are we improving student learning?</p> <p>How are we tracking against our student success criteria?</p>	<p>What are our next steps?</p> <p>Potential adjustments?</p>
<p>We will see students engaging in differentiated learning tasks that meet their needs</p> <p>We will see students demonstrate their mathematical learning through CPA experiences (Concrete, pictorial, abstract)</p> <p>We will hear students articulate what they are learning, and identify their next steps for learning.</p> <p>We will see students demonstrating growth in their mathematical learning using “I can” statements.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
Actions	<p> 90% embedded</p> <p> Needs attention/work in progress</p> <p> Not on track</p>	<p>Evidence</p> <p>Are we doing what we said we would do?</p> <p>Are we improving student learning?</p> <p>How do we know which actions have been effective?</p>	<p>What are our next steps?</p> <p>Potential adjustments?</p>
<p>Teachers will implement the North Haven School Instructional Model to plan and teach effective Maths lessons.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

Teachers will use the DFE units of work to provide students with progressive learning sequences.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will use the Big Ideas in Number assessment tools to identify and support the needs of all students.	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.
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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.




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?

Goal 2: To increase student achievement in reading R-6.

<p>Student Success Criteria</p>	<p> Yes Needs attention/work in progress Not on track </p>	<p>Evidence Are we improving student learning? How are we tracking against our student success criteria?</p>	<p>What are our next steps? Potential adjustments?</p>
<p>We will see R-2 students develop and demonstrate strong phonics and phonological awareness skills. We will hear students confidently and fluently decode words. We will observe students interpreting, connecting, inferring and summarising information (comprehension).</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Actions</p>	<p> 90% embedded Needs attention/work in progress Not on track </p>	<p>Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?</p>	<p>What are our next steps? Potential adjustments?</p>
<p>Systematic synthetic phonics instruction will be delivered with fidelity as scheduled, consistently across all classes.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

Teachers will track and monitor student growth in comprehension skills, to gauge impact and determine next steps in learning.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will use the DFE units of work to provide students with progressive learning sequences to avoid gaps or repetition, resulting in students accessing and being stretched with new learning.	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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 **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?

Goal 3: Click or tap here to enter text.

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

Goal 1: To increase student achievement in mathematics R-6.

Targets 2023:

78% of year 3s to achieve NAPLAN Maths SEA. 35% of year 3s to achieve NAPLAN Maths HB. 75% of year 5s to achieve NAPLAN Maths SEA. 20% of year 5s to achieve NAPLAN Maths HB.
4 out of 5 Yr 3 Aboriginal Students to achieve NAPLAN Maths SEA
3 out of 3 Yr 5 Aboriginal Students to achieve NAPLAN Maths SEA
1 out of 3 Yr 5 Aboriginal Students to achieve Maths HB

Results towards targets:

Click or tap here to enter text.

Challenge of Practice:

If we use high impact teaching strategies that differentiate the learning for all students, we will improve student achievement in mathematics R-6.

Evidence - has this made an impact?

Click or tap here to enter text.

Success Criteria:

We will see students engaging in differentiated learning tasks that meet their needs
We will see students demonstrate their mathematical learning through CPA experiences (Concrete, pictorial, abstract)
We will hear students articulate what they are learning, and identify their next steps for learning.
We will see students demonstrating growth in their mathematical learning using “I can” statements.

Evidence - did we improve student learning? how do we know?

Click or tap here to enter text.

Evaluate our 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.

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

Goal 2: To increase student achievement in reading R-6.

Targets 2023:

85% of year 1s to achieve PSC benchmark.

80% of year 3s to achieve NAPLAN Reading SEA. 40% of year 3s to achieve NAPLAN Reading HB. 82% of year 5s to achieve NAPLAN Reading SEA. 35% of year 5s to achieve NAPLAN Reading HB.

4 out of 5 Yr 3 Aboriginal students to achieve NAPLAN Reading SEA

3 out of 3 Yr 5 Aboriginal students to achieve NAPLAN Reading SEA

1 out of 3 Yr 5 Aboriginal students to achieve NAPLAN HB

Results towards targets:

Click or tap here to enter text.

Challenge of Practice:

If we intentionally plan for, and explicitly teach, reading by using evidence-based pedagogy, then we will improve student achievement in reading for every student.

Evidence - has this made an impact?

Click or tap here to enter text.

Success Criteria:

We will see R-2 students develop and demonstrate strong phonics and phonological awareness skills.

We will hear students confidently and fluently decode words.

We will observe students interpreting, connecting, inferring and summarising information (comprehension).


Evidence - did we improve student learning? how do we know?

Click or tap here to enter text.

Evaluate our 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.

Review 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 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?	
Goal 3: Click or tap here to enter text.	
Targets 2023: Click or tap here to enter text.	Results towards targets: Click or tap here to enter text.
Challenge of Practice: Click or tap here to enter text.	Evidence - has this made an impact? Click or tap here to enter text.
Success Criteria: Click or tap here to enter text.	Evidence - did we improve student learning? how do we know? Click or tap here to enter text.

Evaluate our 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.](#)

Review 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.](#)