

(2022 – 2024)

Site Number: 0396

2024 School Improvement Plan

Scott Creek Primary School



Vision Statement:

A caring school community where all our students:

- Think and act **positively**
- Are **inspired** to know themselves
 - Think **independently**
- **Contribute positively** to the world



2022 - 2024

2024 School Improvement Plan for Scott Creek 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 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
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Government of South Australia
Department for Education

 **STEP 1 Analyse and Prioritise** Site name: Scott Creek Primary School

Goal 1: Increase student achievement in literacy, with a focus on reading (R-6)
OUR COMMITMENT TO DfE STRATEGY – ‘STRENGTHENING SUPPORTS’

ESR Directions:

- **Embed high impact teaching and learning strategies** that are aligned to the school’s pedagogical framework and provide stretch and challenge for all students.
- **Strengthen the commitment to the improvement cycle** with specific reference to increasing and sustaining high achievement in literacy and numeracy.

Achievement towards Goal in 2022:

- Increase in reading speed without a drop in accuracy using DIBELS.
- Improved reading comprehension through book reports; able to identify literal + implied meaning.
- Gathering observational data to identify and enact teaching points
- Consistent phonics program supporting students to decode confidently.
- 94% of students in Yr. 3-6 achieved above SEA
- 43% of Year 5 students achieved high bands in reading (3 of 7).

Achievement towards Goal in 2023:

- Continued increase in reading speed without a drop in accuracy using DIBELS.
- **Yr. 1 – 66% of students will achieve at or above 28 in Phonics check (2 of 3) – 2 out of 5 achieved this.**
- **Yr. 2 – 75% of students will achieve 100 or above PAT R (3 of 4) – 3 of 4 achieved this.**
- **Yr. 3 – 44% will achieve SEA or above in PAT R (4 of 9) – 4 of 6 achieved this.**
- **Yr. 4 – 66% will achieve SEA or above in PAT R (4 of 6) – 4 of 5 achieved this.**
- **Yr. 5 – 100% will achieve SEA or above in PAT R (2 of 2) – 2 of 3 achieved this.**
- **Yr. 6 – 80% will achieve SEA or above in PAT R (4 of 5) – 5 of 5 achieved this.**

2024:

- **Yr. 1 – 100% of students will achieve at or above 28 in Phonics check (4 of 4)**
- **Yr. 2 – All students will achieve 100 or above in PAT R (1 of 1).**
- **Yr. 3 – All students will demonstrate 12 months of growth in PAT R (6 of 6)**
- **Yr. 4 – All students will demonstrate 12 months of growth in PAT R (5 of 5)**
- **Yr. 5 – All students will demonstrate 12 months of growth in PAT R (5 of 5)**
- **Yr. 6 – All students will demonstrate 12 months of growth in PAT R (5 of 5)**

 **STEP 2 Challenge of practice**

Challenge of Practice:

- **If we explicitly teach a multisensory program (Playberry), we will see students’ achievement in reading increase.**

 **STEP 3 Plan actions for improvement**

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




- **We will see all students question, read and make meaning of Tier 2 and Tier 3 vocabulary when we hear them reading and responding.**
- **We will see all students using their knowledge of phonics, syllables and context to decode unfamiliar words.**
- **We will see all reception students start to decode texts.**
- **We will see all students identify literal, personal, inferred meaning of texts.**
- **We will see all students understand and use language features, images and vocabulary to represent ideas, characters and events.**

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

- Phonics Screening Check data (Term 1 and 3)
- End of unit testing
- PAT Reading (Term 3)
- DIBELS data
- Playberry assessments
- Mini-Lit intervention data

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
<p>All teachers will deliver the 'Playberry' program with fidelity.</p>	<p>Ongoing 2024</p>	<p>Each teacher will:</p> <ul style="list-style-type: none"> • Provide stimulating and increasingly challenging texts for reading activities. • Consistently implement 'Playberry' within daily literacy blocks. • Read aloud to the class each day and engage students in dialogue. • Ensure students are aware of learning intentions/success criteria. • Actively participate in 'Playberry' professional learning. • Ensure students are aware of their goals and next steps. <p>The leader will:</p> <ul style="list-style-type: none"> • Implement professional learning. • Develop the school Literacy Plan. • Budget for additional decodable readers and rich literature. • Conduct a walkthrough each week. • Facilitate PLCs in collaboration with other schools. 	<ul style="list-style-type: none"> - Literacy Guide books - Decodable Readers - Playberry program - Staff meeting PLCs - Mini-Lit Sage program - Intervention SSO - Big 6 in Reading – DfE - Rich literature - print and digital - DfE units of work - Walkthrough feedback

<p>Teachers will analyse reading and phonics data regularly and respond with stretch or intervention as needed.</p>	<p>As scheduled & ongoing 2024</p>	<p>Each teacher will:</p> <ul style="list-style-type: none"> • DIBELS to monitor reading progress • Use Phonics Screening Check for Yr. 1-3 students (Term 1 and 3) and other students identified as 'at risk' (using previous years Phonics Screening test). • Analyse data each term. • Use Playberry benchmark assessment data to track and inform interventions <p>The leader will:</p> <ul style="list-style-type: none"> • Organise 'Student Progress Meetings' and establish opportunities for staff to analyse and review data • Monitor data and trends 	<ul style="list-style-type: none"> • 2023 Phonic Screening materials • Common data spreadsheets – Microsoft Teams • Pupil Free Days • DIBELS • Mini-Lit & Multi-Lit • Playberry assessments
<p>Teachers will work with and communicate with the school community to showcase pedagogy and learning of literacy.</p>	<p>As scheduled & ongoing 2024</p>	<p>Each teacher will:</p> <ul style="list-style-type: none"> • Set literacy goals with students and share with their families. • Support a family showcase with a focus on reading. <p>Each leader will:</p> <ul style="list-style-type: none"> • Organise a time for a Learning showcase for families in Term 1. • Ensure students are provided with learning goals and understand next steps. 	<ul style="list-style-type: none"> • Student resources • Activities

STEP 1 Analyse and Prioritise 		Site name: Scott Creek Primary School	
<p>Goal 2: Increase student achievement in Mathematics, with a focus on Number (R-6) OUR COMMITMENT TO DfE STRATEGY – ‘STRENGTHENING SUPPORTS’</p>		<p>ESR Directions:</p> <ul style="list-style-type: none"> • Embed high impact teaching and learning strategies that are aligned to the school’s pedagogical framework and provide stretch and challenge for all students. • Strengthen the commitment to the improvement cycle with specific reference to increasing and sustaining high achievement in literacy and numeracy. 	
<p>Achievement towards Goal in 2022:</p> <ul style="list-style-type: none"> • 50% of students in Yr. 2-6 obtained a high achievement in PAT Maths. • 33% of students in year 3-6 obtained high growth in PAT maths • Students in Years 4-6 were engaged in more problem solving tasks and able to articulate their thinking and reasons for the choices they made. 	<p>Achievement towards Goal in 2023:</p> <ul style="list-style-type: none"> • Yr. 2 – 75% of students will achieve 100 or above in PAT M (3 of 4) 3 of 4 achieved this. • Yr. 3 – 44% will achieve SEA or above in PAT M (4 of 9) 4 of 6 achieved this. • Yr. 4 – 66% will achieve SEA or above in PAT M (4 of 6) 5 of 5 achieved this. • Yr. 5 – 100% will achieve SEA or above in PAT M (2 of 2) 2 of 3 achieved this. • Yr. 6 – 80% will achieve SEA or above in PAT M (4 of 5) 5 of 5 achieved this. 	<p>2024:</p> <ul style="list-style-type: none"> • Yr. 2 – All students will achieve 100 or above in PAT M (1 of 1). • Yr. 3 – All students will demonstrate 12 months of growth in PAT M (6 of 6). • Yr. 4 – All students will demonstrate 12 months of growth in PAT M (5 of 5). • Yr. 5 – All students will demonstrate 12 months of growth in PAT M (5 of 5). • Yr. 6 – All students will demonstrate 12 months of growth in PAT M (5 of 5). 	
STEP 2 Challenge of practice 			
<p>Challenge of Practice:</p> <ul style="list-style-type: none"> • If we effectively use the data from completed assessments to inform our teaching, we will improve student achievement in Number. 			
STEP 3 Plan actions for improvement 			
<p>Student Success Criteria (what students know, do, and understand):</p> <ul style="list-style-type: none"> • We will see all student develop procedural fluency. • We will see all students develop greater automaticity of number facts. • We will see all students identify and use efficient strategies to solve mathematical problems. • We will see all students articulate the reasoning. • We will see all students understand the Big Ideas in Number relevant to their year level. 		<p>How and when will this be monitored, tracked and measured?</p> <ul style="list-style-type: none"> • BiiN and MAI Assessment tools to monitor student progress and identify next steps. • Use of ‘PVAT’ test to and analyse student understanding of Place Value. • Use of ‘Bond Blocks’ resource to teach and monitor calculation skills. • PAT-Maths 	

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
<p>Teachers will continue to design rich tasks that allow for multiple entry + exit points.</p>	<p>Ongoing 2024</p>	<p>Each teacher will:</p> <ul style="list-style-type: none"> Utilise the resources and knowledge gained from Orbis training in 2023. Implement their learning in developing quality tasks and share learning in PLCs. <p>The leader will:</p> <ul style="list-style-type: none"> Organise professional learning Allocate time to share practice and facilitate dialogue around task design 	<ul style="list-style-type: none"> ORBIS resources TRT days Resources Equipment
<p>Teachers will engage in professional dialogue (within PLCs and T&D sessions) to develop their knowledge and understanding of teaching Number and Place Value.</p>	<p>Ongoing 2024</p>	<p>Each teacher will:</p> <ul style="list-style-type: none"> Participate in collaborative co-planning of differentiated tasks Participate in PVAT (Ange Rogers) and Bond Blocks T&D. Utilise feedback to improve formative assessment and plan differentiated tasks. <p>The leader will:</p> <ul style="list-style-type: none"> Participate in classroom observations and co-planning with teachers. 	<ul style="list-style-type: none"> Staff meetings/PLCs Professional Development Formative assessment Best advice papers Instructional Leadership

<p>Teachers will assess and monitor learning using agreed assessment tools to identify students at risk.</p>	<p>As per the school assessment schedule</p>	<p>Each teacher will:</p> <ul style="list-style-type: none"> • Increase their ability and confidence to use the agreed assessment tools to monitor student progress and inform teaching. • Identify students at risk and support all students to set learning goals which are communicated to families. <p>The leader will:</p> <ul style="list-style-type: none"> • Ensure assessment tools are prepared for teacher use. • Provide release time to conduct and analyse assessments. • Facilitate 'Student Progress Meetings' with staff. 	<ul style="list-style-type: none"> • Assessment tools • Coaching in analysing data to inform teaching • SSO intervention
<p>Teachers will work with and communicate with the school community to showcase pedagogy and learning of mathematics.</p>	<p>As scheduled & ongoing 2024</p>	<p>Each teacher will:</p> <ul style="list-style-type: none"> • Set maths goals with students and share with their families • Support a family showcase with a focus on mathematics <p>The leader will:</p> <ul style="list-style-type: none"> • Organise a time for a 'Learning Showcase' in Term 3. • Ensure students are provided with learning goals and understand next steps. 	<ul style="list-style-type: none"> • Resources • Display boards • Activities

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: : Increase student achievement in literacy, with a focus on reading (R-6)

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		
<ul style="list-style-type: none"> • We will see all students question, read and make meaning of Tier 2 and Tier 3 vocabulary when we hear them reading and responding. • We will see all students using their knowledge of phonics, syllables and context to decode unfamiliar words. • We will see all reception students start to decode texts. • We will see all students identify literal, personal, inferred meaning of texts. • We will see all students understand and use language features, images and vocabulary to represent ideas, characters and events. 	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		
All teachers will deliver the 'Playberry' program with fidelity.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will analyse reading and phonics data regularly and respond with stretch or intervention as needed.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will work with and communicate with the school community to showcase pedagogy and learning of literacy.	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.



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: Increase student achievement in Mathematics, with a focus on Place Value (R-6)

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		
<ul style="list-style-type: none"> We will see all student develop procedural fluency. We will see all students develop greater automaticity of number facts. We will see all students identify and use efficient strategies to solve mathematical problems. We will see all students articulate the reasoning. We will see all students understand the Big Ideas in Number relevant to their year level. 	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		
<p>Teachers will continue to design rich tasks that allow for multiple entry + exit points.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>Teachers will engage in professional dialogue (within PLCs and T&D sessions) to develop their knowledge and understanding of teaching Number and Place Value.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

<p>Teachers will assess and monitor learning using agreed assessment tools to identify students at risk.</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>Teachers will work with and communicate with the school community to showcase pedagogy and learning of mathematics.</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>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>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>Click or tap here to enter text.</p>



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: Increase student achievement in literacy, with a focus on Reading (R-6)

Targets 2024:

- **Yr. 1** – 100% of students will achieve at or above 28 in Phonics check (4 of 4)
- **Yr. 2** – All students will achieve 100 or above in PAT R (1 of 1).
- **Yr. 3** – All students will demonstrate 12 months of growth in PAT R (6 of 6)
- **Yr. 4** – All students will demonstrate 12 months of growth in PAT R (5 of 5)
- **Yr. 5** – All students will demonstrate 12 months of growth in PAT R (5 of 5)
- **Yr. 6** – All students will demonstrate 12 months of growth in PAT R (5 of 5)

Results towards targets:

Click or tap here to enter text.

Challenge of Practice:

- **If we explicitly teach a multisensory program (Playberry), we will see students' achievement in reading increase.**

Evidence - has this made an impact?

Click or tap here to enter text.

Success Criteria:

- **We will see all student develop procedural fluency.**
- **We will see all students develop greater automaticity of number facts.**
- **We will see all students identify and use efficient strategies to solve mathematical problems.**
- **We will see all students articulate the reasoning.**
- **We will see all students understand the Big Ideas in Number relevant to their year level.**

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: Increase student achievement in Mathematics, with a focus on Number (R-6)

<p>Targets 2024:</p> <ul style="list-style-type: none"> • Yr. 2 – All students will achieve 100 or above in PAT M (1 of 1). • Yr. 3 – All students will demonstrate 12 months of growth in PAT M (6 of 6). • Yr. 4 – All students will demonstrate 12 months of growth in PAT M (5 of 5). • Yr. 5 – All students will demonstrate 12 months of growth in PAT M (5 of 5). • Yr. 6 – All students will demonstrate 12 months of growth in PAT M (5 of 5). 	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice:</p> <ul style="list-style-type: none"> • If we effectively use the data from completed assessments to inform our teaching, we will improve student achievement in Number. 	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> • We will see all student develop procedural fluency • We will see all students develop greater automaticity of number facts • We will see all students identify and use efficient strategies to solve problems • We will see all students articulate the reasoning • We will see all students understand the Big Ideas in Number relevant to their year level. 	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>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.</p>	
<p>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.</p>	