



Vision Statement:

Surrey Downs Primary School is a community committed to successful learning in a cohesive, collaborative environment.

At Surrey Downs Primary School we celebrate the diverse quality learning opportunities offered to our school community. We seek and plan for success for all of our students and strive to improve the quality of our teaching and the learning outcomes for our students across the curriculum. We endeavour to build "Learning Power" in our students to maximise the potential of each learner.



School Improvement Plan for

Completing the template:

- The document will open as 'Read Only' so will need to be saved prior to editing
- Note that Steps 1, 2 and your Actions in Step 3 will auto-populate in the corresponding sections in Steps 4 and 5 of the template once you have completed them.
- Once you have typed in your ESR Directions next to Goal 1 they will auto-populate to the corresponding section for the other two goals in the template.

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

- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 9, Term 4 (10 December 2021).
- Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your Summary page on your school website by Friday of Week 4, Term 1 (18 February 2022).
- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact).
- Use the template in Term 4 of each year to capture Step 5 work (Review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

For further information and advice, contact:
Review, Improvement and Accountability
Phone: 8226 1284
education.RIA@sa.gov.au



STEP 1 Analyse and Prioritise

Site name:

Goal 1: Increase achievement in reading

ESR Directions:

1. Develop and embed processes where all staff collaboratively engage in the review and monitoring throughout the year of all SIP goals at planned, regular points throughout the year.
2. Strengthen and embed effective task design and moderation processes to ensure that all students have the opportunity to consistently display learning at a higher level.
3. Develop and embed whole-school processes in high-quality curriculum planning and effective pedagogical practices across year levels and areas of learning.

Target 2022:

41% of mainstream year 3 students (18 out of 44) to achieve HB in NAPLAN reading.
41% of mainstream year 5 students (9 out of 22) to achieve HB in NAPLAN reading.

2023:

22% of mainstream year 3 students (5 out of 23) to achieve HB in NAPLAN reading.
23% of mainstream year 5 students (9 out of 39) to achieve HB in NAPLAN reading.

2024:

27% of mainstream year 3 students (8 out of 30) to achieve HB in NAPLAN reading.
43% of mainstream year 5 students (19 out of 44) to achieve HB in NAPLAN reading.

STEP 2 Challenge of practice

Challenge of Practice:

If we use explicit teaching strategies to teach decoding and comprehension skills then we will increase achievement in reading

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

Students will develop growth through literacy progressions (understanding texts, phonic knowledge and word recognition)

We will hear each student:

- Apply knowledge of decoding when reading aloud
- Confidently use new vocabulary
- Making predictions and asking and answering questions about the text

We will see each student

- making connections to texts (text:self, text:text, text:world)
- identifying parts of text used to answer literal questions
- skimming and scanning to check the pertinence of particular information to students' topic and task

STEP 3 Plan actions for improvement







Actions	Timeline	Roles & Responsibilities	Resources
Each teacher will engage with professional learning on explicit teaching strategies and demonstrate them proficiently when teaching decoding and comprehension.	Term 1-4 2022	<p>Leaders will:</p> <ul style="list-style-type: none"> • identify the research, lead the learning and allocate learning time for teachers. • attend to explicit teaching through their instructional leadership practice and differentiate support for individual teachers. <p>Each teacher will:</p> <ul style="list-style-type: none"> • engage in professional learning and apply it in their work (intentional, repeated practice) • collaborate with colleagues to strengthen practice in explicit teaching. 	<p>High Impact Teaching Strategies – Explicit Teaching https://www.education.vic.gov.au/Documents/school/teachers/support/high-impact-teaching-strategies.pdf Guidebooks – self assessment ACER teacher resources https://oars.acer.edu.au/surrey-downs-r-7 Bill Hansberry/Kay Bosworth</p>

		<ul style="list-style-type: none"> gather evidence of improved practice 	
Each teacher will develop expertise in the scope and sequence of skills in decoding and comprehension and use this to plan for and explicitly teach students.	Term 1-4 2022	<p>Leaders and teachers will review the whole school literacy agreement to document the guaranteed and viable curriculum in decoding and comprehension R-6.</p> <p>Leaders will:</p> <ul style="list-style-type: none"> develop expert knowledge of the practices for teaching decoding and comprehension. tailor opportunities for modelling and coaching in decoding and comprehension practices for teachers <p>Teachers will:</p> <ul style="list-style-type: none"> clearly document decoding and comprehension practices in their program (learning intentions). consistently and expertly embed effective practices use knowledge of the developmental sequence of decoding and comprehension to differentiate for students 	<p>Heggerty Yr 1 Phonics Screening Check Maryanne Wolf Fischer and Frey Hansberry Bosworth DfE English Curriculum Scope and Sequence https://edi.sa.edu.au/library/document-library/curriculum-and-learning/curriculum-development/scope-and-sequence/scope-sequence-primary-english.pdf</p>
Each teacher will monitor their impact on student's decoding and comprehension skills.	Term 1-4 2022	<p>Leaders will</p> <ul style="list-style-type: none"> facilitate reflection through PLCs, Step 4, PDP and staff meetings <p>Teachers will</p> <ul style="list-style-type: none"> collaboratively moderate student evidence to ensure that all students have the opportunity to consistently display learning at a higher level. document the next steps for student learning in their program and/or in written feedback to students. 	<p>AITSL standards https://www.aitsl.edu.au/teach/standards DfE English Curriculum Scope and Sequence https://edi.sa.edu.au/library/document-library/curriculum-and-learning/curriculum-development/scope-and-sequence/scope-sequence-primary-english.pdf Literacy Progressions https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/national-literacy-learning-progression</p>
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Goal 1: Increase achievement in reading



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?
<p>Students will develop growth through literacy progressions (understanding texts, phonic knowledge and word recognition)</p> <p>We will hear each student:</p> <ul style="list-style-type: none"> Apply knowledge of decoding when reading aloud Confidently use new vocabulary Making predictions and asking and answering questions about the text <p>We will see each student</p> <ul style="list-style-type: none"> making connections to texts (text:self, text:text, text:world) identifying parts of text used to answer literal questions skimming and scanning to check the pertinence of particular information to students' topic and task 	Click or tap here to enter text.	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?
Each teacher will engage with professional learning on explicit teaching strategies and demonstrate them proficiently when teaching decoding and comprehension.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each teacher will develop expertise in the scope and sequence of skills in decoding and comprehension and use this to plan for and explicitly teach students.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each teacher will monitor their impact on student's decoding and comprehension skills.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Goal 1: Increase achievement in reading

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: 41% of mainstream year 3 students (18 out of 44) to achieve HB in NAPLAN reading. 41% of mainstream year 5 students (9 out of 22) to achieve HB in NAPLAN reading.	Results towards targets: Click or tap here to enter text.
School Improvement planning template If we use explicit teaching strategies to teach decoding and comprehension skills then we will increase achievement in reading	Evidence - has this made an impact? Click or tap here to enter text.
Success Criteria: Students will develop growth through literacy progressions (understanding texts, phonic knowledge and word recognition) We will hear each student: <ul style="list-style-type: none"> • Apply knowledge of decoding when reading aloud • Confidently use new vocabulary • Making predictions and asking and answering questions about the text We will see each student <ul style="list-style-type: none"> • making connections to texts (text:self, text:text, text:world) • identifying parts of text used to answer literal questions • skimming and scanning to check the pertinence of particular information to students' topic and task 	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?

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STEP 1 Analyse and Prioritise

Goal 2: Increase achievement in numeracy		ESR Directions: 1. Develop and embed processes where all staff collaboratively engage in the review and monitoring throughout the year of all SIP goals at planned, regular points throughout the year. 2. Strengthen and embed effective task design and moderation processes to ensure that all students have the opportunity to consistently display learning at a higher level. 3. Develop and embed whole-school processes in high-quality curriculum planning and effective pedagogical practices across year levels and areas of learning.
Target 2022: 16% of mainstream year 3 students (7 out of 43) to achieve HB in NAPLAN Numeracy. 35% of mainstream year 5 students (7 out of 20) to achieve HB in NAPLAN Numeracy.	2023: 13% of mainstream year 3 students (3 out of 23) to achieve HB in NAPLAN Numeracy. 15% of mainstream year 5 students (6 out of 39) to achieve HB in NAPLAN Numeracy.	2024: 17% of mainstream year 3 students (5 out of 30) to achieve HB in NAPLAN Numeracy. 23% of mainstream year 5 students (10 out of 44) to achieve HB in NAPLAN Numeracy.

STEP 2 Challenge of practice

Challenge of Practice:
If we use explicit teaching strategies to teach visualisation and reasoning skills then we will increase achievement in Numeracy

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

We will see each student:

- purposefully use manipulatives and representations as tools to deepen understanding and solve problems
- use, compare and choose between a range of effective strategies when problem solving
- monitor, reflect on and communicate their problem-solving strategies

We will hear each student:


- explain their thinking to others, growing in sophistication

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Each teacher will engage with professional learning on explicit teaching strategies and demonstrate them proficiently when teaching visualisation and reasoning.	Term 1-4 2022	<p>Leaders will:</p> <ul style="list-style-type: none"> • identify the research, lead the learning and allocate learning time for teachers • attend to explicit teaching through their instructional leadership practice and differentiate support for individual teachers <p>Each teacher will:</p> <ul style="list-style-type: none"> • engage in professional learning and apply it in their work (intentional repeated practice) • collaborate with colleagues to strengthen practice in explicit teaching • gather evidence of improved practice 	<p>High Impact Teaching Strategies – Explicit Teaching https://www.education.vic.gov.au/Documents/school/teachers/support/high-impact-teaching-strategies.pdf Guidebooks – self assessment</p>

<p>Each teacher will develop expertise in the scope and sequence of skills in visualisation and reasoning and use this to plan for and teach students.</p>	<p>Term 1-4 2022</p>	<p>Leaders and teachers will review the whole school numeracy agreement to document the guaranteed and viable curriculum in visualisation and reasoning R-6. Leaders will:</p> <ul style="list-style-type: none"> develop expert knowledge of the practices for teaching visualisation and reasoning tailor opportunities for modelling and coaching in visualisation and reasoning practices for teachers <p>Teachers will:</p> <ul style="list-style-type: none"> clearly document the visualisation and reasoning practices in their program consistently and expertly embed effective practices use knowledge of the developmental sequence of visualisation and reasoning to differentiate for students 	<p>Numeracy progressions https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/national-numeracy-learning-progression/ Jo Boaler’s Visualisation research https://www.hilarispublisher.com/open-access/seeing-as-understanding-the-importance-of-visual-mathematics-for-our-brain-and-learning-2168-9679-1000325.pdf https://www.hilarispublisher.com/open-access/seeing-as-understanding-the-importance-of-visual-mathematics-for-our-brain-and-learning-2168-9679-1000325.pdf Van de Walle text NRIC https://nrich.maths.org/6447</p>
<p>Each teacher will monitor their impact on students’ visualisation and reasoning skills.</p>	<p>Term 1-4 2022</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> facilitate reflection through PLCs, Step 4, PDP and staff meetings <p>Teachers will:</p> <ul style="list-style-type: none"> collaboratively moderate student evidence to ensure that all students have the opportunity to consistently display learning at a higher level document the next steps for student learning in their program and/or in written feedback to students 	<p>AITSL standards https://www.aitsl.edu.au/teach/standards ACER teacher resources https://oars.acer.edu.au/surrey-downs-r-7 Thomas R Guskey article https://www.ascd.org/el/articles/lessons-of-mastery-learning</p>
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Goal 2: Increase achievement in numeracy

 **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?

<p>Student Success Criteria</p>	<ul style="list-style-type: none"> ● Yes ● Needs attention/work in progress ● Not on track 	<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>
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<p>We will see each student:</p> <ul style="list-style-type: none"> purposefully use manipulatives and representations as tools to deepen understanding and solve problems use, compare and choose between a range of effective strategies when problem solving monitor, reflect on and communicate their problem-solving strategies <p>We will hear each student:</p> <ul style="list-style-type: none"> explain their thinking to others, growing in sophistication 	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="display: flex; align-items: center;">● 90% embedded</div> <div style="display: flex; align-items: center;">● Needs attention/work in progress</div> <div style="display: flex; align-items: center;">● Not on track</div> </div>	<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>
Each teacher will engage with professional learning on explicit teaching strategies and demonstrate them proficiently when teaching visualisation and reasoning.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each teacher will develop expertise in the scope and sequence of skills in visualisation and reasoning and use this to plan for and teach students.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each teacher will monitor their impact on students' visualisation and reasoning skills.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Goal 2: Increase achievement in numeracy

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: 16% of mainstream year 3 students (7 out of 43) to achieve HB in NAPLAN Numeracy. 35% of mainstream year 5 students (7 out of 20) to achieve HB in NAPLAN Numeracy.</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If we use explicit teaching strategies to teach visualisation and reasoning skills then we will increase achievement in Numeracy</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria – did we improve student learning? We will see each student:</p> <ul style="list-style-type: none"> • purposefully use manipulatives and representations as tools to deepen understanding and solve problems • use, compare and choose between a range of effective strategies when problem solving • monitor, reflect on and communicate their problem-solving strategies <p>We will hear each student: explain their thinking to others, growing in sophistication</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year? Click or tap here to enter text.</p>	
<p>Reflection on our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps? Click or tap here to enter text.</p>	


STEP 1 Analyse and Prioritise

Goal 3:		ESR Directions: 1. Develop and embed processes where all staff collaboratively engage in the review and monitoring throughout the year of all SIP goals at planned, regular points throughout the year. 2. Strengthen and embed effective task design and moderation processes to ensure that all students have the opportunity to consistently display learning at a higher level. 3. Develop and embed whole-school processes in high-quality curriculum planning and effective pedagogical practices across year levels and areas of learning.	
Target 2022:	2023:	2024:	


STEP 2 Challenge of practice

Challenge of Practice:

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


STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
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Goal 3:
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?
	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?
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Goal 3:

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:	Results towards targets: Click or tap here to enter text.
School Improvement planning template	Evidence - has this made an impact? Click or tap here to enter text.
Success Criteria – did we improve student learning?	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.

