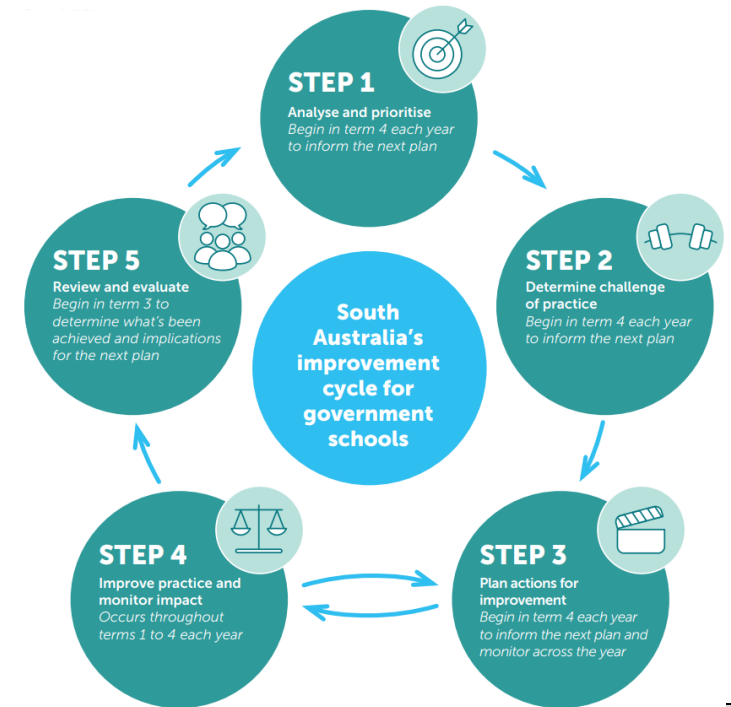
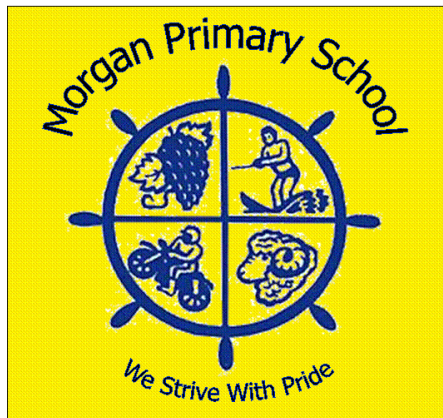


2022 - 2024

2023 School Improvement Plan for Morgan Primary School

Site Number:
0282



Vision Statement:

At Morgan Primary School we will provide an engaging learning environment that will challenge and motivate students to achieve their full potential. Using a team approach we will be flexible, transparent, honest open with communication to support learning and wellbeing for all members of our school community. Our learners will be adaptable, challenged self-motivated and switched on.

2022 - 2024

2023 School Improvement Plan for Morgan Primary 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: Morgan Primary School**

<p>Goal 1: To improve student writing from R-6</p>	<p>ESR Directions:</p> <ol style="list-style-type: none"> 1. Improve intellectual challenge for all students by building on the design of learning so that students are engaged in critical and creative thinking to develop their general capabilities. 2. Continue to build a positive and challenging class and school learning culture by using assessment for learning strategies, including feedback from student to teachers about pedagogy. 3. Strengthen student influence and decision making in authentic learning to further personalize student engagement and raise performance. Improve the school partnership with families by collaboratively designing a strategic approach to communicate to support productive relationships understanding about learning.
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<p>Achievement towards Goal in 2022: 100% of Year 3 students met the SEA target.</p>	<p>Target 2023: 4 out of 6 year 3 will move to a 3 or 4 for vocab and sentence structure on Naplan Marking Rubric. 80% of Year 5 will move to a 3 or 4 for vocab and sentence structure on Naplan Marking Rubric.</p>	<p>2024: 5 out of 11 students will achieve higher bands in Naplan.</p>
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 **STEP 2 Challenge of practice**

Challenge of Practice:
If we continue to embed the teaching and learning cycle with a focus on vocabulary and sentence structure we will improve writing from R-6.

 **STEP 3 Plan actions for improvement**

<p>Student Success Criteria (what students know, do, and understand): Year 2-6 Students will demonstrate and use taught vocabulary and sentence types in a range of genres.</p>	<p>How and when will this be monitored, tracked and measured? Year 2-6 Students samples will be assessed and analysed for vocabulary and sentence structure in each genre from a formative and summative sample aligned to step 4 check ins.</p>
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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
The teaching and learning cycle will be used consistently across the site supported by the use of the DfE units.	Consistently throughout the term and year	Each teacher will continue to follow the teaching and learning cycle to teach genre writing. Each leader will continue to seek, deliver and lead P/L around the components of the cycle Through instructional leadership teachers will be provided with feedback against T@L cycle.	Plink Australian Curriculum DfE English Units Brightpath
All teachers will be involved in P/L and moderation at site and partnership level using the Brightpath scale.	Narrative Term 1 and 3 Recount/Retell R-1 Persuasive Term 2 Information Report Term 3	Each teacher will collaborate and provide samples of student writing for scaling and moderation. Each leader will facilitate for scaling and moderation to occur.	Brightpath assessment ruler & Platform Work Samples Brightpath Project Officer Bump It up Wall
Daily writing will occur in classrooms from year 2 to 6 to respond to reading to continue to embed sentence structure and vocabulary.	Vocabulary and Sentence Structure focus from Term 1 -4.	Each teacher will provide students with the opportunity to respond to reading through the daily writing program Each leader will monitor and support teachers in the implementation of DfE units, review and schedule check ins with MPS Best practice Literacy document.	Big 6 Components of Reading, Sheena Cameron, Best Advice Papers, guidebooks, Composing Written texts across the curriculum, Derewianka, Black & William, Literacy for Learning improvement, DfE units
A learning sprint will take place for each genre and formative assessment will be applied to support students to improve writing based on student goals and success criteria.	Terms 1-4	Each teacher will use the 5 key strategies of formative assessment. Each teacher will conference with students to create writing goals. Each teacher will co-construct a bump it up wall for the genres being taught. Each leader will facilitate P/L in formative assessment strategies.	Brightpath, Literacy Progressions, Naplan marking Rubrics, English Scope and Sequence, Brightpath Scale, Mentor text Literacy Agreement, DfE units Embedding Formative Assessment: Practical Techniques for K-12 Classrooms (William and Leahy 2015)

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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.



STEP 1 Analyse and Prioritise

Site name: Morgan Primary School

Goal 2: To increase student growth to higher achievement in Numeracy

ESR Directions:

1. Improve intellectual challenge for all students by building on the design of learning so that students are engaged in critical and creative thinking to develop their general capabilities.
2. Continue to build a positive and challenging class and school learning culture by using assessment for learning strategies, including feedback from student to teachers about pedagogy.
3. Strengthen student influence and decision making in authentic learning to further personalize student engagement and raise performance. Improve the school partnership with families by collaboratively designing a strategic approach to communicate to support productive relationships understanding about learning.

Achievement towards Goal in 2022: 100% of Year 4 students achieved the SEA in PAT Maths. 3 out of 4 students were retained in upper growth and 1 new student into upper growth.	Target 2023: To increase the number of students in HB in Year 5 Naplan.	2024: To increase number of students achieving higher growth in Year 6 PAT M.
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 **STEP 2 Challenge of practice**

Challenge of Practice:
If we design learning to include problem solving for challenge and stretch whilst continuing to embed our whole school approach to teach number sequentially we will increase the number of students achieving higher growth.

 **STEP 3 Plan actions for improvement**

Student Success Criteria (what students know, do, and understand): When students are tested termly through the BliN diagnostic tools they will demonstrate evidence of growth. Year 2-6 students will be able to reason and apply efficient strategies to solve numeracy problems Results will demonstrate understanding and growth from the DfE pre and post assessments in the units of work.	How and when will this be monitored, tracked and measured? Termly and formative assessment BliN testing carried out by teacher/SSO Work samples analysed at Step 4 check ins from problem solving lessons will show students application of efficient strategies. Through moderation of challenging task design aligned to the DfE units students will have the opportunity to demonstrate A & B grades.
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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
<p>Teachers will use the MPS maths planner and lesson structure aligned to the 5 principles inclusive of challenging task design (problem solving) to deliver the DfE units.</p>	<p>Continuous through the year. Upload beginning of year and each term.</p>	<p>Each teacher will use the maths planner and upload to teams. Learning design will be adapted for multi-year level classes and include stretch and challenge. Each leader will continue to facilitate P/L around the use of units with support of CL Leader will lead the changes required on the maths planner.</p>	<p>DfE units, AC, Scope and Sequence, Numeracy progressions, BITL questioning tool, Transforming tasks, Foundation to Middle year text. Learning Through Doing. Nrich.</p>
<p>Teachers will implement their own impact cycles based on BliN diagnostic results.</p>	<p>Termly testing and formatively across the term</p>	<p>Each teacher will carry out diagnostic testing and collate data and respond to include explicit teaching in numeracy groups. Each leader will add the data collectively as a site to the step 4. PLC will be included in staff meetings x2 per term to share progress and re-assess groups and plan teaching points and problem solving.</p>	<p>Diagnostic testing kits BliN folders and resources PLC Timetabling Cubes used for problem solving, Bar model included where appropriate.</p>
<p>Teachers will incorporate challenge and stretch through task design of problem solving including reasoning.</p>	<p>Weekly problem solving lesson</p>	<p>Each teacher will build student capacity to problem solve and reason in explicit lessons each week. Each leader will facilitate P/L and moderation in Problem Solving, Reasoning and Task Design at site level and within the partnership.</p>	<p>DfE units, AC, Scope and Sequence, Numeracy progressions, BITL questioning tool, Transforming tasks, Think Forward Educators Maths Network, AC Website portfolio, A to E descriptors and indicators</p>

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STEP 1 Analyse and Prioritise

Site name: Morgan Primary School

Goal 3: Click or tap here to enter text.

ESR Directions:

1. Improve intellectual challenge for all students by building on the design of learning so that students are engaged in critical and creative thinking to develop their general capabilities.
2. Continue to build a positive and challenging class and school learning culture by using assessment for learning strategies, including feedback from student to teachers about pedagogy.
3. Strengthen student influence and decision making in authentic learning to further personalize student engagement and raise performance. Improve the school partnership with families by collaboratively designing a strategic approach to communicate to support productive relationships understanding about learning.

Achievement towards Goal in 2022:

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Target 2023:

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2024:

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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):

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

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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
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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.






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.



Government of South Australia
Department for Education

 **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 improve student writing from R-6

Student Success Criteria	 Yes	Evidence	
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	 Needs attention/work in progress	Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
Year 2-6 Students will demonstrate and use taught vocabulary and sentence types in a range of genres.	 Not on track		
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		
The teaching and learning cycle will be used consistently across the site supported by the use of the DfE units.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All teachers will be involved in P/L and moderation at site and partnership level using the Brightpath scale.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Daily writing will occur in classrooms from year 2 to 6 to respond to reading to continue to embed sentence structure and vocabulary.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
A learning sprint will take place for each genre and formative assessment will be applied to support students to improve writing based on student goals and success criteria.	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 growth to higher achievement in Numeracy







Student Success Criteria	<input checked="" type="radio"/> Yes	Evidence	
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	 Needs attention/work in progress	Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	 Not on track		
<p>When students are tested termly through the BliN diagnostic tools they will demonstrate evidence of growth.</p> <p>Year 2-6 students will be able to reason and apply efficient strategies to solve numeracy problems</p> <p>Results will demonstrate understanding and growth from the DfE pre and post assessments in the units of work.</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 style="text-align: center;">Actions</p>	 90% embedded	<p style="text-align: center;">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 style="text-align: center;">What are our next steps?</p> <p style="text-align: center;">Potential adjustments?</p>
<p>Teachers will use the MPS maths planner and lesson structure aligned to the 5 principles inclusive of challenging task design (problem solving) to deliver the DfE units.</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 implement their own impact cycles based on BliN diagnostic results.</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 incorporate challenge and stretch through task design of problem solving including reasoning.	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		
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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 improve student writing from R-6

Targets 2023:

4 out of 6 year 3 will move to a 3 or 4 for vocab and sentence structure on Naplan Marking Rubric. 80% of Year 5 will move to a 3 or 4 for vocab and sentence structure on Naplan Marking Rubric.

Results towards targets:

Click or tap here to enter text.

Challenge of Practice:

If we continue to embed the teaching and learning cycle with a focus on vocabulary and sentence structure we will improve writing from R-6.

Evidence - has this made an impact?

Click or tap here to enter text.

Success Criteria:

Year 2-6 Students will demonstrate and use taught vocabulary and sentence types in a range of genres.

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 growth to higher achievement in Numeracy

Targets 2023:

To increase the number of students in HB in Year 5 Naplan.

Results towards targets:

Click or tap here to enter text.

Challenge of Practice:

If we design learning to include problem solving for challenge and stretch whilst continuing to embed our whole school approach to teach number sequentially we will increase the number of students achieving higher growth.

Evidence - has this made an impact?

Click or tap here to enter text.

Success Criteria:

When students are tested termly through the BliN diagnostic tools they will demonstrate evidence of growth.
 Year 2-6 students will be able to reason and apply efficient strategies to solve numeracy problems
 Results will demonstrate understanding and growth from the DfE pre and post assessments in the units of work.

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?

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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?

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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 3: Click or tap here to enter text.

Targets 2023:
Click or tap here to enter text.

Results towards targets:
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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?

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