Site Number: 0910

School Improvement Plan for Playford International College





Vision Statement:

Graduates of Playford International College will have the dispositions, knowledge and skills to shape their world through learning which builds the values of respect, collaboration, perseverance and growth.

In supporting this vision, the Playford International College community will provide a world class education in which successful learning is supported by:

- High expectations for every student
- Rigorous and data-led school improvement planning
- Quality curriculum which engages and challenges learners and is aligned to the standards and general capabilities of the Australian Curriculum and SACE
- Expert teaching built on evidence-based pedagogies, access to quality professional learning and opportunities to collaboratively monitor the impact of classroom practices on improving student engagement and achievement.

(DRAFT)



School Improvement Plan for

Playford International College

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 - <u>The School Improvement Planning Handbook</u> 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 (25 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: Playford Internati	ional College
Goal 1: Improve student achievement of the SEA and increase high band achievement in Reading.		ESR Directions: Direction 1: Apply rigorous approaches to site improvement planning with greater clarity about goals, challenges of practice and targets underpinned by increased data literacy for teachers and leaders. Direction 2: Provide targeted shared professional learning to achieve greater fidelity and consistency in the implementation of agreed high impact pedagogies which engage and challenge all learners. Direction 3: Build the curriculum and instructional leadership capacity of middle leaders to achieve a sustai focus on improving classroom teaching and student learning.	
Target 2022: Increase the number of students achieving SEA and increase high band achievement for PAT R.	2023: Click or tap here to enter text.		2024: Click or tap here to enter text.
Using PATR Data Year 7: Increase SEA achievement by 21 (21/243 or 8.64%) students (and			
increase, by 9 students, high band achievement. Year 8: Increase SEA achievement by 18 (18/253 or 7.11%) students and increase, by 5 (5/253 or 1.98%) students, high band achievement			
Year 9: Increase SEA achievement by 16 students (16/254 or 6.3%) and increase, by 11 (11/254 or 4.33%) students, high band achievement.			
Year 10: Increase SEA achievement by 11 (11/276 or 4.0%) students and increase by 4 (4/276 or 1.5%) students in high band achievement.			

STEP 2 Challenge of practice

Challenge of Practice:

If we improve our explicit teaching of Before, During and After reading strategies (i.e. Close Reading Strategy), then we will improve student achievement of the SEA and high bands in reading.

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

- When we are discussing text, we will hear students use a wider range of vocabulary
- We will see evidence of increased use of tier 3 vocabulary in written texts across all learning areas
- We will hear students confidently share their knowledge about texts (in small groups, whole class or directly with a teacher), demonstrating their understanding of literal and implied meaning across different parts of a text
- We will see and hear students respond to different levels of questioning: literal (retrieving and interpreting), inferential and evaluative
- When we analyse learning of High band students will see evidence of them responding to and producing more complex and unfamiliar texts
- Students will articulate the learning intentions and success criteria for their lessons.

STEP 3 Plan actions for improvement			
Actions	Timeline	Roles & Responsibilities	Resources
 Each English teacher, as part of a PLT, will build and extend their capacity to: Explicitly teach vocabulary in each component of their Before, During and After reading processes including phonemes, graphemes, syllabification, morphemes and etymology. 	 Extended PLT time 4 times a term commencing term 1 to support work. Formative Assessment of student evidence 	 Participate and contribute to a year level PLT to develop their understanding of the literacy progressions with the intention to inform plans for teaching and learning. Know the targeted students relevant to their PLT. 	 PLT allocation of time AC Literacy Progressions Scope and Sequence for English Units of Work for English Glossary from the Australian Curriculum and Units of work.

age 4	Playford International	College Wednesday, 2 N	March 2022
 Understand the literacy progressions to inform teaching and learning planning cohorts of students and individual students. Collaboratively develop common assessment tasks for each class once a semester aligned to the year level appropriate Australian Curriculum Achievement Standards. Engage in collaborative moderation of the common assessment tasks. 	against the progressions to inform plans for teaching and learning. - Collection of evidence and moderation of evidence against the AC Achievement Standards once a semester. - tracking and monitoring process every twice a term in terms 1, 2 and 3, and once in term 4.	 Use the Australian Curriculum units of work to plan for teaching and learning. Develop, in their PLTs, common assessment tasks, collect evidence of learning and engage in collaborative moderation. Engage in the tracking and monitoring of students, including the targeted students, for the purposes of knowing the impact of their teaching and to inform their practice for improved student learning outcomes. Head of English, Rose Hampel and the Literacy Coach, Lydia Coleman, will: Provide professional learning for the English curriculum learning area on the explicit teaching of vocabulary for each component of the Before, During and after reading process, including phonemes, graphemes, syllabification, morphemes and etymology. Support the PLTs to understand the literacy progressions and use this understanding to inform their teaching and learning planning for individual students and cohorts of students. Assistant Principal, Teaching and Learning will support the Head of English to: Plan for the development of common assessment tasks aligned to the appropriate Australian Curriculum Achievement Standard. Plan for the implementation of collaborative moderation using the common 	 Best Advice Paper – Vocabulary Best Advice Paper – Teaching Reading in the Secondary Years Best Advice Paper – Intervention to Address Literacy and Numeracy Learning Difficulties All best advice papers can be found at: https://edi.sa.edu.au/educating/literacy-and-numeracy/best-advice-papers Secondary Literacy and Numeracy Guidebooks can be found at: https://edi.sa.edu.au/educating/literacy-and-numeracy-guidebooks-secondary
Teachers in learning areas other than English, will explicitly teach tier 3 vocabulary in each component of Before, During and After reading.	 Literacy Coach support for each Learning Area One extended PLT time to be allocated by each LA for this work. 	 assessment tasks. Teachers will: Collaborate with the Literacy Coach to build their capacity, within their learning area team, to explicitly teach Tier 3 vocabulary. Incorporate the explicit teaching of Tier 3 vocabulary into each component of Before, During and After reading. Literacy Coach, Lydia Coleman in collaboration with the Curriculum Leaders will: Develop professional learning for faculties to support the explicit teaching of Tier 3 vocabulary within each component of Before, During and After reading. 	 PLT allocation of time Scope and Sequence for all Learning Areas Units of Work for all Learning Areas Glossary from the Australian Curriculum and Units of work. Best Advice Paper – Vocabulary
All teachers in their learning area, as part of reading comprehension, will build their capacity to explicitly teach the different levels of questioning: literal (retrieving and interpreting), inferential and evaluative.	 Whole Staff PD Literacy Coach support for each Learning Area One extended PLT time to be allocated by each LA for this work. 	 Work with their learning area team to build their capacity to explicitly teach the levels of questioning. Incorporate the explicit teaching of the levels of questioning into their plans for teaching and learning. Explicitly challenge high band students with higher order levels of questioning and more complex tier 3 vocabulary. Literacy Coach, Lydia Coleman in collaboration with the Head of English, Rose Hampel, and identified Curriculum Leaders will: Provide professional learning for identified faculties on the how to explicitly teach the different levels of questioning; literal (retrieving and interpreting), inferential and evaluative. Support teachers in the identified faculties to share their successful practices in explicitly teaching the different levels of questioning with other members of their curriculum learning area. 	 PLT allocation of time Literacy Guidebooks for Secondary Teachers (Actions for Teachers) from Building Foundations to Stretch OARs Resources
All teachers will build their capacity to use BDA strategies.	 Whole Staff PD Literacy Coach support for each Learning Area One extended PLT time to be allocated 	 Teachers will: Participate in targeted professional development. For new staff, this will be on explicit BDA strategies followed by support of the Literacy Coach through their learning area teams. Plan for a close reading task a minimum of once a semester and explicitly teach BDA strategies. 	 PLT allocation of time Literacy Guidebooks for Secondary Teachers (Actions for Teachers) from Building Foundations to Stretch Australian Curriculum Resources

age 5	Playford International	l College	Wednesday, 2 I	March 2022
	by each LA for this work.	 The Head of English, Rose Hampel, Literacy Coach, Lydia Colem Principal of Teaching and Learning, Ingrid Lees, will: Utilise the morning of the first student free dailearning for all teachers on BDA strategies to spractice. Teachers within their faculties to develop a clofor use in semester 1 after the first student free Share their task/activity with their curriculum 	y to provide professional upport consistent se reading task/activity e day.	 Literacy Summit/PLINK – The Power of Reading Aloud (Noella McKenzie), Comprehension (Mandy Nayton). https://edi.sa.edu.au/educating/literacy-and-numeracy/professional-learning/literacy-summit#title2
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ioal 1: Improve student achievement of the SEA and increase high	band achievement in Reading.			
STEP 4 Improve practice and monitor impact	- Are we doing what we sa	aid we would do? Are we improving student learnin	g? How effective hav	ve 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?		Vhat are our next steps? Potential adjustments?
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to e	nter 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?		Vhat are our next steps? Potential adjustments?

Page 6	Playford International	College	Wednesday, 2 March 2022
 Each English teacher, as part of a PLT, will build and extend their capacity to: Explicitly teach vocabulary in each component of their Before, During and After reading processes including phonemes, graphemes, syllabification, morphemes and etymology. Understand the literacy progressions to inform teaching and learning planning cohorts of students and individual students. Collaboratively develop common assessment tasks for each class once a semester aligned to the year level appropriate Australian Curriculum Achievement Standards. Engage in collaborative moderation of the common assessment tasks. 	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers in learning areas other than English, will explicitly teach tier 3 vocabulary in each component of Before, During and After reading.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All teachers in their learning area, as part of reading comprehension, will build their capacity to explicitly teach the different levels of questioning: literal (retrieving and interpreting), inferential and evaluative.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All teachers will build their capacity to use BDA strategies.	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: Improve student achievement of the SEA and increase high band achievement in Reading.

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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

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:	
Increase the number of students achieving SEA and increase high band	Click or tap here to enter text.	
achievement for PAT R.		
Using PATR Data		
Year 7: Increase SEA achievement by 21 (21/243 or 8.64%) students (and		
increase, by 9 students, high band achievement.		
Year 8: Increase SEA achievement by 18 (18/253 or 7.11%) students and		
increase, by 5 (5/253 or 1.98%) students, high band achievement		

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Year 9: Increase SEA achievement by 16 students (16/254 or 6.3%) and increase, by 11 (11/254 or 4.33%) students, high band achievement. Year 10: Increase SEA achievement by 11 (11/276 or 4.0%) students and increase by 4 (4/276 or 1.5%) students in high band achievement.		
Challenge of Practice: If we improve our explicit teaching of Before, During and After reading strategies (i.e. Close Reading Strategy), then we will improve student achievement of the SEA and high bands in reading.	Evidence - has this made an impact? Click or tap here to enter text.	
 When we are discussing text, we will hear students use a wider range of vocabulary We will see evidence of increased use of tier 3 vocabulary in written texts across all learning areas We will hear students confidently share their knowledge about texts (in small groups, whole class or directly with a teacher), demonstrating their understanding of literal and implied meaning across different parts of a text We will see and hear students respond to different levels of questioning: literal (retrieving and interpreting), inferential and evaluative When we analyse learning of High band students will see evidence of them responding to and producing more complex and unfamiliar texts Students will articulate the learning intentions and success criteria for their lessons. 	Evidence - did we improve student learning? how do we know? Click or tap here to enter text.	
	ve were our teacher/leader actions? why? which actions had the biggest impact? why? evidence was most useful in tracking progress? what's needed for next year?	which didn't? why? where did we get the lift? why? where didn't

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		informed change? How do we know? how effectively have staff students and families been
involved in improvement planning? how do we know? to wh	at 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 1 Analyse and Prioritise

Goal 2: Improve student achievement of the SEA and maintain high band achievement in Mathematics through a focus on number.

2023:

Click or tap here to enter text.

ESR Directions:

Direction 1: Apply rigorous approaches to site improvement planning with greater clarity about goals, challenges of practice and targets underpinned by increased data literacy for teachers and leaders. Direction 2: Provide targeted shared professional learning to achieve greater fidelity and consistency in the implementation of agreed high impact pedagogies which engage and challenge all learners. Direction 3: Build the curriculum and instructional leadership capacity of middle leaders to achieve a sustained focus on improving classroom teaching and student learning.

Farget 2022:	
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Increase the number of students achieving SEA and maintain the number of students in high achievement for PAT M.

Year 7: Increase SEA achievement by 18 (18/243 or 7.4%) students and maintain 10 (10/243 or 4.12%) students in high band achievement

Year 8: Increase SEA achievement by 25 (25/253 or 9.88%) students and maintain 6 (6/253 or 2.37%) students in high band achievement Year 9: Increase SEA achievement by 18 (18/254 or 7.09%) students and maintain 8 (8/254 or 3,15%) students in high band achievement Year 10: Increase SEA achievement by 30 (30/276 or 10.87%) students and maintain 11 (11/276 or 3.99%) students in high band achievement

2024:

Click or tap here to enter text.

A STEP 2 Challenge of practice

Challenge of Practice:

If we explicitly teach the conceptual understanding of number sense, we will see an increase in the number of students achieving SEA and maintain the achievement of those in the higher bands.

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

- We will hear students using the vocabulary of place value and multiplicative thinking when discussing potential solutions to problems with peers in collaborative problem-solving situations
- When we talk with students and examine their evidence of learning we will see them use their understanding of place value and multiplicative thinking to solve problems
- When analysing the results of PATM and NAPLAN, we will see evidence of students demonstrating greater success in solving problems requiring the application of their understanding of both place value and multiplicative thinking
- High band students will transfer their knowledge and understanding to unfamiliar contexts
- Students will articulate the learning intentions and success criteria for their lessons.

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Each Mathematics teacher, as part of a PLT, will build and extend their capacity to: • Explicitly teach place value and multiplicative thinking	 Extended PLT time 4 times a term commencing term 1 to support work. 	 Use dedicated curriculum learning area time to explore the classroom routines of explicit direct instruction and implement this into their mathematics lessons. Participate in year level PLTs to develop their understanding of the explicit teaching of place value and multiplicative thinking using the scaffolding 	 PLT allocation of time Scope and Sequence for Mathematics Units of Work for Mathematics Glossary from the Australian Curriculum and Units of work. Best Advice Paper – Place Value

10	Playford International	· ·	March 2022
 Embed the classroom routines of explicit direct instruction outlined in the school's Teaching and Learning Agreement for wave 1 learners Collaboratively develop common assessment tasks for each class once a term aligned to the year level appropriate Australian Curriculum Achievement Standards Engage in collaborative moderation of the common assessment tasks. 	 Work with the Numeracy Coach to embed EDI strategies. Collection of evidence and moderation of evidence against the AC Achievement Standards once a semester. 5-week tracking and monitoring process. 5QWT in term 2. 	numeracy in the middle years resource, the Numeracy Progressions, the framework for multiplicative thinking and the PAT Maths Band descriptors in Number and Algebra. • Know the targeted students relevant to their PLT. • Use the Australian Curriculum units of work to plan for teaching and learning. • Develop common assessment tasks and engage in collaborative moderation in their Year level PLT. The Assistant Principal of Teaching and Learning, Ingrid Lees, will: • work in collaboration with the Head of Mathematics, Dani Martin, and the Numeracy Coach, Melissa Casburn, to embed agreed EDI strategies for wave 1 learners into everyday classroom practice. • Plan for the development of common assessment tasks aligned to the appropriate Australian Curriculum Achievement Standard. • Plan for the implementation of collaborative moderation using the common assessment tasks. The Head of Mathematics, Dani Martin and the Numeracy Coach, Melissa Casburn, will: • provide professional learning on place value and multiplicative thinking to PLTs to support explicit teaching of these concepts. Executive Leaders and the Head of Mathematics, Dani Martin, will: • Engage in 5QWTs to determine student's articulation and understanding of lesson intentionality and success criteria.	 Best Advice Paper – Multiplicative Thinking Scaffolding Numeracy in the Middle Years Learning and Assessment Framework for Multiplicative Thinking. Best Advice Paper – Intervention to Address Literacy and Numeracy Learning Difficulties All best advice papers can be found at: https://edi.sa.edu.au/educating/literacy-and-numeracy/best-advice-papers Secondary Literacy and Numeracy Guidebook can be found at: https://edi.sa.edu.au/educating/literacy-and-numeracy/guidebooks-secondary
Teachers will consistently explicitly teach the vocabulary of Mathematics relevant to each unit of work.	 Work with the Numeracy Coach to support this work. One extended PLT time to be allocated by each LA for this work. 	 Collaborate with the Numeracy Coach to build their capacity, within their learning area team, to explicitly teach Tier 3 vocabulary. Incorporate the explicit teaching of Tier 3 vocabulary into their classroom routines. Explicitly challenge high band students with more complex Tier 3 vocabulary. Numeracy Coach, Melissa Casburn in collaboration with the Head of Mathematics, Dani Martin, will: Develop professional learning for the Mathematics Curriculum learning area to support the explicit teaching of Tier 3 vocabulary, particularly as it pertains to place value and multiplicative thinking. See evidence of explicit identified Tier 3 vocabulary in unit plans. 	 PLT Allocated Time Scope and Sequence for Mathematics Units of Work for Mathematics Glossary from the Australian Curriculum and Units of work Best Advice paper - Vocabulary
Monitor and track student progress, both midterm and end of term, of students in relation to their: • Knowledge, understanding and application of place value and multiplicative thinking using the PAT Maths Band descriptors in Number and Algebra • Mastery of the modules in Maths Pathways aligned to number and algebra • Achievement and/or progress toward the AC Standard in Mathematics for their year level with high band students achieving As and Bs • Use and mastery of the explicitly taught vocabulary.	 PLT time 4 times a term commencing term 1 to support work. Collection of evidence and moderation of evidence against the AC Achievement Standards once a semester. 5 week tracking and monitoring process 	 Participate in targeted professional development provided by the Numeracy Coach in collaboration with the Head of Mathematics of effective monitoring and tracking of student the progress, both midterm and end of term using modules in Maths Pathways aligned to number and algebra, AC Standard in Mathematics including a focus on the high band students, the learning and assessment framework for multiplicative thinking and student use of tier 3 vocabulary. Track and monitor students, including the targeted students, for the purposes of knowing the impact of their teaching and to inform their practice for improved student learning outcomes. The Head of Mathematics, Dani Martin and the Numeracy Coach, Melissa Casburn, supported by the Assistant Principal, Teaching and Learning and the Assistant Principal Operational leadership, Timetable and Data, Dylan Muzyka, will: Provide professional learning support for the PLTs to use AC grades, task assessments, Maths Pathways module mastery data, PAT data and PAT Maths 	 Numeracy Guidebooks for Secondary Teachers (Actions for Teachers) from Building Foundations to Stretch Scope and Sequence for Mathematics Units of Work for Mathematics PAT Maths Band descriptors in Number and Algebra Scaffolding Numeracy in the Middle Years Learning and Assessment Framework for Multiplicative Thinking

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		 Band descriptors to identify across cohort areas for implication individual student areas for improvement in relation to Support PLTs to scrutinise the data and evidence of lear students to identify concepts and skills needing explicit achievement of AC A and B grades. 	Number and Algebra. ning for high band	
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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.
Goal 2: Improve student achievement of the SEA and maintain high	band achievement in Mathem	atics through a focus on number.		
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	Needs attention/work in progress Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?		Vhat are our next steps? Potential adjustments?
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to e	nter 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?		Vhat are our next steps? Potential adjustments?

Page 12	Playford International	College	Wednesday, 2 March 2022
 Collaboratively develop common assessment tasks for each class once a term aligned to the year level appropriate Australian Curriculum Achievement Standards Engage in collaborative moderation of the common assessment tasks. 			
Teachers will consistently explicitly teach the vocabulary of Mathematics relevant to each unit of work.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
 Monitor and track student progress, both midterm and end of term, of students in relation to their: Knowledge, understanding and application of place value and multiplicative thinking using the PAT Maths Band descriptors in Number and Algebra Mastery of the modules in Maths Pathways aligned to number and algebra Achievement and/or progress toward the AC Standard in Mathematics for their year level with high band students achieving As and Bs Use and mastery of the explicitly taught vocabulary. 	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.

Goal 2: Improve student achievement of the SEA and maintain high band achievement in Mathematics through a focus on number.

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.			
Increase the number of students achieving SEA and maintain the				
number of students in high achievement for PAT M.				
Year 7: Increase SEA achievement by 18 (18/243 or 7.4%) students and				
maintain 10 (10/243 or 4.12%) students in high band achievement				
Year 8: Increase SEA achievement by 25 (25/253 or 9.88%) students and				
maintain 6 (6/253 or 2.37%) students in high band achievement				

Page 13	Playford International College	Wednesday, 2 March 2022		
Year 9: Increase SEA achievement by 18 (18/254 or 7.09%) students and maintain 8 (8/254 or 3,15%) students in high band achievement Year 10: Increase SEA achievement by 30 (30/276 or 10.87%) students and maintain 11 (11/276 or 3.99%) students in high band achievement				
Challenge of Practice: If we explicitly teach the conceptual understanding of number sense, we will see an increase in the number of students achieving SEA and maintain the achievement of those in the higher bands.	Evidence - has this made an impact? Click or tap here to enter text.			
 Success Criteria – did we improve student learning? We will hear students using the vocabulary of place value and multiplicative thinking when discussing potential solutions to problems with peers in collaborative problem-solving situations When we talk with students and examine their evidence of learning we will see them use their understanding of place value and multiplicative thinking to solve problems When analysing the results of PATM and NAPLAN, we will see evidence of students demonstrating greater success in solving problems requiring the application of their understanding of both place value and multiplicative thinking High band students will transfer their knowledge and understanding to unfamiliar contexts Students will articulate the learning intentions and success criteria for their lessons. 	Evidence - did we improve student learning? hov Click or tap here to enter text.	v do we know?		
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.				

STEP 1 Analyse and Prioritise

Goal 3: Click or tap here to enter text.

ESR Directions:

Direction 1: Apply rigorous approaches to site improvement planning with greater clarity about goals, challenges of practice and targets underpinned by increased data literacy for teachers and leaders. Direction 2: Provide targeted shared professional learning to achieve greater fidelity and consistency in the implementation of agreed high impact pedagogies which engage and challenge all learners. Direction 3: Build the curriculum and instructional leadership capacity of middle leaders to achieve a sustained focus on improving classroom teaching and student learning.

Target 2022: 2023:

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D STEP 2 Challenge of practice

Challenge of Practice:

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

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STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
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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.	
Goal 3: Click or tap here to enter text.					
STEP 4 Improve practice and monitor impact	- Are we doing what we sa	id we would do? Are we improving student learninខ្	g? How effective hav	ve 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?		/hat are our next steps? Potential adjustments?	
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 en	ter 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?		/hat are our next steps? Potential adjustments?	
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 en	ter 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 en	ter 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.	
Goal 3: Click or tap here to enter text.				
STEP 5 Review and Evaluate - Have we achieved	our improvement goals an	d targets? What have we learned and what are our	next steps?	
Targets 2022: Click or tap here to enter text.	Results towards targets: Click or tap here to enter to			
SIP template Click or tap here to enter text.	Evidence - has this made Click or tap here to enter to	•		
Success Criteria – did we improve student learning? Click or tap here to enter text.	Evidence - did we improv Click or tap here to enter to	ve student learning? how do we know? ext.		
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.				

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