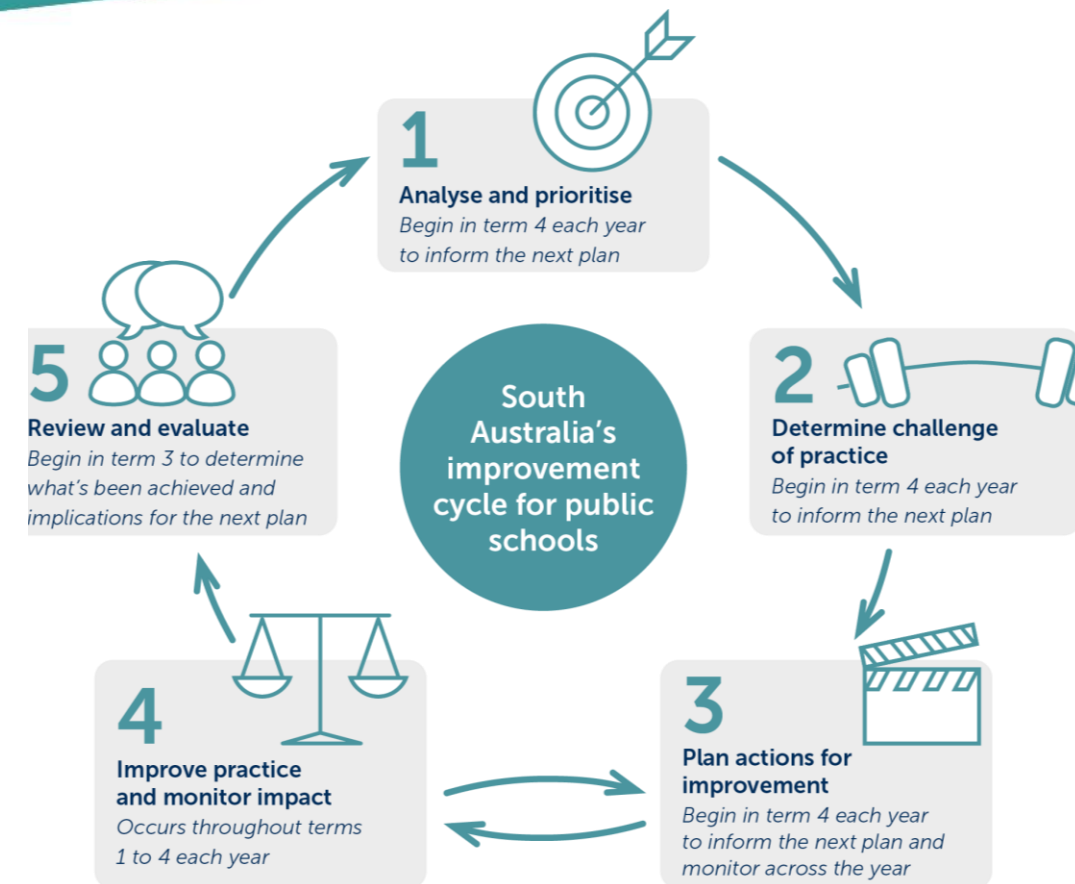


2022 - 2024

School Improvement Plan for Bridgewater Primary School

Site Number:
0636



Vision Statement:

Our school community understands that when children :

- know where they are in their learning,
- are clear on where they are going next and
- have the tools to monitor and shape their own progress

they will have higher levels of achievement and wellbeing.



Government of South Australia
Department for Education

2022 – 2024

School Improvement Plan for Bridgewater 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 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



Government of South Australia
Department for Education


STEP 1 Analyse and Prioritise
Site name: Bridgewater Primary School

Goal 1: To increase student achievement, skill and motivation in English with a focus on writing R-6.		ESR Directions: 1. Build the capacity of students to think critically and creatively by strengthening and embedding the emerging work on pedagogical practices to co-design their learning and tasks. 2. Build on the capacity of staff in the design of consistent teaching practices that link student learning from Reception to Year 7, and include student influence, evidence-based data and learning intentions. 3. Strengthen the whole-school assessment processes to include student voice, qualitative data and evidence-based feedback processes.	
Target 2022: Writing: NAPLAN: 100% of Year 3 and 5 students achieve SEA. 50% of Yr 3 and 5 students achieve HB. All Yr 5 retain HB achievement from Yr 3 testing. A-E grading: All students maintain or improve A-E grade, moderated against ACARA exemplars and Brightpath Ruler.	2023: Aspirational goal to be identified after analysis of 2022 data	2024: Aspirational goal to be identified after analysis of 2023 data	


STEP 2 Challenge of practice

Challenge of Practice: If teachers work collaboratively to plan, teach and track learning in writing, student achievement will improve

Student Success Criteria (what students know, do, and understand): Students will understand the connection between quality reading and writing. Students will engage with a range of quality texts to learn strategies that 'good writers' use. Students will practise these strategies daily and use them to improve their writing and vocabulary. Students will enjoy writing for a range of purposes. Students are motivated to write well. Students plan, draft and publish imaginative, informative and persuasive texts
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STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
All staff review individual and whole site data to identify reluctant writers, students not achieving SEA or maintaining Higher Band achievement.	Term 1 Week 0	All teachers work in learning teams with leadership (Principal and deputy) to identify and review children's writing achievement and plan interventions together.	BPS ESS Fountas & Pinnell Literacy Guide Books DfE Units of work AHP Be Brave Resources - Sharon Callen All individual and site data sets Green folder of shared common resources

<p>All teachers R-6 will be supported and challenged to implement an English Scope and Sequence (ESS). The ESS document and planning process will explicitly link:</p> <ul style="list-style-type: none"> • the Australian Curriculum, • “Good Readers/Good Writers” Mini Lessons, • extended vocabulary, work knowledge and spelling, • site agreed mentor/reference texts and • staff and student formative/summative assessment. 	Term 1-4.	<p>Leaders have a clear agenda to discuss evidence of teacher practice in line with ESS expectations and school priorities. Student learning evidence and formative assessment is part of the ongoing evaluation process. Leaders use these evaluations to inform regular, informal performance development conversations with staff and to design the agenda and new learning for the next Learning Team meeting</p> <p>All teachers engage in Learning Teams with feedback from leaders to learn, plan and review teaching practices that align with the curriculum, pedagogy and assessment expectations described in the ESS and supporting documents.</p>	<p>WTW spelling inventory Oxford frequently used word list BPS ESS Fountas & Pinnell Literacy Guide Books AHP Be Brave Resources - Sharon Callen (PFD and Be Brave release) Green folder of shared common resources PASM test Shared phonological awareness and oral language teaching resources.</p>
<p>All teachers involved in spelling and high frequency words audit. Reception teachers complete PASM testing</p>	<p>Reception PASM Term 1 Week 2 and ongoing</p> <p>High Frequency Words Yr 1-6 Term 1 Week 2, and Ongoing</p> <p>Reception Term 3</p>	<p>All teachers engage in auditing process and use data to plan spelling and word knowledge learning programs with Learning Teams and leadership. Teachers retest all children scoring below 40 – PASM each term. Teachers and leadership track and plan interventions.</p>	<p>WTW spelling inventory Oxford frequently used word list BPS ESS Fountas & Pinnell Literacy Guide Books AHP Be Brave Resources - Sharon Callen (PFD and Be Brave release) Green folder of shared common resources PASM test Shared phonological awareness and oral language teaching resources.</p>
<p>All teachers and classroom SSOs work together with leadership to establish and continually improve consistent routines and expectations around building a community of ‘good readers and good writers’.</p>	Term 1 From Week 0 Ongoing	<p>All teachers engage in Learning Teams to learn, plan and review teaching practices that align with the curriculum, pedagogy and assessment expectations described in the ESS and supporting documents.</p>	<p>WTW spelling inventory Oxford frequently used word list BPS ESS Fountas & Pinnell Literacy Guide Books AHP Be Brave Resources - Sharon Callen (PFD and Be Brave release) Green folder of shared common resources</p>
<p>All teachers will expand their professional understandings by engaging in cycles of professional learning (readings, action research, workshops). This will be influenced by:</p> <ul style="list-style-type: none"> * identified student needs * individual professional needs * data and evidence – formative and summative. 	<p>Term 1 From Week 0 Ongoing</p> <p>Term 2 and 4 – moderation of A to E achievements</p> <p>Term 3 – Review NAPLAN data</p>	<p>Leadership team to meet weekly to evaluate progress and professional learning impact. Leaders design next steps formatively and routinely.</p> <p>All teachers, with leadership, engage in learning teams to track student’s progress in writing, using common processes from the ESS and guided by writing rubrics. Leaders observe teaching, provide feedback and coach improvement.</p>	<p>ACARA Writing Exemplars to guide A to E moderation NAPLAN Writing marking Guide Brightpath Ruler Fountas & Pinnell Literacy Guide Books AHP Be Brave Resources - Sharon Callen (PFD and Be Brave release) Green folder of shared common resources</p>
Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: To increase student achievement, skill and motivation in English with a focus on writing R-6.



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 understand the connection between quality reading and writing.</p> <p>Students will engage with a range of quality texts to learn strategies that 'good writers' use.</p> <p>Students will practise these strategies daily and use them to improve their writing and vocabulary.</p> <p>Students will enjoy writing for a range of purposes.</p> <p>Students are motivated to write well.</p> <p>Students plan, draft and publish imaginative, informative and persuasive texts</p>	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?
<p>All staff review individual and whole site data to identify reluctant writers, students not achieving SEA or maintaining Higher Band achievement.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>All teachers R-6 will be supported and challenged to implement an English Scope and Sequence (ESS). The ESS document and planning process will explicitly link:</p> <ul style="list-style-type: none"> the Australian Curriculum, "Good Readers/Good Writers" Mini Lessons, extended vocabulary, work knowledge and spelling, site agreed mentor/reference texts and staff and student formative/summative assessment. 	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>All teachers involved in spelling and high frequency words audit. Reception teachers complete PASM testing</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>All teachers and classroom SSOs work together with leadership to establish and continually improve consistent routines and expectations around building a community of 'good readers and good writers'.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

<p>All teachers will expand their professional understandings by engaging in cycles of professional learning (readings, action research, workshops). This will be influenced by:</p> <ul style="list-style-type: none"> * identified student needs * individual professional needs * data and evidence – formative and summative. 	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.

Goal 1: To increase student achievement, skill and motivation in English with a focus on writing R-6.



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:</p> <p>Writing: NAPLAN: 100% of Year 3 and 5 students achieve SEA. 50% of Yr 3 and 5 students achieve HB. All Yr 5 retain HB achievement from Yr 3 testing. A-E grading: All students maintain or improve A-E grade, moderated against ACARA exemplars and Brightpath Ruler.</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If teachers work collaboratively to plan, teach and track learning in writing, student achievement will improve</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria: Students will understand the connection between quality reading and writing. Students will engage with a range of quality texts to learn strategies that 'good writers' use. Students will practise these strategies daily and use them to improve their writing and vocabulary. Students will enjoy writing for a range of purposes. Students are motivated to write well. Students plan, draft and publish imaginative, informative and persuasive texts</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</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.](#)

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

<p>Goal 2: Increase student achievement in mathematics and numeracy with a focus on core concepts, problem solving and confidence R-6.</p>		<p>ESR Directions:</p> <ol style="list-style-type: none"> 1. Build the capacity of students to think critically and creatively by strengthening and embedding the emerging work on pedagogical practices to co-design their learning and tasks. 2. Build on the capacity of staff in the design of consistent teaching practices that link student learning from Reception to Year 7, and include student influence, evidence-based data and learning intentions. 3. Strengthen the whole-school assessment processes to include student voice, qualitative data and evidence-based feedback processes.
<p>Target 2022: PAT MATHS: 100% of students achieve SEA. 50% of children above or significantly above SEA. 100% of children at or almost at Optimal Growth. NAPLAN: 100% achieve SEA. 50% achieve HB. All Yr 5s retain HB achievement from Yr 3 testing. A to E Grading: 100% of student maintain or improve moderated A to E grade.</p>	<p>2023: Aspirational goal to be identified after analysis of 2022 data</p>	<p>2024: Aspirational goal to be identified after analysis of 2023 data</p>

STEP 2 Challenge of practice


<p>Challenge of Practice: If teachers collaboratively plan, teach, assess and track student learning using the Big Ideas in Number then student achievement in numeracy and Mathematics will improve.</p>
<p>Student Success Criteria (what students know, do, and understand): Students will understand and use <u>problem solving strategies</u> Students will know and use <u>Problem solving processes</u>: search, sort, see/sketch, select, solve, SENSE (Van der Wall p36)</p> <p>Students will demonstrate and report higher levels of confidence, enjoyment and positive growth mindset in mathematics</p>

STEP 3 Plan actions for improvement




Actions	Timeline	Roles & Responsibilities	Resources
All teachers review individual and whole site mathematics and numeracy data to inform their practice and support feedback.	Term 1 Week 0 Ongoing	All teachers work in learning teams with leadership to identify and review children's mathematics and numeracy achievement and plan interventions together.	Click or tap here to enter text.

<p>All teachers R-6 will be supported and challenged to implement high quality, proven pedagogies to improve core concepts and student problem solving skills and strategies. Teachers will work with core materials to consistently design and review learning cycles for students.</p>	<p>Term 1 Week 0 Ongoing</p>	<p>All teachers engage in Learning Teams to learn, plan and review teaching practices that align with the curriculum, pedagogy and assessment expectations described in the supporting documents and site agreement.</p>	<p>Van de Walle Numeracy Guide Books DfE Units of Work AHP Be Brave – Sarah Centafonti All individual and site data sets PAT Maths NAPLAN Numeracy Big Ideas in Number tracking resource High Impact Teaching Strategies</p>
<p>All teachers will work with their Learning Team to evaluate progress using multiple evidence sets and plan for improvement. Teachers will moderate learning evidence to inform next steps.</p>	<p>Term 1 Ongoing Moderation of A-E achievement Terms 2 and 4</p>	<p>All teachers, with leadership, engage in learning teams to track student’s progress in mathematics, using common processes from guiding resources. Leaders observe teaching, provide feedback and coach improvement.</p>	<p>Van de Walle Numeracy Guide Books DfE Units of Work AHP Be Brave – Sarah Centafonti All individual and site data sets PAT Maths NAPLAN Numeracy Big Ideas in Number tracking resource High Impact Teaching Strategies</p>
<p>All teachers will collaborate in planning learning tasks that explicitly teach strategies and processes for problem solving. This will support students to develop skills to track their own learning, respond to feedback and plan appropriate goals.</p>	<p>Term 1 Ongoing</p>	<p>Leadership team to meet weekly to evaluate progress and professional learning impact. Leaders design next steps formatively and routinely. Leaders have a clear agenda to discuss evidence of teacher practice in line with expectations and school priorities. Student learning evidence and formative assessment is part of the ongoing evaluation process. Leaders use these evaluations to inform regular, informal performance development conversations with staff and to design the agenda and new learning for the next learning team.</p> <p>All teachers, with leadership, will work together to design learning programs that are differentiated, promote stretch and routinely incorporate authentic student self-assessment and effective goal setting.</p>	<p>Van de Walle Numeracy Guide Books DfE Units of Work AHP Be Brave – Sarah Centafonti All individual and site data sets PAT Maths NAPLAN Numeracy Big Ideas in Number tracking resource High Impact Teaching Strategies</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>

Goal 2: Increase student achievement in mathematics and numeracy with a focus on core concepts, problem solving and confidence R-6.

 **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>	<p>● Yes</p> <p>● Needs attention/work in progress</p> <p>● Not on track</p>	<p>Evidence</p> <p>Are we improving student learning?</p> <p>How are we tracking against our student success criteria?</p>	<p>What are our next steps?</p> <p>Potential adjustments?</p>
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<p>Students will understand and use problem solving <u>strategies</u></p> <p>Students will know and use Problem solving <u>processes</u>: search, sort, see/sketch, select, solve, SENSE (Van der Wall p36)</p> <p>Students will demonstrate and report higher levels of confidence, enjoyment and positive growth mindset in mathematics</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p style="text-align: center;">Actions</p>	<p> 90% embedded</p> <p> Needs attention/work in progress</p> <p> Not on track</p>	<p style="text-align: center;">Evidence</p> <p style="text-align: center;">Are we doing what we said we would do?</p> <p style="text-align: center;">Are we improving student learning?</p> <p style="text-align: center;">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>All teachers review individual and whole site mathematics and numeracy data to inform their practice and support feedback.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>All teachers R-6 will be supported and challenged to implement high quality, proven pedagogies to improve core concepts and student problem solving skills and strategies. Teachers will work with core materials to consistently design and review learning cycles for students.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>All teachers will work with their Learning Team to evaluate progress using multiple evidence sets and plan for improvement. Teachers will moderate learning evidence to inform next steps.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>All teachers will collaborate in planning learning tasks that explicitly teach strategies and processes for problem solving. This will support students to develop skills to track their own learning, respond to feedback and plan appropriate goals.</p>	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.

Goal 2: Increase student achievement in mathematics and numeracy with a focus on core concepts, problem solving and confidence R-6.



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: PAT MATHS: 100% of students achieve SEA. 50% of children above or significantly above SEA. 100% of children at or almost at Optimal Growth. NAPLAN: 100% achieve SEA. 50% achieve HB. All Yr 5s retain HB achievement from Yr 3 testing. A to E Grading: 100% of student maintain or improve moderated A to E grade.</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If teachers collaboratively plan, teach, assess and track student learning using the Big Ideas in Number then student achievement in numeracy and Mathematics will improve.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria – did we improve student learning? Students will understand and use problem solving <u>strategies</u> Students will know and use Problem solving <u>processes</u>: search, sort, see/sketch, select, solve, SENSE (Van der Wall p36)</p> <p>Students will demonstrate and report higher levels of confidence, enjoyment and positive growth mindset in mathematics</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: Click or tap here to enter text.		ESR Directions: 1. Build the capacity of students to think critically and creatively by strengthening and embedding the emerging work on pedagogical practices to co-design their learning and tasks. 2. Build on the capacity of staff in the design of consistent teaching practices that link student learning from Reception to Year 7, and include student influence, evidence-based data and learning intentions. 3. Strengthen the whole-school assessment processes to include student voice, qualitative data and evidence-based feedback processes.	
Target 2022: Click or tap here to enter text.	2023: Click or tap here to enter text.	2024: Click or tap here to enter text.	

STEP 2 Challenge of practice

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

Student Success Criteria (what students know, do, and understand):
 Click or tap here to enter text.

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
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 3: 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?

Student Success Criteria	Yes Needs attention/work in progress Not on track	Evidence	What are our next steps? Potential adjustments?
		Are we improving student learning? How are we tracking against our student success criteria?	
	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	What are our next steps? Potential adjustments?
		Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	
	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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Goal 3: 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?

<p>Targets 2022: Click or tap here to enter text.</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: Click or tap here to enter text.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria – did we improve student learning? Click or tap here to enter text.</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>	

