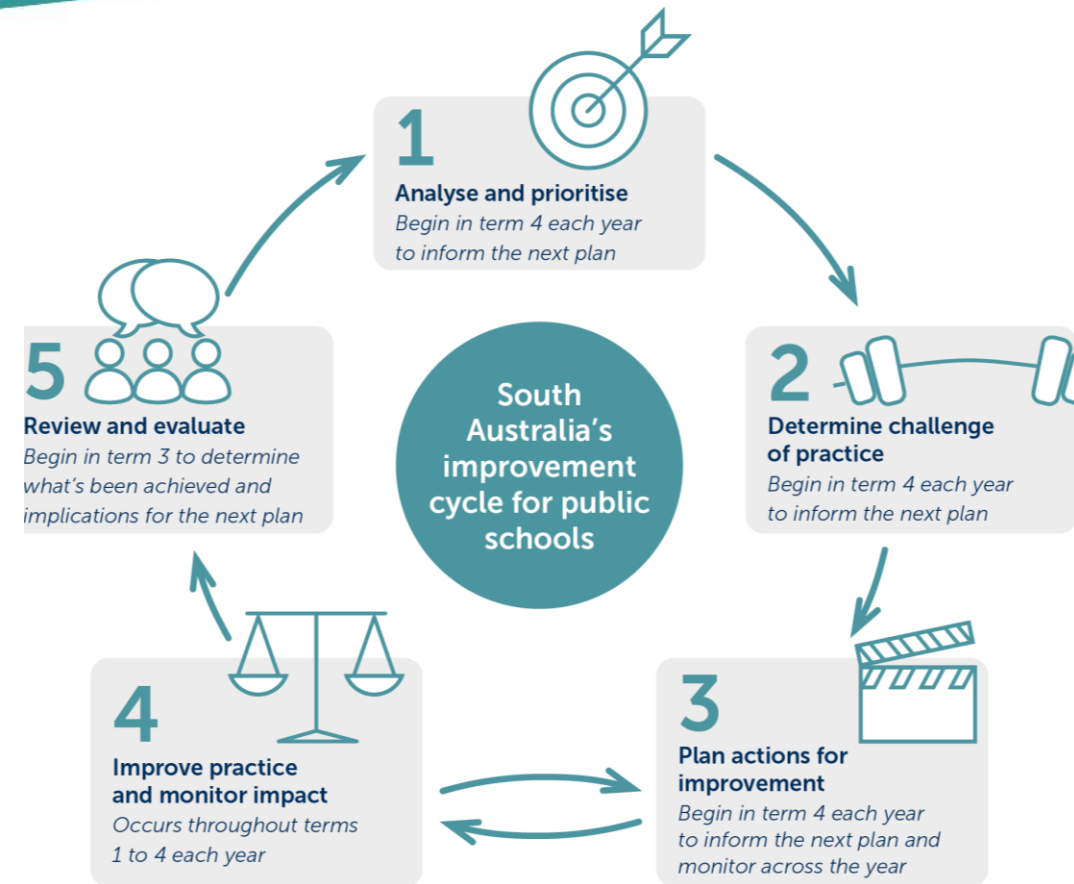


# School Improvement Plan for Ramco Primary School



## Vision Statement:

'Every student is supported and challenged to be a lifelong Powerful Learner, who achieves their personal best.'



2022 – 2024

# School Improvement Plan for Ramco 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.

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



Government of South Australia  
Department for Education


**STEP 1 Analyse and Prioritise**
**Site name: Ramco Primary School**

|  |   |   |
|--|---|---|
| <b>Goal 1: Retain and or further increase the number of students in the higher bands in NAPLAN numeracy</b>                                |   | <b>ESR Directions:</b><br>Develop and embed a whole school approach in task design that provides opportunities for all students to consistently demonstrate learning at higher levels.<br>Develop and embed effective moderation processes where teachers have regular, planned opportunities to work with peers from a school and partnership perspective. |
| <b>Target 2022:</b><br>40% of year 4 students (4 out of 10 students) will achieve B or better in mathematics for their end of year report. | <b>2023:</b><br>100% of year 5 students (4 out of 4 students) who achieved HB in year 3 will remain in HB in year 5 NAPLAN numeracy | <b>2024:</b><br>50% of year 6 students (5 out of 10 students) will achieve B or better in mathematics for their end of year report.   |


**STEP 2 Challenge of practice**
**Challenge of Practice:**

If we effectively embed BIN concepts with a focus on problem solving tasks, then we will increase student achievement in the higher bands of mathematics

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

Students will be able to demonstrate efficient mental strategies when solving multiplicative and proportional reasoning based activities demonstrated through the BIN diagnostic assessment tools

During Principal walkthroughs each term, students will be able to verbalise effective problem solving strategies to solve a variety of numeracy problems


**STEP 3 Plan actions for improvement**

| Actions   | Timeline       | Roles & Responsibilities  | Resources   |
|---|----------------|---|---|
| Teachers will explicitly teach number in the context of Big Ideas in Number and the Australian Curriculum   | 2022           | Teachers to follow Ramco data collection cycle<br>Principal and staff to review numeracy agreement and data cycle   | RPS Numeracy agreement and data cycle   |
| Teachers will measure and share their own learning impact cycles based on diagnostic testing results  | Each term 2022 | Teachers to use diagnostic tests to collect explicit teaching cycle focus<br>Principal to timetable sharing at staff meetings and PLC's<br>Individual class data to be added to step 4 documentation  | 2022-2024 SIP<br>BIN Diagnostic testing kits<br>PLC timetables and minutes  |
| Teachers will implement a structured problem solving approach that supports students to think and act mathematically and work together ('Maintain Momentum Guidebook' page 7)           | 2022-2024      | Teachers build students' problem-solving skills and use the language of mathematics including metacognitive talk<br>Principal to explore and share appropriate resources to adapt   | DfE guide books<br>Australian Curriculum resources<br>BITL questioning tool or problem solving and reasoning placemats<br><a href="#">maths-placemat.pdf</a><br><a href="#">(acleadersresource.sa.edu.au)</a> |
| Teachers will use DfE Australian Curriculum planning documentation (units) and scope and sequence resources to effectively plan and teach the Australian Curriculum<br>*ESR Direction 1 | 2022           | Principal to designate time at staff meetings and PLC's to further unpack DfE curriculum resources<br>Teachers to trial and share units of work<br>Portfolio Curriculum Lead – to support Principal<br>CL and PO to co-design and facilitate year 3/4 teacher unit plan session x 6 days<br>Teacher and leader? to engage in PL and implement adapted units | DfE AC resources from EDi<br>Scope and sequence   |

|   |                |  |   |
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| The leader will undertake classroom observations and walkthroughs, providing feedback to scaffold teachers with the implementation of the Big Ideas in Number and the teaching of Problem Solving | Each term 2022 | Principal to undertake frequent classroom visits to undertake brief but substantive observations of problem solving tasks<br>Teachers to liase and discuss with Principal reflections on learning tasks<br>Students to share learning with Principal | Baeder Instructional leadership text<br>DfE observation resources |
|---|----------------|--|---|

Goal 1: Retain and or further increase the number of students in the higher bands in NAPLAN 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?

| Student Success Criteria  | Yes<br>Needs attention/work in progress<br>Not on track          | <b>Evidence</b><br><b>Are we improving student learning?</b><br><b>How are we tracking against our student success criteria?</b>  | <b>What are our next steps?</b><br><b>Potential adjustments?</b> |
|---|--|---|--|
| <b>Students will be able to demonstrate efficient mental strategies when solving multiplicative and proportional reasoning based activities demonstrated through the BIN diagnostic assessment tools</b><br><b>During Principal walkthroughs each term, students will be able to verbalise effective problem solving strategies to solve a variety of numeracy problems</b> | Click or tap here to enter text.                                 | Click or tap here to enter text.  | Click or tap here to enter text.                                 |
| Actions   | 90% embedded<br>Needs attention/work in progress<br>Not on track | <b>Evidence</b><br><b>Are we doing what we said we would do?</b><br><b>Are we improving student learning?</b><br><b>How do we know which actions have been effective?</b> | <b>What are our next steps?</b><br><b>Potential adjustments?</b> |
| <b>Teachers will explicitly teach number in the context of Big Ideas in Number and the Australian Curriculum</b>  | Click or tap here to enter text.                                 | Click or tap here to enter text.  | Click or tap here to enter text.                                 |
| <b>Teachers will measure and share their own learning impact cycles based on diagnostic testing results</b>   | Click or tap here to enter text.                                 | Click or tap here to enter text.  | Click or tap here to enter text.                                 |
| <b>Teachers will implement a structured problem solving approach that supports students to think and act mathematically and work together ('Maintain Momentum Guidebook' page 7)</b>  | Click or tap here to enter text.                                 | Click or tap here to enter text.  | Click or tap here to enter text.                                 |
| <b>Teachers will use DfE Australian Curriculum planning documentation (units) and scope and sequence resources to effectively plan and teach the Australian Curriculum</b><br><b>*ESR Direction 1</b>   | Click or tap here to enter text.                                 |   | Click or tap here to enter text.                                 |

|   |   |   |   |
|---|---|---|---|
| <p><b>The leader will undertake classroom observations and walkthroughs, providing feedback to scaffold teachers with the implementation of the Big Ideas in Number and the teaching of Problem Solving</b></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> |
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**Goal 1: Retain and or further increase the number of students in the higher bands in NAPLAN 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><b>Targets 2022:</b><br/>40% of year 4 students (4 out of 10 students) will achieve B or better in mathematics for their end of year report.</p>  | <p><b>Results towards targets:</b><br/>Click or tap here to enter text.</p>                                    |
| <p><b>School Improvement planning template</b><br/>If we effectively embed BIN concepts with a focus on problem solving tasks, then we will increase student achievement in the higher bands of mathematics</p>  | <p><b>Evidence</b> - has this made an impact?<br/>Click or tap here to enter text.</p>                         |
| <p><b>Success Criteria:</b><br/>Students will be able to demonstrate efficient mental strategies when solving multiplicative and proportional reasoning based activities demonstrated through the BIN diagnostic assessment tools<br/>During Principal walkthroughs each term, students will be able to verbalise effective problem solving strategies to solve a variety of numeracy problems</p> | <p><b>Evidence</b> - did we improve student learning? how do we know?<br/>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

|   |  |   |
|---|--|---|
| <b>Goal 2: Improve student achievement in R-6 writing</b>   |  | <b>ESR Directions:</b><br>Develop and embed a whole school approach in task design that provides opportunities for all students to consistently demonstrate learning at higher levels.<br>Develop and embed effective moderation processes where teachers have regular, planned opportunities to work with peers from a school and partnership perspective. |
| <b>Target 2022:</b><br>90% of Year 4 students will demonstrate equal to, or more than, a year's growth as measured using the Brightpath narrative assessment tool | <b>2023:</b><br>100% of Year 5 students will achieve the SEA in NAPLAN writing | <b>2024:</b><br>100% of Year 6 students will demonstrate equal to, or more than, a year's growth as measured using the Brightpath narrative assessment tool   |

## STEP 2 Challenge of practice

### Challenge of Practice:

If we consolidate a teaching and learning cycle and deepen formative assessment (Brightpath), then we will improve student achievement in R-6 writing

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

Through assessment of two written texts per term, we will see individual improvement in sentence structure

Each term during Principal walkthroughs, students will be able to verbalise their individual Brightpath results and next steps toward current writing goals


## STEP 3 Plan actions for improvement

| Actions   | Timeline   | Roles & Responsibilities  | Resources   |
|---|--|---|---|
| The leader and teachers will embed the teaching and learning cycle consistently across all classes<br><b>ATSI KE3 - <i>The continuous building of high-quality practice to deliver on whole-school commitments to action that will directly impact on Aboriginal achievement.</i></b> | Step 1 and 2 – 2022<br>Step 3 and 4 – 2023<br>Step 5 - 2024  | Principal to lead the learning and collaboration around the T&L cycle including learning about the components of the cycle<br>Teachers to collaborate and implement in classrooms<br>SSO's to be familiar with and support the learning<br>Principal Consultant to support where required | Australian Curriculum<br>Examples of effective teaching and learning cycles<br>Note- there is a plink course on 'literacy as a resource for learning across the curriculum: a teaching and learning cycle R-10  |
| All teachers will be involved in joint moderation (both internal and within partnership) of Brightpath assessments<br><b>*ESR Direction 2</b>   | Narrative - End of Term 1 and early Term 3<br>Persuasive - End of Term 1 and early Term 3<br>Information Report – Early Term 2 and End of Term 3 | Principal to facilitate<br>Teachers to bring writing samples and collaborate in moderation tasks<br>Ramco PS, Blanchetown S, Morgan PS, Waikerie PS Swan Reach AS   | Brightpath assessment ruler<br>Work samples   |
| Teachers engage in PL with both Seven Steps and Brightpath with a focus on sentence structure   | Term 2 and Term 3  | Principal to organise DfE Brightpath team to come and lead this work – possibly open up to the partnership schools  | Principal to lead the learning and collaboration around the T&L cycle including learning about the components of the cycle<br>Teachers to collaborate and implement in classrooms<br>SSO's to be familiar with and support the learning<br>Principal Consultant to support where required |



|  |                |   |  |
|--|----------------|---|--|
| Teachers explicitly teach at least two extended written texts per term to develop, text, grammar and vocabulary knowledge  | Each Term 2022 | Review and update whole school data collection schedule in line with Brightpath text assessment recommendations<br>Review and update the genre cycle  | Click or tap here to enter text.                                     |
| The leader will undertake classroom observations/walkthroughs and provide feedback to scaffold teachers in the implementation of the teaching and learning cycle                                   | Each Term 2022 | Principal to undertake frequent classroom visits to undertake brief but substantive observations of writing tasks<br>Teachers to liaise and discuss with Principal reflections on learning tasks<br>Students to share learning with Principal | Baeder Instructional leadership text<br>DfE observation resources    |
| Teachers will unpack and use DfE Australian Curriculum planning documentation (units) and scope and sequence resources to effectively plan and teach the Australian Curriculum<br>*ESR Direction 1 | 2022           | Principal to designate time at staff meetings and PLC's to further unpack DfE curriculum resources<br>Teachers to trial and share units of work<br>Portfolio Curriculum Lead – to support Principal   | DfE Curriculum resources<br>Curriculum planning guide- teacher level |

**Goal 2: Improve student achievement in R-6 writing**

 **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 | <span style="color: green;">●</span> Yes                               | <b>Evidence</b><br>Are we improving student learning?<br>How are we tracking against our student success criteria? | <b>What are our next steps?</b><br>Potential adjustments? |
|                          | <span style="color: yellow;">●</span> Needs attention/work in progress |  |   |
|                          | <span style="color: red;">●</span> Not on track                        |  |   |

|   |                                  |                                  |                                  |
|---|----------------------------------|----------------------------------|----------------------------------|
| Through assessment of two written texts per term, we will see individual improvement in sentence structure<br>Each term during Principal walkthroughs, students will be able to verbalise their individual Brightpath results and next steps toward current writing goals | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
|---|----------------------------------|----------------------------------|----------------------------------|

|  |  |  |   |
|--|--|--|---|
| Actions  | <span style="color: green;">●</span> 90% embedded                      | <b>Evidence</b><br>Are we doing what we said we would do?<br>Are we improving student learning?<br>How do we know which actions have been effective? | <b>What are our next steps?</b><br>Potential adjustments? |
|  | <span style="color: yellow;">●</span> Needs attention/work in progress |  |   |
|  | <span style="color: red;">●</span> Not on track                        |  |   |
| The leader and teachers will embed the teaching and learning cycle consistently across all classes<br><i>ATSI KE3 - The continuous building of high-quality practice to deliver on whole-school commitments to action that will directly impact on Aboriginal achievement.</i> | 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 joint moderation (both internal and within partnership) of Brightpath assessments<br>*ESR Direction 2   | Click or tap here to enter text.                                       | Click or tap here to enter text.   | Click or tap here to enter text.                          |
| Teachers engage in PL with both Seven Steps and Brightpath with a focus on sentence structure  | Click or tap here to enter text.                                       | Click or tap here to enter text.   | Click or tap here to enter text.                          |



|  |                                  |                                  |                                  |
|--|----------------------------------|----------------------------------|----------------------------------|
| Teachers explicitly teach at least two extended written texts per term to develop, text, grammar and vocabulary knowledge  | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| The leader will undertake classroom observations/walkthroughs and provide feedback to scaffold teachers in the implementation of the teaching and learning cycle                                   | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Teachers will unpack and use DfE Australian Curriculum planning documentation (units) and scope and sequence resources to effectively plan and teach the Australian Curriculum<br>*ESR Direction 1 | 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 in R-6 writing



### STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

|   |  |
|---|--|
| <b>Targets 2022:</b><br>90% of Year 4 students will demonstrate equal to, or more than, a year's growth as measured using the Brightpath narrative assessment tool  | <b>Results towards targets:</b><br>Click or tap here to enter text.                                    |
| <b>Challenge of Practice:</b><br>If we consolidate a teaching and learning cycle and deepen formative assessment (Brightpath), then we will improve student achievement in R-6 writing  | <b>Evidence - has this made an impact?</b><br>Click or tap here to enter text.                         |
| <b>Success Criteria – did we improve student learning?</b><br>Through assessment of two written texts per term, we will see individual improvement in sentence structure<br>Each term during Principal walkthroughs, students will be able to verbalise their individual Brightpath results and next steps toward current writing goals | <b>Evidence - did we improve student learning? how do we know?</b><br>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.](#)