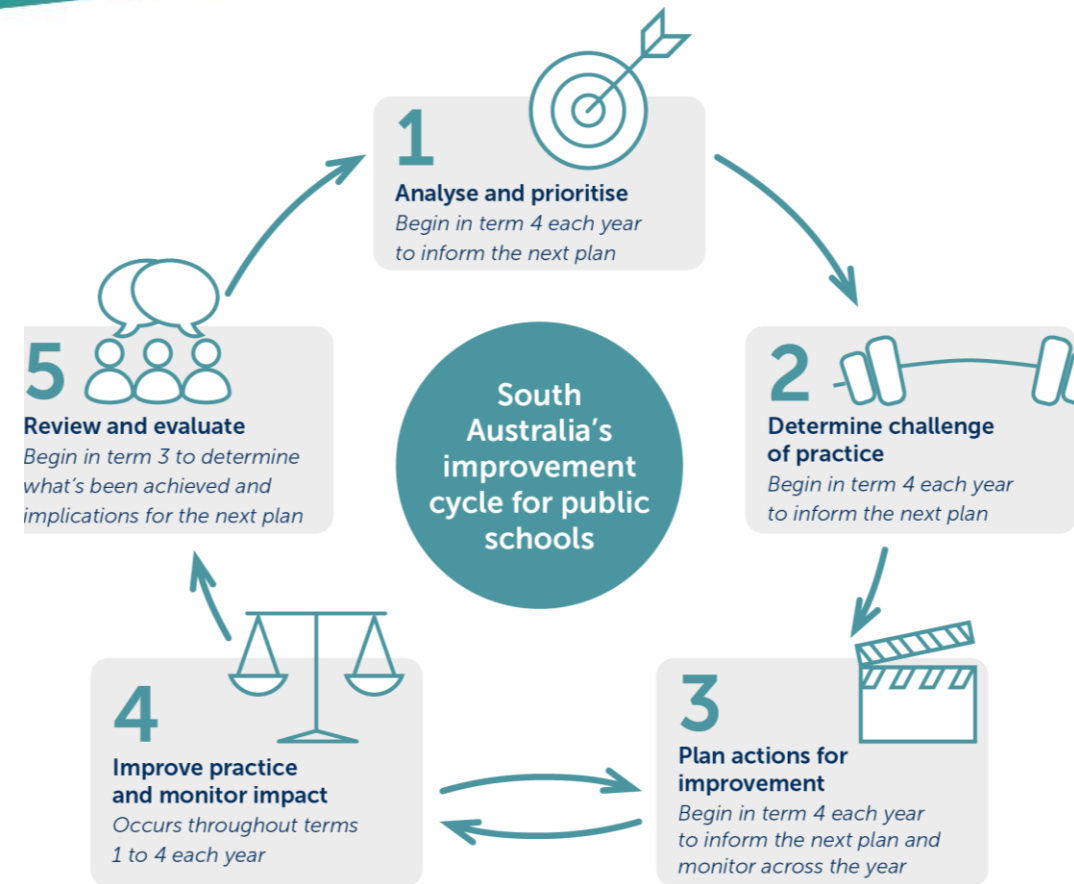


2022 - 2024

School Improvement Plan for Oakbank School

Site Number:
0762



Vision Statement:

Our students will thrive and grow to be their best, which will in turn, enhance and develop the potential of our community.



Government of South Australia

Department for Education

2022 – 2024

School Improvement Plan for Oakbank 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 (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: Oakbank School

Goal 1: Increase student achievement in Reading R-12.**ESR Directions:**

Direction 1 - Develop robust structures and processes in which staff regularly monitor, critically evaluate, and review the SIP, with a clear line of sight to teacher practice and student learning.

Direction 2 - Build leader and teacher capacity to embed consistent, coherent, and sustainable high-quality curriculum and effective pedagogical practices that engage and challenge all learners.

Direction 3 - Develop a culture of high expectations of teacher practice and student outcomes through structured classroom environments which prioritise learning as part of wellbeing.

Direction 4 - Differentiate and stretch learning through regular formative assessment and feedback practices that ensure responsive teaching and timely, constructive feedback to students.

Target 2022:**PAT-R**

Year 2 – 60% (6/10) at or above SEA in Running Records

Year 3 - 85% (10/12) at or above SEA

Year 4 – 85% (9/11) at or above SEA

Year 5 – 83% (10/12) at or above SEA

Year 6 – 89% (15/17) at or above SEA

Year 7 – 55% (26/47) at or above SEA

Year 8 – 87% (37/41) at or above SEA

Year 9 – 89% (38/44) at or above SEA

Year 10 – 87% (/) at or above SEA

NAPLAN

100% in HB maintained

100% in HB maintained

100% in HB maintained

100% in HB maintained

100% in HB maintained

100% in HB maintained

100% in HB maintained

100% in HB maintained

2023:

An aspirational target will be developed on review of 2022 data

2024:

An aspirational target will be developed on review of 2023 data


STEP 2 Challenge of practice
Challenge of Practice:

If teachers develop their understanding and skills in the explicit teaching of word knowledge then we will see a sustained improvement in reading achievement

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

Students use word knowledge to decode and understand what they are reading.

Students select and read an increasing range of texts in all curriculum areas.


STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Every teacher will identify and develop positive beliefs and attitudes towards English and Literacy.	Term 1 2022	The Literacy Lead group will consult and collaborate with staff to develop strategies to improve student mindsets towards reading. - Tracey W, Kristen B, Ashlee C, Nikki K, Jasmin F, Christina C and Kat T Staff will undertake an Impact Cycle related to one of the actions in Reading.	Upgrade Library - \$83000 Budget for Library books - \$12000 Community engagement events - \$2000 Classroom Reading Spaces and libraries \$7000 Training for student Librarians

Every teacher will prioritise a daily timetabled reading session to promote regular reading.	Term 1 2022	The Literacy Lead group will consult and collaborate with staff to develop strategies to tailor reading sessions dependant on year levels. Staff will undertake an Impact Cycle related to one of the actions in Reading.	Budget for classroom libraries - \$6,000
Every teacher will increase their capacity to provide explicit instruction in word knowledge.	Term 1 - Term 2 2022	Sub-school leaders will work with the speech pathologist and LGU to develop comprehensive, high quality staff training on explicitly teaching word knowledge – Tracey W, Kristen B, Lisa S. Colleagues will conduct observations and provide feedback to teachers on explicit instruction at least once per term. Staff will undertake an Impact Cycle related to one of the actions in Reading.	Be Brave and Lead T&D Sharnie Jamieson - LGU Speech Pathologist buy-in service (Sarah Binns) - \$24,000 Line manager release time for observation process Be Brave and Lead T&D 1 SFD for Literacy T&D
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.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: Increase student achievement in Reading R-12.



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?
	Students use word knowledge to decode and understand what they are reading. Students select and read an increasing range of texts in all curriculum areas.	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?
Every teacher will identify and develop positive beliefs and attitudes towards English and Literacy.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Every teacher will prioritise a daily timetabled reading session to promote regular reading.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Every teacher will increase their capacity to provide explicit instruction in word knowledge.	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.	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: Increase student achievement in Reading R-12.



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>PAT-R</p> <p>Year 2 – 60% (6/10) at or above SEA in Running Records</p> <p>Year 3 - 85% (10/12) at or above SEA</p> <p>Year 4 – 85% (9/11) at or above SEA</p> <p>Year 5 – 83% (10/12) at or above SEA</p> <p>Year 6 – 89% (15/17) at or above SEA</p> <p>Year 7 – 55% (26/47) at or above SEA</p> <p>Year 8 – 87% (37/41) at or above SEA</p> <p>Year 9 – 89% (38/44) at or above SEA</p> <p>Year 10 – 87% (/) at or above SEA</p>	<p>NAPLAN</p> <p>100% in HB maintained</p> <p>100% in HB maintained</p> <p>100% in HB maintained</p> <p>100% in HB maintained</p> <p>100% in HB maintained</p> <p>100% in HB maintained</p> <p>100% in HB maintained</p> <p>100% in HB maintained</p>	<p>Results towards targets:</p> <p>Click or tap here to enter text.</p>
--	--	--

<p>Challenge of Practice: If teachers develop their understanding and skills in the explicit teaching of word knowledge then we will see a sustained improvement in reading achievement</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria: Students use word knowledge to decode and understand what they are reading. Students select and read an increasing range of texts in all curriculum areas.</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 2: Increase student achievement in Numeracy R-12

ESR Directions:

- Direction 1 - Develop robust structures and processes in which staff regularly monitor, critically evaluate, and review the SIP, with a clear line of sight to teacher practice and student learning.
- Direction 2 - Build leader and teacher capacity to embed consistent, coherent, and sustainable high-quality curriculum and effective pedagogical practices that engage and challenge all learners.
- Direction 3 - Develop a culture of high expectations of teacher practice and student outcomes through structured classroom environments which prioritise learning as part of wellbeing.
- Direction 4 - Differentiate and stretch learning through regular formative assessment and feedback practices that ensure responsive teaching and timely, constructive feedback to students.

Target 2022: 100% in HB maintained Year 4 – 85% (9/11) at or above SEA 100% in HB maintained Year 5 – 67% (8/12) at or above SEA 100% in HB maintained Year 6 – 89% (15/17) at or above SEA 100% in HB maintained Year 7 – 57% (27/47) at or above SEA 100% in HB maintained Year 8 – 87% (37/41) at or above SEA 100% in HB maintained Year 9 – 80% (35/44) at or above SEA 100% in HB maintained Year 10 – 87% (45/52) at or above SEA 100% in HB maintained	2023: An aspirational target will be developed on review of 2022 data	2024: An aspirational target will be developed on review of 2023 data
---	---	---

STEP 2 Challenge of practice

Challenge of Practice:

If teachers develop their understanding and skills in the explicit teaching of number then we will see a sustained improvement in numeracy achievement

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


- Students confidently manipulate number in a range of contexts
- Students develop self-efficacy to use numeracy across all learning areas
- Students express mathematical concepts through concrete, pictorial and abstract phases




STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Every teacher will identify and develop positive beliefs and attitudes towards Mathematics and Numeracy.	T1 2022 – T4 2022	Each teacher will use the 6 S's of problem solving when students encounter a problem/block to their learning. <ul style="list-style-type: none"> Each maths teacher explicitly teaches the 6S's of problem solving within the first 6 weeks of the year The 6 S's of problem solving are displayed in each classroom All non-maths teachers will engage with T&D in the 6 S's of problem solving Numeracy Lead group upskills and refreshes maths teachers in the 6 S's of Problem Solving - Rachel S, Wayne M, Emily P	S Centofanti – Portfolio Numeracy Coach Coordinator of Community Engagement Numeracy Lead Group Mathematics Budget

		<p>Numeracy Lead group develops displays of the 6 S's of Problem Solving for classrooms - Rachel S, Wayne M, Emily P</p> <p>S Centofanti to train new maths teachers in the S's of Problem Solving</p> <p>Numeracy Lead group will develop strategies to engage the community in developing positive beliefs and attitudes to numeracy</p>	
<p>Each teacher will plan, deliver and assess lessons that move students through concrete, pictorial and abstract phases when delivering numeracy concepts.</p>	<p>T1 2022 – T4 2022</p>	<p>6 Mathematics teachers participate in the “Be Brave” portfolio numeracy training</p> <p>Non-Mathematics teachers will continue T&D in delivery of the concrete, pictorial and abstract phases</p> <p>OS Leaders will provide release for the teachers to attend the Be Brave training. OS Leaders ensure that an appropriate budget for resources is in place.</p> <p>Numeracy Lead group - Tracey W, Rachel S, Wayne M, Emily P develop the T&D in conjunction with Sarah Centofanti.</p> <p>All teachers – deliver a maths lesson incorporating the 3 phases during 1 impact cycle (Term 2)</p>	<p>2021 class resources \$4500</p> <p>S Centofanti – Portfolio Numeracy Coach</p> <p>Whole School Numeracy \$4500</p> <p>Release time for Lead group planning Be Brave and lead T&D</p> <p>1 SFD for Numeracy T&D</p> <p>6 Wednesday T&D sessions</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>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>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>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>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 Numeracy R-12

 **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 confidently manipulate number in a range of contexts</p> <p>Students develop self-efficacy to use numeracy across all learning areas</p> <p>Students express mathematical concepts through concrete, pictorial and abstract phases</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>

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		
Every teacher will identify and develop positive beliefs and attitudes towards Mathematics and Numeracy.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each teacher will plan, deliver and assess lessons that move students through concrete, pictorial and abstract phases when delivering numeracy concepts.	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.	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.	Click or tap here to enter text.

Goal 2: Increase student achievement in Numeracy R-12



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: 100% in HB maintained Year 4 – 85% (9/11) at or above SEA 100% in HB maintained Year 5 – 67% (8/12) at or above SEA 100% in HB maintained Year 6 – 89% (15/17) at or above SEA 100% in HB maintained Year 7 – 57% (27/47) at or above SEA 100% in HB maintained Year 8 – 87% (37/41) at or above SEA 100% in HB maintained Year 9 – 80% (35/44) at or above SEA 100% in HB maintained Year 10 – 87% (45/52) at or above SEA 100% in HB maintained	Results towards targets: Click or tap here to enter text.
--	---

<p>Challenge of Practice: If teachers develop their understanding and skills in the explicit teaching of number then we will see a sustained improvement in numeracy achievement</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 confidently manipulate number in a range of contexts Students develop self-efficacy to use numeracy across all learning areas Students express mathematical concepts through concrete, pictorial and abstract phases</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

<p>Goal 3: Increase student achievement through stretch and challenge in years R-12</p>		<p>ESR Directions:</p> <p>Direction 1 - Develop robust structures and processes in which staff regularly monitor, critically evaluate, and review the SIP, with a clear line of sight to teacher practice and student learning.</p> <p>Direction 2 - Build leader and teacher capacity to embed consistent, coherent, and sustainable high-quality curriculum and effective pedagogical practices that engage and challenge all learners.</p> <p>Direction 3 - Develop a culture of high expectations of teacher practice and student outcomes through structured classroom environments which prioritise learning as part of wellbeing.</p> <p>Direction 4 - Differentiate and stretch learning through regular formative assessment and feedback practices that ensure responsive teaching and timely, constructive feedback to students.</p>
<p>Target 2022: Increase the A and B results by 3% and reduce the D and E results to 0 at Stage 2. Increase the As by 3% and reduce the C to E results by 3% at Stage 1. Maintain A results at 12% Increase Bs to 36% C results to 48%, and decrease combined D&E results to 4% for all subject areas, Year 1 – Year 10</p>	<p>2023: An aspirational target will be developed on review of 2022 data</p>	<p>2024: An aspirational target will be developed on review of 2023 data</p>

STEP 2 Challenge of practice

Challenge of Practice:
 If teachers develop their understanding and skills in providing differentiated tasks and regular formative feedback, we will improve student achievement.


Student Success Criteria (what students know, do, and understand):
 Students understand the task and can select an appropriate level of challenge.
 Students understand the success criteria and know how to achieve in each grade band.
 Students recognise formative feedback and can use it to improve their learning.







STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Every teacher will provide differentiated tasks with learning intentions and success criteria.	Week 0 Term 1 – week 4 Term 4	The Stretch and Challenge Lead group will provide a series of T&D workshops on the following topics: <ul style="list-style-type: none"> • Revision of Learning Intentions and Success criteria • Assessment Criteria and Rubric Development • Unpacking rubrics for students - Tracey W, Kirsty R, Lisa S, Kristen B. 	VL - Workbooks VL Trained Staff 4 Wednesday T&D sessions Lesson , unit and overview templates
Every teacher will facilitate opportunities for feedback for learning on all formative tasks.	Week 0 Term 1 – week 4 Term 4	A series of T&D workshops will be undertaken to upskill staff in feedback for learning. Unit Plans will state the formative tasks identifying opportunities for feedback	Dylan Wiliam videos and resources AITSL feedback resources 4 Wednesday T&D sessions Lesson , unit and overview templates

		An Impact Cycle centred on change in feedback strategies will be undertaken by each teacher in Term 3.	
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.	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 3: Increase student achievement through stretch and challenge in years R-12

 **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?
Students understand the task and can select an appropriate level of challenge. Students understand the success criteria and know how to achieve in each grade band. Students recognise formative feedback and can use it to improve their learning.	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?
Every teacher will provide differentiated tasks with learning intentions and success criteria.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Every teacher will facilitate opportunities for feedback for learning on all formative tasks.	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.	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.	Click or tap here to enter text.

Goal 3: Increase student achievement through stretch and challenge in years R-12



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: Increase the A and B results by 3% and reduce the D and E results to 0 at Stage 2. Increase the As by 3% and reduce the C to E results by 3% at Stage 1. Maintain A results at 12% Increase Bs to 36% C results to 48%, and decrease combined D&E results to 4% for all subject areas, Year 1 – Year 10</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>SIP template If teachers develop their understanding and skills in providing differentiated tasks and regular formative feedback, we will improve student achievement.</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 understand the task and can select an appropriate level of challenge. Students understand the success criteria and know how to achieve in each grade band. Students recognise formative feedback and can use it to improve their learning.</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.](#)