



Australian Science and Mathematics School

School Improvement Plan 2022 – 2024



	LITERACY	NUMERACY
CHALLENGE OF PRACTICE	If we strengthen whole school approaches to student comprehension by explicitly utilising evidence-based comprehension practices in Year 10–12 learning design then we will improve students’ ability to comprehend written, visual and informational texts.	If we strengthen whole school approaches to student numeracy by explicitly designing for and highlighting the numeracy opportunities in our Year 10-12 programs and support students to articulate their numeracy learning growth, then we will improve students’ ability to use agency in developing their understanding and in transferring their numeracy skills across the curriculum.
SUCCESS CRITERIA	<ol style="list-style-type: none"> 1. We will see each student selection and using effective comprehension methods to make meaning/construct new knowledge when we read student work and talk with students about what they are learning. 2. PAT-R data reflects retention of 150+ band and growth of 120-139 bands 3. Each student will read and views sophisticated texts, analyse the bias, credibility and validity of primary and secondary sources, analyse how authors manipulate language features, image and sound for a purpose and evaluate the social, moral and ethical positions taken in text. 	<p>We will see each student able to articulate their numeracy learning across the curriculum and the opportunities they have taken to apply it when we read student work, converse with students about their learning and read their learning reflection comments.</p> <p>This will be evident in student:</p> <ul style="list-style-type: none"> • Student-teacher conferencing discussions with their teachers and peers • completion of assessment tasks • end of semester Report student comments • Learning Conversations reflections on achievement and their goals for improvement • use of vocabulary in biweekly Growth Reflections Records for numeracy connection and levels of confidence <p>We will see students taking opportunities to be creative in their applications of numeracy when we assess student work in extended tasks across mathematics, science and design.</p> <p>This will be evident in:</p> <ul style="list-style-type: none"> • Increasing number of students engaging with and being successful in open sections of learning activities and tasks • Reflections on goals set from PAT-M evidence • An increase from the baseline fraction of Year 10 students showing growth and understanding in modelling and complex problem solving as evidenced by rubrics • A metric (to be) developed for growth reflections to capture improvement in transfer and complex problem solving • Increase in Y11 student achievement profile from 2021 in CT2, 3, RC4 of St1Maths rubric; IAE3 St1 Science rubric (or perhaps increase across year - TBD) • Increase in number of Y12 students achieving B band or higher in investigation task in Maths Methods • All students who are studying mathematics at Year 12 by the end of Term 1 remain enrolled in and are successful in Mathematical Methods
ACTION 1	<p>Professional Learning</p> <ul style="list-style-type: none"> • Teachers will continue to research evidence-based comprehension strategies and participate in strategically chosen research programs that focus on effective comprehension strategies. • Teachers will engage in professional learning to support provision of quality feedback related to the SIP goal. 	<p>Professional Learning</p> <ul style="list-style-type: none"> • Teachers will engage in professional learning to support provision of quality feedback related to the SIP goal.
ACTION 2	<p>Pedagogy</p> <ul style="list-style-type: none"> • Teaching teams will continue to use close reading strategies (e.g. create close reading instructional videos for specific texts in Central Studies) and support teachers in using close reading strategies through Tuesday Professional Learning program. 	<p>Pedagogy</p> <ul style="list-style-type: none"> • Central Studies leaders and Numeracy Working Group to ensure core numeracy resources are included in Core Skills page and monitor student access to these resources. • Teachers will support student’s PAT goal reflections and evidence gathering.
ACTION 3	<p>Curriculum</p> <ul style="list-style-type: none"> • Teaching teams will review level of vocabulary teaching in CS modules and Year 12 subjects. • Teaching teams will review and implement methods to improve students’ comprehension of key ideas explored in fiction and non-fiction texts. 	<p>Curriculum</p> <ul style="list-style-type: none"> • Teaching teams will embed and highlight numeracy opportunities in Central Studies learning design. • Teaching teams will strengthen numeracy links and opportunities across Stage 2 STEM subjects.
ACTION 4	<p>Assess, tracking & monitoring</p> <ul style="list-style-type: none"> • Teaching teams will use PAT-R data to inform areas for growth at meta and personalised level. • Teachers will conference with students to formatively assess their comprehension of texts • Students will receive feedback for formative and feedforward for summative tasks 	<p>Assess, tracking & monitoring</p> <ul style="list-style-type: none"> • Teaching teams will gather information on confidence and baseline level of achievement of Year 10 students. • Teaching teams will implement biweekly growth reflection process as part of reporting.

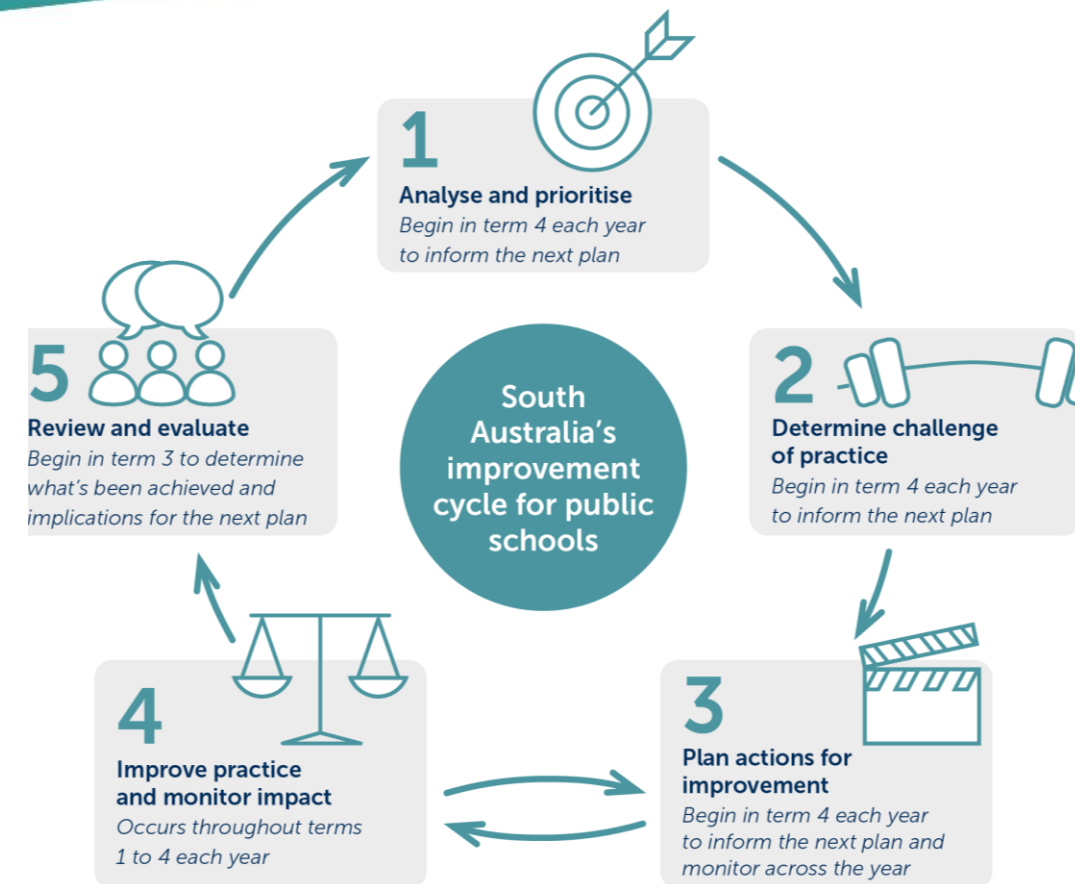
2022 - 2024

School Improvement Plan for Australian Science and Mathematics School

Site Number:
1800



AUSTRALIAN
**SCIENCE &
MATHEMATICS**
SCHOOL



Vision Statement:

Extraordinary Learning. Inspiring passion and confidence, driven by curiosity and challenge.



Government of South Australia

Department for Education

2022 – 2024

School Improvement Plan for Australian Science and Mathematics 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: Australian Science and Mathematics School

Goal 1: Improve students' ability to comprehend written, visual and informational texts (see ACARA comprehension definition).

ESR Directions:

Identify specific data sets to establish measurable targets to evaluate the impact of actions addressing the Challenges of Practice in the Site Improvement Plan.
Develop a contextually appropriate framework of effective teaching to provide greater consistency in the implementation of agreed pedagogies in all classes.
Co-design with students professional learning that builds teacher capacity to provide a safe, respectful and inclusive environment for an increasingly diverse student cohort.

Target 2022:
XX% of Year 10 students to achieve A in English

2023:
XX% of Year 11 students to achieve A in English

2024:
XX% of Year 12 students to achieve A in English

STEP 2 Challenge of practice

Challenge of Practice:

If we strengthen whole-school approaches to student comprehension by explicitly utilising evidence-based comprehension practices in Year 10-12 learning design then we will improve students' ability to comprehend written, visual and informational texts

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

1. We will see each student selecting and using effective comprehension methods to make meaning/construct new knowledge when we read student work and talk with students about what they are learning.
2. PAT-R data reflects retention of 150+ band and growth of 120-139 bands
3. Each student will read and view sophisticated texts, analyse the bias, credibility and validity of primary and secondary sources, analyse how authors manipulate language features, image and sound for a purpose and evaluate the social, moral and ethical positions taken in text

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
<p>Assess, tracking & monitoring Teaching teams will use PAT-R data to inform areas for growth at meta and personalised level Teachers will conference with students to formatively assess their comprehension of texts Students will receive feedback for formative and feedforward for summative tasks</p>	Term 4 2021 – Term 1 2022	<p>L:Literacy Development-support LSG staff to interpret PAT-R data and to work with their LSG students to set learning goals in response L:Innovative Pedagogies-support staff to design learning and assessment to enable student's to self regulate and self direct their learning as related to comprehension</p>	<p>PAT results Time allocation in Tues PL schedule</p>
<p>Curriculum Teaching teams will review level of vocabulary teaching in CS modules and Year 12 subjects.</p>	Term 2 2022-2024 Term 4 2022-2024	<p>L:Literacy Development-work with L:Eng & HASS, L:Science & L:Maths to identify a diversity of texts appropriate to context L:CS Leaders-ensure learning design supports close reading of texts</p>	Funding to source identified texts
<p>Pedagogy Teaching teams will continue to use close reading strategies (e.g. create close reading instructional videos for specific texts in Central Studies) and support teachers in using close reading strategies through Tuesday Professional Learning program.</p>	Term 1 2022-2024 Term 4 2022-2024	<p>L:Literacy Development & L:Innovative Pedagogies-work with Eng, HASS & Literacy (EHL)Working Group to identify texts and support teaching teams; L:CS-work with teaching teams to embed in learning design; SL: Professional Learning-incorp opportunities to build strategies for close reading into staff PL schedule</p>	Time for EHL Working Group to meet twice a term as part of the Contributive Leadership meeting schedule

Curriculum Teaching teams will review level of vocabulary teaching in CS modules and Year 12 subjects	Term 2 2022-2023 Term 4 2022-2023	L:Literacy Development-work with EHL Working Group to develop process for review of vocabulary yr10-12	Time for EHL Working Group to meet Agenda item on CS Leaders weekly meeting
Professional Learning Teachers will continue to research evidence-based comprehension strategies and participate in strategically chosen research programs that focus on effective comprehension strategies	Term 1 2022 - 2024	L:Literacy Development & L:Innovative Pedagogies-ensure EHL working Group is informed by and reviews key comprehension strategies as per literature and DfE Best Practice papers SL:PL-support identified staff in their Action Research focusing on comprehension DP:Learning Culture-ensure Teaching@ASMS reflects research related to teaching comprehension	ILA journals and other research publications. Support for EHL Working Group members to participate in PL
Professional Learning Teachers will engage in professional learning to support provision of quality feedback related to the SIP goal.	Term 1 2022-2024	D:Professional Learning & L:Literacy Development– work staff are supported to engage in relevant PL	Time in the Tues PL program

Goal 1: Improve students' ability to comprehend written, visual and informational texts (see ACARA comprehension definition).




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?
	2. We will see each student selecting and using effective comprehension methods to make meaning/construct new knowledge when we read student work and talk with students about what they are learning. 3. PAT-R data reflects retention of 150+ band and growth of 120-139 bands 4. Each student will read and view sophisticated texts, analyse the bias, credibility and validity of primary and secondary sources, analyse how authors manipulate language features, image and sound for a purpose and evaluate the social, moral and ethical positions taken in 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?
Assess, tracking & monitoring Teaching teams will use PAT-R data to inform areas for growth at meta and personalised level Teachers will conference with students to formatively assess their comprehension of texts Students will receive feedback for formative and feedforward for summative tasks	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Curriculum Teaching teams will review level of vocabulary teaching in CS modules and Year 12 subjects.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Pedagogy Teaching teams will continue to use close reading strategies (e.g. create close reading instructional videos for specific texts in Central Studies) and support teachers in using close reading strategies through Tuesday Professional Learning program.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Curriculum Teaching teams will review level of vocabulary teaching in CS modules and Year 12 subjects	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Professional Learning Teachers will continue to research evidence-based comprehension strategies and participate in strategically chosen research programs that focus on effective comprehension strategies	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Professional Learning Teachers will engage in professional learning to support provision of quality feedback related to the SIP goal.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: Improve students' ability to comprehend written, visual and informational texts (see ACARA comprehension definition).

 **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: XX% of Year 10 students to achieve A in English	Results towards targets: Click or tap here to enter text.
Challenge of Practice: If we strengthen whole-school approaches to student comprehension by explicitly utilising evidence-based comprehension practices in Year 10-12 learning design then we will improve students' ability to comprehend written, visual and informational texts	Evidence - has this made an impact? Click or tap here to enter text.

Success Criteria:

3. We will see each student selecting and using effective comprehension methods to make meaning/construct new knowledge when we read student work and talk with students about what they are learning.
4. PAT-R data reflects retention of 150+ band and growth of 120-139 bands
5. Each student will read and view sophisticated texts, analyse the bias, credibility and validity of primary and secondary sources, analyse how authors manipulate language features, image and sound for a purpose and evaluate the social, moral and ethical positions taken in text

Evidence - did we improve student learning? how do we know?

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.

STEP 1 Analyse and Prioritise

Goal 2: Improve students' agency in developing their understanding and transferring numeracy skills across the curriculum.		ESR Directions: Identify specific data sets to establish measurable targets to evaluate the impact of actions addressing the Challenges of Practice in the Site Improvement Plan. Develop a contextually appropriate framework of effective teaching to provide greater consistency in the implementation of agreed pedagogies in all classes. Co-design with students professional learning that builds teacher capacity to provide a safe, respectful and inclusive environment for an increasingly diverse student cohort.
Target 2022: 20% of Year 11 students who received a C or lower grade for Mathematics in Year 10 receive a B or higher grade for Mathematics in Year 11.	2023: 100% of Year 12 Mathematical Methods students receive a C- or higher.	2024: Increase the percentage of students achieving in the B grade band in Mathematical Methods or higher by 5%.

STEP 2 Challenge of practice

Challenge of Practice:
 If we strengthen whole-school approaches to student numeracy by explicitly designing for and highlighting the numeracy opportunities in our Year 10-12 programs and support students to articulate their numeracy learning growth, then we will improve students' ability to use agency in developing their understanding and in transferring their numeracy skills across the curriculum.

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

We will see each student able to articulate their numeracy learning across the curriculum and the opportunities they have taken to apply it when we read student work, converse with students about their learning and read their learning reflection comments.

This will be evident in student:

- Student-teacher conferencing discussions with their teachers and peers
- completion of assessment tasks
- end of semester Report student comments
- Learning Conversations reflections on achievement and their goals for improvement
- use of vocabulary in biweekly Growth Reflections Records for numeracy connection and levels of confidence

We will see students taking opportunities to be creative in their applications of numeracy when we assess student work in extended tasks across mathematics, science and design.

This will be evident in:

- Increasing number of students engaging with and being successful in open sections of learning activities and tasks
- Reflections on goals set from PAT-M evidence
- An increase from the baseline fraction of Year 10 students showing growth and understanding in modelling and complex problem solving as evidenced by rubrics
- A metric (to be) developed for growth reflections to capture improvement in transfer and complex problem solving
- Increase in Y11 student achievement profile from 2021 in CT2, 3, RC4 of St1Maths rubric; IAE3 St1 Science rubric (or perhaps increase across year - TBD)
- Increase in number of Y12 students achieving B band or higher in investigation task in Maths Methods
- All students who are studying mathematics at Year 12 by the end of Term 1 remain enrolled in and are successful in Mathematical Methods

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
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Assess, tracking & monitoring Teaching teams will gather information on confidence and baseline level of achievement of Year 10 students	Term 4 2021 – Term 1 2022	SL:Learner Analytics – analyse incoming data, develop metric for early 2021 measurement L: Numeracy – gather information on transition day 2021, follow up early 2022 with setting baselines	IT infrastructure, time to develop metrics, work with teams to ensure appropriate assessment opportunities early
Assess, tracking & monitoring Teaching teams will implement biweekly growth reflection process as part of reporting	Term 4 2021 – Term 1 2022	L: Learner Analytics – coordinate development of timelines and communication of process L: Numeracy – work to integrate with MNEOL process and streamline to increase engagement L: Learning Studies – work with staff to implement across LS program and reporting preparation times	Meeting time for leaders, staff PL on new processes
Pedagogy Central Studies leaders and Numeracy Working Group to ensure core numeracy resources are included in Core Skills page and monitor student access to these resources.	Throughout 2022	L:CS – support teams to complete this work L: Numeracy; SL: ID Maths - work with CS leaders to identify appropriate resources and how we can promote to students	CS team meeting time for module planning; Numeracy WG meetings (3-4 per term)
Curriculum Teaching teams will embed and highlight numeracy opportunities in Central Studies learning design	Term 4 W7-9 2021; ongoing through 2022	L:CS; L:Numeracy; SL:ID Maths; L:Innovative Pedagogies – support teaching teams to highlight and intentionally design numeracy learning opportunities across curriculum	CS team meeting time for module planning; time in Numeracy WG meetings
Curriculum Teaching teams will strengthen numeracy links and opportunities across Stage 2 STEM subjects.	Term 4 2021 W7-9; throughout 2022	Curriculum area leaders & L:Innovative Pedagogies – work with Stage 2 teachers through meeting times and coordinate across learning areas to design, implement & monitor	Stage 2 meeting times (2 per term) + planning time W7-9
Pedagogy Teachers will support student's PAT goal reflections and evidence gathering Professional Learning Teachers will engage in professional learning to support provision of quality feedback related to the SIP goals	Term 1 2022; Term 4 2022	L:Numeracy, SL:Learner Analytics; L:learning Studies; Numeracy WG – plan and implement process for tracking and monitoring students' goal progress D:Professional Learning & L:CS-plan PL activities to support teachers in providing quality feedback	LSG meeting time; Numeracy WG time Time in Tues PL sessions

Goal 2: Improve students' agency in developing their understanding and transferring numeracy skills across the curriculum.



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?
		Are we improving student learning? How are we tracking against our student success criteria?	Potential adjustments?
<p>We will see each student able to articulate their numeracy learning across the curriculum and the opportunities they have taken to apply it when we read student work, converse with students about their learning and read their learning reflection comments.</p> <p>This will be evident in student:</p> <ul style="list-style-type: none"> Student-teacher conferencing discussions with their teachers and peers completion of assessment tasks end of semester Report student comments Learning Conversations reflections on achievement and their goals for improvement use of vocabulary in biweekly Growth Reflections Records for numeracy connection and levels of confidence 	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

<p>We will see students taking opportunities to be creative in their applications of numeracy when we assess student work in extended tasks across mathematics, science and design.</p> <p>This will be evident in:</p> <ul style="list-style-type: none"> Increasing number of students engaging with and being successful in open sections of learning activities and tasks Reflections on goals set from PAT-M evidence An increase from the baseline fraction of Year 10 students showing growth and understanding in modelling and complex problem solving as evidenced by rubrics A metric (to be) developed for growth reflections to capture improvement in transfer and complex problem solving Increase in Y11 student achievement profile from 2021 in CT2, 3, RC4 of St1Maths rubric; IAE3 St1 Science rubric (or perhaps increase across year - TBD) Increase in number of Y12 students achieving B band or higher in investigation task in Maths Methods <p>All students who are studying mathematics at Year 12 by the end of Term 1 remain enrolled in and are successful in Mathematical Methods</p>			
<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><u>Assess, tracking & monitoring</u> Teaching teams will gather information on confidence and baseline level of achievement of Year 10 students</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><u>Assess, tracking & monitoring</u> Teaching teams will implement biweekly growth reflection process as part of reporting</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><u>Pedagogy</u> Central Studies leaders and Numeracy Working Group to ensure core numeracy resources are included in Core Skills page and monitor student access to these resources.</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><u>Curriculum</u> Teaching teams will embed and highlight numeracy opportunities in Central Studies learning design</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><u>Curriculum</u> Teaching teams will strengthen numeracy links and opportunities across Stage 2 STEM subjects.</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><u>Pedagogy</u> Teachers will support student's PAT goal reflections and evidence gathering</p> <p><u>Professional Learning</u> Teachers will engage in professional learning to support provision of quality feedback related to the SIP goals</p>	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 2: Improve students' agency in developing their understanding and transferring numeracy skills across the curriculum.



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: 20% of Year 11 students who received a C or lower grade for Mathematics in Year 10 receive a B or higher grade for Mathematics in Year 11.</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If we strengthen whole-school approaches to student numeracy by explicitly designing for and highlighting the numeracy opportunities in our Year 10-12 programs and support students to articulate their numeracy learning growth, then we will improve students' ability to use agency in developing their understanding and in transferring their numeracy skills across the curriculum.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria – did we improve student learning? We will see each student able to articulate their numeracy learning across the curriculum and the opportunities they have taken to apply it when we read student work, converse with students about their learning and read their learning reflection comments.</p> <p>This will be evident in student:</p> <ul style="list-style-type: none"> • Student-teacher conferencing discussions with their teachers and peers • completion of assessment tasks • end of semester Report student comments • Learning Conversations reflections on achievement and their goals for improvement • use of vocabulary in biweekly Growth Reflections Records for numeracy connection and levels of confidence <p>We will see students taking opportunities to be creative in their applications of numeracy when we assess student work in extended tasks across mathematics, science and design.</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>

This will be evident in:

- Increasing number of students engaging with and being successful in open sections of learning activities and tasks
- Reflections on goals set from PAT-M evidence
- An increase from the baseline fraction of Year 10 students showing growth and understanding in modelling and complex problem solving as evidenced by rubrics
- A metric (to be) developed for growth reflections to capture improvement in transfer and complex problem solving
- Increase in Y11 student achievement profile from 2021 in CT2, 3, RC4 of St1Maths rubric; IAE3 St1 Science rubric (or perhaps increase across year - TBD)
- Increase in number of Y12 students achieving B band or higher in investigation task in Maths Methods

All students who are studying mathematics at Year 12 by the end of Term 1 remain enrolled in and are successful in Mathematical Methods

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: Identify specific data sets to establish measurable targets to evaluate the impact of actions addressing the Challenges of Practice in the Site Improvement Plan. Develop a contextually appropriate framework of effective teaching to provide greater consistency in the implementation of agreed pedagogies in all classes. Co-design with students professional learning that builds teacher capacity to provide a safe, respectful and inclusive environment for an increasingly diverse student cohort.	
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
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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>SIP template 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>	

