|  |
| --- |
| Site Number:0649 |

|  |
| --- |
| **2025** **2025 School Improvement Plan for****Madison Park School** |

|  |
| --- |
| **Vision Statement:**To be reviewed by all staff.  |





|  |
| --- |
| **2025** **2025 School Improvement Plan for****Madison Park School** |

 

**Completing the template:**

* The document will open as ‘Read Only’ so will need to be saved prior to editing.
* If copying and pasting text from another document, paste as ‘keep text only’ or ‘merge formatting’.
* 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 your SIP can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes.
* Click ‘View’ and then click ‘Navigation Pane’ to display a table of contents on the left-hand side.

Complete every step - [The School Improvement Planning Handbook](https://edi.sa.edu.au/educating/school-improvement/about-school-improvement/planning-templates-and-resources) explains how to do this. In addition, your Local Education Team will provide support.

* Complete Steps 1 to 3 during Term 4. Your Local Education Team can support you as required.
* Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
* Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact), and 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:

School Improvement
education.schoolimprovement@sa.gov.au

# Goal 1 – Steps 1, 2 & 3

|  |  |
| --- | --- |
| Icon  Description automatically generatedSTEP 1 Analyse and Prioritise | Site name: Madison Park School |
| Goal 1: Years R-6: Belonging and safety - Learners are safe, included and welcomed. Goal 2: Years R-6: Resilience and persistence - Learners can navigate day-to-day challenges.Goal 3: Years R-6: Cognitive engagement - Learners feel safe so they can open their minds to learning. | **Strategic Plan Focus (AOI): Wellbeing quadrant** |
|  |  |  |
| What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice |
| Actions | **Timeline** | **Roles & Responsibilities –** How will this be done? | **References / resources** |
| Implement initial PBL Tier 1 strategies by end of 2024 | End of 2024 / ongoing | Tier 1 PBL team: PBL Team to develop Tier 1 handbook and interventions, procedures, lesson plans by end of 2024.All staff: to implement Tier 1 procedures school wide from 2025.Tier 1 PBL team: to continue to deliver PLT and PBL framework via Gantt chart to staff. Tier 1 PBL Team: PBL training to occur on Pupil Free days, staff PLTs, Teachers to upskill classroom SSOs, SSO meetings PD.  | PBL Tier 1 handbook.Department PBL support team.PBL School team resources.State wide PBL Team resources. Tier 1 staff PDTier 1 Department PDPBL learning Gantt chart. |
| Implement initial PBL Tier 2 strategies by end of 2025 | End of 2025 / ongoing | Tier 2 PBL Team: to develop Tier 2 handbook and menu (interventions) by end of 2024.All staff: to implement Tier 2 procedures school wide from 2026. | PBL Tier 1 handbook.PBL Tier 2 handbook.Tier 2 staff PD.Tier 2 Department PD.PBL learning Gantt chart. |
| Implement initial PBL Tier 3 strategies by end of 2026 | End of 2026 / ongoing | Leadership team and PBL team: Nominate Tier 3 team by end of 2024.Tier 3 team: to create and develop Tier 3 handbook, menu (interventions) by end of 2025.All staff: Tier 3 interventions to be implemented school wide in 2026. | PBL Tier 1 handbook.PBL Tier 2 handbook.PBL Tier 3 handbook.Tier 3 staff PD.Tier 3 Department PD.  |
| 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 – Steps 1, 2 & 3

|  |  |
| --- | --- |
| Icon  Description automatically generatedSTEP 1 Analyse and Prioritise | Site name: Madison Park School |
| Goal 2: Years R-6: Retain and increase the number of students achieving 12 months growth in Maths.  | **Strategic Plan Focus (AOI): Effective Learners.** |
|  |  |  |
| What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice |
| Actions | **Timeline** | **Roles & Responsibilities –** How will this be done? | **Areas of Impact links: Wellbeing** | **References:** |
| R – 6 classes timetable maths block incorporating DfE Units of Work in Mathematics. | T1-T2 2025 | Learner Improvement Coordinator: Develop Maths Block. Educate staff and lead implementation of new Maths Block.Teachers: Implement Maths Block by end of T2.  | Cognitive engagement - Learners feel safe so they can open their minds to learning. | Maths blockSOPSA CurriculumUnits of WorkEDI |
| Implement Dispositions from SA Curriculum to Maths Block | T1-T4 2025 | Learner Improvement Coordinator: Provide training on SA Curriculum Framework and Dispositions. Teachers’: Practice and implement dispositions into Maths Block. All educators: Use consistent meta-language in Maths across the school.  |  | Dispositions Maths (SA Curriculum) |
| Develop teachers’ capacity to teach Capabilities from SA Curriculum into Maths Block | T1-T4 2025 | Learner Improvement Coordinator: Provide training on SA Curriculum Framework and capabilities. Teachers’: Provide opportunities for students to model and practise capabilities during Maths Block.  |  | Capabilities Maths (SA Curriculum) |
| Review SA Curriculum pedagogy in Maths to transition from DfE units of work to SA Curriculum.  | 2026 | Learner Improvement Coordinator / leadership team: to investigate and plan effective transition to SA Curriculum in Maths. Learner Improvement Coordinator: Support teachers to unpack and develop understanding and skills in Maths (SA Curriculum).  |  | SA Curriculum: Maths |
| 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 – Steps 1, 2 & 3

# Goal 1 – Step 4

**2022 - 2024**

**2024 School Improvement Plan for**

**Madison Park School**

**Step 4 – Improve practice and monitor impact**

**Step 5 – Review and evaluate**

**Completing steps 4 and 5**

* Step 4 is about tracking, reflecting on and adjusting your actions. After careful planning, you need to act to improve your teaching and leadership practice.
* Step 5 is the review and evaluation process to determine the next steps for your school.
* 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).
* Complete every step - The [School Improvement Planning Handbook](https://edi.sa.edu.au/library/document-library/psp/school-improvement/school-improvement-handbook.pdf) explains how to do this. In addition, your Local Education Team will provide support.

|  |
| --- |
| Goal 1: Years R-6: Belonging and safety - Learners are safe, included and welcomed.  |
| A picture containing text, clipart  Description automatically generated 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 | **Evidence****Are we improving student learning?****How are we tracking against our student success criteria?** | **What are our next steps? Potential adjustments?** |
|  Needs attention/work in progress |
|  Not on track  |
|  | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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  |
| Implement initial PBL Tier 1 strategies by end of 2024 | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Implement initial PBL Tier 2 strategies by end of 2025 | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Implement initial PBL Tier 3 strategies by end of 2026 | 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 – Step 4

|  |
| --- |
| Goal 2: Years R-6: Retain and increase the number of students achieving 12 months growth in Maths.  |
| A picture containing text, clipart  Description automatically generated 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 | **Evidence****Are we improving student learning?****How are we tracking against our student success criteria?** | **What are our next steps? Potential adjustments?** |
|  Needs attention/work in progress |
|  Not on track  |
|  | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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  |
|  | 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. | Click or tap here to enter text. |

# Goal 3 – Step 4

|  |
| --- |
| Goal 3: Years R – 6: Retain and increase the number of students achieving 12 months growth / SEA in numeracy |
| A picture containing text, clipart  Description automatically generated 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 | **Evidence****Are we improving student learning?****How are we tracking against our student success criteria?** | **What are our next steps? Potential adjustments?** |
|  Needs attention/work in progress |
|  Not on track  |
| 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. |
| 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  |
|  | 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. | Click or tap here to enter text. |

# Goal 1 – Step 5

# Goal

#

# 2 – Step 5

Click or tap here to enter text.