

School Improvement Plan Summary

East Adelaide School

Goals	Targets	Challenge of Practice	Success Criteria
Goal 1 To maintain and students in higher bands in writing.	2022: Year 3 65% will achieve in the higher bands. Year 5 28% will achieve in the higher bands. 2023: Year 3 70% will achieve in the higher bands. Year 5 33% will achieve in the higher bands. 2024: Year 3 75% will achieve in the higher bands. Year 5 40% will achieve in the higher bands.	If we assess and explicitly teach language choices for specific purposes and audiences, and closely track and monitor student progress using formative assessment strategies, we will see a greater improvement in student achievement in writing.	As expert learners we will see each student: <ul style="list-style-type: none"> > Craft elaborated, grammatically correct and accurately punctuated sentences in accordance with the Australian Curriculum expectations > Use precise and considered tier 2 and 3 vocabulary in their writing, increasing the number of difficult and challenging words > Transfer writing knowledge and skills across text types > Transfer/apply their phonics knowledge and skills of segmenting and blending of phonemes, syllables and morphemes when writing (link to goal 3, action 1) > Engage in feedback and articulate what their specific writing goal/s are, identify their next steps to move forward as a writer and use metalanguage to show and explain the evidence of their achievement in their writing > Compose a variety of cohesive texts for specific purposes and audiences and being reflective writers by explaining and justifying their language choices against success criteria
Goal 2 To maintain and increase the number of students in higher bands in Numeracy.	2022: Year 3 52% will achieve in the higher bands. Year 5 36% will achieve in the higher bands. 2023: Year 3 58% will achieve in the higher bands. Year 5 42% will achieve in the higher bands. 2024: Year 3 63% will achieve in the higher bands. Year 5 50% will achieve in the higher bands.	If we assess and explicitly teach number sense concepts, based upon a developmental sequence, embedding challenging problem solving and reasoning strategies, we will increase student achievement F-6.	As expert learners we will see each student: <ul style="list-style-type: none"> > Understand and articulate the intention of learning and the explicit criteria for assessment for each concept > Provide evidence of their learning that reflects assessment criteria against the Australian Curriculum achievement standards > Build retention through multiple exposures, retrieving strategies from their memories regularly > Build strong number sense through structured, sequential learning as well as skills in using numbers flexibly > Articulate and apply number computation strategies (mental and written) relative to their year level and/or current mastery > Understand and utilise a range of effective strategies in mathematical problem solving and reasoning > Demonstrate reasoning by showing/justifying mathematical processes or strategies, with the next level being identifying patterns, analysing and evaluating these patterns, adapting or transferring what they already know to other concepts and making deductions, inferences and generalisations > engage in productive struggle, persisting with making sense of the problem, leading to deep understanding > Develop strong, accurate mathematical language > Explain, reason, and share their ideas appropriately, using commonly understood mathematically specific vocabulary > Use a range of mathematical tools and materials to support their learning > Create goals in mathematics and have a clear understanding of their next steps for learning > Receive regular, quality, actionable feedback that is documented, and articulate their progress and next steps: 'I am learning...' I have mastered...' Next, I will learn...' > Show growth through pre and post assessments > Develop and articulate positive beliefs about and attitudes towards mathematics and numeracy, understanding its' relevance and importance for all learners > Develop positive learning dispositions such as perseverance and metacognition > Understand and believe that the harder you think, the more your brain grows. Also, that mistakes and struggle help your brain grow even more and this is how learning works
Goal 3 To maintain, gain and elevate the number of High Band students in Reading.	2022: Year 3 70% will achieve in the higher bands. Year 5 58% will achieve in the higher bands. 2023: Year 3 73% will achieve in the higher bands. Year 5 63% will achieve in the higher bands. 2024: Year 3 76% will achieve in the higher bands. Year 5 68% will achieve in the higher bands.	If we implement a consistent and intentional whole school approach to teaching reading, using formative assessment and feedback aligned to the Big 6 of reading components, we will see student progress in reading accuracy and fluency, improving comprehension.	As expert learners we will see each student: <ul style="list-style-type: none"> > Apply and explain their phonic knowledge and the skills of segmenting and blending of phonemes, syllables, and morphemes to read continuous texts with high accuracy > Improve their fluency (appropriate accuracy, rate, prosody) to support comprehension of texts i.e.: rate - Year 1 60 WCPM, Year 2 90-100 WCPM, Years 3-6 100- 120 WCPM, accuracy: 97-98% years F-2, 96-100% years 3-6, prosody: appropriate phrasing, stress, pitch, and rhythm > Deepen their understanding of texts through improved comprehension evident in their detailed, justified oral and written responses