

# School Improvement Plan Summary 2023

East Adelaide School

Goals	Targets	Challenge of Practice	Success Criteria
<b>To maintain and students in higher bands in writing.</b>	<p><b>Achievement towards goal in 2022</b></p> <ul style="list-style-type: none"> <li>&gt; Year 3 65% will achieve in the higher bands</li> <li>&gt; Year 5 28% will achieve in the higher bands</li> </ul> <p><b>Target 2023</b></p> <ul style="list-style-type: none"> <li>&gt; Year 3 70% will achieve in the higher bands</li> <li>&gt; Year 5 33% will achieve in the higher bands</li> </ul> <p><b>2024</b></p> <ul style="list-style-type: none"> <li>&gt; Year 3 75% will achieve in the higher bands</li> <li>&gt; Year 5 40% will achieve in the higher bands</li> </ul>	<p>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.</p>	<p><b>We will see each student...</b></p> <ul style="list-style-type: none"> <li>&gt; Craft elaborated, grammatically correct sentences (simple, compound, and complex) which demonstrate the use of clauses and phrases (Action 1)</li> <li>&gt; Use precise tier 2 and 3 vocabularies contextually in their writing (Action 1)</li> <li>&gt; Transfer writing knowledge and skills across text types (Action 1)</li> <li>&gt; Transfer/apply their phonic knowledge to their writing (Action 1)</li> <li>&gt; Engage with feedback from teacher, peer, and self (Action 2)</li> <li>&gt; Create, understand, and articulate their goals and next steps in writing (Action 2)</li> <li>&gt; Use metalanguage to show and explain the evidence of their achievement in writing (Action 2)</li> <li>&gt; Articulate the intentions of learning and co-create and understand what success looks like (Action 3)</li> <li>&gt; Explain and justify their language choices against success criteria (Action 3)</li> <li>&gt; Compose a variety of cohesive texts for specific purposes and audiences (Action 3)</li> </ul>
<b>To maintain and increase the number of students in higher bands in Numeracy.</b>	<p><b>Achievement towards goal in 2022</b></p> <ul style="list-style-type: none"> <li>&gt; Year 3 52% will achieve in the higher bands</li> <li>&gt; Year 5 36% will achieve in the higher bands</li> </ul> <p><b>Target 2023</b></p> <ul style="list-style-type: none"> <li>&gt; Year 3 58% will achieve in the higher bands</li> <li>&gt; Year 5 40% will achieve in the higher bands</li> </ul> <p><b>2024</b></p> <ul style="list-style-type: none"> <li>&gt; Year 3 63% will achieve in the higher bands</li> <li>&gt; Year 5 50% will achieve in the higher bands</li> </ul>	<p>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.</p>	<p><b>We will see each student...</b></p> <ul style="list-style-type: none"> <li>&gt; Articulate the intentions of the learning and co-create and understand what success looks like (Action 1)</li> <li>&gt; Articulate how they are going and what their next steps are (Action 1)</li> <li>&gt; Use numbers flexibly (multiple representations) (Action 2)</li> <li>&gt; Articulate what mastery looks like and how to get there (Action 2)</li> <li>&gt; Explain and apply number computation strategies (mental and written) (Action 2)</li> <li>&gt; Engage in productive struggle/grapple and persist with making sense of the problem (Action 3)</li> <li>&gt; Understand and utilise a range of effective strategies in mathematical problem solving (Action 3)</li> <li>&gt; Demonstrate reasoning by proving or disproving answers (Action 3)</li> <li>&gt; Use a range of mathematical tools (manipulatives, visuals, thinking routines) to demonstrate their learning in multiple ways (Action 4)</li> <li>&gt; Use accurate mathematical language when sharing their thinking with others (Action 4)</li> <li>&gt; Create goals in mathematics and have a clear understanding of their next steps for learning (Action 5)</li> <li>&gt; Action regular, quality, feedback (Action 5)</li> <li>&gt; Articulate their progress and next steps: 'I am learning...' 'I have mastered...' 'Next, I will learn...' (Action 5)</li> <li>&gt; Show growth through pre and post assessments (Action 5)</li> <li>&gt; Develop and articulate positive beliefs about and attitudes towards mathematics (Action 6)</li> <li>&gt; Confidently attempt and persist with challenging tasks (Action 6)</li> <li>&gt; Understand and believe that the harder you think, the more your brain grows (Action 6)</li> <li>&gt; Know that mistakes and struggle help your brain grow even more and this is how learning works (Action 6)</li> </ul>
<b>To maintain, gain and elevate the number of High Band students in Reading.</b>	<p><b>Achievement towards goal in 2022</b></p> <ul style="list-style-type: none"> <li>&gt; Year 3 70% will achieve in the higher bands</li> <li>&gt; Year 5 58% will achieve in the higher bands</li> </ul> <p><b>Target 2023</b></p> <ul style="list-style-type: none"> <li>&gt; Year 3 73% will achieve in the higher bands</li> <li>&gt; Year 5 63% will achieve in the higher bands</li> </ul> <p><b>2024</b></p> <ul style="list-style-type: none"> <li>&gt; Year 3 76% will achieve in the higher bands</li> <li>&gt; Year 5 68% will achieve in the higher bands</li> </ul>	<p>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.</p>	<p><b>We will see each student...</b></p> <ul style="list-style-type: none"> <li>&gt; Transfer and apply phonic knowledge and skills to read continuous texts with accuracy (Action 1)</li> <li>&gt; Demonstrate understanding of text through oral and written responses (Action 1)</li> <li>&gt; Read, understand, and use tier 2 and 3 vocabularies in their oral language and writing (Action 1)</li> <li>&gt; Improve their fluency (appropriate accuracy, rate, prosody) to support comprehension of texts i.e.: rate – Year 1 60 WCPM, Year 2 90-100 WCPM (F-2 96-100% accuracy), Years 3-6 100-120 WCPM (97-98% accuracy) (Action 2)</li> <li>&gt; Articulate their progress and next steps: 'I am learning...' 'I have mastered...' 'Next, I will learn...' (Action 2)</li> <li>&gt; Deepen their understanding of texts through improved comprehension, evident in their detailed, justified oral and written responses (Action 3)</li> <li>&gt; Use new vocabulary in correct contexts orally and in writing (Action 3)</li> <li>&gt; Build enjoyment of reading and stamina to read (Action 3)</li> </ul>