

ESR Directions

- Direction 1: Strengthen self-review processes by regularly evaluating the impact of actions and strategies on student outcomes, to refine and consolidate effective practices across the school.
 Direction 2 Strengthen staff understanding and implementation of effective formative assessment and feedback practices during the learning to stretch and challenge students daily.
 Direction 3 Strengthen student agency through a regular cyclic process of sharing assessments and feedback with students to set SMARTAR goals and self-direct their own improvement.

Goal 1

To improve student achievement in writing across the whole site

Goal 2

To improve student achievement in reading across the whole site

Target 2022

Increase in the number of year 3-5 students who meet the SEA in Writing
 Year 3 from 86% to 91%
 Year 5 from 70% to 75%
 Increase number of students in the High Bands
 Year 3 from 37% students to 40%
 Year 5 from 11% to 15%

Target 2022

Increase in the number of year 3-5 students who meet the SEA in Reading
 Improve average SEA
 Year 3 from 83% to 85%
 Year 5 from 89% to 92%
 Increase number of students in the High Bands
 Year 3 from 48% to 51%
 Year 5 from 42% to 45%

Challenge of Practice

If we implement whole school approaches to effective writing instruction, we will improve writing across the school.

Challenge of Practice

If we design whole school approaches to build effective reading instruction, then we will improve reading across the school.

Actions

All teachers will implement the *Australian Curriculum: English* focused by consistent planning across the site. Teachers will: Use DfE units of work. Follow SLPS Planning & Review Cycle

Actions

Staff will develop and document school wide documentation for the explicit teaching of the Big 6 of Reading and Synthetic Phonics (R-6), including whole school schedule of assessments, teaching and tracking of students across R-6.

Staff will develop and document school wide documentation for the teaching of writing, including whole school schedule of assessments, teaching and tracking of students across R-6.

Teachers will develop individual reading goals for students, using available data, based on decoding, fluency and comprehension.

Teachers will work collaboratively in writing PLC's to lead staff in English curriculum implementation including Brightpath, PLD, Seven Steps to Writing Success and DfE Units of Work

Teachers will work collaboratively in Reading PLC's to lead staff in English curriculum implementation including The Big 6, PLD and DfE Units of Work.

Teachers will use formative assessment strategies effectively to inform differentiated teaching practices and learning of all students.
 Learning Support SSO's will know student goals and be actively involved in reviewing student progress.

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Success Criteria

We will see each student use language features appropriately to create texts for different audiences and purposes.
 We will see each student use specific advice to improve their performance. (HITS Feedback).

Success Criteria

Students understand and use a range of decoding strategies appropriate to their year level
 Students will use phonics and word knowledge to fluently read texts with increasing complexity.