

## 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	Goal 2
Students use language features, including topic specific vocabulary for particular effect when creating texts for a range of purposes and audiences.	Students read and comprehend increasingly complex texts for a range of purposes and audiences.
Target 2024	Target 2024
<u>Brightpath</u> <b>Reception:</b> In Brightpath recount, the average scores of students in term 3 will be 190. <b>Year 1:</b> In Brightpath recount, the average scores of students in term 3 will increase from 190 to 245. <b>Year 2:</b> In Brightpath narrative, the average scores of students in term 3 will increase from 256 to 288. <b>Year 3:</b> In Brightpath narrative, the average scores of students in term 3 will increase from 308 to 330. <b>Year 4:</b> In Brightpath narrative, the average scores of students in term 3 will increase from 324 to 360. <b>Year 5:</b> In Brightpath narrative, the average scores of students in term 3 will increase from 369 to 389. <b>Year 6:</b> In Brightpath narrative, the average scores of students in term 3 will increase from 398 to 413.	<u>PAT-R</u> <b>Reception:</b> 85% or more Reception students will decode consonant vowel consonant CVC words at 90% accuracy. <b>Year 1:</b> 85% or more of Year 1 students will score 28 or above in the Year 1 Phonics Screening Check. <b>Year 2:</b> The average PAT-R scale score will be 106 in Year 2 in 2024 <b>Year 3:</b> The average PAT-R scale score for Year 2 in 2023 will increase from 105.9 to 113 in Year 3 in 2024. <b>Year 4:</b> The average PAT-R scale score for Year 3 in 2023 will increase from 111 to 121 in Year 4 in 2024. <b>Year 5:</b> The average PAT-R scale score for Year 4 in 2023 will increase from 119.8 to 126 in Year 5 in 2024. <b>Year 6:</b> The average PAT-R scale score for Year 5 in 2023 will increase from 126 to 130 in Year 6 in 2024.
Challenge of Practice	Challenge of Practice
If we explicitly teach language features and topic specific vocabulary, then we will see students using language features for effect to create texts for a range of purposes.	If we differentiate learning by developing individual reading goals for students based on decoding, fluency and comprehension, then we will see students read and comprehend increasingly complex texts.
Actions	Actions
All teachers will collaboratively plan in PLTs using the English Australian Curriculum, DfE Scope and Sequence and Units of Work	All teachers will plan using the English Australian Curriculum, DfE Scope and Sequence and Units of Work, PLD Synthetic Phonics Program, Big 6 and Simple View of Reading
Staff will assess, track and monitor student writing progress across R-6 using data from student work samples, Brightpath moderation and regular PLD tracking	Staff will assess, track and monitor student reading progress using data from PAT-R, evidence of learning from the DfE Units of Work and regular PLD tracking
Teachers will use formative assessment strategies to effectively inform differentiated teaching practices for all students in writing	Teachers will use formative assessment strategies to effectively inform differentiated teaching practices for all students in reading
Teachers will regularly communicate individual student learning goals with Learning Support SSOs and provide relevant learning tasks to progress each student	Teachers will regularly communicate individual student learning goals with Learning Support SSOs and provide relevant learning tasks to progress each student
Teachers and students will use student writing samples to develop individual writing goals that will move learning forward	Teachers and students will use student reading data to develop individual reading goals aligned to decoding, fluency and comprehension
Teachers will engage in professional learning to understand strategies that focus on explicit teaching of oral language, reading and writing that support all learners (LEAP)	Teachers will engage in professional learning to understand strategies that focus on explicit teaching of oral language, reading and writing that support all learners (SVR)

Success Criteria	Success Criteria
<p>Students will:</p> <p><b>Reception:</b> use words and phrases from learning and texts (SA Scope &amp; Sequence, p. 2)</p> <p><b>Year 1:</b> use topic specific vocabulary and write simple sentences with sentence boundary punctuation and capital letters for proper nouns (SA Scope &amp; Sequence, p. 2)</p> <p><b>Year 2:</b> use topic specific vocabulary and punctuate simple and compound sentences (SA Scope &amp; Sequence, p. 2)</p> <p><b>Year 3:</b> use language features including compound sentences, topic specific vocabulary and literary devices, and visual features (SA Scope &amp; Sequence, p. 4)</p> <p><b>Year 4:</b> use language features including complex sentences, topic specific vocabulary and literary devices, and visual features (SA Scope &amp; Sequence, p. 4)</p> <p><b>Year 5:</b> use language features including complex sentences, tenses, topic specific vocabulary and literary devices, and multimodal features (SA Scope &amp; Sequence, p. 4)</p> <p><b>Year 6:</b> use and vary language features including sentence structures, topic specific vocabulary and literary devices, and multimodal features (SA Scope &amp; Sequence, p. 4)</p>	<p>Students will:</p> <p><b>Reception:</b> read words including consonant–vowel–consonant words and some high frequency words (SA Scope &amp; Sequence, p. 3)</p> <p><b>Year 1:</b> read one and 2 syllable words with common letter patterns, and an increasing number of high frequency words (SA Scope &amp; Sequence, p. 3)</p> <p><b>Year 2:</b> use phonic and morphemic knowledge and grammatical patterns to read unfamiliar words and most high frequency words (SA Scope &amp; Sequence, p. 3)</p> <p><b>Year 3:</b> read, view and use comprehension strategies when listening and viewing to begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (SA Scope &amp; Sequence, p. 3)</p> <p><b>Year 4:</b> read, view and use comprehension strategies to expand topic knowledge and ideas and evaluate texts (SA Scope &amp; Sequence, p. 3)</p> <p><b>Year 5:</b> read, view and use comprehension strategies to build literal and inferred meaning to evaluate information and ideas (SA Scope &amp; Sequence, p. 3)</p> <p><b>Year 6:</b> read, view and use comprehension strategies to connect and compare content from a variety of sources (SA Scope &amp; Sequence, p. 3)</p>