

2022 - 2024

2023 School Improvement Plan for FREGON ANANGU SCHOOL

Site Number:
1192



Vision Statement:

Vision

To create a student-centred school that values safety, learning for life and Anangu knowledge

Mission

We will achieve a culturally responsive safe learning environment through building positive relationships and planning to meet the needs of all learners

Values

RESPECT, RESILIENCE and RESPONSIBILITY guide our learning and relationships

Completing the template:

- The document will open as 'Read Only' so will need to be saved prior to editing
- 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 it can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes

Complete every step - [The School Improvement Planning Handbook](#) explains how to do this. In addition, your Local Education Team will provide support.

- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 8, Term 4 (9 December 2022).
- Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your Summary page on your school website by Friday of Week 4, Term 1 (24 February 2023).
- 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).
- 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:
Review, Improvement and Accountability
Phone: 8226 1284
education.RIA@sa.gov.au



Government of South Australia

Department for Education

Monday, 15 May 2023



STEP 1 Analyse and Prioritise

Site name: FREGON ANANGU SCHOOL

Goal 1: To increase student communication skills with a focus on vocabulary and reading

ESR Directions:

1. develop and embed whole school approach to explicit teaching of vocab as integral component of effective reading instruction
2. staff undertake relevant PL in Literacy and embed opportunities for all students to be active participants in their learning
3. work with community to develop shared understandings and practices in relation to the teaching of Anangu culture and language at Fregon School

Achievement towards Goal in 2022:

Records for the data set collected and collated across all levels demonstrates there has been growth in reading skills.

Fregon Track My Learning data shows that daily 1:1 reading intervention has added to some improvement with student fluency, skills, and confidence.

All data set students showed some increase in fluency and were working towards their targets using individual word lists.

Track My Learning was used in all classes, so staff were using common language when sharing growth stories and discussing the excel graphs. This positively supported planning for small group and individual differentiated learning and intervention.

N.B. students who attended less than 50% were not included in the data set because of validity and reliability but progress was recorded individually to inform plans, Target meetings and intervention.

Target 2023:

EXPANDING VOCABULARY and ORAL LANGUAGE

Planned focus at every opportunity

Using Track My Learning and Testing to monitor stage appropriate growth

LANGUAGE TRACK and TEST

Data set group – year 1 and not yet achieved students > 50% attendance

- phonological awareness
- phonemic awareness
- phonics
- fluency -letter naming 20 letters /minute

HIGH FREQUENCY WORD LIST -TRACK and TEST

Data set group – year 3 and above students > 50% attendance not yet scored > 200 words

- increase personal score by minimum of 10 words/term
- fluency of 20 words/ minute

READING TRACK GROWTH and TEST

Data set group – year 2 and above students > 50% attendance not yet independent readers

- individual goals set using base line data collected wk3 T1
- comprehension progression

PITJANTATJARA

- Individual – Waru-Pitjantatjara reading resources

N.B. students who attend less than 50% or identified with learning difficulties will not be included in the data set because of validity and reliability but will have progress recorded individually to inform plans, Target meetings and intervention.

2024:

This will be influenced by results in 2023

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STEP 2 Challenge of practice

Challenge of Practice:

If we create a culturally safe, language rich, student-centred environment and differentiate the learning we will increase student communication skills with vocabulary and reading.



STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):

We will see each student making progress at their individual stage of learning

PHONICS and WORD WORK

Students will be able to:

- recognize, sort and match sounds
- segment syllables
- produce and match rhyming words
- identify first sounds
- blend sounds to make words
- use phonetically based words in reading and writing

HIGH FREQUENCY WORDS

Students will be able to:

- read / match/ sort / use words from personal lists
- recognize/ read at least 10 more words each term
- achieve fluency of 20 words per minute
- read and write phonic based and high frequency words in sentences starters/ short pieces of writing
- understand their personal goals

READING

Students will be able to:

- read/write labels, signs, captions, notes, sentence starters, personal booklets
- choose “just right” books to engage in daily independent reading
- increase independence to record progress in personal reading folder
- be involved in celebrating goals reached
- read fiction and nonfiction with confidence and understanding for pleasure and information
- respond to text, written instructions and shared information
- **work with multimodal resources**

How and when will this be monitored, tracked and measured?

- 2023 Track My Learning used by class teachers to track growth – data collated in Excel at least twice a term
- 2023 base line data collected by week 3 term 1, week 6 term 3 and week 5 term 4
- Base line data will be collated by the Intervention teacher, discussed with leadership and shared with staff at PLC
- tests administered as per assessment timetable and information in Target section –

PHONOLOGICAL ASSESSMENT SKILLS MAPPING

- phonological awareness
- phonemic awareness

PHONICS

- recognition
- fluency

HIGH FREQUENCY WORDS

- recognition
- fluency

READING

- progress
- comprehension

- staff with leaders review data regularly at PDP and PLC meetings, discuss individual growth, share ideas and plan support for individuals not making progress
- Track My Learning booklets and class recording sheets provided by week 5 term 1 for all aspects of data collection and intervention

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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?	Resources
<p>WHOLE SCHOOL ETHOS and CULTURE</p> <p>Each teacher will develop a culturally appropriate learning environment with a strong focus on increasing vocabulary and developing a positive attitude to engaging in reading and communicating.</p>	<p>Terms 1-4 2023</p>	<p><u>EACH TEACHER WILL...</u></p> <ul style="list-style-type: none"> •develop positive, relationship-based learning environments and feel confident to use trauma aware strategies and Fregon Values and Norms when responding to behaviour •model and revisit class rituals and routines so learners are clear about expectations •plan oral language activities as part of the daily routine so students hear, use and revisit vocabulary to build confidence •encourage new vocabulary and expect responses to questions and requests •create opportunities to develop confidence, student voice, involvement in decision making and “in time learning” rather than “in case learning” •meet Aboriginal families and cultivate respectful relationships to enable purposeful conversations about student progress – end of semester barbeque <p><u>LEADERS WILL:</u></p> <ul style="list-style-type: none"> •ensure collective commitment to acknowledge, value and respect Anangu knowledge and expertise •support staff.... guiding positive behaviours and supporting implementation of Fregon Anangu School Behaviour Support policy and the re- entry process •ensure staff roles and responsibilities are clearly documented and understood •visit rooms regularly, give constructive feedback and discuss positive actions •coach and model practice where appropriate •coordinate professional learning arrangements and timetable •discuss with staff ways to include student voice and develop effective, respectful ways of reporting and sharing learning progress with families 	<ul style="list-style-type: none"> • Guiding Principles from the Aboriginal Education Strategy (2019-2029) • Trauma aware information, responses and discussions – with Sara • ways to communicate regularly with families sharing growth and achievements • working with EALD teacher, Literacy Guarantee Unit, and Student support services to discuss suitable oral language resources • Communication with Anangu leaders • 2Way language support papers – WARU Pitjantatjara reading resource <p>TEAMS – FREGON 2023 digital resources</p> <ul style="list-style-type: none"> • ethos and culture papers from previous years • Norms and Values paper • INKANYI paper written by staff 2023 – promoting conversation/vocabulary development, Proficiencies of problem solving and reasoning, personal decision making, confidence to have-a- go and opportunities to connect staff and students

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<p>PEDAGOGY Each teacher will consider student interests and prior knowledge to inform planning, promote risk taking in all aspects of communication and encourage HAVE-A-GO LEARNING to expand vocabulary and develop confidence in reading.</p>	<p>Terms 1-4 2023</p>	<p><u>EACH TEACHER WILL:</u></p> <ul style="list-style-type: none"> • promote culturally responsive, student centred, constructivist pedagogy • teach to each student’s unique strengths to promote achievement and well being • use circle meetings to introduce, model and engage learners and revisit different aspects of language and reading to build fluency and recall • ensure students access to “just right books” for daily focus, repeat read several times, record books in folders then choose next suitable book • share daily talking and reading with students in a variety of ways for pleasure, communication and information • ensure students read daily to an adult, read to self, share reading, use class library • model “have-a-go” in all aspects of learning • involve students in establishing class library with fiction and nonfiction books • regularly give feedback and celebrate milestones achieved • acknowledge the importance of maintaining and developing first language • hold high expectations for all learners • recognise Anangu learners respond well to visual prompts and supports <p><u>LEADERS WILL:</u></p> <ul style="list-style-type: none"> • join in class circle talk time meetings when possible • model expectations eg responding to questions, leading assembly etc • provide constructive feedback for adults and students • target teacher capacity building and promote consistency and coherence in teacher pedagogy • conduct PDP meetings to identify teacher goals aligned to the SIP <p>Click or tap here to enter text.</p>	<ul style="list-style-type: none"> • EALD PLC staff sessions fortnightly with coach • Discussion papers with focus on have-a-go and student centred learning • Aboriginal Learner Achievements – leader resource • Big Six in Reading • Workshops with leaders and visiting Consultants and support staff • Suitable reading material for all stages and interests including right books for focus reading • Site developed resources – letter packs for students sentence strips small books etc <p>TEAMS – FREGON 2023 digital resources</p> <ul style="list-style-type: none"> • Fregon Agreements for Reading, Phonics and high frequency words • Training and discussions about the importance of giving regular constructive feedback and celebrating success
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<p>PLANNING Teachers will develop comprehensive, quality learning plans that integrate oral language, reading, writing and word work to meet the needs of individual learners.</p>	<p>Terms 1-4 2023</p>	<p><u>EACH TEACHER WILL:</u></p> <ul style="list-style-type: none"> •co plan possible Big Ideas and starting points with other teachers and support staff •write multiweek overviews and weekly plans making learning relevant for Anangu children and young people •share plans with leaders for constructive feedback, discuss, and act on suggestions •ensure plans integrate different aspects of communication •plan and daily teach reading, writing and word work making strong and intentional connections between the 3 components •be well informed and confident about agreements and use Track My Learning information as part of the planning cycle <p><u>LEADERS WILL:</u></p> <ul style="list-style-type: none"> •discuss expectations about agreements, planning and timelines and ensure all staff have access to planning support •meet with staff regularly and give written and oral constructive feedback on plans • provide in class or guide on the side support when organized with staff • ensure time is organized for staff co planning, discussions and sharing of ideas <p><small>Click or tap here to enter text.</small></p>	<p>TEAMS – FREGON 2023 digital resources</p> <ul style="list-style-type: none"> •Fregon Agreements for Reading, Phonics high frequency words....planning cycle ... ideas about possible big ideas.....ways to communicate ...potential planning ideas •Big 6 of Reading resources •cooperative planning to share ideas of different BIG BOOKS and genres that could be useful for certain groups •Sharing previous and current plans •WARU Pitjantjatjara reading • Site developed reading resources linked to local interests and experiences
<p>DATA and TRACKING Teachers will ensure learning progress is transparent, regularly tracked and reviewed using Track My Learning booklets and reviewed.</p>	<p>Terms 1-4 2023</p>	<p><u>EACH TEACHER WILL:</u></p> <ul style="list-style-type: none"> • establish routines for collection of data and entry in Track My Learning booklets • assess, record, review and moderate to support learning for individual growth • use collated data to inform future planning as part of the Fregon planning cycle • ensure support staff are included in discussions about students learning progress so future roles and responsibilities are clear • build skills so students can record progress in reading record books and celebrate • use differentiation strategies and organize Target meetings to support learners <p><u>LEADERS WILL...</u></p> <ul style="list-style-type: none"> • discuss and record expectations and role statement with Intervention teacher • establish routines for collection of site and class data using Track My Learning booklet • meet regularly with staff including intervention and support staff to ensure they are clear about roles and to give feedback • discuss learning progress with all staff using Track My Learning recording as reference • discuss site data after collection term1,2 and 4 with Intervention teacher to monitor growth and plan student support 	<ul style="list-style-type: none"> • Track My Learning booklets available for all students • Paperwork for all data collection organized and stored centrally • Excel spreadsheets ready for • Documents outlining Intervention roles and responsibilities • Pre intervention and post intervention results will be monitored and collated

 **STEP 1 Analyse and Prioritise** **Site name: FREGON ANANGU SCHOOL**

<p>Goal 2: To increase student mathematics skills with a focus on understanding and fluency in number and base 10</p>	<p>ESR Directions:</p> <ol style="list-style-type: none"> 1. develop and embed whole school approach to explicit teaching of vocab as integral component of effective reading instruction 2. staff undertake relevant PL in Literacy and embed opportunities for all students to be active participants in their learning 3. work with community to develop shared understandings and practices in relation to the teaching of Anangu culture and language at Fregon School
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<p>Achievement towards Goal in 2022: All data set students showed an increase in their understanding, fluency and confidence in Mathematics.</p> <p>Trust the count records show</p> <ul style="list-style-type: none"> • students in reception still developing fluency • at least 80% of 1 -2 students had a deep understanding of numbers 0- 10 many to 20 • older students improved fluency and recall <p>Base 10</p> <ul style="list-style-type: none"> • Making bundles of 10 and beginning to show value on base boards • 75% of older data set used base 10 for addition and some subtraction- a challenge for many <p>Mathematics strands and sub strands Practical learning opportunities proved to be useful and learning was linked to actual events and as a result, their mathematics confidence is building.</p> <p>Teachers willingness to self-reflect, identify and collaborate has ensured we are working towards our success criteria and collecting useful information and data. Teachers have begun to work with mentors, allowing them to guide and model, to ensure implementation of structures in all classrooms.</p>	<p>Target 2023:</p> <p><i>Using Track My Learning and Testing to monitor stage appropriate growth</i></p> <p>TRACKING BIG IDEAS IN NUMBER</p> <p>Trust the Count <i>Data set group –students with > 50% attendance not yet achieved</i> Recognize, count, match, show value, order Fluency - recall 25 numerals per minute</p> <p>Number - Base 10/ Addition/Subtraction <i>Data set group –year 3 and above students with > 50% attendance</i> Base 10 Addition/ subtraction</p> <p>Mathematics strands/sub strands <i>Data set group –students year 3 and above with > 50% attendance</i> <i>Using Track My Learning to monitor stage appropriate growth for strands and sub strands</i> Fractions Money Shape 2D and 3 D Measure- mass, length, area, time, capacity, location, angle Chance and Data</p> <p>N.B. students who attend less than 50% or identified with learning disability will not be included in the data set because of validity and reliability but will have progress recorded individually to inform plans, Target meetings and intervention</p>	<p>2024:</p> <p>This will be defined by results from 2023</p>
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STEP 2 Challenge of practice

Challenge of Practice:

If we create a student centred learning environment rich in maths language and active learning we will increase understanding and fluency in number and base 10 and use in practical ways with other strands of mathematics.



STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):

Students will be able to :

NUMBER

- number name, sort, pattern
- count in different ways
- order numbers and show value
- show tallies and subitize to 6
- record

FLUENCY

- increase fluency to 25 numbers or facts per minute as per QuickSmart research
- demonstrate recall of maths terms

BASE 10

- understand base 10 rules
- play Base 10 game/ record totals
- show value in different ways
- addition and subtraction
- use in calculations

MEASUREMNT and GEOMETRY

STATISTICS and PROBABILITY

- skills in practical situations in all strands
- count money /give change/cooking/ timetables / telling the time/ measuring/ graph results

LEARNING and RECORD

- take risks, willingly trial new ideas and apply understandings
- use drawings, maths symbols and numbers to record and represent findings

How and when will this be monitored, tracked and measured?

- 2023 Track My Learning used by teachers to track growth – data entered in Excel at least twice a term
- 2023 baseline data collected by week 3 term 1, repeated by week 6 term 2 and week 5 term 4
- Record appropriate data set groups
- Tests administered as per assessment timetable and information in Target section

Trust the Count

Number – recognition and fluency

Base 10

Addition and subtraction

Money

Shape – 2D and 3D

Measurement – mass, length, area, time, capacity, location, angle

Chance and data

- Track My Learning data entered by class teachers on a regular basis
- learners aware of Fluency goal and involved in recording progress (when skills are developed)
- staff review progress, discuss individual growth and possible intervention strategies to support students who are finding learning challenging

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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?	Resources
<p>WHOLE SCHOOL ETHOS and CULTURE Teachers will create an inclusive, active learning environment with a strong focus on fluency, understanding of number and base 10</p>	<p>Terms 1-4 2023 Mathematics agreement, Big Ideas and Base 10 training by wk 8 term 1</p>	<p><u>EACH TEACHER</u> will</p> <ul style="list-style-type: none"> • ensure learning environments are positive and interactions are respectful and inclusive • be familiar with Fregon Norms and values and be guided by them • develop relationship-based learning environments, confident to use trauma aware strategies • model and revisit class rituals and routines so learners are clear about expectations • include oral language activities in daily routine so students hear, use mathematics vocabulary • explicitly teach learners mathematical language so they can communicate their thinking • meet Aboriginal families and cultivate respectful relationships to enable purposeful conversations and report student progress • understand difference between numeracy and mathematics <p><u>LEADERS</u> will</p> <ul style="list-style-type: none"> • ensure staff training with Fregon Mathematics Agreement, Big ideas in number and base 10 	<ul style="list-style-type: none"> • National numeracy learning progressions • QuickSmart information and guidelines • Trauma aware information <p>TEAMS - FREGON 2023 digital resources</p> <ul style="list-style-type: none"> • Aboriginal Guidelines • Fregon Maths Agreement • Fregon norms and values
<p>PEDAGOGY Hands on practical opportunities where teachers consider student personal interests and prior knowledge ... promoting risk taking and developing life skills</p>	<p>Terms 1-4 2023</p>	<p><u>EACH TEACHER</u> will</p> <ul style="list-style-type: none"> • promote culturally responsive, student centred, constructivist pedagogy • teach to each student's unique strengths to promote achievement and well being • use circle meetings to introduce, model learning, share ideas and engage learners • use the structures of Quick Think Maths, Core Learning, Choice and Target meeting • ensure students have time daily to be immersed in maths rich learning environment • encourage students to have-a-go in all aspects and recognize mistakes are part of new learning • offer opportunities for hands on learning, have-a-go approach inside and outdoors • regularly give feedback and celebrate milestones achieved • ensure access to wide range of suitable materials and resources for hands on learning <p><u>LEADERS</u> will</p> <ul style="list-style-type: none"> • provide constructive feedback for adults and students • target teacher capacity building and promote consistency and coherence in teacher pedagogy • timetable for staff individual support for new staff and workshops to follow 	<p>TEAMS - FREGON 2023 digital resources</p> <p>A wide range of support documents and detailed ideas for active learning are included</p> <ul style="list-style-type: none"> • Big Ideas in number • Base 10 detailed information • workshops and online support with Maths in Focus consultant • range of equipment in maths room to support learning

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<p>PLANNING Teachers will use Fregon teaching and learning framework and planning guidelines to meet the needs of individual learners</p>	<p>Terms 1-4 2023</p>	<p><u>EACH TEACHER</u> will</p> <ul style="list-style-type: none"> • understand and have confidence to use all elements Big Ideas in Number and other strands • co plan possible Big Ideas with other teachers and support staff to use as starting points • write and share multiweek overview and weekly plans to make learning outcomes relevant to their own lives and effective for Aboriginal children and young people • ensure planning for maths strands and sub strands focus • seek support, if needed, to ensure planning provides opportunities for stretch and developing fluency and automatic recall • consider students current understandings and interests when planning • organize a range of materials to promote different experiences and ways of thinking • develop expectation that student recording includes date, task heading and maybe photo • give oral and written feedback daily <p><u>LEADERS</u> will</p> <ul style="list-style-type: none"> • give constructive feedback, discuss at meetings and provide support where necessary 	<ul style="list-style-type: none"> • Learning coordinator and Intervention teacher <p>TEAMS - FREGON 2023 digital resources</p> <ul style="list-style-type: none"> • wide range of possible planning templates and previous plans available for sharing • practical ideas to use for structure QTM/ CL/ CM • workshops with focus on ensuring staff are confident in all aspects of planning – including meeting the needs of individual learners through Target meetings
<p>DATA and TRACKING Teachers will ensure records of maths learning is captured in different multimodal ways and results recorded in tracking books and regularly reviewed.</p>	<p>Terms 1-4 2023</p>	<p><u>EACH TEACHER</u> will:</p> <ul style="list-style-type: none"> • Use differentiation strategies and organize Target meetings • Establish routines for collection of data and entry in Track My Lg booklets • Use collated data to inform planning in the planning cycle- assess, plan, teach, track, adjust • ensure support staff are included in decisions and roles and responsibilities are clear • build skills so students can record in their reading record books • be well informed and confident about agreements, frameworks, tracking learning and assessment schedules <p><u>LEADERS</u> will...</p> <ul style="list-style-type: none"> • establish routines for collection of data and entry in Track My Learning booklets • meet with intervention staff to clarify roles and responsibilities and give feedback • use class Track My Learning recording and collate whole school overview • organize data entry into Excel /monitoring and discuss with staff 2x term 	<ul style="list-style-type: none"> • Fregon assessment and data collection timetable • Track My Learning individual booklets provided • Base line data collected and collated for sharing and display by week 3 term 1 • Pre intervention and post intervention results will be collated by Sara and shared with staff at PLC • Intervention sessions and class support timetables

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STEP 1 Analyse and Prioritise

Site name: FREGON ANANGU SCHOOL

Goal 3: Click or tap here to enter text.

ESR Directions:

1. develop and embed whole school approach to explicit teaching of vocab as integral component of effective reading instruction
2. staff undertake relevant PL in Literacy and embed opportunities for all students to be active participants in their learning
3. work with community to develop shared understandings and practices in relation to the teaching of Anangu culture and language at Fregon School

Achievement towards Goal in 2022:
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Target 2023:
Click or tap here to enter text.

2024:
Click or tap here to enter text.



STEP 2 Challenge of practice

Challenge of Practice:
Click or tap here to enter text.

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STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):
Click or tap here to enter text.

How and when will this be monitored, tracked and measured?
Click or tap here to enter text.

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?	Resources
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.

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<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Each leader will... Each teacher will...</p>	<p>Click or tap here to enter text.</p>
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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](#) explains how to do this. In addition, your Local Education Team will provide support.






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?

Goal 1: To increase student communication skills with a focus on vocabulary and reading

Student Success Criteria	 Yes	Evidence	
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	 Needs attention/work in progress  Not on track	Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
<p>We will see each student making progress at their individual stage of learning</p> <p>PHONICS and WORD WORK</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • recognize, sort and match sounds • segment syllables • produce and match rhyming words • identify first sounds • blend sounds to make words • use phonetically based words in reading and writing <p>HIGH FREQUENCY WORDS</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • read / match/ sort / use words from personal lists • recognize/ read at least 10 more words each term • achieve fluency of 20 words per minute • read and write phonic based and high frequency words in sentences starters/ short pieces of writing • understand their personal goals <p>READING</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • read/write labels, signs, captions, notes, sentence starters, personal booklets • choose “just right” books to engage in daily independent reading • increase independence to record progress in personal reading folder • be involved in celebrating goals reached • read fiction and nonfiction with confidence and understanding for pleasure and information • respond to text, written instructions and shared information • work with multimodal resources 	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Actions</p>	 90% embedded	<p>Evidence</p>	

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	 Needs attention/work in progress	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?
	 Not on track		
WHOLE SCHOOL ETHOS and CULTURE Each teacher will develop a culturally appropriate learning environment with a strong focus on increasing vocabulary and developing a positive attitude to engaging in reading and communicating.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
PEDAGOGY Each teacher will consider student interests and prior knowledge to inform planning, promote risk taking in all aspects of communication and encourage HAVE-A-GO LEARNING to expand vocabulary and develop confidence in reading.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
PLANNING Teachers will develop comprehensive, quality learning plans that integrate oral language, reading, writing and word work to meet the needs of individual learners.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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<p>DATA and TRACKING Teachers will ensure learning progress is transparent, regularly tracked and reviewed using Track My Learning booklets and reviewed.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>








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?

Goal 2: To increase student mathematics skills with a focus on understanding and fluency in number and base 10

<p>Student Success Criteria</p>	<p><input checked="" type="radio"/> Yes</p>	<p>Evidence</p>	
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	 Needs attention/work in progress	Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	 Not on track		
<p>Students will be able to :</p> <p>NUMBER</p> <ul style="list-style-type: none"> • number name, sort, pattern • count in different ways • order numbers and show value • show tallies and subitize to 6 • record <p>FLUENCY</p> <ul style="list-style-type: none"> • increase fluency to 25 numbers or facts per minute as per QuickSmart research • demonstrate recall of maths terms <p>BASE 10</p> <ul style="list-style-type: none"> • understand base 10 rules • play Base 10 game/ record totals • show value in different ways • addition and subtraction • use in calculations <p>MEASUREMNT and GEOMETRY</p> <p>STATISTICS and PROBABILITY</p> <ul style="list-style-type: none"> • skills in practical situations in all strands • count money /give change/cooking/ timetables / telling the time/ measuring/ graph results <p>LEARNING and RECORD</p> <ul style="list-style-type: none"> • take risks, willingly trial new ideas and apply understandings • use drawings, maths symbols and numbers to record and represent findings 	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p style="text-align: center;">Actions</p>	 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		







Monday, 15 May 2023

<p>WHOLE SCHOOL ETHOS and CULTURE Teachers will create an inclusive, active learning environment with a strong focus on fluency, understanding of number and base 10</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>PEDAGOGY Hands on practical opportunities where teachers consider student personal interests and prior knowledge ... promoting risk taking and developing life skills</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>PLANNING Teachers will use Fregon teaching and learning framework and planning guidelines to meet the needs of individual learners</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>DATA and TRACKING Teachers will ensure records of maths learning is captured in different multimodal ways and results recorded in tracking books and regularly reviewed.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>Click or tap here to enter text.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>Click or tap here to enter text.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Monday, 15 May 2023

 **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?

Goal 3: Click or tap here to enter text.

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.
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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.

Monday, 15 May 2023

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.

Monday, 15 May 2023



STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

Goal 1: To increase student communication skills with a focus on vocabulary and reading

Targets 2023:

EXPANDING VOCABULARY and ORAL LANGUAGE

Planned focus at every opportunity

Using Track My Learning and Testing to monitor stage appropriate growth

LANGUAGE TRACK and TEST

Data set group – year 1 and not yet achieved

students > 50% attendance

- phonological awareness
- phonemic awareness
- phonics
- fluency -letter naming 20 letters /minute

HIGH FREQUENCY WORD LIST -TRACK and TEST

Data set group – year 3 and above

students > 50% attendance not yet scored > 200 words

- increase personal score by minimum of 10 words/term
- fluency of 20 words/ minute

READING TRACK GROWTH and TEST

Data set group – year 2 and above

students > 50% attendance not yet independent readers

- individual goals set using base line data collected wk3 T1
- comprehension progression

PITJANTATJARA

- Individual – Waru-Pitjantatjara reading resources

N.B. students who attend less than 50% or identified with learning difficulties will not be included in the data set because of validity and reliability but will have progress recorded individually to inform plans, Target meetings and intervention.

Results towards targets:

Click or tap here to enter text.

Monday, 15 May 2023

Challenge of Practice:

If we create a culturally safe, language rich, student-centred environment and differentiate the learning we will increase student communication skills with vocabulary and reading.

Evidence - has this made an impact?

Click or tap here to enter text.

Success Criteria:

We will see each student making progress at their individual stage of learning

PHONICS and WORD WORK

Students will be able to:

- recognize, sort and match sounds
- segment syllables
- produce and match rhyming words
- identify first sounds
- blend sounds to make words
- use phonetically based words in reading and writing

HIGH FREQUENCY WORDS

Students will be able to:

- read / match/ sort / use words from personal lists
- recognize/ read at least 10 more words each term
- achieve fluency of 20 words per minute
- read and write phonic based and high frequency words in sentences starters/ short pieces of writing
- understand their personal goals

READING

Students will be able to:

- read/write labels, signs, captions, notes, sentence starters, personal booklets
- choose “just right” books to engage in daily independent reading
- increase independence to record progress in personal reading folder
- be involved in celebrating goals reached
- read fiction and nonfiction with confidence and understanding for pleasure and information
- respond to text, written instructions and shared information
- work with multimodal resources

Evidence - did we improve student learning? how do we know?

Click or tap here to enter text.

Evaluate our Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?

Click or tap here to enter text.

Monday, 15 May 2023

Review our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?

[Click or tap here to enter text.](#)

Monday, 15 May 2023



STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

Goal 2: To increase student mathematics skills with a focus on understanding and fluency in number and base 10

Targets 2023:

Using Track My Learning and Testing to monitor stage appropriate growth

TRACKING BIG IDEAS IN NUMBER

Trust the Count

Data set group –students with > 50% attendance not yet achieved

Recognize, count, match, show value, order

Fluency - recall 25 numerals per minute

Number - Base 10/ Addition/Subtraction

Data set group –year 3 and above students with > 50% attendance

Base 10

Addition/ subtraction

Mathematics strands/sub strands

Data set group –students year 3 and above with > 50% attendance

Using Track My Learning to monitor stage appropriate growth for strands and sub strands

Fractions Money Shape 2D and 3 D

Measure- mass, length, area, time, capacity, location, angle Chance and Data

N.B. students who attend less than 50% or identified with learning disability will not be included in the data set because of validity and reliability but will have progress recorded individually to inform plans, Target meetings and intervention

Results towards targets:

Click or tap here to enter text.

Challenge of Practice:

If we create a student centred learning environment rich in maths language and active learning we will increase understanding and fluency in number and base 10 and use in practical ways with other strands of mathematics.

Evidence - has this made an impact?

Click or tap here to enter text.

Monday, 15 May 2023

Success Criteria:

Students will be able to :

NUMBER

- number name, sort, pattern
- count in different ways
- order numbers and show value
- show tallies and subitize to 6
- record

FLUENCY

- increase fluency to 25 numbers or facts per minute as per QuickSmart research
- demonstrate recall of maths terms

BASE 10

- understand base 10 rules
- play Base 10 game/ record totals
- show value in different ways
- addition and subtraction
- use in calculations

MEASUREMENT and GEOMETRY**STATISTICS and PROBABILITY**

- skills in practical situations in all strands
- count money /give change/cooking/
timetables / telling the time/
measuring/ graph results

LEARNING and RECORD

- take risks, willingly trial new ideas and apply understandings
- use drawings, maths symbols and numbers to record and represent findings

Evidence - did we improve student learning? how do we know?

Click or tap here to enter text.

Evaluate our Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?

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[Click or tap here to enter text.](#)



STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

Goal 3: [Click or tap here to enter text.](#)

Targets 2023:

[Click or tap here to enter text.](#)

Results towards targets:

[Click or tap here to enter text.](#)

Challenge of Practice:

[Click or tap here to enter text.](#)

Evidence - has this made an impact?

[Click or tap here to enter text.](#)

Success Criteria:

[Click or tap here to enter text.](#)

Evidence - did we improve student learning? how do we know?

[Click or tap here to enter text.](#)

Monday, 15 May 2023

Evaluate our Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?

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