

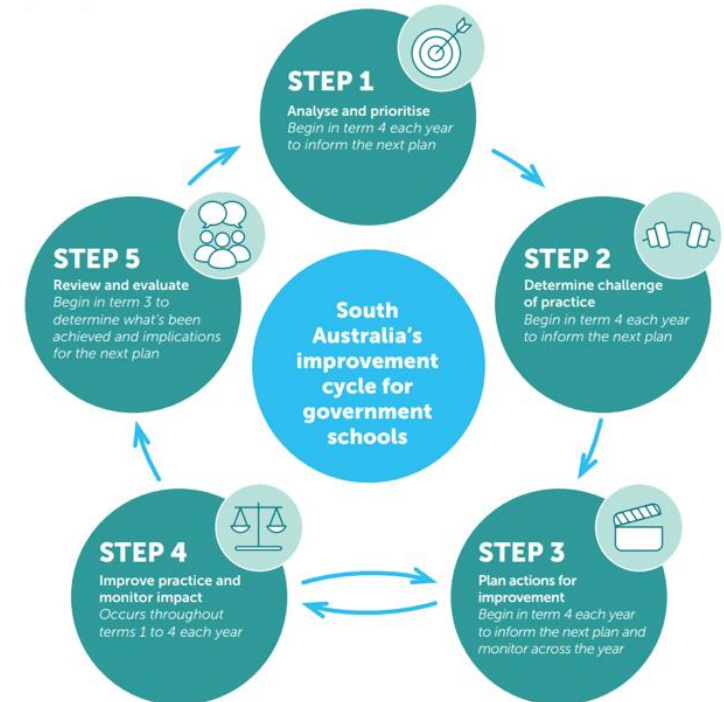
2022 – 2024

# 2024 School Improvement Plan

Enfield Primary School - 0660



**Enfield**  
PRIMARY SCHOOL



## Vision Statement

Empowering all students to learn and achieve.

<b>STEP 1 Analyse and Prioritise</b>	<b>SITE: Enfield Primary School</b>
<p><b>GOAL 1:</b></p> <p>MATHS: Retain and improve student achievement in Mathematics.</p>	<p><b>ESR Directions:</b></p> <p>ESR 2 (Teaching): Strengthening and embedding pedagogical practices using student achievement data to differentiate learning and ensure all students are challenged.</p> <p>ESR 3 (Leadership): Strengthening processes, including collaboratively refining whole school agreements to ensure new practices are embedded and coherent approach to curriculum and pedagogy is developed and maintained.</p>

**Target Setting - These are recalibrated at the beginning of every year to reflect new enrolment numbers.**

<p><b>2022</b></p> <p><b>R – Year 2:</b> These will be identified for 2023 as in 2022 we will develop an assessment schedule, selecting agreed measures with Maths Coach.</p> <p><b>Data set: PAT-M – Students achieving SEA</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #fce4d6;"> <th colspan="2">2021</th> <th colspan="4">Target 2022</th> </tr> <tr style="background-color: #d9d9d9;"> <th>Yr</th> <th>% Number</th> <th>Yr</th> <th>Predicted to shift</th> <th>Target % Number</th> <th>Actual results</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>57.1% 12/21</td> <td>3</td> <td>+2</td> <td>66.7% 14/21</td> <td>68.4% 13/19</td> </tr> <tr> <td>3</td> <td>63.6% 14/22</td> <td>4</td> <td>+2</td> <td>72.7% 16/22</td> <td>57.9% 11/19</td> </tr> <tr> <td>4</td> <td>60.6% 20/33</td> <td>5</td> <td>+3</td> <td>69.7% 23/33</td> <td>63.0% 17/27</td> </tr> <tr> <td>5</td> <td>64.3% 18/28</td> <td>6</td> <td>+3</td> <td>75% 21/28</td> <td>59.4% 19/32</td> </tr> </tbody> </table>	2021		Target 2022				Yr	% Number	Yr	Predicted to shift	Target % Number	Actual results	2	57.1% 12/21	3	+2	66.7% 14/21	68.4% 13/19	3	63.6% 14/22	4	+2	72.7% 16/22	57.9% 11/19	4	60.6% 20/33	5	+3	69.7% 23/33	63.0% 17/27	5	64.3% 18/28	6	+3	75% 21/28	59.4% 19/32	<p><b>2023</b></p> <p><b>Reception:</b> Trusting the Count or Oral Addition &amp; Subtraction misconceptions test:</p> <p><b>Year 1 &amp; 2:</b> Addition &amp; Subtraction misconceptions test</p> <ul style="list-style-type: none"> <li>All students who take a pre-test demonstrate growth in post-test.</li> </ul> <p><b>Data set: PAT-M – Students achieving SEA</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #fce4d6;"> <th colspan="2">2022 Data Wk 1 enrol.</th> <th colspan="4">Target 2023</th> </tr> <tr style="background-color: #d9d9d9;"> <th>Yr</th> <th>% Number</th> <th>Yr</th> <th>Predicted to shift</th> <th>Target % Number</th> <th>Actual results</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>50% 14/28</td> <td>3</td> <td>+3</td> <td>60.7% 17/28</td> <td>%</td> </tr> <tr> <td>3</td> <td>60% 12/20</td> <td>4</td> <td>+3</td> <td>75% 15/20</td> <td>%</td> </tr> <tr> <td>4</td> <td>50% 11/22</td> <td>5</td> <td>+3</td> <td>63.6% 14/22</td> <td>%</td> </tr> <tr> <td>5</td> <td>68% 15/22</td> <td>6</td> <td>+2</td> <td>77.2% 17/22</td> <td>%</td> </tr> </tbody> </table>	2022 Data Wk 1 enrol.		Target 2023				Yr	% Number	Yr	Predicted to shift	Target % Number	Actual results	2	50% 14/28	3	+3	60.7% 17/28	%	3	60% 12/20	4	+3	75% 15/20	%	4	50% 11/22	5	+3	63.6% 14/22	%	5	68% 15/22	6	+2	77.2% 17/22	%	<p><b>2024`</b></p>
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**STEP 2: Challenge of Practice**

**Challenge of Practice:**

We will strengthen the delivery of sequenced and planned units of work that are underpinned by the Enfield PS Maths R-6 Scope & Sequence and weekly teaching structure; incorporating problem solving, interleaving and deliberate explicit teaching of concepts.

**STEP 3: Plan actions for improvement**

<p><b>Student Success Criteria (what students know, do, and understand):</b></p> <p>Through the termly collection of student problem-solving work samples, we will see more students demonstrating an ability to:</p> <ul style="list-style-type: none"> <li>Solve routine and non-routine problems</li> <li>Solve single &amp; multistep problems</li> <li>Select appropriate strategies and operation</li> <li>Describe, explain, or justify the selection</li> </ul> <p>Sample size:</p> <ul style="list-style-type: none"> <li>2 above x2 at x2 below</li> <li>Students who have attended EPS for at least 2 years and likely to stay for the upcoming year</li> </ul>	<p><b>How and when will this be monitored, tracked, and measured?</b></p> <p><b>TERM 1 &amp; 3</b> Work samples collected by week 6 (2x2x2) Shared and discussed in staff meetings and through conversations with Maths Coach</p> <p><b>TERM 2 &amp; 4</b> Work samples collected by week 6 (2x2x2) Moderation leading up to report writing</p>
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**What actions should be taken to improve our practice and reach our goals? High-impact actions to address challenge practice...**

Actions - Maths	Timeline	Roles & Responsibilities	Resources
<p><u>Planning, Learning Design &amp; Pedagogy</u> Strengthen teacher Maths Curriculum &amp; unit planning to include:</p> <ul style="list-style-type: none"> <li>- Clear sequence of learning with identification of appropriate learning intentions &amp; success criteria</li> <li>- Refinement of interleaving lessons – selection of questions, how often, how many, how to deliver effectively</li> <li>- Quality task design (task predicts performance) - challenge questions, differentiation of learning, assessments                             <ul style="list-style-type: none"> <li>o Use of the <i>Problem-Solving Toolkit</i></li> </ul> </li> </ul>	<p>Ongoing</p> <p>Review regularly through the year</p>	<p><u>Teachers</u></p> <ul style="list-style-type: none"> <li>- Explicitly link LI and SC to the Australian Curriculum</li> <li>- Align teaching and learning plans to year levels. Reflect on progress throughout the unit and adjust accordingly</li> <li>- Continue to implement and refine weekly structure</li> <li>- Increased consistency with daily review</li> <li>- Increased consistency and implementation of interleaving</li> <li>- Continue to finesse task design/challenge questions/differentiation</li> <li>- Increased focus on developing problem solving skills</li> <li>- Continue to build skills and strategies in EDI to ensure embedded practice</li> <li>- Work with maths coaching to continue refining planning and classroom practice to align DfE, coaching/best practice and own unit plans and pedagogies</li> <li>- Explicitly teach students how to struggle and persevere</li> </ul> <p><u>Maths Coach</u></p> <ul style="list-style-type: none"> <li>- Continue to align LI &amp; SC to Australian Curriculum within unit plans</li> <li>- Support teachers to 'fit it all in' via overviews and checking in processes</li> <li>- PD support on problem solving and how to implement as part of the weekly structure and how to select quality tasks; how to use EDI in maths</li> <li>- Explicit support/modelling of best practice in interleaving</li> <li>- Planning support 1:1</li> </ul> <p><u>Leadership</u></p> <ul style="list-style-type: none"> <li>- Provide feedback on use of LI &amp; SC in unit plans and on the sequence of learning within the unit plans</li> <li>- Provide time for staff planning for best practice, daily review and interleaving</li> <li>- Provide more PD on EDI strategies, best practice, pedagogical approaches; time to review and discuss, to ensure consistency across the site</li> <li>- Resourcing to select, create and implement quality challenge tasks and unit plans</li> <li>- Maths budget to support SIP; purchase maths picture books</li> </ul> <p><u>Students</u></p> <ul style="list-style-type: none"> <li>- Activity engage in all areas of mathematics, including warm ups, challenge tasks, explicit teaching and reflection</li> <li>- Engage with the strategies of EDI (e.g., think/pair/share, popsticks, show me boards)</li> <li>- Refer back to LI &amp; SC when working through learning tasks and self-assessing</li> <li>- Use LI &amp; SC to set personal learning goals</li> <li>- Use problem solving toolkit to assist in solving problems</li> <li>- Use positive language/attitudes/dispositions towards mathematics</li> </ul>	<p><u>Professional Learning &amp; Conversations</u> Maths Coach – Karly Hefferan: 0.2 FTE Teaching &amp; Learning Coordinator Release to work with coach and peers Observations &amp; feedback: peer, coach, leadership</p> <p><u>Site-agreed approaches &amp; docs</u> Site-agreed Maths Approach Site Maths scope &amp; sequence document Site Assessment Schedule Planning templates Mathematics Unit plans &amp; Yearly Overviews R-6</p> <p><u>Structures &amp; Organisation</u> Map review cycles to complete on SIP Step 4 documentation: 2x term Staff meeting schedule and Pupil Free days to deliver targeted and agile PD</p> <p><u>Partnership resources</u> Curriculum Masterclasses Aboriginal Learners Network</p> <p><u>Research &amp; evidence underpinning</u> DfE units of work &amp; Best Practice paper Numeracy Guidebooks; and Literacy and Numeracy First Strategy Jo Boaler – Mathematical Mindsets John Hollingsworth - Explicit Direct Instruction John Hattie - Visible Learning in Mathematics Dianne Siemen – Big Ideas in Number Van de Walle – Elementary &amp; Middle School Mathematics: Teaching Developmentally</p>

<p><u>Tracking &amp; Monitoring</u> Tracking and monitoring of student achievement &amp; progress to inform planning and task design:</p> <ul style="list-style-type: none"> <li>- Moderation of tasks (task predicts performance)</li> <li>- Designing assessment tasks that match the learning intention and AC Maths Achievement Standard</li> <li>- Review of assessments used: class level and whole school on the assessment schedule</li> </ul>	<p>Ongoing</p> <p>Review regularly through the year</p> <p>Moderation each term</p> <p>Data analysis Term 4</p>	<p><u>Teachers</u></p> <ul style="list-style-type: none"> <li>- Design appropriate challenge tasks and quality moderation tasks (with coaching support)</li> <li>- Collect work samples for moderation 2 x D/E, 2 x C, 2 x A/B</li> <li>- Use A-E rubric to inform LI &amp; SC when designing tasks; highlight throughout the year once evidence collected/sighted</li> <li>- Work as year level teams and across whole site to design better Summative Assessment tasks, reflecting AC standards</li> <li>- Follow assessment schedule; record all data on spreadsheets; analyse to inform teaching and learning/next steps/student goals</li> <li>- Provide feedback to leaders on assessment schedules/progress</li> <li>- Timetable daily review and weekly interleaving to 'check in' on student understanding; create if unavailable for your year level</li> <li>- Commit to implementing whole school initiatives/documents/PLTs</li> </ul> <p><u>Maths Coach</u></p> <ul style="list-style-type: none"> <li>- Support with task design for moderation, ensuring all teachers understand 'A' and 'B' level when using the A-E rubric</li> <li>- Support teachers to interpret and respond to the data</li> <li>- Time to explore and discuss alternative assessment options</li> <li>- Support teachers to implement daily review/interleaving</li> </ul> <p><u>Leadership</u></p> <ul style="list-style-type: none"> <li>- Provide time to effectively moderate at regular intervals throughout the year</li> <li>- Align complexity days to support testing/analysis/workload</li> <li>- Time to discuss data in staff meetings/PFDs</li> <li>- Ensure all staff have access to updated whole school documents</li> <li>- Provide clarity on expectations of EDI</li> <li>- Support teachers to follow assessment schedule/record data</li> <li>- Seek feedback from staff about what is working/needs improving in the assessment schedule</li> <li>- Research alternative whole school assessment options (e.g., Essential Assessment) to cover all maths strands/proficiencies</li> <li>- Provide resources to support implementation of actions</li> </ul> <p><u>Students</u></p> <ul style="list-style-type: none"> <li>- Use goals from the A-E rubric when completing assessment tasks</li> <li>- Engage with pre and post assessments and growth point discussions</li> <li>- Engage with EDI strategies</li> <li>- Engage with daily review/interleaving</li> </ul>	<p><u>Professional Learning &amp; Conversations</u> Maths Coach – Karly Hefferan Teaching &amp; Learning Coordinator Scheduled time to read &amp; analyse data, and map student progress.</p> <p><u>Site-agreed approaches &amp; docs</u> Site Assessment Schedule Site-agreed Maths Approach</p> <p><u>Structures &amp; Organisation</u> Termly student review meetings as per assessment schedule. Scheduled into staff meetings alongside PD</p> <p><u>Partnership resources</u> Partnership data analysis days Curriculum Masterclasses</p> <p><u>Research &amp; evidence underpinning</u> DfE - Units of work; Best Advice Papers; Numeracy Guidebooks; and Literacy and Numeracy First Strategy Jo Boaler – Mathematical Mindsets John Hollingsworth - Explicit Direct Instruction John Hattie - Visible Learning in Mathematics Dianne Siemen – Big Ideas in Number Van de Walle – Elementary &amp; Middle School Mathematics: Teaching Developmentally</p>
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<b>STEP 1 Analyse and Prioritise</b>	<b>SITE: Enfield Primary School</b>
<p><b>GOAL 2:</b></p> <p>ENGLISH: Increase student achievement and progress in Writing.</p>	<p><b>ESR Directions:</b></p> <p>ESR 2 (Teaching): Strengthening and embedding pedagogical practices using student achievement data to differentiate learning and ensure all students are challenged.</p> <p>ESR 3 (Leadership): Strengthening processes, including collaboratively refining whole school agreements to ensure new practices are embedded and coherent approach to curriculum and pedagogy is developed and maintained.</p>

**Target Setting**  
*These are recalibrated at the beginning of every year to reflect new enrolment numbers. RELOOK AT THESE AND IDENTIFY STU HERE SINCE Yr3?*

<p><b>Target 2022</b></p> <p><b>Data set: EALD Levelling</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Yr</th> <th></th> </tr> </thead> <tbody> <tr> <td>R</td> <td>Increase the number of students achieving benchmark LEAP level 4 by at least 2 students.</td> </tr> <tr> <td>1-6</td> <td>All students to make at least 1 year's growth (increase by at least 1 LEAP level)</td> </tr> </tbody> </table>	Yr		R	Increase the number of students achieving benchmark LEAP level 4 by at least 2 students.	1-6	All students to make at least 1 year's growth (increase by at least 1 LEAP level)	<p><b>Target 2023</b></p> <p><b>Data set: NAPLAN Writing</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th colspan="2">2021 Data</th> <th colspan="4">Target 2023</th> </tr> <tr> <th colspan="2">Wk 1 enrol.</th> <th colspan="4"></th> </tr> <tr> <th>Yr</th> <th>% Number</th> <th>Yr</th> <th>Predicted to shift</th> <th>Target % Number</th> <th>Actual results</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>68% 15/22</td> <td>5</td> <td>At least maintain 2021 results</td> <td>68% 15/22</td> <td>%</td> </tr> </tbody> </table> <p><b>Data set: EALD Levelling</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Yr</th> <th></th> </tr> </thead> <tbody> <tr> <td>R-6</td> <td>All students to demonstrate growth in their writing based on LEAP levelling process</td> </tr> <tr> <td></td> <td>At least 50% of students to increase by at least 1 LEAP level</td> </tr> </tbody> </table>	2021 Data		Target 2023				Wk 1 enrol.						Yr	% Number	Yr	Predicted to shift	Target % Number	Actual results	3	68% 15/22	5	At least maintain 2021 results	68% 15/22	%	Yr		R-6	All students to demonstrate growth in their writing based on LEAP levelling process		At least 50% of students to increase by at least 1 LEAP level	<p><b>Target 2024</b></p>
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**STEP 2: Challenge of Practice**

<p><b>Challenge of Practice:</b></p> <p>We will establish low variance, consistent pedagogical practices in Writing through:</p> <ul style="list-style-type: none"> <li>- Embedding the connection between the Big 6 and writing; and</li> <li>- Explicitly teaching sentence level structure and text structure.</li> </ul>
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**STEP 3: Plan actions for improvement**

<p><b>Student Success Criteria</b> (what students know, do and understand):</p> <p>Through the termly collection of student writing samples, and assessment against the LEAP level sentence structures criteria, we will see more students demonstrating an ability to:</p> <ul style="list-style-type: none"> <li>- R-2: Accurately write simple and compound sentences at year level appropriate level.</li> <li>- 3-6: Accurately write simple, compound, and complex sentences at year level appropriate level</li> </ul> <p><b>Sample size:</b></p> <ul style="list-style-type: none"> <li>- 2 above x2 at x2 below</li> <li>- Students who have attended EPS for at least 2 years and likely to stay for the upcoming year</li> </ul>	<p><b>How and when will this be monitored, tracked, and measured?</b></p> <p><b>TERM 1, 3 &amp; 4</b>                  Work samples collected by week 7 (2x2x2)                  Samples assessed against the LEAP level sentence structures criteria – results recorded                  Shared, discussed, and moderated in staff meetings and through conversations with Literacy Coach &amp; Coordinator</p> <p><b>TERM 2</b>                  LEAP Levelling – full process for DfE mandated data collection and to inform planning                  Shared, discussed, and moderated in staff meetings and through conversations with Literacy Coach &amp; Coordinator</p>
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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 - Writing	Timeline	Roles & Responsibilities	Resources
<p><u>Planning, Learning Design &amp; Pedagogy</u> Strengthen teacher planning to intentionally design and consistently deliver units of work that:</p> <ul style="list-style-type: none"> <li>• Support the effective implementation of the site agreed English &amp; Literacy block approach</li> <li>• Use Syntax Project scope and sequence to underpin the explicit &amp; sequential teaching of writing</li> <li>• EDI Engagement Norms (strategies) to maximise all students actively participating in learning – A/B pairs, choral reading/ response, mini whiteboards</li> </ul>		<p>Teachers</p> <ul style="list-style-type: none"> <li>- Explicitly link LI and SC to the Australian Curriculum</li> <li>- Align teaching and learning plans to year levels. Reflect on progress throughout the unit and adjust accordingly</li> <li>- Plan units of work that incorporate Big 6 and the Teaching &amp; Learning Cycle for Writing</li> <li>- Continue implementation of the Syntax Project: targeted sentence/ paragraph/ text level construction and links to LEAP and mentor texts</li> <li>- Continue to refine the daily Literacy Block Instructional Routines</li> <li>- Build student content knowledge by linking topics to literacy through: mentor texts, Fluency Pairs texts and content</li> <li>- Meet regularly in PLTs to analyse data, share &amp; reflect on practice, and participate in PD</li> <li>-</li> </ul> <p>Literacy Guarantee Coach</p> <ul style="list-style-type: none"> <li>- Work with JP teachers using a coaching model focussing on the delivery of InitialLit routines.</li> <li>- Support teachers to implement the Literacy Block instructional routines effectively to ‘fit everything in’</li> <li>- Work with Leadership to develop: <ul style="list-style-type: none"> <li>○ Consistent literacy block approach to teaching phonics, spelling, and morphology across R-6</li> <li>○ Consolidate a whole-school scope and sequence of phonics, spelling, and morphology instruction with progress monitoring</li> <li>○ Embed choral and paired reading practices with appropriate reading materials for all year levels (including decodable texts for emergent readers)</li> </ul> </li> </ul> <p>Leadership</p> <ul style="list-style-type: none"> <li>- Continued focus on developing consistency in practice and low variance across classes: R-6 scope &amp; sequence that includes grammar, writing and reading</li> <li>- Mapping year levels – what is working/ not working</li> <li>- Sourcing high quality, relevant PD to continue development of teacher practice and capacity</li> <li>- Work with teachers and Literacy Coach to bring OG approach into year 2/3 to bridge the junior primary/ primary space</li> </ul>	<p><u>Professional Learning &amp; Conversations</u> Identified staff attending Orton Gillingham training: Bec, Pam, Sonia, Nicola DfE Speech Pathologist buy-in Literacy Guarantee Unit Coach predominantly supporting junior primary Teaching &amp; Learning coordinator predominantly coaching primary teachers</p> <p><u>Site-agreed approaches &amp; docs</u> InitialLit scope &amp; sequence and scripts (R-2) – developing for 3-6</p> <p><u>Structures &amp; Organisation</u> Timetabled literacy lessons/ blocks Developing site scope &amp; sequence throughout the year</p> <p><u>Partnership resources</u> Partnership (LET) Curriculum Lead – developing levels of planning and AC knowledge &amp; understanding Curriculum Masterclasses</p> <p><u>Research &amp; evidence underpinning</u> DfE - The Big 6 &amp; Best advice papers DfE Phonics scope &amp; sequence (R-2 &amp; 3-6) Teaching &amp; Learning Cycle for Writing Hochman &amp; Wexler - The Writing Revolution Joan Sedita - The Writing Rope Scarborough’s Reading Rope The Grammar &amp; Syntax project High Impact Teaching Strategies – Ed Dept. Vic</p>

### Tracking & Monitoring

Tracking and monitoring of student achievement & progress to inform planning and task design:

- Track and monitor progress (formative) through the collection and moderation of writing samples
- A-E rubric to triangulate all data & evidence to assess student achievement
- Improve use of data analysis to inform planning and intervention

### Teachers

- Follow the site assessment schedule; record all data on spreadsheets; analyse to inform teaching and learning/next steps/student goals
- Provide feedback to leaders on assessment schedules/progress
- Selection of students (2x2x2) for writing moderation sessions – collect writing samples for these students termly
- Use of AC English A-E rubric to support planning and assessment of students
- Assess before you teach (cold write) and summative end piece as evidence of progress for students.
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### Literacy Guarantee Coach & Buy-in Speech Pathologist

- Facilitating professional conversations at a teacher, PLT, leadership, and whole-school level to analyse data and support identification of gaps, misconceptions, trends to inform planning and target setting
- Development of Wave 2 and 3 intervention practices
- Support teachers with analysing writing samples and identifying next steps for students

### Leadership

- Revisit Assessment Schedule with staff to
- Provide professional learning opportunities – Syntax Project
- Plan for at least 2 moderation opportunities throughout the year

### Professional Learning & Conversations

Literacy Coach – Jo Culf  
Teaching & Learning Coordinator  
Speech Pathologist – Ann – once a week  
Scheduled time to read & analyse data, and map student progress.

### Site-agreed approaches & docs

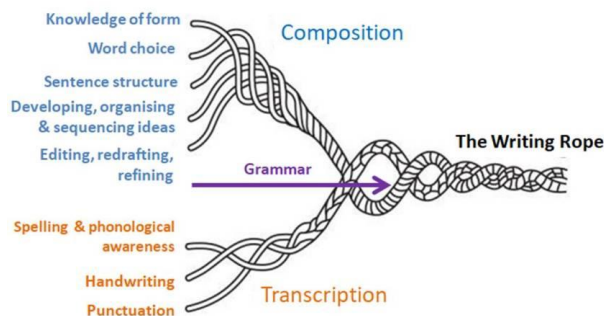
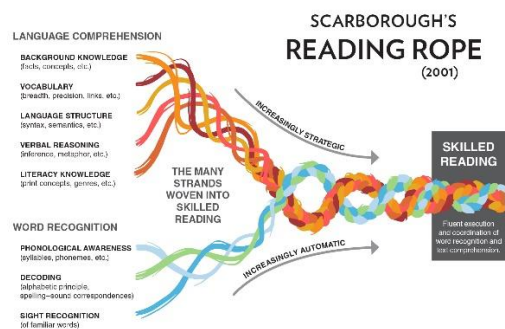
Site Assessment Schedule  
LEAP levelling process

### Structures & Organisation

Termly student review meetings as per assessment schedule.  
Scheduled into staff meetings alongside PD

### Partnership resources

Partnership data analysis days  
Curriculum Masterclasses  
Aboriginal Learners Network



The Strands That Are Woven Into Skilled Writing (Sedlitz, 2019)

- Critical Thinking**
  - Generating ideas, gathering information
  - Writing process: organizing, drafting, writing, revising
- Syntax**
  - Grammar and syntactic awareness
  - Sentence elaboration
  - Punctuation
- Text Structure**
  - Narrative, informational, opinion structures
  - Paragraph structure
  - Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
  - Linking and transition words/phrases
- Writing Craft**
  - Word choice
  - Awareness of task, audience purpose
  - Literary devices
- Transcription**
  - Spelling
  - Handwriting, keyboarding

