

ASSoE - 2024 School Improvement Plan (SIP)

Goal	Challenge of Practice	Actions	Roles & responsibilities	Success criteria
Increase student achievement in <u>Writing</u>	If we utilise differentiated instruction in all classes to teach specific language features informed by LEAP levels then we will see an increase in student writing achievement.	All teachers will use HITS differentiation strategy of tiered instruction, including forming and managing small groups, so as to facilitate targeted differentiation based on assessment data.	<ul style="list-style-type: none"> • PD for teachers (Leila & Chris) • Differentiation plans refined (Leila) • Assessment data analysis (leaders & teachers) 	<ul style="list-style-type: none"> • We will see each student able to state personal writing goals and next steps • We will see each student utilising classroom displayed Bump it Up walls to personally support their growth in writing • We will see each student improve their LEAP level by at least 1 at the end of each level • We will see all students achieve a minimum written LEAP level of 4 across all pathways at the end of Foundation
		All teachers will analyse writing and work collaboratively to set individual learning goals for all students and identify students at risk	<ul style="list-style-type: none"> • Case managers & Leila to track and monitor 	
		All teachers will analyse writing and utilise <i>Bump It Up Walls</i> in Advanced classes, to enable students to set individual learning goals, self-evaluate and edit their writing.	<ul style="list-style-type: none"> • LEAP levelling & moderation processes refined (Shona & Chris) 	
Increase student achievement in <u>Reading</u>	If we explicitly teach vocabulary and word recognition skills then we will increase student achievement in reading.	All EALD teachers will implement the school phonics program to support student reading growth.	<ul style="list-style-type: none"> • Phonics PD (EALD Coordinator) • ORF implementation (Michelle) 	<ul style="list-style-type: none"> • We will see students successfully reach expectations of PKW6 • We will see students participating confidently in dialogic activities
		All teachers will use the ASSoE agreed vocabulary framework across all subjects	<ul style="list-style-type: none"> • PD on Model based on Marzano 6 steps (Michelle & teachers) • PLTs 	
		Homegroup teachers will implement recommended activities to build supportive oral language communities within the classroom	<ul style="list-style-type: none"> • UniSA & teachers • PLTs • TIP committee 	