

# Anula Primary School

## Annual School Improvement Plan 2021



### Signature Strategy 1

#### ACCELERATE

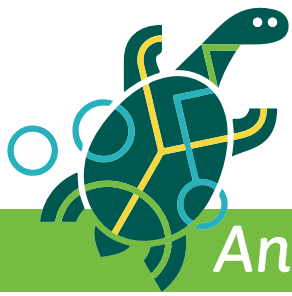
## A2 - Access to and use of data to target teaching

### Goals

To develop a greater understanding of data literacy and how data such as NAPLAN, PAT, RWI, FELA, PM, PROBE and A-E can be triangulated and used specifically to drive the content in teaching and learning programs to ensure academic progress for all students.

### Evident changes will be

- ★ Data evident in all programs and how this is used to group students and differentiate curriculum delivery.
- ★ Teachers engaging with eDash on a regular basis and data conversations in collaborative teaching teams.
- ★ Data focuses from each of the summative assessments being FELA, RWI, NAPLAN, PAT, PM, PROBE and A-E and how the key themes are used in teaching programs to drive content delivery. With PM and PROBE use the FS Major Teaching emphasis to inform next steps for student learning linked to level and phase of Reading and Writing.
- ★ Use real time data to gauge students current progress and use this data to collaboratively plan/adjust the next 5 weeks of the teaching program to cater for individual differences.
- ★ Tracker students monitored termly to ensure academic progress. Intentional planning for tracker students evident in termly programs.



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### Signature Strategy 2

#### ACCELERATE

#### A4 - Assessment 'for', 'as'

##### Goals

To have common assessment tasks for writing across all year levels and the consistent collection of data for all year levels scheduled in Weeks 1-3 of Term 1 and Weeks 8-10 of Term 2, for pre and post writing samples. Genre assessment in Weeks 5 and 10 of Terms 1, 2, 3 and Week 5 only in Term 4.

Writing samples will be collected demonstrating A-D grades and scanned in a central folder to be used as a reference point for clarifying and confirming. This bank of samples will grow over time and be categorised in A-E and year level as well as mainstream and IES.

##### Evident changes will be

- ★ Systemic collection of writing data.
- ★ Consistency of teacher judgement through analysis of writing samples in teaching teams to clarify and confirm student samples.
- ★ Ability to measure writing growth through work samples across the school.
- ★ Students engaging with their writing samples to set realistic writing goals every term.
- ★ Writing data to inform teacher programs to cater for student differentiation.
- ★ Student goals directly linked to teacher feedback.
- ★ Development of ongoing formative assessment strategies.

