

2022 - 2024

2023 School Improvement Plan for Youth Education Centre

Site Number:
0195

Site Number:
Click or tap here to enter text.



YOUTH
Education Centre



Vision Statement:

At Youth Education Centre, we provide positive, empowering learning experiences that respond to the needs of every student, and maximise their life opportunities in and beyond their schooling education.

Youth Education Centre Values are: Respect, Responsibility and Success

2022 - 2024

2023 School Improvement Plan for Youth Education Centre

Site Number:

Click or tap here to enter text.

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

 **STEP 1 Analyse and Prioritise** **Site name: Youth Education Centre**

Goal 1: Improve Reading Achievement of Students

ESR Directions:
Direction 1: Further strengthen agreed SIP pedagogical actions that enable all teachers to effectively plan and consistently teach with impact across the two sites.
Direction 2: To meet the learning needs of all students, ensure that teachers consistently plan differentiated teaching opportunities that includes the formative assessment cycle to provide scaffolded “stretch” in their learning. **Direction 3:** Develop student agency in the co-design of learning, including formative assessment and feedback practices, to enable students to benchmark and understand next steps for their learning.

Achievement towards Goal in 2022:
 25% of the schools cohort will undertake PAT Reading testing

In 2022, 48 students undertook the PAT reading test, accounting for a 48% increase in students assessed in the previous year. In 2021, 18 students were assessed across both sites.

Only 5 students had comparable data from 2021 to 2022.

Target 2023:
 50% of the schools cohort will undertake PAT reading testing. 50% of whom will have established comparable data

In 25% of the schools cohort will have undertaken the MACQLIT Warp test regimen and **Phonics Screening Check**, a 25% of regularly attending students will have achieved improvement in reading goal

2024:
 75% of the schools cohort will undertake PAT reading testing. 50% of whom will have established comparable data

50% of the schools cohort will have undertaken the MACQLIT Warp test regimen and **Phonics Screening Check**

50% of regularly attending students will have achieved improvement in reading goal

 **STEP 2 Challenge of practice**

Challenge of Practice:
 We will implement a whole school approach to the explicit teaching of reading within a planned and sequenced curriculum that are strategically designed and revised by formative assessment practices

 **STEP 3 Plan actions for improvement**

<p>Student Success Criteria (what students know, do, and understand): By having a dedicated focus on students learning to:</p> <ol style="list-style-type: none"> 1. construct words through the adopted MacqLit phonics program (survival level students) 2. make sense of explicitly stated information (year 7 SEA achievers or higher) 3. We will see students measured improvement in SEA in the PAT Reading adaptive 	<p>How and when will this be monitored, tracked and measured? Click or tap here to enter text.</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	Timeline	Roles & Responsibilities – How will this be done?	Resources
<p>All staff will strengthen their understanding of the Big Six and the Simple View of Reading, starting with Oral language, Phonological Awareness, and Phonics</p>	<p>2022</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> -Utilise, as necessary, a synthetic reading approach for students requiring significant support -We will provide regular routine access to the program to see student reading improvement (all sites). -Will engage in assessment and analysis to track student growth and learning needs -Will teach according to the data and evidence garnered from assessments <p>-Each leader will... support teachers in learning about the big 6 of reading</p> <ul style="list-style-type: none"> -Will support teachers in learning how to implement “teaching reading” strategies through a shared whole school program. 	<p>Literacy Program- MacqLit, Initialit provider PLC- time, space, resource, frequent meeting opportunity MacqLit is fully resourced, and school has ample resource for all educators to implement the program Site T and D on MacQlit program. Guidebooks- Literacy Best Advice papers.</p>

<p>All staff will be prepared to monitor and respond to all student's progression in oral language, phonological awareness, and phonics through adopted summative and formative assessment processes, resulting in co-developed (individual student/educator) goal setting.</p>	<p>2022, term 1 to present</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> -Analyse and respond to accumulated "on-entry school data" for every student. -Provide formative assessment and adjust learning strategy according to the required reading needs of each student <p>Each leader will...</p> <ul style="list-style-type: none"> -Accumulate and lead data analysis processes of individual, class, cohort, site and school data -Provide training opportunities to hone effective formative assessment processes -Provide supportive time, space and assistance in interpreting individual, class and school data to inform reading strategy. 	<p>LET support Curriculum Lead School support MacQlit (WARP) and Phonics Screen Check Assessment tools PAT Reading Staff release for testing support and supervision (PAT)</p>
<p>All staff will continue to develop their understanding of how to design and implement a programmed teaching and learning sequence that builds on student reading knowledge, understanding and skills.</p>	<p>2022, term 3- present</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> -Engage in professional learning that will support improved planning processes that translate into learning that is appropriately sequenced to need -Utilise DfE resources to support planning strategy -Implement PD enhanced planning and teaching processes <p>Each leader will...</p> <ul style="list-style-type: none"> -Pursue training that supports school teaching and planning processes -Actively participate in the training -Review learning of training and work with -LET team to determine "next phase" of learning -Actively examine lesson delivery/ planning alignment via walkthroughs and observations -Pursue staff feedback and respond to further needs 	<p>LET and department support Guidebooks and best advice papers The Australian Curriculum</p>

<p>All staff will lead student agency in reading (specifically explicitly stated information) through the co-design of learning, including goal setting, formative assessment, and feedback practices.</p>	<p>2022</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> -work with students to design interest-based, motivating curriculum -Implement reading tasks that are rich in explicitly stated information for students to consider and resolve -Design and apply formative assessment strategies that enhance student comprehension and educational “next steps” <p>Each leader will...</p> <ul style="list-style-type: none"> -Support staff to reflect reading tasks in their learning plans/strategy- with explicitly stated information tasks prioritised i)Learning intentions, Success Criteria and ii)formative assessment and feedback processes that inform and effectively improve the student station in learning -Pursue student opinion on preferred approach to reading within the YEC curriculum <p>Teachers will...</p> <ul style="list-style-type: none"> Engage in training that supports their approach to planning and assessment Provide opportunity for students to help mould learning approaches Help students engage in interwoven reading tasks Co-develop and examine assessment strategies -student/teacher(s) 	<p>BBCS goal setting tools (impetus for YEC own goal setting tool) and Scheduled student/teacher review processes</p> <p>Flexible Learning and Transition Portfolio- Module 4- My goals and Term Timetables.</p> <p>Student Voice and Subject counselling</p> <p>Curriculum meeting- leader, teacher, case manager, SSO, and student representation</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Each teacher will...</p> <p>Each leader will...</p>	<p>Click or tap here to enter text.</p>

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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 STEP 1 Analyse and Prioritise		Site name: Youth Education Centre	
Goal 2: Increase student achievement in Mathematics		ESR Directions: Direction 1: Further strengthen agreed SIP pedagogical actions that enable all teachers to effectively plan and consistently teach with impact across the two sites. Direction 2: To meet the learning needs of all students, ensure that teachers consistently plan differentiated teaching opportunities that includes the formative assessment cycle to provide scaffolded “stretch” in their learning. Direction 3: Develop student agency in the co-design of learning, including formative assessment and feedback practices, to enable students to benchmark and understand next steps for their learning.	
Achievement towards Goal in 2022: 25% of the schools cohort will undertake the PAT PAT adaptive Mathematics testing, starting at year 4.	Target 2023: 60 % of the school’s cohort will undertake the PAT adaptive Mathematics testing, starting at year 4.	2024: 75 % of the school’s cohort will undertake the PAT adaptive Mathematics testing, starting at year 4.	

In 2022, 53 students undertook the PAT Maths test, accounting for an increase of 63%. Students assessed in 2021 (18).

Only 4 students had comparable data from 2021 to 2022 across both sites.

STEP 2 Challenge of practice

Challenge of Practice:

We will implement a whole school approach to the explicit teaching of Mathematics within a planned and sequenced curriculum that is strategically designed and revised by formative assessment practices



STEP 3 Plan actions for improvement

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

By having a dedicated focus on students learning to

- Apply and resolve problems rich in multiplication and division, fractions, and decimals
- Decipher and solve worded problems requiring multiplication, division, and partitioning strategies

We will see students achieve- improved SEA scores in the PAT maths adaptive

- Greater number of correct responses in the Number and Algebra strand (and beyond year 7 benchmarks).

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


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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>All teachers will implement a consistently themed, balanced (3 days a week) structured approach to maths delivery, including: challenge/authentic problems rich in contextualised vocabulary</p>	<p>Term 2, 2023</p>	<p>Each teacher will... Plan and deliver curriculum that supports students to make sense of multiplication, division, and partitioning, as well as fractions. Teachers will provide students with worded problems Each leader will... Investigate, source, and provide T&D opportunities to support teacher planning and classroom curriculum provision Engage in training with the all other staff Support staff in representing T&D learning in plans and curriculum delivery through plan analysis, observations, and routine spotlight staff training.</p>	<p>Karly Hefferan- Maths support (0.1)Senior Leader, Learning Improvement BIIN Learning Plan template LET team support- Teagan Sargeant</p>
<p>All staff will continue to develop their understanding of how to design and implement a programmed teaching and learning sequence that builds on student mathematical knowledge, understanding and skills.</p>	<p>Term 1, 2023 to present</p>	<p>Each teacher will... -Engage in professional learning that will support improved planning processes that translate into learning that is appropriately sequenced to need -Utilise DfE resources to support planning strategy -Implement PD enhanced planning and teaching processes. Each leader will... -Pursue training that supports school teaching and planning processes -Actively participate in the training -Review learning of training and work with - LET team to determine “next phase” of learning</p>	<p>LET and department support Guidebooks and best advice papers The Australian Curriculum Karly Hefferan- Senior Leader, Learning Improvement</p>

		<p>-Actively examine lesson delivery/ planning alignment via walkthroughs and observations</p> <p>-Pursue staff feedback and respond to further needs</p>	
<p>All teachers will collaboratively develop a whole school agreement encapsulating our pedagogical approach starting with formative assessment and feedback processes. In particular, use of diagnostic testing (BlIN) to identify student misconceptions and inform teaching and learning plans, intervention processes and individual goals.</p>	<p>Term 1 2023</p>	<p>Each teacher will...</p> <p>Will work to improve mathematical understandings and develop the content provision through research and training. Research and training will form the basis of a whole school approach and co-designed agreement.</p> <p>Each leader will...</p> <p>Lead the development of a whole school agreement by:</p> <p>Providing time and space to develop our skills</p> <p>Provide Training and Development to improve planning, assessment, and classroom delivery</p> <p>Participate in the training as learners</p> <p>Use research, resource training and all staff learning to design an agreement by consensus.</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>Each teacher will...</p> <p>Each leader will...</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>Each teacher will...</p> <p>Each leader will...</p>	<p>Click or tap here to enter text.</p>

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 STEP 1 Analyse and Prioritise		Site name: Youth Education Centre	
Goal 3: Click or tap here to enter text.		ESR Directions: Direction 1: Further strengthen agreed SIP pedagogical actions that enable all teachers to effectively plan and consistently teach with impact across the two sites. Direction 2: To meet the learning needs of all students, ensure that teachers consistently plan differentiated teaching opportunities that includes the formative assessment cycle to provide scaffolded “stretch” in their learning. Direction 3: Develop student agency in the co-design of learning, including formative assessment and feedback practices, to enable students to benchmark and understand next steps for their learning.	
Achievement towards Goal in 2022: Click or tap here to enter text.	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.

STEP 3 Plan actions for improvement

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

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

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



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.









Government of South Australia
Department for Education



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: **Improve Reading Achievement of Students**

Commented [TP(EC1)]: Dan B suggests to change to:
"Improve reading achievement of students by focussing on the retrieval of explicitly statement information."

Student Success Criteria	 Yes  Needs attention/work in progress  Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
By having a dedicated focus on students learning to: 4. construct words through the adopted MacqLit phonics program (survival level students) 5. make sense of explicitly stated information (year 7 SEA achievers or higher) 6. We will see students measured improvement in SEA in the PAT Reading adaptive	<p>All staff engaged in the: Teaching Reading with the Cognitive Science Approach Training</p> <p>How a flawed Idea is teaching millions of kids to be poor readers</p> <p>Scarboroughs Rope Weaving the Strands together.</p>	<p>Term 1 (week 1 to 4): Staff as a PLT engaged in sprint cycle, and undertook analysis of readings and training provided by Leadership and on recommendation by the LET on Plink to inform them of Scarborough’s Rope and the Action focus areas of Oral Language, Phonological Awareness and Phonics. Staff developed a sense of each and shared through learning sprint focus learning and devised a common agreement/shared understanding of each.</p> <p>Term 1 Weeks (5-11): Staff engaged in MacQLit training. It was the selected reading intervention program determined through investigative processes in 2021. All Leaders, teachers and SSOs participated in the training so as to understand and implement the program.</p>	<p>YEC to act on the training undertaken in a timely fashion by assessing students with the adopted Macqlit reading support programme.</p>
Actions	 90% embedded  Needs attention/work in progress  Not on track	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?
All staff will strengthen their understanding of the Big Six and the Simple View of Reading, starting with Oral language, Phonological Awareness, and Phonics	<p>100% of students tested with Maqlit pretests.</p> <p>Program is functioning with a “mixed cohorts”</p>	<p>Term 2 2022 (weeks 1 to 4): A testing regimen was undertaken of all students at both active sites to guide grouping and those most requiring reading intervention (significantly below survival level for age range).</p>	<p>Kilburn) Students have shown progression in the program and those that have engaged routinely, have improved in MacQLit levels.</p>

	<p>strategic approach (as of 7/11/2022).</p> <p>MacQlit pretesting regimen adopted at KTYJC.</p> <p>Requiring Students engaging in scheduled MacQlit programme</p>	<p>All students at Kilburn will be tested as a process. This will provide our authentic and strategic response to student critical need by way of timetabled, routine access to MacQlit. All students on entry at KTYJC will undertake the MacQlit testing as part of the battery of assessments. Once cohorts are able to mix, students will also be grouped and supported in instance of critical reading intervention via the MacQlit process.</p> <p>Term 2, 2022 (weeks 5-9): Fountas and Pinnell removed as the preferred measuring tool for Reading assessment (Assessment regiment at KTYJC). Replaced with MacQlit</p> <p>Term 3 2022 (week 1 to 4): After gathering the data over the course of term 2, staff worked together to implement the MacQlit strategy at Kilburn by identifying and grouping students on like need.</p> <p>Kilburn has timetabled MacQlit 3 times across the week and students have begun accessing the program routinely. Early indications show students have made progression.</p>	<p>KTYJC have been able to implement MacqLit with a select cohort from all units. It currently runs twice a week, but to have greater impact, it is agreed it is required to run minimum 3 times a week.</p>
<p>All staff will be prepared to monitor and respond to all student's progression in oral language, phonological awareness, and phonics through adopted summative and formative assessment processes, resulting in co-developed (individual student/educator) goal setting.</p>	<p>100% of students tested with Maqlit pretests.</p> <p>Program waiting for "mixed cohorts" restrictions at KTYJC to ease to support MacQLit programming</p> <p>MacQlit pretesting regimen adopted at KTYJC.</p>	<p>Term 2 2022 (weeks 1 to 4): A testing regimen was undertaken of all students at both active sites to guide grouping and those most requiring reading intervention (significantly below survival level for age range).</p> <p>All students at Kilburn will be tested as a process. This will provide our authentic and strategic response to student critical need by way of timetabled, routine access to MacQlit. All students on entry at KTYJC will undertake the MacQlit testing as part of the battery of assessments. Once cohorts are able to mix, students will also be grouped and supported in instance of critical reading intervention via the MacQlit process.</p> <p>Term 2, 2022 (weeks 5-9): Fountas and Pinnell removed as the preferred measuring tool for Reading assessment (Assessment regiment at KTYJC). Replaced with MacQlit</p> <p>Term 3 2022 (week 1 to 4): After gathering the data over the course of term 2, staff worked together to implement the</p>	<p>Kilburn) Students have shown progression in the program and those that have engaged routinely, have improved in MacQlit levels.</p>




	Requiring Students engaging in scheduled MacQlit programme	MacQlit strategy at Kilburn by identifying and grouping students on like need. Kilburn has timetabled MacQlit 3 times across the week and students have begun accessing the program routinely. Early indications show students have made progression.	
All staff will continue to develop their understanding of how to design and implement a programmed teaching and learning sequence that builds on student reading knowledge, understanding and skills.	100% of staff that work with students in the classroom have undertaken the school selected reading program Provide Tand D to support teachers in their design and implementation of reading strategies in the teaching and learning sequence (within their curriculum area). Recognised need to support staff in	Term 1, 2022 Weeks (5-11): Staff engaged in MacQlit training. It was the selected reading intervention program determined through investigative processes in 2021. All Leaders, teachers and SSOs participated in the training so as to understand and implement the program. Term 2, week 8 to present - recognised need to support staff in developing Learning plans. By supporting teachers to have methodical, structured approaches to their curriculum, we can move to support sequence of learning	Support staff with training opportunities that further refine and improve Learning and assessment approaches and increase student reading engagement and capability across all curriculum areas. Provide staff time and space to co-collaborate on their learning and assessment/ curriculum areas as faculty teams.
All staff will lead student agency in reading (specifically explicitly stated information) through the co-design of learning, including goal setting, formative assessment, and feedback practices.	Needs Attention	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.



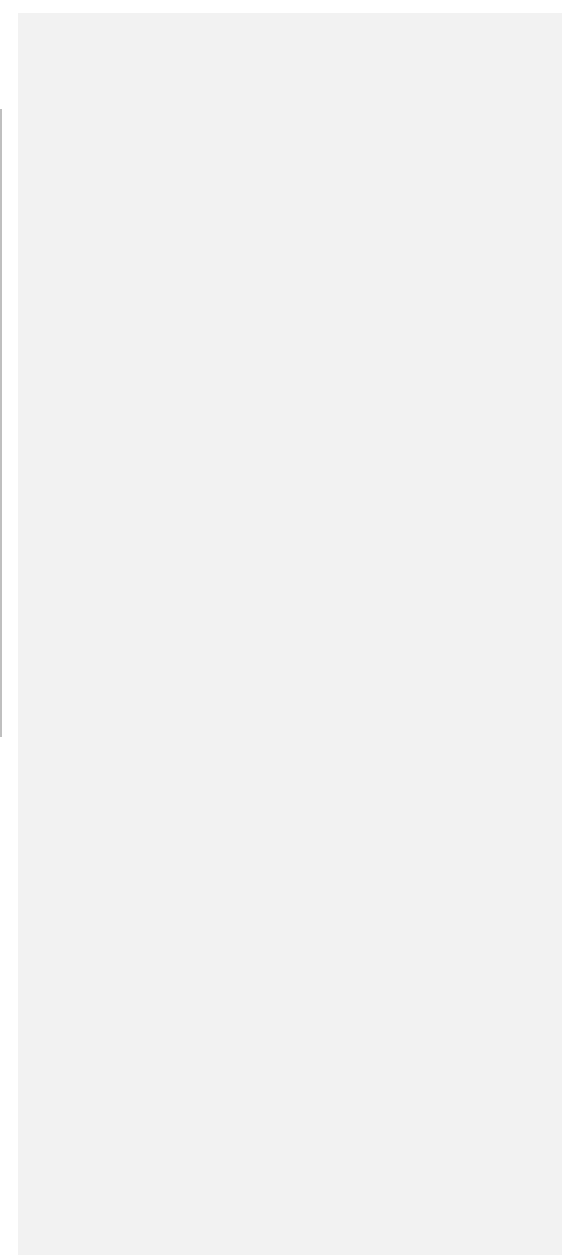
STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Goal 2: Increase student achievement in Mathematics

Student Success Criteria	 Yes  Needs attention/work in progress  Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
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<p>By having a dedicated focus on students learning to -Apply and resolve problems rich in multiplication and division, fractions and decimals -Decipher and solve worded problems requiring multiplication, division, and partitioning strategies</p> <p>We will see students achieve- improved SEA scores in the PAT maths adaptive -Greater number of correct responses in the Number and Algebra strand (and beyond year 7 benchmarks).</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 style="text-align: center;">Actions</p>	<p> 90% embedded</p> <p> Needs attention/work in progress</p> <p> Not on track</p>	<p>Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?</p>	<p>What are our next steps? Potential adjustments?</p>
<p>All teachers will implement a consistently themed, balanced (3 days a week) structured approach to maths delivery, including: challenge/authentic problems rich in contextualised vocabulary</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>All staff will continue to develop their understanding of how to design and implement a programmed teaching and learning sequence that builds on student mathematical knowledge, understanding and skills.</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>

All teachers will collaboratively develop a whole school agreement encapsulating our pedagogical approach starting with formative assessment and feedback processes. In particular, use of diagnostic testing (BIIN) to identify student misconceptions and inform teaching and learning plans, intervention processes and individual goals.	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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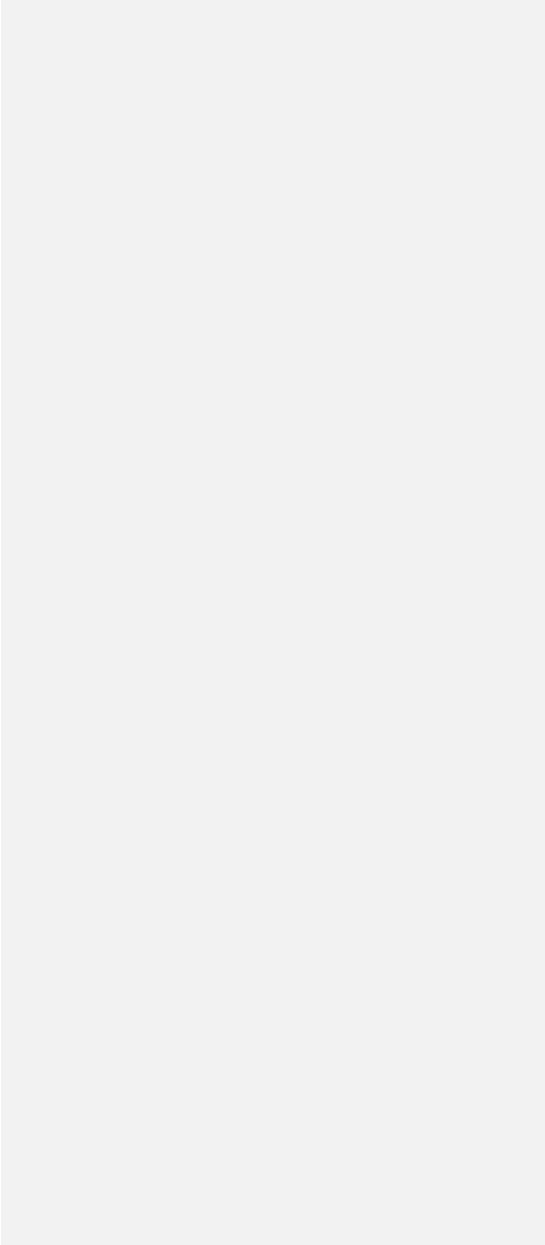


STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

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		
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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		
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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: Improve Reading Achievement of Students

Targets 2023:

50% of the schools cohort will undertake PAT reading testing.
50% of whom will have established comparable data

In 25% of the schools cohort will have undertaken the MACQLIT Warp test regimen and Phonics Screening Check.

25% of regularly attending students will have achieved improvement in reading goal

Challenge of Practice:

We will implement a whole school approach to the explicit teaching of reading within a planned and sequenced curriculum that are strategically designed and revised by formative assessment practices

Success Criteria:

By having a dedicated focus on students learning to:

7. construct words through the adopted MacqLit phonics program (survival level students)
8. make sense of explicitly stated information (year 7 SEA achievers or higher)
9. We will see students measured improvement in SEA in the PAT Reading adaptive

Results towards targets:

Click or tap here to enter text.

Evidence - has this made an impact?

Click or tap here to enter text.

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

Prior to 2021, YEC did not have any departmental or nationally recognised diagnostic assessments, with exemption from NAPLAN, and PAT assessments. PAT and the Phonics Screen Check were implemented at end of 2021. In 2022, YEC moved to the PAT adaptive test. There has been noted variables that have impacted the consistency in measures between 2021 and 2022, but it is likely to see stronger comparable data sets for years 2022/2023.

Commented [TP(EC2)]: Dan B suggests to change to: "Improve reading achievement of students by focussing on the retrieval of explicitly statement information.

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?

In 2022, we pursued a testing regimen that saw an overall increase in student response and provision of data. The increase in tested students has led to greater data integrity which can now be used as the basis of tracking student achievement in reading and mathematics. YEC leadership have led data analysis through data mining processes and have established data tools to support its "Analyse and Prioritise" practices. This was a significant priority and accomplishment given YEC isn't a recipient of data like all other DfE settings.

implementing PAT diagnostic testing has greatly supported the YEC's critical analysis and improvement strategy. YEC exemption from regarded diagnostic measures inhibited any strategy approaches, and were assumption driven.

The establishment of MacqLit, primarily as a routine delivery of critical intervention to improve student's automaticity in decoding, will realise greater student understandings of reading processes. 80% of students who have engaged with the program frequently have realised progression in levels. One student who did not meet benchmark with the PSC in 2021, who is incorporated in the program, has now met benchmarks.

KTYJC experienced delay in the implementation of Macqlit due to external controls. YEC has established a critical needs intervention group with a Macqlit focus. The ideal scenario is to run the program a minimum of three times a week.

The previous SIP reflected LEAP levels and referred to Fountas and Pinnell assessment. Both have had little long term impacts across the school on tracking and monitoring student growth. They have since been removed as priority assessments.

Phonics Screen Check has been trialled at Kilburn and has proven informative of individual and student reading habits. This provides impetus for strategy within the delivery of MacqLit to cohort, and the use of PSC in entry assessments at KTYJC.

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?

The school has maintained its focus in addressing "Goal 1" and maintained its focus despite significant challenges presented in 2022. Staff conducted learning sprint/sprint cycle processes through online interaction and the direction of leadership team members- predominantly the newly appointed Teaching and Learning Coordinator.

YEC staff have engaged in the 5 steps of the improvement cycle throughout 2022, leading to steady progression in our reading focus.

YEC leadership has engaged staff in the plan, and recorded our progression against each SIP actions from term to term utilising the SIP template and GANTT charts.

Staff are asked to evaluate our progression together and feedback their beliefs in relation to our attendance to each action (and ultimately goal). This leads to a consensus agreement that is recorded in red/yellow/green.

Leaders have been mindful of staff needs, tracking staff morale and confidence with a supportive, constructive perspective. Utilising tools including the curriculum tracker have aided in refining our strategy to better approach our curriculum strategy and needs of staff/school.

The SIP and its goals are addressed routinely at Governing Council as permanent items on the agenda. GC meetings and items are open for discussion and a forum in which students, parents, and YEC specific community members are invited to contribute.

YEC is growing its student agency in school direction with deliberate, steady strategy. Both sites have routine Student Voice/Youth Advisory Council mediums for owning school direction and Improvement practices. It is the intention to strengthen student ownership of reading strategies at YEC to support their authentic engagement. AT Kilburn Flexicentre, student representation is evident within the curriculum committee. This will support our improvement practices into 2023 and beyond.



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: Increase student achievement in Mathematics

<p>Targets 2023: 60 % of the school's cohort will undertake the PAT adaptive Mathematics testing, starting at year 4.</p>	<p>Results towards targets: Targets can be variable and complex due to the transience and complexity of students temporarily enrolled, or at Kilburn on FLO model. This was reflected with only 5 students having comparable data between the two testing years.</p>
<p>Challenge of Practice: We will implement a whole school approach to the explicit teaching of Mathematics within a planned and sequenced curriculum that is strategically designed and revised by formative assessment practices</p>	<p>Evidence - has this made an impact? In 2022, there was a focus on students developing basic addition and subtraction, as well as fractions. Staff adhered to the identified need of the students. Staff analysis of student correct answers showed a marked improvement in the number of correct responses in answering basic addition, identifying visual representations of fraction (0 incorrect responses). The challenge of practice has been adjusted for 2023. It reflects the school community</p>
<p>Success Criteria: By having a dedicated focus on students learning to -Apply and resolve problems rich in multiplication and division, fractions and decimals -Decipher and solve worded problems requiring multiplication, division, and partitioning strategies We will see students achieve- improved SEA scores in the PAT maths adaptive -Greater number of correct responses in the Number and Algebra strand (and beyond year 7 benchmarks).</p>	<p>Evidence - did we improve student learning? how do we know? Prior to 2021, YEC did not have any departmental or nationally recognised diagnostic assessments, with exemption from NAPLAN, and PAT assessments. PAT was implemented at end of 2021. Collation of "Math Mate" responses for all students assessed on entry to KTYJC was started in 2021, and also provides additional analytical data to support school in identifying needs of students. In 2022, YEC moved to the PAT adaptive test. There has been noted variables that have impacted the consistency in measures between 2021 and 2022, but it is likely to see stronger comparable data sets for years 2022/2023.</p>

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.

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.

 **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.

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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