

Site Improvement Plan 2022 - 2024

Goal 1 - To increase student achievement in mathematics with a focus on the number strand.

ESR Directions:

Direction: Strengthen student agency in learning and provide opportunities for all students to experience stretch and challenge through co-constructing the curriculum, setting individual learning goals, establishing clear learning intentions and success criteria which enable students to monitor and assess their learning.

Direction: Develop, implement and monitor whole-school approaches which provide opportunity to positively impact student learning and provide consistency in effective pedagogical practices

Target 2022	Target 2023	Target 2024
<p>NAPLAN: Year 3: 30% of year 3 students (20 out of 56 students) to achieve high bands Year 5: 25% of year 5 students (17 out of 67 students) to achieve high bands All Year 3-7 Aboriginal students will show progressive achievement in PAT Maths</p>	<p>NAPLAN: Year 3: 33% of year 3 students (22 out of 67 students) to achieve high bands Year 5: 27% of Year 5 students (22 out of 82) will achieve high bands (increase from 21% at Year 3 HB in 2021) All Year 3-7 Aboriginal students will show progressive achievement in PAT Maths</p>	<p>NAPLAN: Year 3: 30% of year 3 students (17 out of 50 students) to achieve high bands Year 5: 30% of year 5 students (20 out of 60) who achieved high bands in year 3 will remain in high bands in Year 5 All Year 3-7 Aboriginal students will show progressive achievement in PAT Maths</p>

Challenge of Practice

If we explicitly teach number sense based upon a developmental curriculum, with a greater emphasis on problem solving, then we will increase student growth in mathematics.

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

We will see each student use multiple ways to solve problems when we review student work samples.

We will see each student use number sense to explain the mathematical reasoning behind their thinking and the effectiveness of chosen strategy when we talk to students about what they are learning.

We will see each student set and achieve learning goals in mathematics based on informal and formal feedback provided (self/student/teacher) when we look at student work together in our PLC meetings.

Actions

Each teacher will develop a deep and shared understanding of the scope and sequences for Mathematics and use the DfE Australian Curriculum support materials to plan and implement high quality differentiated learning.

All teachers will explicitly teach number sense in order to provide appropriate stretch and challenge for all students with an emphasis on problem solving.

Each teacher will use formative and summative data to target teaching, track progress and provide feedback on each learner's progress.

Site Improvement Plan Literacy 2022

<p>Goal 2 - To increase student achievement in writing R-6 including the number of students in high bands.</p>		
<p>ESR Directions: Direction: Strengthen student agency in learning and provide opportunities for all students to experience stretch and challenge through co-constructing the curriculum, setting individual learning goals, establishing clear learning intentions and success criteria which enable students to monitor and assess their learning. Direction: Develop, implement and monitor whole-school approaches which provide opportunity to positively impact student learning and provide consistency in effective pedagogical practices</p>		
<p>Target 2022</p>	<p>Target 2023</p>	<p>Target 2024</p>
<p>NAPLAN: Year 3: 45% of year 3 students (27 out of 56 students) to achieve high bands in NAPLAN writing Year 5: 18% of year 5 students (12 out of 67 students) to achieve high bands in NAPLAN writing</p>	<p>NAPLAN: Year 3: 47% of year 3 students (31 out of 66 students) to achieve high bands in NAPLAN writing Year 5: 44% of year 5 students (30 out of 69) who achieved high bands in year 3 will remain high band in year 5 in NAPLAN writing.</p>	<p>NAPLAN: Year 3: 50% of year 3 students (23 out of 47 students) to achieve high bands in NAPLAN writing Year 5: 45% of year 5 students (27 out of 59) who achieved high bands in year 3 will remain in high bands in Year 5 on NAPLAN writing</p>
<p style="text-align: center;">Challenge of Practice</p>		
<p>If we use formative assessment and give students feedback on their progress then we will increase student achievement in writing R-6.</p>		
<p style="text-align: center;">Student Success Criteria (what students know, do and understand)</p>		
<p>We will see each student create texts for different purposes and audiences when reviewing samples of student writing. We will see each student set goals based on formative assessment and feedback and discuss next steps in their writing when we talk to students about their writing.</p>		
<p style="text-align: center;">Actions</p>		
<p>All teachers will use the DfE scope and sequence and curriculum materials aligned to the Australian Curriculum to implement a high quality writing program to intentionally plan and explicitly teach in order to provide appropriate stretch and challenge for all students through: feedback and metacognitive strategies.</p>		
<p>Each teacher will use formative assessment to provide rigorous feedback to students that moves their learning forward.</p>		
<p>Each teacher to identify at least six students to track and monitor their progress in retaining, elevating or gaining into higher bands for writing.</p>		