

2022 Site Improvement Plan (SIP)



ESR Directions:

Direction 1: Further strengthen self-review processes by effectively evaluating the impact of actions and strategies on student outcomes, to refine and consolidate effective practice consistently across the school.

Direction 2: Ensure pedagogical coherence and seamless transition points for learners by embedding agreed, high-yield practices consistently across the school for literacy and numeracy.

Direction 3: Develop student agency in learning, by regularly sharing assessments with students and strengthening timely and effective feedback to and from students, that enables teachers to improve their practice and students to become self-drivers in their own improvement.

GOAL 1	TARGETS	Challenge of Practice
<p>Goal 1: Improve all students' achievement in writing (including EALD, ATSI and SWD)</p>	<p>2022: Goal 1: Improve all students' achievement in writing (including EALD, ATSI and SWD)</p>	<p>If we explicitly teach developmentally appropriate grammar with a focus on sentence structure and use of language conventions then students' writing will improve.</p>
<p>Success Criteria</p>	<p>Student Success Criteria (what students know, do, and understand):</p> <p>Reception:</p> <p>Students by the end of Reception can:</p> <ul style="list-style-type: none"> represent people, animals, places and things using words or phrases such as nouns or basic noun groups as labels (my house), and show grammatical accuracy by: using frequently encountered expressions (my dog, my house) <p>Year One:</p> <p>Students by the end of Year One can:</p> <ul style="list-style-type: none"> write sentence fragments or short, simple sentences using subject-verb and subject-verb-object structure (I play soccer), and show grammatical accuracy by: writing sentence fragments (me and my dog) <p>Years One & Two:</p> <p>Students by the end of Year One and Two can:</p> <ul style="list-style-type: none"> write coherent simple sentences to express an idea or event, and show grammatical accuracy by: 	

- using articles a, an and the with varying accuracy (a dog, a apple)
- writing comprehensible sentences that contain some misuse of prepositions (mine is different than/then yours), pronouns (me and him went swimming) and adverbs (we walked quick)

Year Three & Four:

Students by the end of Year Three and Four can:

- write simple sentences correctly
- write compound sentences to make connections between ideas using coordinating conjunctions (and, but, so), and

show grammatical accuracy by:

- writing comprehensible sentences that may contain inaccuracies such as misuse of prepositions (they should *of* waited, mine is different than/then yours) and past tense irregular verbs (he goed to the shop)

Years Four & Five:

Students by the end of Year Four and Five can:

- write simple and compound sentences correctly
- write complex sentences using conjunctions (when, because), and

show grammatical accuracy by:

- writing generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (Because he was afraid.)

Year Five and Six:

Students by the end of Year Four and Five can:

- select simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect
- use subordinating conjunctions ('even though' in 'Even though a storm was predicted, the search and rescue mission still went ahead), and

show grammatical accuracy by:

- making few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

GOAL 2	TARGETS	Challenge of Practice
<p>Goal 2: Improve all students' achievement in Maths (through a focus on thinking and reasoning)</p>	<p>2022: Year 3 – 30% (10 students out of 34) achieve band 5 or 6 and higher in NAPLAN Year 5 – 20% (6 students out of 30) achieve band 7 or 8 or higher in NAPLAN</p>	<p>If we embed an agreed and consistent approach to lesson planning and delivery that focusses on thinking and reasoning then students' achievement in Maths will improve.</p>
<p>Success Criteria</p>	<p>Reception: In Reception students can: problem-solve using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer reason by explaining comparisons of quantities, creating patterns and explaining processes for indirect comparison of length.</p> <p>Year 1: In Year One students can: problem-solve using materials to model authentic problems, giving and receiving directions to unfamiliar places, using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer reason by explaining direct and indirect comparisons of length using uniform informal units, justifying representations of data and explaining patterns that have been created.</p> <p>Year 2: In Year Two students can: problem-solve through formulating problems from authentic situations, making models and using number sentences that represent problem situations, and matching transformations with their original shape reason using known facts to derive strategies for unfamiliar calculations, comparing and contrasting related models of operations and creating and interpreting simple representations of data.</p> <p>Year 3 In Year Three students can: problem-solve through formulating and modelling authentic situations involving planning methods of data collection and representation, making models of three-dimensional objects and using number properties to continue number patterns reason using generalising from number properties and results of calculations, comparing angles and creating and interpreting variations in the results of data collections and data displays.</p>	

Year 4:

In Year Four students can:

problem-solve by formulating, modelling and recording authentic situations involving operations, comparing large numbers with each other, comparing time durations and using properties of numbers to continue patterns

reason using generalising from number properties and results of calculations, deriving strategies for unfamiliar multiplication and division tasks, comparing angles, communicating information using graphical displays and evaluating the appropriateness of different displays.

Year 5:

In Year Five students can:

problem-solve by formulating and solving authentic problems using whole numbers and measurements and creating financial plans

reason by investigating strategies to perform calculations efficiently, continuing patterns involving fractions and decimals, interpreting results of chance experiments, posing appropriate questions for data investigations and interpreting data sets.

Year 6:

In Year Six students can:

problem-solve by formulating and solving authentic problems using fractions, decimals, percentages and measurements, interpreting secondary data displays and finding the size of unknown angles

reason by explaining mental strategies for performing calculations, describing results for continuing number sequences, explaining the transformation of one shape into another and explaining why the actual results of chance experiments may differ from expected results.

GOAL 3	TARGETS	Challenge of Practice
<p>Goal 3: Increase student achievement through a focus on student agency and metacognitive thinking</p>	<p>2022: 30% (10 out of 34) of Year 3 students achieve a B or better in Maths for their end of year report 30% (9 out of 30) of Year 5 students achieve a B or better in Maths for their end of year report</p>	<p>If we embed clear learning intentions and provide targeted formative feedback related to success criteria then students' achievement will improve.</p>
<p>Success Criteria</p>	<p>Student Success Criteria (what students know, do, and understand): When questioned, students can demonstrate increasing understanding of their required learning using success criteria and act on formative feedback to improve their learning.</p>	