

2024 – Site Improvement Plan – Goal 1

GOALS	Goal 1 – Maths – To improve students’ mathematical achievements, leading with number, fluency, understanding and problem solving across R-6.
Targets	<p>Goal 1 - Maths NAPLAN Year 3 - 19/26 = 62% most students reached strong/exceeding Year 5 - 21/33 = 60 % many students reached strong/exceeding</p> <p>PATMATHS Year 1 – 15/22 = 44% many students achieved above 98.1 in PATMATHS Year 2 – 12/27 – 44% some students achieved above 106.2 in PATMATHS Year 3 – 12/23 – 52% most students achieved above 107.5 in PATMATHS Year 4– 13/30 – 43% some students achieved above 120.2 in PATMATHS Year 5– 17/33 – 52% some students achieved above 123.5 in PATMATHS Year 6– 10/24 – 42% some students achieved above 129 in PATMATHS</p>
Challenge of Practice	<p>Goal 1 – Maths We will implement and embed a whole school evidence-based approach to mathematics instruction through a planned and well sequenced curriculum informed by: formative assessment strategies, including the use of diagnostic testing and mathematical language.</p>
Success Criteria	<p>Goal 1 - Maths Rec. - 16/23 = 70% Most students will reach- competent Year 1 - 15/22 Most students will reach- C and 6/22 some students to reach B/A Year 2 - 14/27 Most students will reach- C and 6/27 some students to reach B/A Year 3 - 20/23 Most students will reach- C and 4/23 some students to reach B/A Year 4 - 18/30 Most students will reach- C and 5/30 some students to reach B/A Year 5 - 18/33 Most students will reach- C and 5/33 some students to reach B/A Year 6 - 24/24 Most students will reach- C and 9/24 some students to reach B/A</p>
Actions	<p>Maths-</p> <ol style="list-style-type: none"> 1. Building teacher capacity to design well planned and sequenced curriculum. 2. Deepen teacher expertise analysing data/assessment to inform their teaching and feedback immediate feedback to increase student learning outcomes.
Roles and Responsibilities	<p>Teachers will agree and commit to enact pedagogical agreements, alongside the analysis of student data to plan for and explicitly teach using learning cycles to improve student learning and be informed by formative assessment strategies.</p> <p>Leaders will give time and space, resources and training and development to allow staff to master their craft and build capacity with peer and leader observations to provide feedback during professional development conversations through-out the year.</p>
Resourcing	<p>Principal will drive Writing goal and Deputy Principal will drive Maths goal</p> <p>Each area has a budget line that will help to resource the learning areas including teacher training and development. Leaders will complete walk-throughs each fortnight to check in with students on their learning goals/ I can statements as well as provide feedback on teachers using high impact teaching strategies.</p>

2024 – Site Improvement Plan – Goal 2

GOAL	Goal 2 – Writing – To increase high achievement in writing with a focus on vocabulary, sentence construction and text cohesion R-6.
Targets	<p>Goal 2 – Writing NAPLAN Year 3 – 12/23 = 52% most students reached strong/exceeding Year 5 - 19/33 = 53% many students reached strong/exceeding LEAP Year 4 - 18/30 = 60% Most students will reach- LEAP 5 Year 6 - 16/24 = 66% Most students will reach- LEAP 6</p>
Challenge of Practice	<p>Goal 2 – Writing Build capacity of staff across all learning areas to improve quality unit planning and deepen formative assessment strategies.</p>
Success Criteria	<p>Goal 2 – Writing</p> <ul style="list-style-type: none"> • Y1 Phonics screen 78% at Benchmark: 18 of 23 students • Rec. - 16/23 = 69% Most students will reach- LEAP 1 (Term 1) LEAP 2 (Term 3) • Year 1 - 15/22 = 68% Most students will reach- LEAP 3 • Year 2 - 14/27 = 51% Most students will reach- LEAP 5 • Year 3 - 12/23 = 52% Most students will reach- LEAP 6 • Year 4 - 16/30 = 53% Most students will reach- LEAP 7 • Year 5 - 18/33 = 55% Most students will reach- LEAP 7 • Year 6 - 16/24 = 66% Most students will reach- LEAP 7 <p>Vocabulary - skill focus – the range and precision of language choices Cohesion - Skill focus: The control of multiple threads and relationships over the whole text, achieved through the use of referring words substitutions, word associations and text connectives. Sentence Structure- Skill focus: The production of grammatically correct, structurally sound and meaningful sentences.</p>
Actions	<p>Writing –</p> <ol style="list-style-type: none"> 1. Deepen teacher capacity to understand the progressions of learning to inform teacher planning and practice across the curriculum with a focus on text form and structures, cohesion and vocabulary 2. Continue to build teacher consistency of implementation of the whole school pedagogical practices, in particular, explicit teaching and the learning cycle.
Roles and Responsibilities	<p>Teachers will agree and commit to enact pedagogical agreements, alongside the analysis of student data to plan for and explicitly teach using learning cycles to improve student learning and be informed by formative assessment strategies. Leaders will give time and space, resources and training and development to allow staff to master their craft and build capacity with peer and leader observations to provide feedback during professional development conversations through-out the year.</p>
Resourcing	<p>Principal will drive Writing goal and Deputy Principal will drive Maths goal Each area has a budget line that will help to resource the learning areas including teacher training and development. Leaders will complete walk-throughs each fortnight to check in with students on their learning goals/ I can statements as well as provide feedback on teachers using high impact teaching strategies.</p>