

2024 Site Improvement Goals



GOALS	Goal 1 – Maths - Increase student achievement in mathematics through the use of evidence-based, high impact teaching strategies and effective pedagogical practices.
Challenge of Practice	We will implement a consistent pedagogical approach to the learning design and teaching of Number and Place Value. In particular, there will be a focus on problem-based learning tasks that build on students’ current number sense and teach key concepts sequentially. The approach will address disposition, interleaving and metacognition of the students.
Success Criteria	<p>R - 2:</p> <ul style="list-style-type: none"> • Count, recognise, read, interpret and visualise numbers expressed in different ways, initially to 10 and then beyond. • Transition from 1:1 correspondence to more flexible methods of dealing with quantity (i.e., subsisting, part-part whole), including estimation. • Understand the relationship between digits in a numeral (place value) to recognise, describe, represent numbers in multiple ways, initially to 100, then beyond 1 000 • Choose and use a range of additive computational strategies for different purposes (both mental and written), including to solve simple and multi-step problems. <p>3-6:</p> <ul style="list-style-type: none"> • Apply known facts and strategies for place value when calculating mentally. • Describe larger numbers in terms of its parts and rename numbers in multiple ways. Locate and represent on a number line. • Represent numbers in various ways and identify where larger numbers are used in the real world • Use flexible strategies for place value to solve simple and multi-step problems.
Actions	<p>1. Diagnostic tests are regularly used in classrooms and are shared and discussed in PLTs to inform teaching and learning plans. R-1 Trusting the Count Diagnostic 2-6 Place Value Diagnostic test (initially)</p> <p>2. Develop a consistent weekly structure that includes a 3-part numeracy block (warm up, learning task, reflection) and a focus on problem-based tasks and follow up explicit teaching.</p> <p>3. Develop a shared understanding of key concepts and implement sequential teaching of number and place value.</p> <p>Develop yearly overviews identifying key learning outcomes and recommended timeframe for each topic</p>

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<p>GOALS</p>	<p>Goal 2 – Reading To retain and increase student achievement in Reading with a focus on language comprehension</p>
<p>Challenge of Practice</p>	<p>We will continue to embed a consistent approach to the explicit, direct instruction of Reading by planning and designing learning that is intentional and promotes extension for all learners, guided by the Big 6 and the SVR.</p>
<p>Success Criteria</p>	<p>Years R-2</p> <ol style="list-style-type: none"> 1. Students demonstrate their use of tier 1 (basic & high frequency oral language use) and tier 2 (more text orientated, across contexts) vocabulary 2. Students demonstrate fluency in decoding, using all 44 phonemes and 72 graphemes 3. Students are able to read with fluency, decodable texts and will begin to read non-decodable texts (from year 1 onward) <p>Year 3-6</p> <ol style="list-style-type: none"> 1. Students demonstrate their understanding of tier 1-3 vocabulary with a focus on “word consciousness” (the knowledge of and interest in words) 2. Students will interpret information from a range of text types (e.g. graphs, media & print) to make inferences.
<p>Actions</p>	<p>To ensure educators have the knowledge and understanding to deliver practices aligned with site’s pedagogical reading agreement Educators will embed highly effective assessment practices in reading that routinely redefine and refocus student learning outcomes.</p> <p>(Deepen analysis of data to better inform quality planning that leads to high yield differentiation)</p>

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GOALS	Goal 3 – Writing To improve students’ writing with a focus on creating texts
Challenge of Practice	<p>If we continue to teach and embed writing across the curriculum R-6</p> <ul style="list-style-type: none"> • Intentionally designing learning tasks that allow students to create increasingly complex texts, across all learning areas, supported by vocabulary development • Seeking timely feedback and deepening formative assessment (Curriculum Tracker, 2022 PFD) • Developing student goal setting and self-evaluation skills <p>Then we will increase students’ writing.</p>
Success Criteria	<p>Years R-6</p> <ol style="list-style-type: none"> 1. Students will create text that include an increasing range of sentences e.g. simple, compound & complex as well as cohesive devices e.g. pronouns and text connectives. 2. Students will understand the purpose and audience for their writing e.g. imaginative, informative & persuasive along with why and how texts are used
Actions	<p>Build teacher capacity and consistency to intentionally plan and design learning tasks that explicitly teach vocabulary and sentence structure. (assessed using the LEAP levels)</p> <p>Educators will embed highly effective assessment practices in writing that routinely redefine and refocus student learning outcomes.</p>

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