

2024 School Improvement Plan Summary

Braeview School

Goals	Targets	Challenge of Practice	Success Criteria
<p>Goal 1: Maintain and increase the number of students in the higher NAPLAN proficiency bands in Reading</p>	<p>2024: 100% of students who achieved HB in Year 3 will remain in HB in Year 5 in Reading (2023 data) and move another 15% into HB</p>	<p>If we work in collaborative teams to explicitly design reading instruction</p> <ul style="list-style-type: none"> with an understanding of individual student DIBELS achievement data with a focus on differentiation using this data <p>and then implement explicit teaching in the development of decoding skills, fluency, vocab understanding and reading for meaning using high yield strategy pedagogy and incorporating learner agency , we will increase our students higher band achievement</p>	<p>Students will understand the reading / writing learning cycle of deconstructing texts and construction of texts. Students will understand learning intent and success criteria. Student will use metalinguistic language to articulate understanding of read text . Students will read for meaning and with fluency. Students will develop word recognition – phonological awareness, decoding and sight recognition Students will use a range of decoding strategies Students will increase word bank of sight recognition</p>
<p>Goal 2: Maintain and increase the number of students in the higher NAPLAN proficiency bands in Numeracy</p>	<p>2024 100% of students who achieved HB in Year 3 will remain in HB in Year 5 in Numeracy(2023 data) and move another 15% into HB</p>	<p>If we consistently apply one program (Top Ten) to address specific needs of students (identified using pre-testing) In Trust the Count/Place Value for an 8 week period, we will use daily sprints to differentiate effectively to consolidate knowledge and see growth in all students as assessed through post-testing.</p>	<p>In post-testing of place-value (to be done at conclusion of explicit teaching unit), students will:</p> <ul style="list-style-type: none"> Score \geq their results in the pre-test. Where a student has scored equal to their original score, growth will be noted in at least one focus area.
<p>Goal 3: Teachers design learning and assessment tasks including differentiation</p>	<p>2024 All teachers record differentiation in literacy and numeracy design planning</p>	<p>If we work in collaborative teams to explicitly design learning tasks and assessment tasks, documenting prior knowledge, learning intentions and success criteria with a focus on learning sequence and differentiation, we will be able to implement effective learning that enables students to demonstrate their knowledge and understanding at higher levels of achievement.</p>	<p>Differentiation must consist of content, process, final product and environment. Teachers will document how these four areas are differentiated for their students. Teacher will share and collaborate on these documents.</p>

13/05/2024

X *Spencer*
Principal

Spencer
Education Director

X *Mixson*
Governing Council Chair Person

