

## Bordertown Primary School Site Improvement Plan 2022 - 2024

### Goal 1 – Increase the number of students achieving in high bands Mathematics.

#### Targets

2022	2023	2024
<b>Year 3</b> - 18% of students (8 out of 43 students) in high bands NAPLAN Numeracy	<b>Year 3</b> - 21% of students in high bands NAPLAN Numeracy	<b>Year 3</b> - 25% of students in high bands NAPLAN Numeracy
<b>Year 5</b> - 20% of students (8 out of 40 students) in high bands NAPLAN Numeracy	<b>Year 5</b> - 23% of students in high bands NAPLAN Numeracy	<b>Year 5</b> - 25% of students in high bands NAPLAN Numeracy

#### Challenge of Practice (What will teachers do differently in their practice?)

If we explicitly teach Mathematics based upon a developmental scope and sequence in number, then we will have a greater percentage of students achieving and retaining in the higher bands in Mathematics.

#### Success Criteria (What will students be doing differently as a result of this work?)

1. Each student will be able to track their progress in Mathematics: number by having a clear understanding of their next steps (goals), informed by the AC Numeracy Progressions.
2. Each student will regularly have the opportunity to collaborate with their peers as they engage in mathematical thinking, using effective strategies to solve unfamiliar, non-routine problems.
3. Each student will regularly engage in number talks and cooperative reasoning problems that promote collaboration and dialogic talk.
4. Each student will be able to use a range of mathematical tools and materials to investigate non-routine mathematical problems.

#### Actions

Actions	Timeline	Roles and Responsibilities	Resources
Each teacher will teach number concepts developmentally by designing learning to suit all students, using diagnostic tools and working with children to set challenging learning goals.	Term 3, Week 5, 2022	Each teacher will integrate the <i>Big Ideas in Number</i> model to inform their planning, teaching and assessment.  Each teacher will develop a PDP goal that reflects their commitment to the use of diagnostic tools in Mathematics. This goal will be discussed and evidenced through the PDP process.	AC Numeracy Progressions DfE AC Scope and Sequence Professional learning with Kathy Palmer, including the <i>Big Ideas in Number</i> model Big Ideas in Number assessment
Each teacher will design learning to deepen understanding through a structured approach that supports students to work together and develops positive beliefs and attitudes towards mathematics.	Term 2, Week 10, 2022	Each teacher, with the support of the curriculum coordinators, will reference the Numeracy Guidebooks and High Impact Teaching Strategies (Vic Ed) to further develop their understanding and application of high impact teaching strategies.  Each teacher will utilise the DfE Mathematics scope and sequence (R-6) and units of work (Years 3-6) to reflect on current Mathematics curriculum delivery across the school and determine areas for increased rigour and/or improvement.	DfE Units of Work and Scope and Sequence High Impact Teaching Strategies Portfolio PLCs Numeracy Guidebooks Online professional learning with Jo Boaler
Each teacher will extend metacognitive talk in mathematics through regularly engaging all students in short, purposeful number talks and cooperative logic problems.	Term 3, Week 5, 2022	Each teacher will incorporate number talks and cooperative maths challenges in their weekly practice.	Numeracy Guidebooks Books by Paul Swan
Each teacher will use visual prompts and manipulatives, including number charts, pictures, graphs and calculators, to enhance students' understanding of number patterns and mathematical concepts.	Term 3, Week 10, 2022	Each teacher will design tasks using interactive techniques to support mathematical thinking.	DfE AC Scope and Sequence Manipulative, visual and abstract model

## Bordertown Primary School Site Improvement Plan 2022 - 2024

### Goal 2 – Increase the achievement of students in writing, Reception – Year 6.

#### Targets

2022	2023	2024
<b>Year 3</b> – 63% of students (27 out of 43 students) achieve SEA in NAPLAN writing	<b>Year 3</b> – 65% of students achieve SEA in NAPLAN writing	<b>Year 3</b> – 68% of students achieve SEA in NAPLAN writing
<b>Year 5</b> – 57% of students (23 out of 40 students) achieve SEA in NAPLAN writing	<b>Year 5</b> – 60% of students achieve SEA in NAPLAN writing	<b>Year 5</b> – 65% of students achieve SEA in NAPLAN writing

#### Challenge of Practice (What will teachers do differently in their practice?)

If each teacher uses a teaching and learning cycle to integrate reading, writing and dialogic talk with regular assessment and feedback, then we will improve student achievement in writing.

#### Success Criteria (What will students be doing differently as a result of this work?)

1. Each student will create written texts, appropriate to their year level, including intentional use of vocabulary, language features and sentence structures for effect, with the purpose of the text in mind.
2. Each student will draw upon a repertoire of comprehension strategies to support their understanding of text.
3. Each student will discuss and analyse quality literature as a model for their own texts as they write for specific audiences and purposes.
4. Each student will use models of writing to self-assess and set personal goals for their next steps in learning.

#### Actions

Actions (Each teacher...)	Timeline	Roles and Responsibilities	Resources
Each teacher will regularly assess, moderate and provide feedback on a variety of written text types across the Australian Curriculum. They will determine students' next steps to ensure targeted teaching that moves learning forward.	Term 3, Week 10, 2022	Teachers will collaborate in teaching teams and with leaders to use the Brightpath assessment tool to identify teaching impact and determine next teaching steps.  Each teacher will develop a PDP goal that reflects their commitment to providing quality feedback to children in order to move learning forward. This goal will be discussed and evidenced through the PDP process.	AC Literacy Progressions Brightpath Assessment Tool Release time for collaborative moderation DfE English Scope and Sequence
Each teacher will design reading instruction that explicitly teaches all elements of reading comprehension that effective readers use, including comprehension strategies before, during and after reading.	Term 3, Week 10, 2022	Teachers, with support from the leadership team, will embed the agreed upon comprehension strategies for students to draw upon as part of their teaching and learning cycle.	Literacy Guidebooks Professional learning on the teaching and learning cycle
Each teacher will use specific strategies to extend student talk and interaction practices, strengthening understanding of mentor texts to support writing.	Term 4, Week 9, 2022	Each teacher will work collaboratively to embed the agreed teaching and learning cycle for writing and reading at BPS.	Literacy Guidebooks DfE English Scope and Sequence
Each teacher will support students to analyse models of various stages of success in writing. This will inform students' self-assessment and personal goal setting and monitoring.	Term 2, Week 10, 2022	Each teacher will support students to set, monitor and reflect on personal goals and techniques used in their writing.	AC Literacy Progressions Teaching team collaboration Brightpath Assessment Tool