

# School Improvement Plan Summary 2023

Goals	Targets	Challenge of Practice	Success Criteria
<b>Numeracy:</b> Increase student achievement in numeracy within the Number and Algebra strand with a focus on problem solving. Increase the high levels of Year 3s and 5s reaching Higher Bands in Numeracy in NAPLAN.	<p><b>Achievement towards goal in 2022</b></p> <ul style="list-style-type: none"> <li>&gt; An increase of 2%, in the NAPLAN (mean score) high bands in Numeracy achievement:                             <ul style="list-style-type: none"> <li>o Year 3 (49% to 51%) - <b>not achieved (actual result 40%)</b></li> <li>o Year 5 (35% to 37%) - <b>not achieved (actual result 33%)</b></li> </ul> </li> </ul> <p><b>Target 2023</b></p> <ul style="list-style-type: none"> <li>&gt; An increase of 2%, in the NAPLAN (mean score) high bands in Numeracy achievement:                             <ul style="list-style-type: none"> <li>o Year 3 (51% to 53%)</li> <li>o Year 5 (37% to 39%)</li> </ul> </li> <li>&gt; PAT data</li> </ul> <p><b>2024</b></p> <ul style="list-style-type: none"> <li>&gt; An increase of 2%, in the NAPLAN (mean score) high bands in Numeracy achievement:                             <ul style="list-style-type: none"> <li>o Year 3 (53% to 55%)</li> <li>o Year 5 (39% to 41%)</li> </ul> </li> <li>&gt; PAT data</li> </ul>	<p>If we differentiate using the National Numeracy Learning Progressions and Australian Curriculum with a focus on Big Ideas in Number, and engaging and challenging all learners, we will increase student achievement in maths in years Reception to 6.</p> <p>If we adapt a whole-school approach to teaching Numeracy, with a focus on the Big Ideas in Number, we will increase the number of students achieving high band retention in Year 3-5. Through greater consistency in teaching Numeracy practices, we will build quality pedagogy that enables persistence in learning.</p>	<p>Students will...</p> <ul style="list-style-type: none"> <li>&gt; Apply number sense and strategies for counting and representing numbers (Australian Curriculum)</li> <li>&gt; Explore the magnitude and properties of numbers (Australian Curriculum)</li> <li>&gt; Build on their understanding of the number system to describe relationships and formulate generalisations (Australian Curriculum)</li> <li>&gt; Apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning (Australian Curriculum)</li> <li>&gt; Think flexibly with the numbers 0-10 (Big Ideas in Number)</li> <li>&gt; Understand the place value system to be able to move beyond counting by ones (Big Ideas in Number)</li> </ul>
<b>Literacy:</b> Increase student achievement in writing, particularly in sentence structure and fluency to craft ideas.	<p><b>Achievement towards goal in 2022</b></p> <ul style="list-style-type: none"> <li>&gt; An increase of 2%, in the NAPLAN (mean score) high bands in writing achievement:                             <ul style="list-style-type: none"> <li>o Year 3 (67% to 69%) - <b>not achieved (actual result 61%)</b></li> <li>o Year 5 (23% to 25%) - <b>achieved (actual result 36%)</b></li> <li>o Year 7 result 36%</li> </ul> </li> <li>&gt; R-6 students will achieve an overall growth effect size of 0.4 or greater in BrightPath Persuasive writing assessment from Term 1 to Term 3 2022</li> </ul> <p><b>Target 2023</b></p> <ul style="list-style-type: none"> <li>&gt; An increase of 2%, in the NAPLAN (mean score) high bands in writing achievement:                             <ul style="list-style-type: none"> <li>o Year 3 (69% to 71%)</li> <li>o Year 5 (25% to 27%)</li> </ul> </li> <li>&gt; R-6 students will achieve an overall growth effect size of 0.4 or greater in BrightPath Persuasive writing assessment from Term 1 to Term 3 2023</li> </ul> <p><b>2024</b></p> <ul style="list-style-type: none"> <li>&gt; An increase of 2%, in the NAPLAN (mean score) high bands in writing achievement: Year 3 (71% to 73%) and Year 5 (27% to 29%)</li> <li>&gt; R-6 students will achieve an overall growth effect size of 0.4 or greater in BrightPath Persuasive writing assessment from Term 1 to Term 3 2024</li> </ul>	<p>If we differentiate using the National Literacy Learning Progression and BrightPath tool, with a focus on supporting students to develop sentence structure and fluency to craft ideas, we will increase student achievement in writing in Years R to 6.</p>	<p>Each student will demonstrate the ability to: Plan, draft and write persuasive texts. Students will...</p> <ul style="list-style-type: none"> <li>&gt; Know how to write a variety of sentences with fluency to craft persuasive texts (Australian curriculum)</li> <li>&gt; Know how to use sentence structure (Australian curriculum)</li> <li>&gt; How to use grammar and punctuation (Australian curriculum)</li> <li>&gt; Learn extended vocabulary and technical language (Australian curriculum)</li> <li>&gt; Create persuasive texts structure, language features and point of view (Australian curriculum)</li> <li>&gt; Engage in their learning through understanding the learning intention, success criteria, feedback, and assessment (differentiation)</li> <li>&gt; Use the BrightPath ruler to select their next steps in writing (student agency)</li> </ul>
<b>Wellbeing:</b> Increase the percentage of students identifying themselves in high wellbeing in the 'Engagement with School' domain; 'School Belonging' subdomain.	<p><b>Achievement towards Goal in 2022</b></p> <ul style="list-style-type: none"> <li>&gt; An increase of 2% in the high wellbeing WEC data in the 'Engagement with School' domain; 'School Belonging' subdomain.                             <ul style="list-style-type: none"> <li>o 2021 Female – 63% to 65% - <b>not achieved (2022 result 52%)</b></li> <li>o 2021 Male – 52% to 54% - <b>achieved (2022 result 54%)</b></li> </ul> </li> </ul> <p><b>Target 2023</b></p> <ul style="list-style-type: none"> <li>&gt; An increase of 5% in the high wellbeing WEC data in the 'Engagement with School' domain; 'School Belonging' subdomain.                             <ul style="list-style-type: none"> <li>o Female – 52% to 57%</li> <li>o Male – 54% to 59%</li> </ul> </li> </ul> <p><b>2024</b></p> <ul style="list-style-type: none"> <li>&gt; An increase of 5%, in the high wellbeing in the WEC data 'Engagement with School' domain; 'School Belonging' subdomain.                             <ul style="list-style-type: none"> <li>o Female – 57% to 62%</li> <li>o Male – 59% to 64%</li> </ul> </li> </ul>	<p>If we commit to a whole-school approach to teaching Wellbeing, with a focus on building relationships, we will increase the number of students identifying themselves in high wellbeing in both the 'Engagement with School' domain and the 'School Belonging' subdomain.</p>	<p>Students will...</p> <ul style="list-style-type: none"> <li>&gt; Build a strong sense of belonging to Stradbroke School</li> <li>&gt; Build positive relationships with students and staff</li> <li>&gt; Create a positive tone and school culture</li> <li>&gt; Analyse WEC data years 4-6, and school-based wellbeing data to co-create a student agentic action plan</li> </ul>

1 / 3 / 2023

Principal

T. Scanlan

Education Director

*(Signature)*

Governing Council Chairperson

*(Signature)*

