

School Improvement Plan Summary

Brighton Primary School

Goals	Targets	Challenge of Practice	Success Criteria
Goal 1: Retain, gain and elevate the number of high achieving students in Numeracy F-6	<p>2022:</p> <p>40% of Year 3 students (40 out of 101 students) to achieve high bands in NAPLAN Numeracy.</p> <p>30% of Year 5 students (28 out of 93 students) to achieve high bands in Numeracy.</p>	<p>Challenge of Practice:</p> <p>If we implement a consistent, evidence based differentiated teaching program from F-6 we will retain, gain and elevate the number of high achieving students in Numeracy.</p>	<p>In Foundation students will count all, count on, count by, subitise and, problem-solve using a 4 step process.</p> <p>In Year 1 students will use efficient strategies to count large collections, grouping, doubles, near doubles, tally, and build to ten.</p> <p>In Year 2 students will count by 2s, 5s and 10s, rename in terms of place value parts, read and sequence 3 and 4 digit numbers.</p> <p>In Year 3 students will use multiplicative strategies such as repeated addition, number lines and arrays, consolidate part-part-whole and demonstrate multiple strategies when problem solving.</p> <p>In Year 4 students will using multiplicative thinking, demonstrate equivalence and explore proportional reasoning using doubling and /or tripling.</p> <p>In Year 5 students will make, name, compare, order and record fractions and decimals.</p> <p>In Year 6 students will use partitioning strategies to make and name models using fraction and decimal notions.</p>
	<p>2023:</p> <p>41% of Year 3 students to achieve high bands in NAPLAN Numeracy.</p> <p>41% of Year 5 students to achieve high bands in NAPLAN Numeracy.</p> <p>100% of students (35 out of 96 students) who achieved higher bands in Year 3 will remain in higher bands in Year 5 NAPLAN Numeracy.</p> <p>2024:</p>		
Goal 2: Retain, gain and elevate the number of high achieving students in Reading F-6	<p>2022:</p> <p>45% of Year 3 students (45 out of 101 students) to achieve high bands in NAPLAN Reading.</p> <p>30% of Year 5 students (28 out of 93 students) to achieve high bands in NAPLAN Reading.</p>	<p>If we implement a consistent evidence based approach to teaching Reading F-6 with a focus on individual student reading goals based on decoding, fluency and comprehension we will gain higher achievement in Reading.</p>	<p>In Foundation students will</p> <ul style="list-style-type: none"> • decode words up to four phoneme strings using the basic code (first 44 utility graphemes) • predict and recall the basic elements of the text i.e characters, setting, plot, main ideas • answer questions of explicitly stated information
	<p>2023:</p> <p>48% of Year 3 students (42 out of 88 students) to achieve high bands in NAPLAN Reading.</p> <p>35% of (5 out of 14 students) students who achieved <u>just below</u> high bands in Year 3 will elevate their</p>		



achievement to high bands in Year 5 NAPLAN Reading.

100% of students (42 out of 96 students) who achieved high bands in Year 3 will remain in higher bands in Year 5 NAPLAN Reading.

2024:

50% of Year 3 students to achieve high bands in NAPLAN Reading.

100% of students who achieve in the NAPLAN higher bands in Year 3, in 2023 will remain in higher bands in Year 5 NAPLAN Reading.

- begin to infer ideas from the text i.e character feelings

In Year 1 students will

- decode short texts with words up to six phoneme strings, two syllable words using the basic and extended code
- read high frequency words with increasing fluency and automaticity
- understand the purpose of different texts
- make text to self connections
- recall key ideas and recognise literal and implied meaning
- answer and pose questions about text

In year 2 students will

- extend phonic knowledge including less frequent graphemes i.e silent letters
- read words of one or more syllables fluently and read year level appropriate texts independently
- monitor meaning using school agreed comprehension strategies
- identify literal and implied meaning, main ideas and supporting details

In Year 3 students will

- understand the purpose and structure of an increasing range of texts
- read complex words fluently
- read year level appropriate range of texts independently
- identify literal and implied meaning connecting ideas if different parts of the text
- understand how language features are used for different effects

in Year 4 students will

- understand that texts have different structures depending on purpose and context
- describe literal and implied meaning, connecting ideas in different texts
- understand how language features, images and vocabulary are used for different effects
- read year level appropriate range of texts including unfamiliar vocabulary and multisyllabic words

In Year 5 students will

- explain how text structures assist in understanding the text
- understand how language features, images and vocabulary influence interpretations



- analyse and explain literal and implied information from a variety of texts
- use grammatical, semantic and contextual knowledge for meaning
- ask questions to clarify content

In Year 6 students will

- analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events
- compare and analyse information in different and complex texts, explaining literal and implied meaning
- select and use evidence from a text to explain their response to it

2022:

2023:

2024:

 Recoverable Signature

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Principal

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Education Director

SEMMEERS

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Governing Council Chair Person

25/02/2022



Government of South Australia
Department for Education