

2022 - 2024

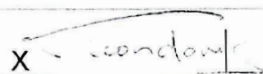
2024 School Improvement Plan Summary

BOWDEN BROMPTON COMMUNITY SCHOOL

Site Number: 1418 Bowden
Brompton Community School

Goals	Targets	Challenge of Practice	Success Criteria
Reading- Improve the levels of reading achievement with a focus on comprehension	<p>2022: 55% demonstrate scaling of plus 1 and plus 2, (B and A Goal Attainment Scale grades), for regularly attending students (80%)</p> <p>10% of students (+9 students) demonstrating growth in PAT R results</p> <p>2023: 60% demonstrate scaling of plus 1 and plus 2, (MA and GA Goal Attainment Scale grades), for regularly attending students (80%)</p> <p>12.5% of students demonstrating growth in PAT R results.</p> <p>2024: 65% of students regularly attending (80%+) demonstrate goal attainment scaling of MA and GA on the Goal Attainment Scale grade.</p> <p>15% of students demonstrating growth in PAT R results.</p>	<p>If we embed a consistent pedagogical approach to reading through learning design that uses:</p> <ul style="list-style-type: none"> formative and summative assessment strategies to differentiate student reading goals in reading comprehension; an evidence-informed framework that aligns to the Science of Reading and Scarborough's Reading Rope; teacher programming design that explicitly teaches vocabulary, background knowledge, text structures and language features, interpreting explicit and inferential information; a thematic approach that uses content knowledge to scaffold the teaching of reading; explicit teaching about how to reflect on their learning and engage with self-assessment; and a Positive Behaviour for Learning framework to build capacity of students to self-regulate by explicitly teaching pro-social skills and school-wide behavioural expectations; <p>we will see students increase their access to the curriculum, and as evolving readers they will develop key effective literacy strategies that support improved levels of reading achievement.</p>	<p>We will see students can: (achievement of goals)</p> <ul style="list-style-type: none"> explain the meaning of and use tier 2 and 3 vocabulary accurately (vocab); identify and use correct syntax (grammatical structures) at word, sentence, and text level (language structures); identify and apply appropriate text structures (language structures and literacy knowledge); apply background knowledge to extract and interpret explicit (literal) and inferred meaning (verbal reasoning); and use a reflective vocab and identify a basic analysis of the self-assessment process.
	<p>2022: 55% of students regularly attending demonstrate goal attainment scaling of plus 1 and plus 2, (B and A Goal Attainment Scale grades).</p> <p>10% of students demonstrating growth in PAT M.</p> <p>2023: 60% of students regularly attending demonstrate goal attainment scaling of plus 1 and plus 2, (B and A Goal Attainment Scale grades).</p> <p>12.5% of students demonstrating growth in PAT M.</p> <p>2024: 65% of students regularly attending demonstrate goal attainment scaling of MA and GA on the Goal Attainment Scale grade.</p> <p>15% of students demonstrating growth in PAT M.</p>	<p>If we embed a consistent pedagogical approach to developing Number Sense through:</p> <ul style="list-style-type: none"> explicitly teaching key concepts using a goal setting framework and a structured scope and sequence of instruction via shared TLPs; explicitly teaching students mathematical vocabulary as identified in the TLPs; weekly tasks that promote problem-solving and reasoning using a shared problem-solving framework (UPSC); using visual tools, and manipulatives during instruction to strengthen learning; and a Positive Behaviour for Learning framework to build capacity of students to self-regulate by explicitly teaching pro-social skills and school-wide behavioural expectations; <p>we will see students improve their test results in the 7 Key Concepts: Place Value, Add and Subtract, Multiply and Divide, Patterns and Algebra, Partitioning and Proportion, Money and Time.</p>	<p>Student assessment (based on identified areas of greatest need in relation to individual number goals) will identify growth in specific learning areas.</p> <p>We will see students:</p> <p>(Place value):</p> <ul style="list-style-type: none"> Develop the language and processes to place value. <p>(Add & Subtract)</p> <ul style="list-style-type: none"> Model adding and subtracting using strategies and identify number patterns that use addition and subtraction. <p>(Multiply & Divide)</p> <ul style="list-style-type: none"> Recognise the relationship between multiplication and division, and explain the order of operations. <p>(Patterns & Algebra)</p> <ul style="list-style-type: none"> Sort and classify objects and numbers into patterns, investigate, use efficient mental and written strategies, and use algebraic terms and expressions. <p>(Partition & Proportion)</p> <ul style="list-style-type: none"> Recognise and describe common fractions, understand equivalence and solve problems involving ratios <p>(Time)</p> <ul style="list-style-type: none"> Can identify duration and compare time and interpret and use timetables and schedules. <p>(Money)</p> <ul style="list-style-type: none"> Identifies Currency, and ways to calculate financial securities.

12/02/2024

X 
Principal

X 
Education Director

X 
Governing Council Chair Person



Government of South Australia
Department for Education