Berri Primary School SIP 2024

Equity & Excellence

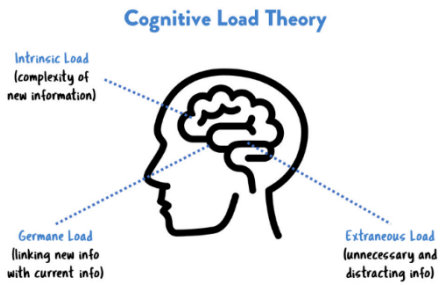
Knowledge, skills, competencies & capabilities
Aboriginal Learners
Inclusion
Breaking the link between background & excellence

Effective Learners

Curiosity Creativity Meaning making Strategic awareness
Metacognition and self-regulation

Berri Primary School
Learn, Believe, Achieve

Thrive and prosper
Learn and achieve

Goal One	Goal Two	Pedagogy Focus	Wellbeing Focus
Improve student achievement in reading **Learner Agency** Voice to agency Partners in learning Discernment and judgement	Improve student achievement in Maths	Improve pedagogical practice	Improved wellbeing for all students **Wellbeing**
CHALLENGE of PRACTICE If we use Science of Reading practices (focussed on specific strands of Scarborough's Reading Rope), we will improve student skills in Reading. **Fluency**  	**CHALLENGE of PRACTICE** If we build our understanding of Cognitive Load Theory and its implications for learning, and apply the principles to our practice, students will store more information in long term memory and we will improve student learning in Maths. **Maths Chats (Lower Primary)** **Daily Reviews (Middle and Upper Primary) using spaced, interleaved retrieval practice.** 	**CHALLENGE of PRACTICE** We now know that students learn more and faster when the teacher delivers a well-designed, well-taught lesson, using t**he most effective strategies** to explicitly teach the whole class. This is teacher-centred direct instruction. *Although most teachers know the words of instructional methodology such as: -Modelling -Learning intention/goal -Guided practice -Checking for understanding -Calling for non-volunteers, there are many different interpretations and little consensus of what each strategy looks like in the classroom. (John Hollingsworth, 2018)* If we build our understanding of Edi and strengthen our practice of its use, we will ensure students will learn more quickly and learn more. **Edi – Explicit Direct Instruction** a) Engagement Norms b) CFU (Checking for understanding) using TAPPLE c) Edi Lesson Design	**CHALLENGE of PRACTICE** If we develop a whole-school framework for student wellbeing and embed its practices and beliefs across the school, we will improve student well-being Inc TRP – **The Resilience Project** Programme across the school  Belonging & safety Resilience & persistence Cognitive engagement

STUDENT SUCCESS CRITERIA	STUDENT SUCCESS CRITERIA	STUDENT SUCCESS CRITERIA	STUDENT SUCCESS CRITERIA
a) R-2 Use their knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to read letters, words or sentences fluently. 3-6 Students will demonstrate an understanding of the 3 components of becoming fluent including, accuracy, rate, and prosody. All students Students will be able to explain their individual fluency growth and progress towards goals using a visual support (ie: taxonomy, rubric)	Students will understand why they participate in Daily Chats/Reviews and be able to explain how their brain works. Students will show growth in number skills (AC V9.0) By the end of Reception -name, represent and order numbers 0-20 -recognise & name the no. of objects in a collection of 5 using subitising -quantify collections to at least 20 -compare collections to at least 20 -partition collections up to 10 -combine collections up to 10 -represent addition, subtraction & quantification in practical situations -represent equal sharing & grouping in practical situations By the end of Year 1 -recognise, represent and order numbers to at least 120 using physical and virtual materials, numerals, number lines and charts -partition one- and two-digit numbers in different ways using physical and virtual materials, including partitioning two-digit numbers into tens and ones -quantify sets of objects, to at least 120, by partitioning collections into equal groups using number knowledge and skip counting -add and subtract numbers within 20, using physical and virtual materials, part-part-whole knowledge to 10 and a variety of strategies -use modelling to solve practical problems involving additive situations including simple money transactions; represent the situations with diagrams, physical & virtual materials & use calculation strategies to solve the problem -use modelling to solve practical problems involving equal sharing and grouping -represent situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem By the end of Year 2 -recognise, represent and order numbers to at least 1000 using physical and virtual materials, numerals and number lines -partition, rearrange, regroup and rename two- and three-digit numbers using standard and non-standard groupings; recognise the role of a zero digit in place value notation -recognise and describe one-half as one of 2 equal parts of a whole and connect halves, quarters and eighths through repeated halving -add and subtract one- and two-digit numbers, representing problems using number sentences, and solve using part-part-whole reasoning and a variety of calculation strategies -multiply and divide by one-digit numbers using repeated addition, equal grouping, arrays, and partitioning to support a variety of calculation strategies -use modelling to solve practical problems involving additive & multiplicative situations, including money transactions -represent situations and choose calculation strategies	Students as active participants in their learning. learning. -engaged in lessons -utilise whiteboard to present responses -have the required skills to promote engaged learning -work in small groups to discuss problem solving examples -repeat learning intention orally -identify failures and challenges as bring positive learning experiences -call for non-volunteers via pop sticks -respond to engagement norms (Park it, chin it) -familiar with common language -be engaged and respond during checking for understanding -participate in common routines -be on task, be engaged by doing something at least every 2 minutes -tracking along with speaker ready with answers when called upon -Using clues on the board	We will hear students using the language of gratitude, empathy, and mindfulness. Students will be able to identify their emotions and recognise options/strategies to use to help regulate.

	By the end of Year 3 -order and represent numbers beyond 10 000 -partition, rearrange & regroup 2 and 3 digit numbers in different ways -extend and use single digit addition and related subtraction facts -apply additive strategies to model and solve problems involving 2 and 3 digit numbers - use modelling to solve practical problems involving single digit multiplication and division facts for 2s, 3s, 4s, 5s and 10s using range of strategies -represent unit fractions & their multiples in different ways -make estimates and determine the reasonableness of financial and other calculations -find unknown values in number sentences involving addition & subtraction By the end of Year 4 -use understanding of PV to represent tenths & hundredths in decimal form -multiply numbers by multiples of 10 -use modelling to solve financial and other practical problems, formulating the problem using number sentences & solving the problem using efficient strategies -use proficiency with addition & multiplication facts to add and subtract, multiply & divide numbers -choose rounding and estimation strategies to determine whether results are reasonable -use properties of odd and even numbers Recognise equivalent fractions and make connections between fraction and decimal notation -count and represent fractions on a number line -find unknown values in equations involving addition & subtraction By the end of Year 5 -use PV to write and order decimals -express numbers as products of factors and identify multiples -order and represent fractions with the same or related denominators -add and subtract fractions with the same or related denominators -represent common percentages & connect to fraction & decimal equivalents -use multiplication facts to multiply large numbers by 1 & 2 digit numbers -divide large numbers by single numbers -check reasonableness of answers using estimation -use modelling to solve financial and other practical problems -find unknown values in numerical equations involving multiplication and division By the end of Year 6 -use integers to represent points on a number line and in Cartesian plane -solve problems using prime, composite and square numbers -order common fractions giving reasons -add and subtract fractions with related denominators -use all 4 operations with decimals -connect decimal representations of measurement to the metric system -solve problems involving finding a fraction, decimal or % of a quantity -use estimation to find approximate solutions to problems involving numbers & % -use modelling to solve financial and other practical problems involving % -find unknown values in operations involving combinations of operations	-turn and talk -Applying using recently taught skills, concepts and language -asking clarifying questions -using whiteboards -verbal answers -echo instructions -students will repeat, summarise back to teacher -students will ask questions to clarify or deepen understanding -students will respond in complete sentences -students share knowledge/thoughts with a partner -I, we, you do… -repeat and follow instructions -question, answer for understanding -shoulder partner/class check ins	

Targets	Targets	Targets	Targets
Rec: TBA using SPA Year 1: 20/39 students will achieve the SEA (28+) in the Phonics Screener Year 2: 18/35 will achieve 96+ DIBELS EOY ORF Accuracy score Year 3: 24/41 will achieve 96+ DIBELS EOY ORF Accuracy score Year 4: 17/23 will achieve 96+ DIBELS EOY ORF Accuracy score Year 5: 21/36 will achieve 96+ DIBELS EOY ORF Accuracy score Year 6: 22/35 will achieve 96+ DIBELS EOY ORF Accuracy score	Reception: TTC DfE unit assessment Year One: TTC DfE unit assessment Year Two: PV assessment Year Three: PAT Year Four: PAT Year Five: PAT Year Six: PAT	Individual teacher Edi rubric	TRP pre and post survey data WEC survey data
ACTIONS **Teachers** What DIBELS assessment When As per BPS operation schedule _____ What Fluency reads When At least 3 x per week _____ What Learner agency strategies When Ongoing throughout each term	**ACTIONS** **Teachers** What Implement Daily Maths Chats/Reviews When In at least 4 Maths lessons per week	**ACTIONS** **Teachers** a) What Use engagement norms across curriculum areas, beginning with Maths When Each Maths lesson _____ b) What Checking for understanding using TAPPLE When Gradually build on repertoire of use c) What Edi lesson design across an increasing number of	**ACTIONS** **Teachers** What TRP lesson programme When One lesson per week

Leaders What Provide PD, resourcing, opportunity for release to watch peers, informal walkthroughs, formal observations, student interviews – in order to seek and receive explicit feedback. (see PDP process doc) When As required and determined in Term Planning (see PDP process doc)	**Leaders** Revisit Cognitive Load as required and for new staff Provide resources as necessary Provide release time for teachers as requested Walkthroughs and observations as per operations schedule	curriculum areas When Gradually build on repertoire of use **Leaders** Ensure sufficient PD and resources, opportunities to share practice and ask questions are provided at least 4 x per term during staff meetings and PLT sessions. Support teachers to use the teacher rubric and discuss during PDP meetings.	**Leaders** SWL to model and support TRP lessons in classes Time in Staff meetings and PLT sessions as required (at least once or twice per term) Pupil Free Day time allocated to whole school collaboration in development of BPS well-being framework.

Version - December 2023

Shared and discussed with Governing Council at Term 4, Week 4 meeting