

2022 - 2024

Site Number: 0741

# School Improvement Plan Summary

## Port Broughton Area School

Goals	Targets	Challenge of Practice	Success Criteria
<p><b>To increase the number of students achieving a B or better in English in their end of year report.</b></p>	<p>2022: 43% of year 1 students (6 out of 14) to achieve a B or better in English in their end of year report. 53% of year 2 students (9 out of 17) to achieve a B or better in English in their end of year report. 44% of year 3 students (4 out of 9) to achieve a B or better in English in their end of year report. 44% of year 4 students (7 out of 16) to achieve a B or better in English in their end of year report. 56% of year 5 students (5 out of 9) to achieve a B or better in English in their end of year report. 63% of year 6 students (5 out of 8) to achieve a B or better in English in their end of year report. 50% of year 7 students (5 out of 10) to achieve a B or better in English in their end of year report. 25% of year 8 students (2 out of 8) to achieve a B or better in English in their end of year report. 40% of year 9 students (4 out of 10) to achieve a B or better in English in their end of year report. 82% of year 10 students (9 out of 11) to achieve a B or better in English in their end of year report.</p> <p>2023: Click or tap here to enter text.</p> <p>2024: Click or tap here to enter text.</p>	<p>If we maintain a focus on reciprocal teaching and the simple view of reading by prioritising and embedding these in teacher practice, then we will increase the number of students achieving a B or higher in English in their end of year report.</p>	<p>We will see each student in Reception use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) when we talk to students about what they are learning and when we share evidence at Professional Learning Communities (PLCs).</p> <p>We will see each student in Year 1 use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660) when we talk to students about what they are learning and when we share evidence at PLCs.</p> <p>We will see each student in Year 2 use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text samples and share evidence at PLCs.</p> <p>We will see each student in Year 3 use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680) when we review work samples and share evidence at PLCs.</p> <p>We will see each student in Year 4 use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and</p>



evaluating texts (ACELY1692) when we review work samples and share evidence at PLCs.  
We will see each student in Year 5 use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703) when we review work samples and share evidence at PLCs.  
We will see each student in Year 6 use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713) when we review work samples and share evidence at PLCs.

We will see each student in Year 7 use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual source (ACELY1723) when we review work samples and share evidence at PLCs.

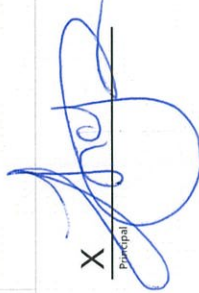
We will see each student in Year 8 use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734) when we review work samples and share evidence at PLCs.

We will see each student in Year 9 use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744) when we review work samples and share evidence at PLCs.

We will see each student in Year 10 use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754) when we review work samples and share evidence at PLCs.

X

Principal



X

Education Director

X

Governing Council Chair Person

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