

2023 School Improvement Plan Summary

Pooraka Primary School

Goals	Targets	Challenge of Practice	Success Criteria
<p>Improve student achievement in Reading.</p>	<p>2022:</p> <p>Students achieving SEA in NAPLAN Reading :</p> <ul style="list-style-type: none"> 79% of Year 3 students (23 / 29 students) to achieve SEA in NAPLAN Reading 20/30 = 67% achieved. 75% of Year 5 students (22 / 29 students) to achieve SEA in NAPLAN Reading 11/26 = 72% achieved. <p>Students achieving High Bands in NAPLAN Reading :</p> <ul style="list-style-type: none"> 24% of Year 3 students (7 / 29 students) to achieve HB in NAPLAN Reading 3/30 = 27% achieved. 31% of Year 5 students (9 / 29 students) to achieve HB in NAPLAN Reading 3/28 = 29% achieved. <p>Students achieving SEA in Year 1 Phonics Screening :</p> <ul style="list-style-type: none"> 73% of Year 1s (16 / 22 students) to achieve SEA in Year 1 Phonics Screening 16/22 = 73% achieved. <p>Students achieving SEA in PAT-Reading :</p> <ul style="list-style-type: none"> 79% of Year 3 students (22/29 students) to achieve SEA (25 students participated) 18/25 = 72% achieved. 70% of Year 4 students (14/20 students) to achieve SEA (18 students participated) 10/18 = 56% achieved. 75% of Year 5 students (22/29 students) to achieve SEA (24 students participated) 17/24 = 71% achieved. 71% of Year 6 students (20/28 students) to achieve SEA (26 students participated) 11/21 = 52% achieved. <p>2023:</p> <p>Students achieving SEA in NAPLAN Reading :</p> <ul style="list-style-type: none"> 66% of Year 3 students (21/ 32 students) to achieve SEA 74% of Year 5 students (17 / 23 students) to achieve SEA <p>Students achieving High Bands in NAPLAN Reading :</p> <ul style="list-style-type: none"> 40% of Year 3 students (13/ 32 students) to achieve HB 43% of Year 5 students (10 / 23 students) to achieve HB <p>Students achieving SEA in Year 1 Phonics Screening :</p> <ul style="list-style-type: none"> 72% of Year 1s (23 / 32 students) to achieve SEA in Year 1 Phonics <p>Students achieving SEA in PAT-Reading :</p> <ul style="list-style-type: none"> 72% of Year 3 students (23/32 students) to achieve SEA 67% of Year 4 students (20/30 students) to achieve SEA 74% of Year 5 students (17/23 students) to achieve SEA 71% of Year 6 students (22/27 students) to achieve SEA 	<p>If all educators explicitly teach reading by implementing The Big 6 reading strategies then we will increase achievement for all students in Reading.</p>	<p>Reception: Students will read short, decodable and predictable texts and use predicting and questioning strategies. They will read high-frequency words and blend sounds orally to read consonant-vowel-consonant words.</p> <p>Year 1 : Students will read short texts with some unfamiliar vocabulary, simple and compound sentences with developing fluency. They will use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning.</p> <p>Year 2 : Students will read texts that contain varied sentence structures, some unfamiliar vocabulary and a significant number of high-frequency sight words. They will monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context.</p> <p>Year 3 : Students will read texts that contain varied sentence structures and a range of punctuation conventions. They will use phonics and word knowledge to fluently read more complex words. They will identify literal and implied meaning within texts.</p> <p>Year 4 : Students will fluently read texts that include varied sentence structures and unfamiliar vocabulary, including multisyllabic and multimorphemic words. They will explain language features and describe literal and implied meaning connecting ideas in different texts.</p> <p>Year 5 : Students will read a range of texts accurately and fluently, using monitoring and self-correcting strategies. They will use phonic, grammatical, semantic and contextual knowledge to decode unfamiliar words.</p> <p>Year 6 : Students will fluently read a wide range of texts and compare and analyse information, explaining literal and implied meaning. They will explain how texts from different social, historical and cultural contexts represent ideas. They will read, listen and discuss texts to clarify content and challenge others' ideas.</p> <p>https://www.australiancurriculum.edu.au/media/7103/english_scope_and_sequence_f-6.pdf</p>

	<p>2024: Reading Targets TBC.</p> <p>By 2024 we will continue to see a positive impact on student achievement in spelling as students further refine their capacity to transfer their knowledge of phonics to their spelling and writing.</p>		
<p>Increase student achievement in English.</p>	<p>2022: Targets as above.</p> <p>2023: Increase in A-E data at a C grade or better</p> <ul style="list-style-type: none"> 70% of Year 1 students (22/32 students) to achieve C grade or better in English in their end of year report. 54% of Year 2 students (12/22 students) to achieve C grade or better in English in their end of year report. 65% of Year 3 students (21/32 students) to achieve C grade or better in English in their end of year report. 48% of Year 4 students (14/30 students) to achieve C grade or better in English in their end of year report. 80% of Year 5 students (18/23 students) to achieve C grade or better in English in their end of year report. 70% of Year 6 students (21/30 students) to achieve C grade or better in English in their end of year report. <p>2024:</p>	<p>If we intentionally use the Australian Curriculum and differentiate learning by having a deep understanding of the English Curriculum, then we will increase student achievement in English.</p>	<p>Students in Reception to Year 6 will :</p> <ul style="list-style-type: none"> Demonstrate knowledge and skills as indicated in their year level achievement standard (or as negotiated in their One Plan). Transfer knowledge of phonics and word knowledge to their reading, spelling and writing. Decode accurately and read with fluency, phrasing and comprehension at their instructional reading level. <p>Reception : Students will use appropriate interaction skills to listen and respond to others in a familiar environment; writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops.</p> <p>Year 1 : Students will read aloud, with developing fluency; describe characters, settings and events in different types of literature; create short texts for a small range of purposes; make short presentations on familiar topics.</p> <p>Year 2 : Students make connections between texts; create texts; engage in group and class discussions and make presentations; accurately spell words with regular spelling patterns; use punctuation accurately.</p> <p>Year 3 : Students listen to others' views and respond appropriately; create a range of texts; demonstrate understanding of grammar and choose appropriate vocabulary and punctuation; re-read and edit their writing.</p> <p>Year 4 : Students will create structured, edited texts; make presentations, express ideas and respond to others' viewpoints; demonstrate understanding of grammar, select vocabulary and use accurate spelling and punctuation.</p> <p>Year 5 : Students will create imaginative, informative and persuasive texts; make presentations which include multimodal elements; demonstrate understanding of grammar using a variety of sentence types; edit their work for cohesive structure and meaning.</p> <p>Year 6 : Students will create detailed texts; make presentations, listen to discussions, clarify content and challenge others' ideas; demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing.</p>

6/02/2023

X 
Principal

X 
Education Director

X 
Governing Council Chair Person