

2023 School Improvement Plan Summary

Poonindie Community Learning Centre

Goals	Targets	Challenge of Practice	Success Criteria
<p>Goal 1: To increase the number of Year 3 students achieving Higher Bands in Numeracy and both SEA and Higher Bands in Year 5. Goal 2: To increase the number of Year 5 students achieving SEA and Higher Bands in Reading.</p>	<p>2022: Numeracy Year 3: 82% (14 out of 17) students to achieve SEA in NAPLAN Numeracy and 35% to achieve Higher Bands (6 out of 17). Year 5: 83% (10 out of 12) students to achieve SEA in NAPLAN Numeracy and 33% to achieve Higher Bands (4 out of 12). Writing Year 3: 35% (6 out of 17) students to achieve Higher Bands in NAPLAN Writing. Year 5: 42% (5 out of 12) students to achieve Higher Bands in NAPLAN. Writing.</p>	<p>Numeracy 2022: If WE prioritise a consistent, daily, timetabled numeracy block that develops student’s sense of number BY following the sequence provided in the Big Ideas in Number with a focus on trusting the count, place value, additive to multiplicative thinking and partitioning then we will increase the number of students meeting SEA and HIGHER BANDS in numeracy.</p> <p>Writing 2022: If WE increase opportunities for student dialogic talk routines and explicitly teach metacognition/self-regulation skills BY prioritising this in the teaching and learning cycle THEN we will increase the number of Year 3 and Year 5 students achieving higher bands in writing.</p>	<p>Numeracy 2023 We will see each student:</p> <ul style="list-style-type: none"> • Demonstrating an understanding and applying skills for each element of the Big Ideas appropriate to year level achievement standards • Setting learning goals for themselves collaboratively with their teacher based on teacher feedback • Confidently understanding and applying the correct language of mathematics as detailed in the curriculum units • Confidently verbalising and explaining their mathematical thinking
	<p>2023: Numeracy Year 3: 82% (14 out of 17 students) to achieve SEA in NAPLAN Numeracy and 29% Higher Bands (5 out of 17) Year 5: 78% (7 out of 9 students) to achieve SEA in NAPLAN Numeracy and 44% Higher Bands (4 out of 9 students) Reading Year 3: 76% (13 out of 17 students) to achieve SEA in NAPLAN Reading and 35% Higher Bands (6 out of 17) Year 5: 89% (8 out of 9) students to achieve SEA in NAPLAN Reading and 44% to achieve Higher Bands (4 out of 9)</p>	<p>Numeracy 2023: If we prioritise a sequential and consistent approach to the teaching of numeracy by implementing the new DFE Mathematics Units R-6, then we will increase the number of Year 3 students achieving Higher Bands in Numeracy and both SEA and Higher Bands in Year 5.</p> <p>Reading 2023: If we strengthen existing reading practices including our synthetic phonic program, interventions for students at risk and explicitly teach comprehension strategies & higher order thinking when responding to texts BY prioritising researched informed/high impact strategies in the daily timetabled literacy block, then we will increase the number of Year 5 students achieving SEA and Higher Bands in Reading.</p>	<p>Interpreting and accurately solving increasingly complex worded problems Reading 2023 Year 1: When we track and monitor student progress in reading (and in particular phonics) we will see that students can</p> <ul style="list-style-type: none"> • Read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge. • Blend short vowels, common long vowels, consonant blends and digraphs to read one and 2 syllable words • Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures. • Discuss literary texts and share responses by making connections with students’ own experiences.
	<p>2024:</p>		<p>Year 3: When we track and monitor students’ progress in reading and in particular, reading comprehension we will see that students can</p> <ul style="list-style-type: none"> • Read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, rereading and self-correcting when required. • Use comprehension strategies when listening and viewing to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features. • Discuss and make meaningful connections between personal experiences and character experiences, settings, ideas and



			<p>issues in literary texts. Share reasons for preferring one text or text type over another.</p> <p>Year 5: When we track and monitor students' progress in reading and in particular, reading comprehension we will see that students can</p> <ul style="list-style-type: none"> • Navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming. • **Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas • **Present an opinion on a literary text using specific terms for literary devices, text structures and language features, and reflect on the viewpoints of others.
	2022:		
	2023:		
	2024:		
	2022:		
	2023:		
	2024:		

20/02/2023

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