


School Improvement Plan Summary

Auburn Primary School

Goals	Targets	Challenge of Practice	Success Criteria
<p>Goal 1: To increase student achievement in reading – at or above SEA and attaining High Bands – across the year levels (R-6)</p>	<p>2022:</p> <ul style="list-style-type: none"> • 100% (4/4) Y1 students at or above SEA in Y1 Phonics Screening Check • 85% (~13/15) Y3-6 students at or above SEA in PAT-R testing, with 20% achieving Stanine 8 or 9 • 85% (~7/9) Y3 and Y5 students at or above NMS in NAPLAN – Reading testing, with 33% with High Band achievement <p>2023: TBC</p> <p>2024: TBC</p>	<p>If we employ the use of quality mentor texts and close reading strategies to build comprehension, combined with effective tracking and monitoring, then we will increase achievement in reading for all students.</p>	<p>We will see each student:</p> <ul style="list-style-type: none"> - Articulate personal reading goals in terms of decoding, fluency or comprehension skill, and next steps required to improve their skills in reading. - Identify and articulate the reading strategies they are using for comprehension (how, when and why; decoding and self-monitoring; predicting, connecting, questioning, inferring, visualising, summarising). - Talk about texts to identify aspects of texts and how they combine to make meaning, including literal and inferential meaning. - Begin to provide extended responses to texts and ask questions of each other in relation to texts they are reading. - Read independently at home and in class; and use ‘think aloud’ to reveal their reading processes. - Monitor meaning and self-correct using and/or combining contextual, semantic, grammatical and phonic knowledge. - Identify and discuss meaning of Tier 2 and 3 vocabulary they encounter in their reading.
<p>Goal 2: To increase student achievement in writing – at or above SEA and attaining High Bands – across the year levels (R-6)</p>	<p>2022:</p> <ul style="list-style-type: none"> • 65% (~6/9) Y3 and Y5 students at or above NMS in NAPLAN – Writing testing, with 30% (~3/9) at High Band achievement • 65% (~6/9) students achieving 3 or more points for ‘Vocabulary’ and for ‘Sentence Structure’ criteria in NAPLAN - Writing marking rubric. <p>2023: TBC</p> <p>2024: TBC</p>	<p>If we employ effective mentor texts to support explicit writing instruction and feedback, with a focus on vocabulary and sentence structure, and continue to use rigorous assessment, moderation and feedback practices, then we will accelerate student achievement in writing including into the high bands.</p>	<p>We will see each student:</p> <ul style="list-style-type: none"> - Give and receive quality documented feedback on writing against agreed criteria, identifying quality achievement and setting goals for improvement. - Articulate and give reasons for authorial and linguistic choices in their own writing. - Describe aspects of their writing using the meta-language of grammar. - Demonstrate precise and complex language choices in their writing, using text- and topic-specific vocabulary at Tier 2 and 3 level. - Use provided and self-sourced resources to support writing, evaluate progress and set goals for learning (including ‘Bump It Up’ walls, word walls/WOW word lists, phonics charts and Brightpath rulers, for example). - Re-read and edit their writing with a focus on appropriate vocabulary, structure and meaning.

17/02/2022

X 
Principal

X 
Education Director

X 
Governing Council Chair Person

