

2022 - 2024 2023 School Improvement Plan Summary Auburn Primary School

Site Number: 0425

Goals	2023 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>2023: 78% (7/9) Y1 students at or above SEA in Y1 Phonics Screening Check</p> <p>100% Y2 students at or above year level standard in DIBELS Fluency testing.</p> <p>90% (~17/19 – Y3-6 students at or above SEA in PAT-R testing, with 20% achieving Stanine 8 or 9.</p> <p>90% (9/10) Y3 and Y5 students at or above NMS and SEA in NAPLAN – Reading, with 50% (5/10) with High Band/Exceeding achievement.</p>	<p>If we strengthen practice in use of dialogic teaching strategies, such as close/interactive reading, and targeted tracking and monitoring of reading comprehension skills to inform learning programs, then we will increase achievement in reading for all students.</p>	<p>We will see evidence of students:</p> <ul style="list-style-type: none"> - Demonstrating an understanding of their reading strengths and areas for improvement by identifying the next steps in their reading development when working with the teacher in reading groups targeting their needs, and during conferences reviewing and setting learning goals. - Articulating personal reading goals in terms of decoding (phonics), fluency or comprehension skill, and the strategies they are using to improve these skills in reading when in reading groups and/or conferences. - Demonstrate improved accuracy of comprehension strategies to make meaning when reading and practising targeted skills in individual Cars and Stars program. - Identifying and articulating strategies they are using for comprehension when reading (and talking about reading) at home and at school, and when discussing meaning of texts in reading groups or class programs. - Monitoring meaning and self-correcting using and/or combining contextual, semantic, grammatical and phonic knowledge when reading in groups, partner or 1:1 read-alouds. - Using phonic and phonemic knowledge to read increasingly complex words; identifying and discussing meaning of Tier 2 and 3 vocabulary they encounter in their reading; and using subject-specific (Tier 3) language in context when talking about their learning. - Sharing and extending ideas about texts, identifying aspects of texts and how they combine to make meaning (including literal and implied) when talking about texts in small group, whole class and individual conferences. <i>In JP years, this will include making connections between aspects of texts and personal experiences when engaging with shared, group and independent reading.</i> - Reading for an increasing amount of time (stamina) when reading independently at home and in class; and using ‘think alouds’ to reveal reading processes during reading groups.
<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>2023: 70% (~7/10) Y3 and Y5 students at or above NMS in NAPLAN – Writing testing, with:</p> <ul style="list-style-type: none"> - 30% (3/10) at High Band/Exceeding achievement - 40% (4/10) students achieving 3 or more points for ‘Vocabulary’ - 50% (5/10) students achieving 3 or more points for ‘Sentence Structure’ <p>80% R-6 students attaining growth of 40+ scale points against Brightpath rulers in all 3 text types assessed, with analysed growth in:</p> <ul style="list-style-type: none"> - precise vocabulary - sentence structure variation. 	<p>If we continue to employ effective mentor texts to support explicit writing instruction and feedback, incorporating a functional grammar approach to instruction of genre, grammar and vocabulary, then we will accelerate student achievement in writing including into the high bands.</p>	<p>We will see evidence of students:</p> <ul style="list-style-type: none"> - Giving and receiving quality documented feedback on writing against agreed criteria, identifying achievement and setting goals for improvement, when discussing own and others writing in small group and whole-class sessions. - Articulating and giving reasons for own and others’ authorial and linguistic choices when analysing and creating written texts, with a focus on: Using appropriate punctuation at word, sentence & whole text level; and vocabulary, for impact on the reader (R). Expressing ideas with detail, such as with contextual vocabulary and extended noun groups, to engage the reader (Y1/2). Expanding on ideas through intentional use of simple, compound and complex sentences; and paragraphs, to enhance cohesion (Y3/4). Expanding on ideas through elaborated verb and noun groups, and placement of these, for greater precision of meaning and effect upon the reader (Y5/6) - Describing aspects of their writing using the meta-language of grammar, when talking about their writing with a teacher or targeted writing group. - Demonstrating precise and complex language choices when writing, using text- and topic-specific vocabulary at Tier 2 and 3 level. - Developing independence to 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-reading, revising and editing their writing when creating texts collaboratively, in targeted groups, and when writing independently. - Using phonological and phonic knowledge to encode an increasing number of words with accuracy when writing independently. - Talking about words including at the phonemic, morphemic and etymological level during writing groups, spelling/phonics programs and when analysing texts for meaning.

21/02/2023

X 
Principal

X 
Education Director

X 
Governing Council Chair Person