

School Improvement Plan Summary

Newbery Primary School

Goals	Targets	Challenge of Practice	Success Criteria
<p>Increase student achievement in Reading through a focus on the 'Big Six' Components of Reading.</p>	<p>2022: 66% of Year 3 students (8/12) to achieve SEA in NAPLAN, with 25% (3/12) achieving in HB</p> <p>80% of Year 4 students (4/5) to achieve SEA in PAT</p> <p>100% of Year 5 students (5/5) to achieve SEA in NAPLAN, with 20% achieving in HB</p> <p>91% of Year 6 students (10/11) to achieve SEA in PAT</p> <hr/> <p>2023: 92% of Year 4 students (11/12) to achieve SEA in PAT</p> <p>80% of Year 5 students (4/5) to achieve SEA in NAPLAN, with 60% (3/5) achieving in HB</p> <p>100% of Year 6 students (5/5) to achieve SEA in PAT</p> <hr/> <p>2024: 50% of Year 5 students (6/12) to achieve in HB in NAPLAN</p> <p>100% of Year 6 students (5/5) to achieve SEA in PAT</p>	<p>If we explicitly implement a whole school approach to the Big 6 of Reading, then we will increase student achievement in reading across the whole school.</p>	<ol style="list-style-type: none"> We will see each student develop their vocabulary and understanding of language structures when we model fluent and sophisticated language and include students in increasingly complex conversations (Oral Language). Yr. 1: They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. Yr. 5: They understand how language features, images and vocabulary influence interpretations of characters, settings and events. We will see each student demonstrate their ability to focus on the sounds of speech when we explicitly teach synthetic phonics (Phonological awareness). Yr. 1: When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. Yr. 3: They use phonics and word knowledge to fluently read more complex words. We will see each student increase their knowledge of letter/sound relationships when we explicitly teach synthetic phonics (Phonics). Yr. 1: When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. Yr. 3: They use phonics and word knowledge to fluently read more complex words. We will see each student expand their applied vocabulary when we repeatedly expose them to complex and abstract vocabulary in meaningful contexts (Vocabulary). Yr. 3: They understand how language features, images and vocabulary choices are used for different effects. Yr. 6: They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. We will see each student increase their fluency when we incorporate a variety of reading out loud experiences in to our daily reading block (Fluency). Yr. 1: Students read aloud, with developing fluency. Yr. 2: They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. Yr. 4: They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. We will see each student demonstrate their understanding of the purpose of their reading and ability to adjust their reading behaviours accordingly when we explicitly teach reading comprehension strategies (Comprehension). Yr. 2: They identify literal and implied meaning, main ideas and supporting detail. Yr. 6: Students compare and analyse information in different and complex texts, explaining literal and implied meaning.



<p>Increase student achievement in Mathematics through a focus on ‘teaching through problem solving’.</p>	<p>2022:</p> <p>66% of Year 3 students (8/12) to achieve SEA in NAPLAN, with 16% (2/12) achieving in HB</p> <p>80% of Year 4 students (4/5) to achieve SEA in PAT</p> <p>100% of Year 5 students (5/5) to achieve SEA in NAPLAN, with 20% achieving in HB</p> <p>91% of Year 6 students (10/11) to achieve SEA in PAT</p>	<p>If we use formative assessment evidence to inform differentiated strategy lessons, then we will increase student achievement in mathematics across the whole school.</p>	<p>1. We will see each student apply efficient mathematical strategies to problematised situations when we use formative assessment to inform explicit strategy lessons (problem solving).</p> <p>F-1: using materials to model authentic problems, using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer</p> <p>Yr.2: formulating problems from authentic situations, making models and using number sentences that represent problem situations</p> <p>Yr.3: formulating and modelling authentic situations involving planning methods of data collection and representation, and using number properties to continue number patterns</p> <p>Yr.4: formulating, modelling and recording authentic situations involving operations, comparing large numbers with each other, and using properties of numbers to continue patterns</p> <p>Yr.5: formulating and solving authentic problems using whole numbers and measurements</p> <p>Yr.6: includes formulating and solving authentic problems using fractions, decimals, percentages and measurements</p> <p>2. We will see each student apply their understanding of mathematical concepts and skills when we use formative assessment to teach through problem solving (understanding).</p> <p>F: connecting and using names, numerals and quantities within problem solving</p> <p>Yr.1: connecting and using names, numerals and quantities, and partitioning numbers multiple ways within problem solving</p> <p>Yr.2: connecting number calculations with counting sequences, partitioning and combining numbers flexibly and identifying and describing the relationship between addition and subtraction and between multiplication and division within problem solving</p> <p>Yr.3: connecting number representations with number sequences, partitioning and combining numbers flexibly, representing unit fractions, using appropriate language to communicate and identify thinking within problem solving</p> <p>Yr.4: making connections between representations of numbers, partitioning and combining numbers flexibly, extending place value to decimals, using appropriate language to communicate and describing thinking within problem solving</p> <p>Yr.5: making connections between representations of numbers, using fractions to represent probabilities, comparing and ordering fractions and decimals and representing them in various ways, describing and identifying thinking within problem solving</p> <p>Yr.6: describing properties of different sets of numbers, using fractions and decimals to describe probabilities, representing fractions and decimals in various ways and describing connections between them, and making reasonable estimations within problem</p>
	<p>2023:</p> <p>92% of Year 4 students (11/12) to achieve SEA in PAT</p> <p>80% of Year 5 students (4/5) to achieve SEA in NAPLAN, with 60% (3/5) achieving in HB</p> <p>100% of Year 6 students (5/5) to achieve SEA in PAT</p>		
	<p>2024:</p> <p>92% of Year 5 students (11/12) to achieve SEA in NAPLAN, with 33% (4/12) achieving in HB</p> <p>100% of Year 6 students (5/5) to achieve SEA in PAT</p>		

25/02/2022

 Recoverable Signature

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