

# School Improvement Plan Summary

## Melaleuca Park Primary School

Goals	Targets	Challenge of Practice	Success Criteria
<p><b>Goal 1: Retain and increase the number of students achieving SEA and the higher bands in reading</b></p>	<p>2022:                      60% (10/17) Year 1 students reach SEA or higher in Phonics Screening Test (progress indicator)                      65% (9/14) Year 3 students reach SEA in NAPLAN reading                      10% (2/14) Year 3 students achieve higher bands in NAPLAN reading                      60% (10/16) Year 5 students reach SEA in NAPLAN reading                      10% (2/14) Year 3 students reach higher bands in NAPLAN reading</p> <p>2023:                      80% Year 1 students reach SEA or higher in Phonics Screening Test (progress indicator)                      70% (10/15) Year 3 students reach SEA in NAPLAN reading                      20% (3/15) Year 3 students achieve higher bands in NAPLAN reading                      75% (11/14) Year 5 students reach SEA in NAPLAN reading                      20% (3/14) Year 5 students reach higher bands in NAPLAN reading</p> <p>2024:                      90% Year 1 students reach SEA or higher in Phonics Screening Test (progress indicator)                      80% (14/17) Year 3 students at SEA or higher in NAPLAN reading                      25% (4/17) Year 3 students achieve higher bands in NAPLAN reading                      85% (12/14) Year 5 students at SEA or higher in NAPLAN reading                      25% (4/14) Year 5 students achieve higher bands in NAPLAN reading</p>	<p><b>If we prioritise the teaching of the Big 6 components of reading by implementing a consistent, daily timetabled reading program that includes a systematic phonics program then we will retain and increase the number of students achieving SEA and higher bands in reading.</b></p>	<p>When we hold independent reading sessions then we will see all students independently choose to engage in reading opportunities.</p> <p>We will see increased stamina in independent reading when we listen to children read and hold reading conferences.</p> <p>We will see foundation students read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies when we listen to them read.</p> <p>We will see Year 1 students' developing fluency and the ability to read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning when we listen to them read.</p> <p>We will see Year 2 students' read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They will monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context and use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency when we hold reading conferences.</p>



			<p>We will see all Year 3 students’ read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words when we hold guided reading sessions and reading conferences.</p> <p>We will see all Year 4 students’ fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others’ viewpoints when we hold guided reading sessions.</p> <p>We will see all Year 5 students’ during reading, encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They will analyse and explain literal and implied information from a variety of texts. They will describe how events, characters and settings in texts are depicted and explain their own responses to them and listen and ask questions to clarify content when we hold guided reading sessions.</p> <p>We will see all Year 6 students’ compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. When we hold reading conferences and guided reading sessions.</p>
<p>Goal 2: Increase the number of students achieving SEA in numeracy</p>	<p>2022: 65% (10/16)Year 5 students achieve SEA in NAPLAN numeracy. 60% (8/14)Year 3 student achieve SEA in NAPLAN numeracy. 70% (12/17) Year 1 students achieve C grade or higher in Semester 1 report (Progress monitor)</p> <p>2023: 75% (11/14) Year 5 students achieve SEA in NAPLAN numeracy 75% (11/15)Year 3 students reach SEA in NAPLAN numeracy 75% (6/8) Year 1 students achieve C grade or higher in Semester 1 report (Progress monitor)</p> <p>2024: 85% Year 5 students reach SEA or higher in NAPLAN numeracy 90% Year 3 students reach SEA or higher in NAPLAN numeracy 80% Year 1 students achieve C grade or higher in Semester 1 report (Progress monitor)</p> <p>2024:</p>	<p><b>If we develop teachers’ pedagogical content and knowledge of the Big Ideas in Number by adopting a whole school reference text and using the numeracy learning progressions to identify learning intentions, then we will increase student achievement in numeracy.</b></p>	<p>We will see reception students make connections between number names, numerals and quantities up to 10. They will count to and from 20 and order small collections when we analyse essential assessment data.</p> <p>We will see Year 1 students count to and from 100 and locate numbers on a number line, carry out simple additions and subtractions using counting strategies and partition numbers using place value when we analyse essential assessment data.</p> <p>We will see Year 2 students count to and from 1000 and perform simple addition and subtraction calculations using a range of strategies when we analyse when we analyse essential assessment data.</p> <p>We will see Year 3 students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication, count to and from 10 000. They will classify numbers as either odd or even when we analyse essential assessment data.</p>



			<p>We will see Year 4 students choose appropriate strategies for calculations involving multiplication and division. They will use the properties of odd and even numbers. They will recall multiplication facts to 10x 10 and related division facts when we analyse essential assessment data.</p> <p>We will see Year 5 students solve simple problems involving the four operations using a range of strategies. They will identify and describe factors and multiples. They will identify and explain strategies for finding unknown quantities in number sentences involving the four operations when we analyse essential assessment data.</p> <p>We will see Year 6 students solve problems involving four operations with whole numbers when we analyse essential assessment data..</p> <p>We will see all students undertake problem solving tasks that include collaboration, questioning and clarifying and attempt a range strategies.</p> <p>We will see all students display a positive disposition the mathematical learning when undertaking mathematics lessons</p>
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1/03/2022

X

Principal

X

Education Director

X

Governing Council Chair Person

