

School Improvement Plan Summary

Flinders Park Primary School

Goals	Targets	Challenge of Practice	Success Criteria
Goal 1: To improve student achievement in writing F-6	2022: Year 3 – 75% of year 3 students will achieve at or above SEA in Naplan Year 5 – 70% of year 5 students will achieve at or above SEA in Naplan	If we develop consistent writing routines which incorporate explicit, modelled and independent writing then we will improve student achievement F-6.	By the end of foundation, students will use familiar words, phrases and images to convey ideas when we model writing routines. By the end of year 1 students will create short texts for a small range of purposes when we are explicit and intentional in our sequencing of content. By the end of year 2 students will create texts, drawing on their own experiences, their imagination and information they have learnt when we provide explicit, modelled writing routines. By the end of year 3 students will create a range of texts for familiar and unfamiliar audiences and re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning when we provide feedback on SC. By the end of year 4 students will create structured texts to explain ideas for different audiences and demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning when we analyse data to inform writing goals. By the end of year 5 students will create imaginative, informative and persuasive texts for different purposes and audiences and demonstrate understanding of grammar using a variety of sentence types when we develop consistent writing routines incorporating explicit, modelled and independent writing. By the end of year 6 students will create detailed texts elaborating on key ideas for a range of purposes and audiences and demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing when we align planning to whole school literacy profile and the Australian Curriculum
	2023: Year 3 – 70% of year 3 students will achieve at or above SEA in Naplan Year 5 – 80% of year 5 students will achieve at or above SEA in Naplan		
	2024: Year 3 – 75% of year 3 students will achieve at or above SEA in Naplan Year 5 – 80% of year 5 students will achieve at or above SEA in Naplan		
Goal 2: To improve student achievement in mathematics F-6	2022: Year 3 – 80% of year 3 students will achieve at or above SEA in Naplan Year 5 – 82% of year 5 students will achieve at or above SEA in Naplan Yr 2 - 80% of year 2 students to be at or above SEA as indicated by A-E grades Yr 4 - 86% of year 4 students to be at or above SEA as indicated by A-E grades Yr 6 - 77% of year 6 students to be at or above SEA as indicated by A-E grades	Challenge of Practice: If we improve our pedagogical practice by teaching mathematical concepts developmentally we will improve mathematical achievement F-6.	By the end of foundation students students make connections between number names, numerals and quantities up to 10 and compare objects using mass, length and capacity when we teach mathematical concepts developmentally. By the end of year 1 students will 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 and describe number sequences when we develop consistent mathematical routines. By the end of year 2 students will count to and from 1000 and perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths and order shapes and objects using informal units when we align planning to whole school mathematical profile and Australian Curriculum.
	2023: Year 3 – 82% of year 3 students will achieve at or above SEA in Naplan		



	<p>Year 5 – 90% of year 5 students will achieve at or above SEA in Naplan</p> <p>Yr 2 - 78% of year 2 students to be at or above SEA as indicated by A-E grades</p> <p>Yr 4 - 82% of year 4 students to be at or above SEA as indicated by A-E grades</p> <p>Yr 6 - 85% of year 6 students to be at or above SEA as indicated by A-E grades</p>		<p>By then end of year 3 students will recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication and recall addition and multiplication facts for single-digit numbers. Students use metric units for length, mass and capacity when we design high quality investigations that apply mathematic thinking.</p> <p>By the end of year 4 students will locate familiar fractions on a number line and recall multiplication facts to 10 x 10 and related division facts. Students will continue number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects when we sequence mathematical content.</p> <p>By the end of year 5 students will students solve simple problems involving the four operations using a range of strategies order decimals and unit fractions and locate them on number lines, students will add and subtract fractions with the same denominator and use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles when we use data to inform teaching.</p> <p>By the end of year 6 students will solve problems involving all four operations with whole numbers and connect fractions, decimals and percentages as different representations of the same number. Students will solve problems involving the addition and subtraction of related fractions and describe rules used in sequences involving whole numbers, fractions and decimals when we differentiate our teaching and formulate clear and specific learning intentions.</p>
<p>Goal 3: To improve student achievement in reading F-6</p>	<p>2022:</p> <p>75% of year 1 students will achieve benchmark in PSC and year 2 students to show 12 months growth (32/40) in PSC.</p> <p>Naplan:</p> <p>85% of students in year 3 will achieve SEA in Naplan reading</p> <p>80% of students in year 5 will achieve SEA in Naplan reading</p>	<p>If we establish a consistent and explicit reading routine, which incorporates decoding, fluency and language comprehension, then we will improve achievement in reading F-6.</p>	<p>By the end of foundation students will 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 develop consistent guided reading practices.</p> <p>By the end of year 1 students will read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images and recall key ideas and recognise literal and implied meaning in texts when we apply consistent decoding, comprehension and fluency practices when we apply consistent quality decoding, comprehension and fluency practices.</p> <p>By the end of year 2 students will read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information and identify literal and implied meaning, main ideas and supporting detail when we implement consistent and explicit reading routines.</p> <p>By the end of year 3 students will use phonics and word knowledge to fluently read more complex words and identify literal and implied meaning connecting ideas in different parts of a text when we use data to provide effective feedback.</p> <p>By the end of year 4 students will fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words and describe literal and implied meaning connecting ideas in different texts when we implement consistent guided reading practices.</p> <p>By the end of year 5 students will decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They will analyse and explain literal and implied information from a variety of texts when we apply consistent, quality decoding, comprehension and fluency practices.</p> <p>By the end of year 6 students will 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 align planning to the whole school literacy profile and Australian Curriculum.</p>
	<p>2023:</p> <p>80% of year 1 students to reach benchmark in PSC and year 2 students to show 12 months growth in PSC.</p> <p>Naplan:</p> <p>60% of students in year 3 will achieve SEA in Naplan reading</p> <p>87% of students in year 5 will achieve SEA in Naplan reading</p>		
	<p>2024:</p> <p>85% of year 1 students to reach benchmark in PSC and year 2 students to show 12 months growth in PSC.</p> <p>Naplan:</p> <p>77% of students in year 3 will achieve SEA in Naplan reading</p> <p>90% of students in year 5 will achieve SEA in Naplan reading</p>		

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Principal

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Education Director

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Governing Council Chair Person