

# School Improvement Plan Summary

## Willunga Primary School

Goals	Targets	Challenge of Practice	Success Criteria
<p><b>Goal 1: To retain and increase the number of students attaining high bands in Reading and to increase the number of students achieving the SEA in Reading</b></p>	<p>2022: Year 3 <b>At least 80% of year 3 students achieve the SEA in NAPLAN reading and 45% of students are in the High Bands in NAPLAN Reading.</b> Year 5 <b>At least 75% of year 5 students achieve the SEA and 33% of students are in the High Bands in NAPLAN Reading.</b> Year 4 and 6 <b>Increase the number of students achieving the SEA in PAT Reading</b> Year 4 - SEA 40 students (85%) ( 2021????) Year 6 – SEA 52 students (85%) (2021???) Year 1 <b>To increase the % of Year 1 students achieving SEA in the Phonics Screening Check to 80% or higher (73% in 2021)</b> Year 2 <b>To increase the number of Year 2 students achieving Running Records SEA from 17% to 32%.</b></p>	<p>If we design learning for mastery and use regular criteria-based formative assessment, then we will increase the number of students achieving the SEA and increase the proportion of these students who achieve high bands in Numeracy.</p>	<p>Student Success Criteria (what students know, do, and understand): Students will verbalise their individual reading goal (decoding, fluency, comprehension) Students will read independently at a fluency rate appropriate to their year level – Year 1-60wpm, Year 2 – 90-100wpm, Year 3-6 – 120wpm Students will use all of the elements of effective reading comprehension – predicting, making connections, inferring, questioning, visualising and summarising. Students will be observed collaborating and carrying out their role (predicting, questioning, clarifying and summarising) in a Reciprocal Teaching group Students will use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency.</p>
<p><b>Goal 2: To increase the number of students achieving the SEA in Numeracy and to increase the proportion of these students achieving high bands in Numeracy.</b></p>	<p>2022: NAPLAN Year 3 <b>NAPLAN 75% at SEA or above, 25% in HB (based on year 3 NAPLAN historic data)</b> NAPLAN Year 5 <b>Naplan 80% at SEA or above, 18% in HB (based on 2019 year 3 Naplan data 85% SEA, 13% HB)</b>  Increase SEA in PAT Year 4 40/48 (83%) (based on yr 3 80% in 2021, increase of 3 students)</p>	<p>If we design learning for mastery and use regular criteria-based formative assessment, then we will increase the number of students achieving the SEA and increase the proportion of these students who achieve high bands in Numeracy.</p>	<p>Student Success Criteria (what students know, do, and understand):  Students will work through content in sequential order, grow in the skills and knowledge of a particular concept and demonstrate mastery before moving on. Students will focus on the mastery of concepts and not competing with other students. Students will undertake criterion-based assessments to determine mastery and be provided with additional instruction to achieve mastery if required. Students who master the concepts will be engaged in activities that provide valuable, challenging and rewarding learning experiences.</p>

**Year 6 58/61 95% (based yr 5 on 91% in 2021, 56/61 students. Increase of 2 students. This is quite high! Is it necessary??)**

Maths 2021 PAT M

Year 3 SEA 37, below 10

Year 4 SEA 46, below 1

Year 5 SEA 56, below 5

Year 6 SEA 42, below 10

Year 7 SEA 33, below 10

Maths NAPLAN 2021

Year 3 SEA 22, below 15, HB 11

Year 5 SEA 38, below 14, HB 9

Year 7 SEA 23, below 13, HB 9

Students work in mixed teams and groups and take responsibility for supporting each other's progress. Students will have multiple opportunities to intelligently practice skills using visual tools to reinforce procedural fluency and develop their conceptual understanding. Students will engage in productive struggle which they know involves: knowing and using a range of strategies, labouring and struggling to make sense of a problem, being mindful about which strategy to use, continuously assessing if the strategy is productive, knowing when to stop using a strategy and replace with another. Students participate in mathematical discussion and conversations in classrooms. Students come to realise that they are capable of doing well in mathematics with effort and perseverance in reasoning, sense making, and problem solving.

26/02/2022

26/02/2022

14/02/2022

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