


School Improvement Plan Summary

Woodside Primary School

Goals	Targets	Challenge of Practice	Success Criteria
<p>Students will build number sense and develop mastery leading to greater numbers of students retaining and achieving high bands</p>	<p>2022: Year 3 34/39 students to exceed SEA in NAPLAN and PAT M, 10 in HB (A & B grades) Year 5 27/33 students in to exceed SEA in NAPLAN and PAT M 8 in HB (A & B grades) Year 4 28/36 students in will exceed SEA in PAT M and 10 will achieve in the HB (A & B grades) Year 6 23/29 students in will achieve SEA in PATM and 6 will reach HB (A & B grades).</p> <p>2023: Click or tap here to enter text.</p> <p>2024: Click or tap here to enter text.</p>	<p>If teachers develop a consistent, structured approach to daily mathematics lessons, plan and teach mathematical concepts sequentially, aligned with the AC and with a focus on problem solving and reasoning, mathematics achievement will improve.</p>	<p>When we engage students in mathematical activities they will:</p> <ul style="list-style-type: none"> • Demonstrate reasoning, explaining their approach and why they chose it, checking and estimating answers. • Use mathematical vocabulary consistent with the Australian Curriculum with confidence. • Ask and answer questions robustly making connections between concepts and articulate using mathematical language
<p>Writing achievement will improve through students responding to texts and transferring knowledge of language, text structure and genre into texts they create</p>	<p>2022: Year 3 29/39 students to exceed SEA in NAPLAN Writing with 8 in the Upper Bands (A & B grades in English) Year 5 27/33 students to exceed SEA in NAPLAN Writing with 10 in the Upper Bands (A & B grades in English) Year 4 12/35 students in to achieve A or B grades for English, Year 6 7/27 Students in to achieve an A or B grade in English, Semester 1 2022.</p> <p>2023: Click or tap here to enter text.</p> <p>2024: Click or tap here to enter text.</p>	<p>If we design daily writing activities that promote response to rich texts using the teaching and learning cycle to help design our lessons and bump it up walls to help students improve their work, writing standards will improve.</p>	<ul style="list-style-type: none"> • In R/1 students will create short informative and imaginative texts about familiar topics. Students are applying their phonic and language knowledge to writing and spell high frequency words correctly. • Y2/3 students will plan and draft a range of fiction and non-fiction demonstrating knowledge of text structure and language features taught. They will re-read and edit their work for spelling and punctuation. • In Year 4-6 students will plan and draft texts using, adapting and experimenting with language features and text structures. They will edit, redraft and improve their work, explaining revisions. They will expand or sharpen meaning through careful revision of language, sentences and grammar to ensure mastery of learning.



<p>Students will develop their comprehension strategies through exposure to a balanced reading programme to increase the number of students in the higher bands.</p>	<p>2022: Year 1 36/44 students will achieve the PSC score of 28 or higher Year 2 34/40 students will reach RR level 21 or higher Year 3 30/39 students will exceed SEA in NAPLAN & PAT R and 10 will achieve HB Year 5 29/33 students will exceed SEA in NAPLAN and PAT R with 12 in HB. Year 4 30/36 students will exceed SEA for PAT R and 15 will be in the HB Year 6 21/29 students will exceed SEA in PAT R and 6 will achieve HB.</p>	<p>Teachers will continue to provide daily opportunities to explicitly teach and apply phonic principles, comprehension strategies with a focus on self-monitoring and making connections through a balance reading program incorporating shared/guided reading and providing feedback to students that informs next steps of learning, with a focus on explicit teaching of reading in years R-6, then we will develop mastery in reading.</p>	<p>Within guided reading, shared reading and reading conferences students will be able to</p> <ul style="list-style-type: none"> • by the end of reception recognise all phonemes and blend known and unknown words • by the end of year 2 apply phonic knowledge when reading and use it as prime strategy. • by the end of year 4 use comprehension strategies in a range of complex texts with increasingly unfamiliar vocabulary to read fluently • by the end of year 6 analyse and explain literal and implied information from a variety of texts. - articulate personal reading learning goals and respond to feedback.
	<p>2023: Click or tap here to enter text.</p>		
	<p>2024: Click or tap here to enter text.</p>		

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
 Cassie Ackland

Cassie Ackland
Principal
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 Tim Wilson

Education Director
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 Stewart Garden

Governing Council Chair Person
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1/03/2022

