

School Improvement Plan Summary

PARA VISTA PRIMARY SCHOOL

Goals	Targets	Challenge of Practice	Success Criteria
<p>Increase the percentage of students achieving SEA in Reading</p>	<p>2022: 80% (20/25) Reception students will achieve age-appropriate scores or higher in PASM 90% (23/29) of Year 1 students will achieve benchmark in Year 1 Phonics 80% (20/25) of Year 2 students achieving SEA of level 21 or higher in Running Records 80% (28/36) of Year 3 students achieving SEA or higher in NAPLAN reading 80% (24/30) of Year 4 students achieving SEA or higher in PATR 80% (21/27) of Year 5 students will achieve SEA or higher in NAPLAN reading 80% (20/26) of Year 6 students showing SEA in PATR</p> <p>2023:</p> <p>2024:</p>	<p>If we further embed and differentiate our approach to implementing modelled and guided reading we will increase the percentage of students in SEA in reading</p>	<p>Foundation students recognise the letters of the English alphabet and the most common sounds represented by the letters. They blend sounds orally to read consonant-vowel-consonant words and listen for rhyme, letter patterns and sounds in words Year 1 students use knowledge of the relationship between sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning while reading Year 2 students use knowledge of phonics, syntax, punctuation, semantics and context to make meaning while reading and use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency Year 3 students use phonics and word knowledge to fluently read more complex words in texts. Year 4 students decode unfamiliar vocabulary including multisyllabic words Year 5 and 6 students encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge</p>
<p>Increase the number of students achieving in the higher bands in reading</p>	<p>2022: 50% (15/29) of Year 1 students achieving level 16 or above in Running Records (by end of Term 3) 40% (10/ 25) of Year 2 students achieving level 21 or higher in Running records (by end of Term 3) 45% (16/ 36) of Year 3 students will achieve in Higher bands in NAPLAN reading 30% (9/30) of Year 4 students achieving in higher bands in PATR 25% (7/ 27) of Year 5 students will achieve in higher bands in NAPLAN reading 35% (9/26) of Year 6 students achieve in higher bands in PATR</p>	<p>If we explicitly plan for, teach and assess the use of specific comprehension strategies through modelled and guided reading, then we will increase student reading achievement in higher bands</p>	<p>Foundation students use predicting and questioning strategies to make meaning from a range of text types Year 1 students recall key ideas and recognise literal and implied meaning from a range of text types Year 2 students identify literal and implied meaning, main ideas and supporting detail from a range of text types Year 3 students identify literal and implied meaning connecting ideas in different parts of a range of text types and select information, ideas and events in texts that relate to their own lives and to other texts. Year 4 students describe literal and implied meaning connecting ideas in different texts from a range of text types Year 5 students analyse and explain literal and implied information from a variety of texts from a range of text types Year 6 students compare and analyse information in different and complex texts from a range of text types</p>



	2023:		
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Principal

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Education Director

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Governing Council Chair Person

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