2022 - 2024

Site Number: 0455

2023 School Improvement Plan Summary

Virginia Primary School

Goals	Targets	Challenge of Practice	Success Criteria
Goal 1: Increase the number of students achieving SEA and HB in reading	2022: • Year 1 Phonics Screener (progress indicator): 90% (54/60) • Year 3: 92% (57/62) students achieve SEA in NAPLAN reading • Year 3: 52% (32/62) students achieve in the HB in NAPLAN reading • Year 5: 90% (37/41) students achieve SEA in NAPLAN reading • Year 5: 15% (6/41) students achieve in the HB in NAPLAN reading **2023:** **Year 1 Phonics:** Screener (progress indicator): 89% (50/56) **Year 3:** 78% (47/61) students achieve SEA in NAPLAN reading 31% (19/61) students achieve in the HB in NAPLAN reading **Year 5:** 90% (41/46) students achieve SEA in NAPLAN reading 20% (10/46) students achieve in the HB in NAPLAN reading **PAT R Milestones 2023:** **Year 3** 83% - 30/36 of students will achieve a scale score of 95 or above in PAT-R **Year 4** 95% - 60/63 students will achieve a scale score of 106 or above in PAT R **Year 5** 91% - 41/45 students will achieve a scale score of 112 or above in PAT-R. **Year 6** 89% - 34/38 students will achieve a scale score of 118 or above in PAT-R.	If we explicitly teaching reading by using an evidence-based approach (Simple View of Reading), then we will have an increase in the number of students achieving SEA and HB in reading.	Student Success Criteria (what students know, do, and understand): **Reception students** will recognise, name, match and write all upper and lower case letters (graphemes) and know the most common sound that each letter represents. Each student will blend sounds associated with letters when reading and writing CVC words. AC9EFLY11 **Reception students** will use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently. AC9EFLY05 **Year one students** will use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one and 2 syllable words. Students will also understand that a letter can represent more than one sound and that a syllable must contain a vowel sound. AC9E1LY11 **Year one students** will use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures. AC9E1LY05 **Year two students** will read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting. AC9E2LY04 **Year two students** will use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning. AC9E2LY05 **Year three students** will read a range of texts using phonic, semantic and grammatical knowledge to read

	2024:		accurately and fluently, re-reading and self-correcting when required. AC9E3LY04 **Year three students** will use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features. AC9E3LY05 **Year four students** will read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed. AC9E4LY04 **Year four students** will use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas and evaluate texts. AC9E4LY05 **Year five students** will navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming. AC9E5LY04 **Year five students** will use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas. AC9E5LY05 **Year six students** will select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings. AC9E6LY04 **Year six students** will use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources, including making connections between the text and students' own experience or other texts. AC9E6LY05
Goal 2: Increase the number of students achieving SEA and HB in maths	2022: • Year 3: 85% (53/62) students achieve SEA in NAPLAN maths • Year 3: 30% (29/62) students achieve in the HB in NAPLAN maths • Year 5: 84% (35/41) students achieve SEA in NAPLAN maths • Year 5: 10% (4/41) students achieve in the HB in NAPLAN maths **2023:** **Year 3:** 86% (32/37) students achieve SEA in NAPLAN maths 27% (10/37) students achieve in the HB in NAPLAN maths **Year 5:** 82% (38/46) students achieve SEA in NAPLAN maths 13% (6/46) students achieve in the HB in NAPLAN maths **PAT M Milestones 2023:** **Year 3**	If we teach numeracy by explicitly teaching the essentials in number (The Big Ideas in Number), then we will increase the number of students achieving SEA and HB in maths.	Student Success Criteria (what students know, do, and understand): **Reception students** will name, represent, and order numbers including zero to at least 20, using physical and virtual materials and numerals. AC9MFN01 **Year one students** will partition one- and two-digit numbers in different ways using physical and virtual materials, including partitioning two-digit numbers into tens and ones. AC9M1N02 **Year two students** will partition, rearrange, regroup and rename two- and three-digit numbers using standard and non-standard groupings; recognise the role of a zero digit in place value notation. AC9M2N02 **Year three students** will use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate problems using number sentences and choose calculation strategies, using digital

	83% - 30/36 of students will achieve a scale score of 101 or above in PAT-M **Year 4** 95% - 60/63 of students will achieve a scale score of 110 or above in PAT-M **Year 5** 90% - 41/45 of students will achieve a scale score of 112 or above in PAT-M **Year 6** 90% - 34/38 students will achieve a scale score of 120 or above in PAT-M 2024:		tools where appropriate; interpret and communicate solutions in terms of the situation. AC9M3N06 **Year four students** will use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate the problems using number sentences and choose efficient calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation. AC9M4N08 **Year five students** will use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate the problems, choosing operations and efficient calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation. AC9M5N09 **Year six students** will use mathematical modelling to solve practical problems involving natural and rational numbers and percentages, including in financial contexts; formulate the problems, choosing operations and efficient calculation strategies, and using digital tools where appropriate; interpret and communicate solutions in terms of the situation, justifying the choices made. AC9M6N09
	2022: 2023: 2024:		

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X VPoumendis
Principal

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Education Director

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Governing Council Chair Person