

School Improvement Plan Summary

Owen Primary School

Goals	Targets	Challenge of Practice	Success Criteria
To maintain and increase student achievement in reading.	2022: <ul style="list-style-type: none"> At least 30% of students in years 2 to 6 (9 out of 30 students), will achieve in the high bands in Pat Reading. At least 30% of students in years 3 & 5 (4 out of 13 students), will achieve in the high bands in NAPLAN reading. 	If we design reading instruction that explicitly teaches all elements of reading comprehension that effective readers use, then we will see an improvement in our PAT-R and NAPLAN reading results.	<p><i>During classroom observations and walk-throughs:</i></p> <ul style="list-style-type: none"> We will see each student in the Junior Primary class use predicting, questioning, decoding and self-monitoring strategies, during daily reading experiences. We will see each student in the Middle Primary class use visualising, making connections, summarising monitoring meaning, re-reading, self-correcting, during daily reading experiences. We will see each student in the Upper Primary class use inferring, scanning, skimming, synthesising and using semantic and contextual knowledge, during daily reading experiences.
	2023: <ul style="list-style-type: none"> At least 35% of students in years 2 to 6 (9 out of 26 students), will achieve in the high bands for PAT Reading. At least 30% of students in years 3 & 5 (3 out of 10 students), will achieve in the high bands in NAPLAN reading. 		
	2024: <ul style="list-style-type: none"> At least 37% of students in years 2 to 6 (11 out of 30 students), will achieve in the high bands for PAT Reading. At least 45% of students in years 3 & 5 (5 out of 11 students), will achieve in the high bands in NAPLAN reading. 		
To maintain and improve student achievement in writing.	2022: <ul style="list-style-type: none"> At least 30% of students in years 3 & 5 (4 out of 13 students) will achieve in the high bands in NAPLAN writing. 	If we use Brightpath to embed a process of analysing student writing data, planning goals and next steps with a focus on writing conventions and undertaking teaching and learning to address these, we will see an improvement in our NAPLAN writing results.	<p><i>During classroom observations and walk-throughs:</i></p> <ul style="list-style-type: none"> We will see all reception students applying their letter and sound knowledge, using familiar words and phrases and experimenting with capital letters and full stops during writing activities. We will see all year 1 students creating short texts for a small range of purposes, using capital letters and full stops and forming all upper- and lower-case letters correctly during writing activities. We will see all year 2 students drawing on prior knowledge to create texts, using punctuation accurately, and writing words and sentences legibly using unjoined upper and lowercase letters during writing activities. We will see all year 3 students create a range of texts for different audiences, choosing punctuation appropriate for their purpose, using letters accurately formed and consistent in size, and checking their work for appropriate vocabulary structure and meaning during writing activities. We will see all year 4 students create structured texts to explain ideas for different audiences, using accurate spelling and punctuation and rereading and editing their work to improve meaning during writing activities.
	2023: <ul style="list-style-type: none"> At least 30% of students in years 3 & 5 (3 out of 10 students) will achieve in the high bands in NAPLAN writing. 		
	2024: <ul style="list-style-type: none"> At least 45% of students in years 3 & 5 (5 out of 11 students) will achieve in the high bands in NAPLAN writing. 		



			<ul style="list-style-type: none"> • We will see all year 5 students create imaginative, informative and persuasive texts for different purposes and audiences, using a variety of sentence types and accurate spelling and punctuation during writing activities. • We will see all year 6 students create detailed texts elaborating on key ideas for a range of purposes and audiences, using accurate spelling and punctuation for clarity, and making editorial choices based on criteria during writing activities.
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23/02/2022

X *Al Gardner*
Principal

X *W. White*
Education Director

X *S. Sanyal*
Governing Council Chair Person

