

2023 School Improvement Plan Summary

BLYTH PRIMARY SCHOOL

Goals	Targets	Challenge of Practice	Success Criteria
<p>Goal 1: Increase high band achievement in reading</p>	<p>2022:</p> <ul style="list-style-type: none"> 70% of Year 3 & 5 students to meet SEA in Reading, NAPLAN, with 50% demonstrating progress into higher bands 100 % of students demonstrating 12 months growth in PAT-R 80% of students in Year 1 meeting the Phonics testing of 28 or above out of 40. <p>2023:</p> <ul style="list-style-type: none"> 100% of Year 5 students who achieved high bands in Year 3 will remain in high bands in NAPLAN reading 60% of students from Year 3 in 2021 progressing into higher bands in NAPLAN Reading 100% of Year 4 -6 students demonstrating 12 months expected growth in PAT—R 80% of Year 1 students meeting SEA for Phonics Screening Check. <p>2024:</p> <ul style="list-style-type: none"> 100% of students reaching SEA, demonstrating progress of growth into higher bands of Reading NAPLAN at Year 3 & 5. 100% of students demonstrating 12 months growth in PAT-R 100% of Year 1 students meeting SEA for Phonics Screening Check 	<p>If we collaboratively design reading programs that actively engage children in critical reflection on texts and text structures, then we will increase high band achievement in reading.</p>	<ul style="list-style-type: none"> Students will understand their reading goals and describe the next steps in their learning by articulating the thinking strategies they are using to help achieve their goals by describing metacognitive strategies. Students will understand and articulate genre specific information relating to different texts with challenge. <p>Reception students will be reading decodable texts, practising phrasing and fluency.</p> <ul style="list-style-type: none"> They will make relevant comments to demonstrate meaning of the text using concepts about print and emerging contextual, semantic, grammatical, and phonic knowledge. <p>Year 1 students will be reading decodable and predictable texts developing phrasing, fluency, contextual, semantic, grammatical, and phonic knowledge.</p> <ul style="list-style-type: none"> They will use prediction; answer comprehension questions monitor meaning through strategies such as re-reading and inference. <p>Year 2 students will be reading less predictable texts with phrasing and fluency.</p> <ul style="list-style-type: none"> They will combine contextual, semantic, grammatical, and phonic knowledge to draw inferences by monitoring meaning, predicting, re-reading and make connections within & between texts with similar meaning. <p>Year 3 students will read an increasing range of texts by combining contextual, semantic, grammatical, and phonic knowledge, with text processing strategies.</p> <ul style="list-style-type: none"> They will recognise that texts present different points of view & can understand the difference between fact & fiction. They will recognise the use of language & visual features of texts e.g., key verbs and topic sentences. <p>Year 4 students will read different types of texts by combining contextual, semantic, grammatical, and phonic knowledge with text processing strategies, such as monitoring meaning, cross checking and reviewing.</p> <ul style="list-style-type: none"> They will compare and contrast texts on the same topic to identify how authors represent the same ideas differently. <p>Year 5 students will read & comprehend texts for specific purposes, including understanding how authors create a sense of playfulness with Puns & Alliteration.</p> <ul style="list-style-type: none"> They will apply appropriate comprehension strategies, including inferencing, predicting, monitoring meaning, skimming, and scanning with challenging texts. They will identify the author's perspective & interpret a point of view in a complex text. <p>Year 6 students will read less predictable texts with phrasing and fluency.</p> <ul style="list-style-type: none"> They will combine contextual, semantic, and grammatical knowledge with text processing strategies to evaluate texts for relevance of purpose. They will justify opinions and respond to questions by citing evidence from a text demonstrating meaning comprehended. They can classify ideas or information for a set task or purposes and audiences.

Goal 2: : Increase high band achievement in writing

2022:

- 70%% of Year 3 & 5 students to meet SEA in Reading, NAPLAN, with 50% demonstrating progress into higher bands
- 100 % of students demonstrating 12 months growth in PAT-R
- 80% of students in Year 1 meeting the Phonics testing of 28 or above out of 40.

2023:

- 100% of Year 3 students to meet or exceed SEA in NAPLAN writing
- 90% of Year 5 students in Year 5 to meet or exceed SEA in NAPLAN writing
- 100% of Year 5 students who achieved high bands in Year 3 to remain in high bands in NAPLAN writing
- All students to demonstrate 12 months of learning improvement in writing as measured against the Brightpath scale scores.

2024:

- 100% of students in Year 3 & 5 to meet or exceed SEA into higher growth bands of writing, with growth from year 3 to 5 to be maintained or continue into higher bands.
- All students to demonstrate 12 months of learning improvement in writing as measured against the Brightpath scale scores.

If we consistently use dialogic teaching to help students to identify, understand and consider language conventions & authorial choices associated with writing different text types, we will increase high band achievement in writing.

- Students will understand their writing goals and describe the next steps in their learning by articulating the thinking strategies they are using to help achieve their goals by describing metacognitive strategies.
- Students will understand and articulate the strategies they are using to help achieve their writing goals with specific information relating to different writing genres.
- Students contribute to dialogic activities within the classroom sharing their writing learning using Brightpath.
- Students will understand language conventions and authorial choices to articulate genre specific information relating to writing tasks.
- Reception students use familiar words, phrases, and images to convey ideas when beginning writing.
- Year 1 students understand the connection between writing, speech, and images to create short texts for a range of purposes.
- Year 2 students create texts drawing on their own experiences, their imagination and information they have learnt for genre specific purposes.
- Year 3 students understand & use Narrative, Persuasive & Information text types to write their own texts expressing and developing experiences, events, information, and characters in some detail.
- Year 4 students write coherently adding detail to their texts, understanding how to express an opinion by creating texts that show understanding of different language features to extend key ideas for different audiences and purposes.
- Year 5 students create imaginative, informative, and persuasive texts for different purposes and audiences by using language features to demonstrate how ideas can be extended.
- Year 6 student understand how language features and language patterns can be used for emphasis. They will create detailed texts elaborating on key ideas for a range of purposes and audiences

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Hastings

Principal

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