

# School Improvement Plan Summary

## ABERFOYLE HUB PRIMARY SCHOOL

Goals	Targets	Challenge of Practice	Success Criteria
Goal 1: Increase reading achievement for all students for R-2.	<p>2022: 65% of students meet SEA Phonics Screening 75% Receptions meet SEA Running Records by term 3 65% Year 1 meet SEA Running Records by term 3 62% Year 2 meet SEA Running Records by term 3</p> <p>2023:</p> <p>2024:</p>	<p>If we align our teaching practice with the AC Scope and Sequence and explicitly teach phonological and phonemic awareness, we will increase our Early Years student achievement in Reading.</p>	<p>Students will recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words. They will segment sentences into individual words and orally blend and segment onset and rime in 1 syllable spoken words. This will be evidenced in listening to students speak and read and in their work samples.</p> <p>Year 1: Students will segment consonant blends or clusters into separate phonemes at the beginnings and ends of 1 syllable words. They will manipulate phonemes in spoken words by adding, deleting, and substituting initial, medial and final phonemes to generate new words. This will be evidenced in listening to students read and in their book work.</p> <p>Year 2: Students will manipulate more complex sounds in spoken words through blending and segmenting sounds and phoneme deletion and substitution evidenced when listening to students read and represented in their writing.</p>
Goal 2: Increase reading achievement for all students in Year 3-6.	<p>2022: 25% of students in Years 3 achieve High Bands in NAPLAN. 45% of students in Year 5 achieve in High Bands in NAPLAN.</p> <p>2023:</p> <p>2024:</p>	<p>If we align our teaching practice with the AC Scope and Sequence and explicitly teach reading using the Question, Answer, Relationship (QAR) strategy, then we will increase our Primary Student's achievement in Reading.</p>	<p>We will see each student develop:</p> <p>Year 3: <i>Students will identify literal and implied meaning connecting ideas in different parts of a text.</i> <i>Students will select information, ideas and events in texts that relate to their own lives and to other texts</i> <i>Students will listen to others' views and respond appropriately using interaction skills.</i></p> <p>Year 4: <i>Students will explain how language features, images and vocabulary are used to engage the interest of audiences.</i> <i>Students will describe literal and implied meaning connecting ideas in different texts.</i></p>



			<p><i>Students will express preferences for particular types of texts, and respond to others' viewpoints Students will listen for and share key points in discussions.</i></p> <p><i>Year 5:</i>  <i>Student will analyse and explain literal and implied information from a variety of texts</i>  <i>Students will describe how events, characters and settings in texts are depicted</i>  <i>Students will explain their own responses to texts</i>  <i>Students will listen and ask questions to clarify content.</i></p> <p><i>Year 6:</i>  <i>Students will analyse and explain how language features, images and vocabulary are used</i>  <i>by different authors to represent ideas, characters and events</i>  <i>Students will compare and analyse information in different and complex texts, explaining literal and implied meaning</i>  <i>Students will select and use evidence from a text to explain a response</i>  <i>Students will listen to discussions, clarifying content and challenging others' ideas.</i></p>
<p><b>Goal 3: If we align our teaching practice with the AC: Scope and Sequence and adopt a common evidence-based approach to the teaching of writing, then we will increase our R-6 student's achievement in Writing.</b></p>	<p>2022:  75% of Year 3 students to meet SEA in NAPLAN  25% of Year 3 students to achieve HB in NAPLAN  70% of Year 5 students to meet SEA in NAPLAN  20% of Year 5s to achieve HB in NAPLAN</p> <p>2023:</p> <p>2024:</p>	<p>If we adopt a common evidence-based approach to writing, by aligning teaching practice with the Australian Curriculum English Scope and Sequence, then we will see an increase in the number of students achieving and maintaining high bands in NAPLAN writing.</p>	<p>Students will, by;</p> <p>End of Foundation  Retell familiar literary texts through performance, illustrations and images.  Create very short elementary examples of basic genres. These should explore, record and report ideas and events using a simple logical order, familiar words, and beginning writing knowledge.  Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops.</p> <p>End of Year 1  Recreate texts imaginatively using drawing, writing, performance and digital forms of communication.  Create short informative and imaginative texts about familiar topics. These may have little detail about events and participants, but will show an emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and appropriate multimodal elements, such as illustrations.  Re-read students' own texts and discuss possible changes to improve meaning, spelling and punctuation.</p> <p>End of Year 2  Create events and characters using different media to further develop key events and characters from existing literary texts.  Create short, simple informative, persuasive, and imaginative texts, using known topic information.  Texts will show mostly spoken-like approximations of a growing knowledge of text structures. Students will use language features for familiar and some less familiar audiences.  Re-read and edit text for spelling, sentence-boundary punctuation, and text structure.</p> <p>End of Year 3  Use visual features such as perspective, distance and angle to create imaginative texts based on characters, settings and events from students' own and other cultures.</p>



Plan, draft and publish simple informative, persuasive, and imaginative texts more independently.  
Demonstrate increasing control over text structures and language features.  
Re-read and edit texts for meaning, appropriate structure, grammatical choices, and punctuation.

End of Year 4

Create literary texts that explore students' own experiences and imagination.  
Plan, draft and publish simple imaginative, informative, persuasive, and response texts.  
These text will contain key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features.  
Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure.


End of Year 5

Create literary texts using realistic and fantasy settings, and characters that draw on the worlds represented in texts students have experienced. Plan, draft and publish imaginative, informative, persuasive and response print and multimodal texts.  
Choose text structures, language features, images and sound appropriate to purpose and audience.  
Re-read and edit students' own and others' work using agreed criteria for text structures and language features.


End of Year 6

Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways.  
Plan, draft and publish detailed imaginative, informative, persuasive, and response texts.  
Choose and experiment with text structures, language features, images, and digital resources appropriate to a broader range of purposes and audiences.  
Re-read and edit students' own and others' work using agreed criteria and explaining editing choices.

23/03/2022

X   
Principal

X   
Education Director

X   
Governing Council Chair Person

