

Goals	Targets	Challenge of Practice	Success Criteria
To increase student achievement in Reading	<p>2022:</p> <p>2023: To increase the number of Year 1 students achieving at or above the SEA in PAT-R by 10% (4 students) to 72% To increase by 10% (4 students) the number of Year 3s in Higher Bands for Reading in NAPLAN to 53% To increase to 45% (19 students) the number of Year 5s in Higher Bands for Reading in NAPLAN</p> <p>2024:</p>	<p>If teachers explicitly teach evidence-based reading strategies, with a focus on questioning and inferring, we will see an increase in students achieving in the higher bands for reading</p>	<p>We will see each student:</p> <p>Reception</p> <ul style="list-style-type: none"> <li>- Blend phonemes for all common single letter graphemes to read VC and CVC words and apply this knowledge when reading decodable texts</li> <li>- Read an increasing number of taught high frequency words in decodable texts and own writing</li> <li>- Read Pseudo-words by sounding out letters and blending them together</li> </ul> <p>Year 1</p> <ul style="list-style-type: none"> <li>- Segments and represents CCVC and CVCC words containing consonant diagraphs and consonant blends (sh-o-p, b-e-s-t)</li> <li>- Reads and increasing number of taught high frequency words in decodable texts and different contexts (own writing, shared reading)</li> <li>- Make predictions using prior knowledge to reflect on and evaluate the text</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>- Reads CCVC words (trust), CCCVC words (scrub), CCCVC words (thrust) and applies when reading continuous texts</li> <li>- Reads high-frequency words within a continuous text accurately and without hesitation</li> <li>- Make predictions and ask questions to help them engage with the text and make meaning</li> </ul> <p>Year 3-6</p> <ul style="list-style-type: none"> <li>- Reads and views complex texts</li> <li>- Draws inferences and explains using background knowledge or text features (infers character's feelings from actions)</li> <li>- Accurately retells a text including most relevant details</li> <li>- Uses reading comprehension strategies, predicting, clarifying, summarising and questioning to identify key details, make connections and build meaning</li> </ul> <p>All students R-6 will be able to articulate their reading goal, know where they need to get to and know how they are going to get there</p>
	<p>2022:</p> <p>2023: To increase the number of students in the high bands in NAPLAN Writing: Year 3 by 5% (43% of students) Year 5 by 5% (32% of students)</p>	<p>If we build teacher capacity to differentiate teaching while improving assessment and feedback for each student, then we will increase student achievement in Writing</p>	<p>We will see each student:</p> <p>Reception</p> <ul style="list-style-type: none"> <li>- Correctly form lower-case and upper-case letters</li> <li>- Write basic sentences using a capital letter and full stop</li> <li>- Sharing ideas about stories (sizzling starts, characters, problems, endings)</li> </ul> <p>Year 1</p> <ul style="list-style-type: none"> <li>- Writes short simple sentences using subject-verb-object (I play soccer)</li> <li>- Writes simple sentences using full stops, capital letters, question marks and exclamation marks</li> <li>- Consistently writes capital letters for proper nouns</li> </ul>

- Identify sizzling starts, problems and endings of stories

**Year 2**

- Writes coherent simple sentences made up of basic verb groups, noun groups and phrases to express an idea
- Start organising sentences into paragraphs
- Able to identify different text types when reading and writing
- Write a basic Narrative with a structure that includes a sizzling start, problem (rock) and has an ending (character resolution)
- Using descriptive language in writing to develop their character and setting

**Year 3-6**

- Consistently use correct spelling and punctuation
- Write paragraphs that are deliberately structured to pace and direct the reader's attention and move the story forward
- Expand on ideas through intentional use of simple, compound and complex sentences
- Plan for writing using the Seven Steps to Writing Success planning graphs
- Write a Narrative using the Seven Steps to Writing Success structure, Sizzling start, Backfill (character/setting), Problem (pebble, rock, boulder) and Ending, with impact (character resolution)
- Develop effective characterisation and setting when writing the backfill of a Narrative to create a picture for the reader

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Principal



Education Director

X



Governing Council Chair Person

