

2022 - 2024

Site Number: 0368

2023 School Improvement Plan Summary

Prospect Primary School



Goals	Targets	Challenge of Practice	Success Criteria
Increase the number of students in the high bands in literacy	<p>2022:</p> <p>Actuals for writing Year 3: 74% of students in the High Bands (69/93) Year 5: 44% of students in the High Bands (32/73)</p> <p>Actuals for Reading Year 3: 57% of students in the High Bands (54/94) Year 5: 64% of students in the High Bands (47/73)</p> <p>Actuals for Phonics Year 1: 77% of student reached expected achievement</p> <p>2023:</p> <p>Writing Year 3: 80% of students in the High Bands (63/79 students) Year 5: 40% of students in the High Bands (30/76 students)</p> <p>Reading Year 3: 80% of students in the High Bands (63/79 students) Year 5: 61% of students in the High Bands (46/76 students)</p> <p>Phonics Year 1: 87% of students to reach SEA (53/61 students)</p> <p>2024:</p> <p>Writing Year 3: 83% of students in the High Bands (77/93 students) Year 5: 44% of students in the High Bands (44/101 students)</p> <p>Reading Year 3: 80% of students in the High Bands (74/93 students) Year 5: 64% of students in the High Bands (64/101 students)</p> <p>Phonics Year 1: 90% of students to reach expected achievement</p>	If we further build teachers' collective accountability to apply student agency in formative assessment and moderation processes of writing, reading and oral language we will improve student growth within the higher bands. If we further build teachers' collective accountability to research best practices across all elements of literacy, reviewing the impact through formative assessment and documenting findings in our Literacy Agreement we will improve student growth within the higher bands.	<p>Student Success Criteria (what students know, do, and understand):</p> <p><u>As expert learners we will see each student:</u></p> <ul style="list-style-type: none"> Provide feedback to teachers/SSOs on the effectiveness of their high impact teaching strategies Use metalanguage of current evidence based high impact teaching strategies Will clearly articulate their next steps in learning when acting on regular explicit feedback sought from teachers/SSOs and peers Purposefully transfer functional grammar across all genres and justify their authorial choices Competently decode and orthographically map words to enable them to read, spell and write with automaticity will be able to articulate their learning intentions and success criteria as a result of metacognitive practices participate in the co-construction of the success criteria and demonstrate where they sit within their learning (eg. NAPE scale, Bump-It-Up wall) given the opportunity to document feedback given to be able to referred back to
	<p>2022:</p> <p>Actuals Year 3: 31% of students in the High Bands(30/94 students) Year 5 : 32% of students in the High Band (23/72 students)</p> <p>2023:</p> <p>Year 3: 45% of students in the High Bands (35/79 students) Year 5: 45% of students in the High Bands (34/76 students)</p> <p>2024:</p> <p>Year 3: 50% of students in the High Bands (46 /93 students) Year 5: 45% of students in the High Bands (45 /101 students)</p>		
Increase and maintain the number of students in the high bands in Numeracy.		If we further build teachers' capacity to target their teaching using the National Learning Progressions, formative assessment, consistent expectations of evidence based, high impact pedagogical approaches documented in our Numeracy Agreement, we will increase student achievement in Numeracy	<p>Student Success Criteria (what students know, do, and understand):</p> <p><u>As expert learners we will see each student:</u></p> <ul style="list-style-type: none"> Access current evidence based high impact teaching strategies Use consistent metalanguage across all strands of Mathematics Will visibly record their thinking strategies behind their solutions Will clearly articulate their next steps in learning when acting on explicit feedback sought from teachers/SSOs and peers Provide feedback to teachers/SSOs on the effectiveness of their high impact teaching strategies Transfer their Mathematical understanding into new contexts will be able to articulate their learning intentions and success criteria as a result of metacognitive practices participate in the co-construction of the success criteria and demonstrate where they sit within their learning (eg. NAPE scale) given the opportunity to document feedback given to be able to referred back to

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Recoverable Signature

X Karen Duval
Principal

Signed by: 78144201-69b6-4366-b749-9f364fad8f52

X Education Director

X Governing Council Chair Person



Government of South Australia
Department for Education