

# PARINGA PARK PRIMARY SCHOOL 2023 SCHOOL IMPROVEMENT PLAN SUMMARY

<b>GOAL 1</b>
To increase student achievement in mathematics through developing a deeper understanding of place value.
<b>TARGET 2023</b>
<p>2023 PATM:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The average PAT-M scale score will increase for each year level based on their results from the previous year</li> </ul> <p>2024 NAPLAN:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An increase in year 3 and year 5 students achievement in the higher bands</li> <li><input type="checkbox"/> All Year 3-6 Aboriginal students will show progressive achievement in PAT Maths</li> </ul>
<b>CHALLENGE OF PRACTICE</b>
If we explicitly teach place value based upon a developmental curriculum, then we will deepen student's understanding of the place value system which will increase student growth in mathematics.
<b>ACTIONS</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Each teacher will develop a deep and shared understanding of the scope and sequence for place value in Mathematics and access the DfE Australian Curriculum support materials to plan and implement high quality differentiated learning</li> <li><input type="checkbox"/> Each teacher will use formative and summative data to target teaching, track progress and provide feedback on each learner's progress.</li> <li><input type="checkbox"/> Each teacher will explicitly teach agreed mathematical vocabulary.</li> </ul>
<b>SUCCESS CRITERIA</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Reception: Students partition, order and combine collections up to 10 in different ways, representing these with numerals and sequence numbers up to at least 20.</li> <li><input type="checkbox"/> Year 1: Students demonstrate how one- and two-digit numbers can be partitioned in different ways, with an understanding that '10 of these is one of those' and order numbers to at least 120.</li> <li><input type="checkbox"/> Year 2: Students apply knowledge of place value to order, represent, partition, rearrange and rename two- and three-digit numbers in terms of their parts to at least 1000. They can read numerals up to millions and beyond.</li> <li><input type="checkbox"/> Year 3: Students order, represent and rename numbers beyond 10,000, noticing that each place value part increases by a factor of ten. Students partition, rearrange and regroup up to three digit numbers in different ways to assist in calculations.</li> <li><input type="checkbox"/> Year 4: Students connect their understanding of whole number place value to name, represent, order and rename tenths and hundredths in decimal form recognising that "ten of these (tenths) is one of those (ones)". They recognise that each place value part decreases by a factor of ten.</li> <li><input type="checkbox"/> Year 5: Students use place value to write, represent, rename and order decimals including decimals greater than one. Students calculate decimals using addition and subtraction up to three decimal places.</li> </ul>

<b>GOAL 2</b>
Students use language features, text structures and literary devices for particular effect when writing for a specific purpose.
<b>TARGET 2023</b>
<p>2023: NAPLAN</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Year 3</b> - Students to achieve higher bands in NAPLAN Writing.</li> <li><input type="checkbox"/> <b>Year 5</b> - Students who achieved HB in Year 3 will remain in higher bands in Year 5 in NAPLAN Writing</li> </ul> <p>2024: NAPLAN</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Year 3</b> - Students to achieve higher bands in NAPLAN Writing.</li> <li><input type="checkbox"/> <b>Year 5</b> - Students who achieved higher bands in Year 3 will remain in higher bands in Year 5 in NAPLAN Writing</li> </ul>
<b>CHALLENGE OF PRACTICE</b>
If we use explicit teaching strategies with a gradual release of responsibility then we see students using language features, text structures and literary devices for particular effect.
<b>ACTIONS</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> All teachers will work collaboratively in Professional Learning Teams (PLTs) to plan and implement a high quality writing strategies aligned to the Australian Curriculum to provide appropriate stretch and challenge for all students through: feedback and metacognitive strategies.</li> <li><input type="checkbox"/> Build teachers' skills and knowledge in the explicit teaching of text types, structures and language features and assessment of writing.</li> <li><input type="checkbox"/> Each teacher will use formative and summative assessment to provide quality feedback to students that moves their learning forward and support them to regularly set and review their individual writing goals.</li> </ul>
<b>SUCCESS CRITERIA</b>
<p>We will see each student writing for specific purposes and audiences.</p> <p>We will see each student transfer their knowledge and skills of language features to their written texts.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reception: Create a range of text with an understanding that text can take many forms and have different purposes.</li> <li><input type="checkbox"/> Year 1: Create a range of texts showing an emerging understanding and use of appropriate text structure and language features.</li> <li><input type="checkbox"/> Year 2: Create a range of texts using growing knowledge of text structure and language features appropriate to purpose and audience.</li> <li><input type="checkbox"/> Year 3: Create a range of texts, demonstrating increasing control over text structures, language features and literary devices appropriate to audience and purpose.</li> <li><input type="checkbox"/> Year 4: Create a range of written and/or multimodal texts, demonstrating increasing control over text structures, language features and literary devices for a range of purposes and audiences.</li> <li><input type="checkbox"/> Year 5: Create a range of texts choosing text structures, language features, (images and sound) and literary devices appropriate to purpose and audience.</li> <li><input type="checkbox"/> Year 6: Create a range of texts choosing and experimenting with text structures, more complex language features, literary devices and multimodal features appropriate to purpose and audience.</li> </ul>