

2023 School Improvement Plan Summary

Marryatville Primary School

Goals	Targets	Challenge of Practice	Success Criteria
<p>Improve student knowledge, understanding and achievement in mathematics.</p>	<p>2022:</p> <p>Year 3 NAPLAN – 60% of students in high bands (45 of 75 students)</p> <p>Year 5 NAPLAN – 55% of students in high bands (50 of 91 students)</p> <p>2022 results</p> <p>Year 3 NAPLAN – 53% of students in high bands (40 of 76 students)</p> <p>Target not met, however improvement from 2021 – 48%</p> <p>Year 5 NAPLAN - 41% of students in high bands (35 of 86 students)</p> <p>Target not met, decline from 2021 – 45%</p>	<p>If we deliver rigorous curriculum and incorporate effective teaching practices that develop numeracy we will increase student achievement in mathematics.</p>	<p>We will see each student experience growth and success in mathematics when the learning is presented in a linear way, with appropriate differentiation, when we review pre and post assessments and undertake moderation of tasks.</p> <p>We will see students increase responsibility and ownership of their mathematics learning through regular goal setting and monitoring. When we talk to students we will hear them verbalise their learning goal and how they will achieve it.</p> <p>We will see students using a range of strategies to solve worded problems. When we observe and listen to students individually, in collaborative groups or in reflection time we will hear them explain their problem solving strategies and mathematical thinking.</p>
	<p>2023:</p> <p>Year 3 NAPLAN – 60% of students in high bands (50 of 84 students)</p> <p>Year 5 NAPLAN – 50% of students in high bands (40 of 81 students)</p> <p>Year 7 NAPLAN - 55% of students in high bands (47 of 86 students)</p>		
	<p>2024:</p> <p>Year 3 NAPLAN – 75% of students in high bands (of students)</p> <p>Year 5 NAPLAN – 55% of students in high bands (of students)</p> <p>Year 7 NAPLAN - 50% of students in high bands (of students)</p>		

Increase high band achievement in writing

2022:

Year 3: 60% students in higher bands (45 of 75 students)

Year 5: 50% students in higher bands (45 of 91 students)

2022 results

Year 3 NAPLAN – 72% of students in high bands (55 of 76 students)

Year 5 NAPLAN – 38% of students in high bands (35 of 86 students)

2023:

Year 3 NAPLAN – 70% of students in high bands (58 of 84 students)

Year 5 NAPLAN – 50% of students in high bands (41 of 81 students)

Year 7 NAPLAN – 45% of students in high bands (39 of 86 students)

2024:

Year 3 NAPLAN – 75% of students in high bands (of students)

Year 5 NAPLAN – 55% of students in high bands (of students)

Year 7 NAPLAN - 50% of students in high bands (of students)

If we develop a whole school approach to explicitly teaching genre specific structure of writing, functional grammar and evidence based spelling practices, we will increase student achievement in writing.

We will see students engage in integrated, English units of work using a range of literacy sub-strands, focusing on unit specific learning intentions. We will see each student demonstrate a clear understanding of learning intentions and success criteria, when we moderate assessment tasks and discuss in our meetings.

We will see students demonstrate an increased responsibility and ownership of their learning and improve the quality of their writing when they:

- show where they are in their writing journey by understanding their next steps for improvement
- self-moderate and assess their writing against an exemplar or rubric
- peer moderate and assess writing
- set goals to achieve next steps in learning

We will see students successfully create a variety of texts using strong cohesive devices for specific purposes and audiences when we look at student work samples. Students will be able to explain and justify their choices when we talk to them about their writing.

We will see students demonstrate knowledge of a range of spelling strategies including linguistic knowledges in order to understand words and spell correctly: phonology, orthography, morphology and etymology when we do focused walk throughs and observations and through action research projects.

writing against an exemplar or rubric

- peer moderate and assess writing
- set goals to achieve next steps in learning

We will see students successfully create a variety of texts using strong cohesive devices for specific purposes and audiences when we look at student work samples. Students will be able to explain and justify their choices when we talk to them about their writing.

24/02/2023

X

Principal

23/02/2023

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Education Director

Signed by: RichardsonS

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Governing Council Chair Person



Government of South Australia
Department for Education