2022 - 2024 Site Number: 1162

2023 School Improvement Plan Summary

Ingle Farm Primary School

Goals	Targets	Challenge of Practice	Success Criteria
Increase achievement of R-6 students in reading.	Whole School: Ingle Farm Primary School to achieve 0.42 in their school performance score. – Achieved: 0.42 (+/- 0.00) Year 1: 80% of students (41 out of 51) to achieve 28/40 in the Phonics Screening Check – Achieved: 84% (+ 2.2%) Year 3: 75% of students (43 out of 57) to achieve SEA in NAPLAN reading – Achieved: 77.2% (+ 2.2%) 32% of students (18 out of 57) to achieve HB in NAPLAN reading – Achieved: 35.1% (+ 3.1%) Year 4: 76% of students (30 out of 39) to achieve a scale score of 106 or above in PAT-R – Achieved: 78.1% (+ 2.1%) Year 5: 71% of students (33 out of 46) to achieve SEA in NAPLAN reading – Achieved: 76.1% (+ 5.1%) 28% of students (13 out of 46) to achieve HB in NAPLAN reading – Achieved: 19.6% (- 8.4%) Year 6: 56% of students (30 out of 39) to achieve a scale score of 118 or above in PAT-R – Achieved: 80.4% (+ 24.4%) 2023: Whole School: Ingle Farm Primary School to achieve 0.44 in their school performance score Keep Rec: 90% of students (46 out of 51 students) to achieve 28/40 in the Phonics Screening Check – No data for – How do we measure? Year 1: 89% of students (47 out of 52 students) to achieve 28/40 in the Phonics Screening Check (mean score: 34+) Year 3: 82% of students (36 out of 43 students) to achieve SEA in NAPLAN reading 40% of students (18 out of 43 students) to achieve SEA in NAPLAN reading Year 4: 83% of students (49 out of 58 students) to achieve a scale score of 106 or above in PAT-R	If we differentiate the teaching of evidence-based reading practices by using data, then we will increase achievement of R-6 students in reading.	By the end of the Foundation Year students read, view and comprehend texts, making connections. They identify the language features of texts including connections between print and images. By the end of Year 1 , students identify text structures blending short vowels, common long vowels, consonants and digraphs to read onesyllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. By the end of Year 2 , students read, view and comprehend texts, identifying literal and inferred meaning. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. By the end of Year 3 , students read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns By the end of Year 4 , students read, view and comprehend texts created to inform, influence and/or engage audiences. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge. By the end of Year 5 , students read, view and comprehend texts created to inform, influence and/or engage audiences.



	Year 5: 81% of students (34 out of 41 students) to achieve SEA in NAPLAN reading 24% of students (10 out of 41 students) to achieve HB in NAPLAN reading Year 6: 85% of students (40 out of 47 students) to achieve a scale score of 118 or above in PAT-R 2024: Whole School: Ingle Farm Primary School to achieve 0.46 in their school performance score Year 1: 94% of students (48 out of 51 students) to achieve 28/40 in the Phonics Screening Check (mean score: 35+) Year 3: 87% of students (47 out of 54 students) to achieve SEA in NAPLAN reading 45% of students (25 out of 54 students) to achieve HB in NAPLAN reading Year 4: 88% of students (38 out of 43 students) to achieve a scale score of 106 or above in PAT-R Year 5: 86% of students (50 out of 58 students) to achieve SEA in NAPLAN reading 39% of students (23 out of 58 students) to achieve HB in NAPLAN reading Year 6: 90% of students (37 out of 41 students) to achieve a scale score of 118 or above in PAT-R		By the end of Year 6 , students read, view and comprehend different texts. They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts.
Increase the achievement of R-6 students writing.	Whole School: Ingle Farm Primary School to achieve 0.42 in their school performance score. – Achieved: 0.42 (+/- 0.00) Rec: Year 1: Year 2: Year 3: NAPLAN – SEA: 89% - HB: 47% Year 4: Year 5: NAPLAN – SEA: 72% - HB: 9% 2023: Whole School: Ingle Farm Primary School to achieve 0.44 in their school performance score. Year 3: 94% of students (41 out of 43 students) to achieve SEA in NAPLAN Writing 52% of students (22 out of 43 students) to achieve HB in NAPLAN Writing Year 4: Year 5: 77% of students (32 out of 41 students) to achieve SEA in NAPLAN Writing 14% of students (6 out of 41 students) to achieve HB in NAPLAN Writing	If teachers teach writing by including high dialogic talk within the teaching and learning cycle then we will increase student writing achievement.	By the end of the Foundation year , students create short written texts, including retelling stories using words and images where appropriate. By the end of Year 1 , students create short written and/or multimodal texts including recounts of stories with events and characters. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes. By the end of Year 2 , students create written and/or multimodal texts including stories. They punctuate simple and compound sentences. They use topic-specific vocabulary. They spell words with regular spelling patterns, and use phonic and morphemic knowledge. By the end of Year 3 , students create written and/or multimodal texts including stories. They use text structures including paragraphs, and language features including paragraphs, and language features including compound sentences, topic-specific vocabulary. They spell multisyllabic words using phonic and morphemic knowledge. By the end of Year 4 , students create written and/or multimodal texts. They use paragraphs to organise and link ideas. They use complex sentences, topic-specific vocabulary and visual features. They spell words including multisyllabic and multimorphemic words with irregular spelling
	Whole School: Ingle Farm Primary School to achieve 0.46 in their school performance score Year 3: 99% of students (54 out of 54 students) to achieve SEA in NAPLAN Writing: 31% of students (25 out of 54 students) to achieve HB in NAPLAN Writing Year 5: 82% of students (48 out of 58 students) to achieve SEA in NAPLAN Writing 19% of students (12 out of 58 students) to achieve HB in NAPLAN Writing		



			patterns, using phonic, morphemic and grammatical knowledge. By the end of Year 5 , students create written and/or multimodal texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and multimodal features. They spell using phonic, morphemic and grammatical knowledge. By the end of Year 6 , students create written and/or multimodal texts, including literary texts, for particular purposes and audiences. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features including sentence structures, topic-specific vocabulary. They spell using phonic, morphemic and grammatical knowledge.
Increase R – 6 student achievement in Numeracy.	Whole School: Ingle Farm Primary School to achieve 0.42 in their school performance score. – Achieved: 0.42 (+/- 0.00) Rec: Year 1: Year 2: Year 3: NAPLAN – SEA: 67%	Teachers will plan for and implement Numeracy Impact Cycles.	By the end of the Foundation Year , students make connections between number names, numerals and position in the sequence of numbers from zero to at least 20. They use subitising and counting strategies to quantify collections. Students compare the size of collections to at least 20. By the end of Year 1 , students connect number names, numerals and quantities, and order numbers to at least 120. They demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones. By the end of Year 2 , students order and represent numbers to at least 1000, apply knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts, and regroup partitioned numbers to assist in calculations. By the end of Year 3 , students order and represent natural numbers beyond 10 000. They partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations. Students extend and use single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbers. By the end of Year 4 , students use their understanding of place value to represent tenths and hundredths in decimal form and to multiply natural numbers by multiples of 10. By the end of Year 5 , students use place value to write and order decimals including decimals

Year 3: 77% of students (42 out of 54 students) to achieve SEA in NAPLAN Numeracy

26% of students (14 out of 54 students) to achieve HB in NAPLAN Numeracy Year 4: 92% of students (40 out of 43 students) to achieve a scale score of 110 or above in PAT-M Year 5: 77% of students (45 out of 58 students) to achieve SEA in NAPLAN Numeracy

14% of students (9 out of 58 students) to achieve HB in NAPLAN Numeracy Year 6: 84% of students (35 out of 41 students) to achieve a scale score of 120 or above in PAT-M

greater than one. They express natural numbers as products of factors and identify multiples. Students order and represent, add and subtract fractions with the same or related denominators. By the end of **Year 6**, students use integers to represent points on a number line and in the Cartesian plane. They solve problems using the properties of prime, composite and square numbers. Students order common fractions, giving reasons, and add and subtract fractions with related denominators. They use all 4 operations with decimals and connect decimal representations of measurements to the metric system.

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