

2023 School Improvement Plan Summary

Ingle Farm Primary School

| Goals | Targets | Challenge of Practice | Success Criteria |
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| <p>Increase achievement of R-6 students in reading.</p> | <p>2022: 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%)</p> <p>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 HB 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</p> | <p>If we differentiate the teaching of evidence-based reading practices by using data, then we will increase achievement of R-6 students in reading.</p> | <p>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.</p> <p>By the end of Year 1, students identify text structures blending short vowels, common long vowels, consonants and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>By the end of Year 5, students read, view and comprehend texts created to inform, influence and/or engage audiences.</p> |



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| | <p>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</p> <p>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</p> | | <p>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.</p> |
| <p>Increase the achievement of R-6 students writing.</p> | <p>2022: 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%</p> <p>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</p> <p>2024: 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</p> | <p>If teachers teach writing by including high dialogic talk within the teaching and learning cycle then we will increase student writing achievement.</p> | <p>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 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</p> |



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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 Principal

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 Education Director

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