

# School Improvement Plan Summary

## Minlaton District School

Goals	Targets	Challenge of Practice	Success Criteria
<p>To increase the number of students achieving the SEA and in high bands for reading.</p>	<p>2022:                      50% of Year 3 students (10 out of 20 students) to achieve higher bands in NAPLAN reading                      40% of Year 5 students (10 out of 26 students) to achieve higher bands in NAPLAN reading                      50% of Year 7 students (7 out of 14 students) to achieve higher bands in NAPLAN reading                      50% of Year 9 students (9 out of 18 students) to achieve higher bands in NAPLAN reading</p>	<p>If we prioritise the use of reciprocal teaching of reading across all year levels, then we will retain and increase the number of students attaining the SEA and achieving the higher bands in reading.</p>	<p>We will hear each student in Reception read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) when we listen to students reading.                      We will see each student in Reception use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) when we talk to students about what they are learning in their reading.                      We will hear each student in Year 1 read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and re-reading (ACELY1659) when we listen to students reading.                      We will see each student in Year 1 use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660) when we analyse student work together in our Site Improvement Team meetings.                      We will hear each student in Year 2 read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669) when we listen to students reading.</p>
	<p>2023:                      To be set after Step 5 review and evaluation in Term 4 2022</p>		
	<p>2024:                      To be set after Step 5 review and evaluation in Term 4 2023</p>		



			<p>We will see each student in Year 2 use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670) when we analyse student work together in our Site Improvement Team meetings.</p> <p>We will see each student in Year 3 use comprehension strategies to build literal and inferred meaning and begin to evaluate text by drawing on a growing knowledge of context, text structures and language features (ACELY1680) when we look at student work together in our Site Improvement Team meetings.</p> <p>We will see each student in Year 4 use comprehension strategies to build literacy and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692) when we analyse student work together in our Site Improvement Team meetings.</p> <p>We will see each student in Year 5 use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)) when we analyse student work together in our Site Improvement Team meetings.</p> <p>We will see each student in Year 6 use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713) when we analyse student work together in our Site Improvement Team meetings.</p> <p>We will see each student in Year 7 use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723) when we analyse student work together in our Site Improvement Team meetings.</p> <p>We will see each student in Year 8 use comprehension strategies to interpret, and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view when we analyse student work together in our Site Improvement Team meetings.</p> <p>We will see each student in Year 9 use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744) when we analyse student work together in our Site Improvement Team meetings.</p> <p>We will see each student in Year 10 use comprehension strategies to compare and contrast</p>
--	--	--	--




			information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754) when we analyse student work together in our Site Improvement Team meetings
	2022:		
	2023:		
	2024:		
	2022:		
	2023:		
	2024:		

 Recoverable Signature

**X** Ali Bogle

Principal

Signed by: Ali Bogle

 Recoverable Signature

**X** Joann Weckert

Education Director

Signed by: Ali Bogle

 Recoverable Signature

**X** Kristen Wilson

Governing Council Chair Person

Signed by: Ali Bogle

14/12/2021

