

2022 - 2024

School Improvement Plan Summary

Kingston Community School

Site Number: 0737

| Goals | Targets | Challenge of Practice | Success Criteria |
|---|--|--|--|
| Improve student achievement in numeracy | 2022: 42 out of 60 enrolled students (70%) in Year 4-6 achieve SEA or above in PAT-M results. | If we focus on visualisation pedagogy then we will improve numeracy R-10. (School Improvement Primary Numeracy Guidebooks - <i>Stretch</i>) | <p>By the end of Year 4: Students choose appropriate strategies for calculations involving multiplication. (AC) Student evidence: students demonstrate that the place-value pattern is built on the operations of multiplication of tens. (Curriculum Units Scope and Sequence) Students recognise common equivalent fractions in familiar contexts (AC) Student evidence: students record the relationship between families of fractions ($\frac{1}{2}$s, $\frac{1}{4}$s and $\frac{1}{8}$s or $\frac{1}{2}$s and $\frac{1}{4}$s) using manipulatives and written algorithms. (Curriculum Units Scope and Sequence)</p> <p>By the end of Year 5: Students will identify and describe factors and multiples. (AC) Student evidence: students will explore factors and multiples using number sequences (Curriculum Units Scope and Sequence) Students will add and subtract fractions with the same denominator. (AC) Student evidence: students will use manipulative materials to represent the addition and subtraction of fractions. (Curriculum Units Scope and Sequence)</p> <p>By the end of Year 6: Students will recognise the properties of prime, composite, and square numbers. (AC) Student evidence: students will draw prime factor trees to show their understanding that if a number is divisible by a composite number, then it is also divisible by the prime factors of that number (Curriculum Units Scope and Sequence) Students will describe rules used in sequences involving whole numbers, fractions and decimals. (AC) Student evidence: students will use manipulatives to investigate additive and multiplicative patterns such as: the number of tiles in a geometric pattern and looking for patterns in the way the numbers increase or decrease (Curriculum Units Scope and Sequence)</p> |
| | 2023: 43 out of 60 enrolled students (72%) in Year 4-6 achieve SEA or above in PAT-M results | | |
| | 2024: 44 out of 60 enrolled students (73%) in Year 4-6 achieve SEA or above in PAT-M results | | |
| Improve student achievement in writing | <p>2022:</p> <p>Year 3: The 14 students in the cohort who achieved at a C or higher will maintain this grade or move up to a higher-grade band in English.</p> <p>Year 5: The 16 students in the cohort who achieved at a C or higher will maintain this grade or move up to a higher-grade band in English.</p> <p>Year 7: The 17 students in the cohort who achieved at a C or higher will maintain this grade or move up to a higher-grade band English.</p> <p>Year 9: The 32 students in the cohort who achieved at a C or higher will maintain this grade or move up to a higher-grade band in English.</p> <p>Those students who received an 'At Standard' grade in 2021 will achieve an 'At Standard' or higher in English, 2022.</p> <p>Students who did not meet SEA in English in 2021 will be targeted to</p> | If we implement a whole school approach to differentiation, then we will improve writing. | <ul style="list-style-type: none"> ● Foundation (Reception) <ul style="list-style-type: none"> ○ we will hear and see students using knowledge of letters and sounds (blends) to spell words ○ The evidence we will collect will be pre and post-tests based on literacy tasks twice a term that shows students' knowledge of decoding strategies ○ ● 1-2 phonetically decoding (As per ACARA) <ul style="list-style-type: none"> ○ we will hear and see students using knowledge of letters and sounds (blends) to spell words ○ we will see students reading and writing some high-frequency words and other familiar words ○ we will hear students using sounds and see this knowledge in their writing <ul style="list-style-type: none"> ○ we will hear and see students using vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school ● 3-6 (As per ACARA) <ul style="list-style-type: none"> ○ we will see students utilise accurate spelling, punctuation, and metalanguage to shift their writing from the informal to formal ○ we will see students using varied sentences structure ○ we will see students using complex language features in a variety of text types ○ we will see students increase in Tier 2 and Tier 3 vocabulary usage |
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| | achieve SEA. | | |
| | 2023: 95% of students who did not achieve SEA in NAPLAN in 2022 at Years 3,5,7 and 9 will achieve an 'At Standard' or higher in A-E grades by the end of 2023. | | <ul style="list-style-type: none"> ● 7-10 (As per ACARA) <ul style="list-style-type: none"> ○ we will see students utilise accurate spelling, punctuation, and metalanguage to shift their writing from the informal to formal ○ we will see students utilising relevant and appropriate content and vocabulary for different audiences and contexts ○ we will see students using and experimenting with text structures and language features related to specific genres for particular effects ○ we will see students explain and demonstrate understanding of how texts are created in and for different audiences, purposes and contexts ● SACE- 11-12 <ul style="list-style-type: none"> ○ we will see students utilising relevant and appropriate content and vocabulary for different audiences and contexts ○ we will see students utilising evidence to support written responses |
| | 2024: TBA | | |

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Principal

X

Education Director

X

Governing Council Chair Person



