




# School Improvement Plan Summary




## Loxton North School

Goals	Targets	Challenge of Practice	Success Criteria
<p>Improve student's achievement in reading.</p>	<p>2022: 4/8 Year 3 students at SEA for NAPLAN 1/ 4 Year 5 students in HB for NAPLAN 9/10 Year 4 students at SEA for PAT 7/9 Year 6 students at SEA for PAT 6/8 Year 1 students at SEA for Running Records 3/5 Year 2 students at SEA for Running Records 2023:</p> <p>2024:</p>	<p>If educators develop reading goals for students, focusing on decoding, fluency and comprehension, we will improve student achievement in reading</p>	<p>We will see each student articulate their reading goal and identify what they need to do to progress during student reading conferences. We will see each student fluently read texts that include; intonation, pausing, accuracy and pace during reading conferences. We will see each student decode reading text that include; letter-sound relationships, visual knowledge and word recognition during reading conferences. We will see each student comprehend reading text that include; interacting with, analysing and evaluating texts to build meaning during reading conferences.</p>
<p>Improve student achievement in mathematics.</p>	<p>2022: 5/8 Year 3 students at SEA for NAPLAN 2/ 4 Year 5 students at SEA for NAPLAN 9/10 Year 4 students at SEA for PAT 8/9 Year 6 students at SEA for PAT 2023:</p> <p>2024:</p>	<p>If we design mathematical learning tasks using visual tools and techniques, we will improve student achievement in mathematics.</p>	<p>We will see each student represent mathematical concepts in different ways using visual tool when we analyse student work samples. We will see each student use a mathematical mindset and positive disposition when reflecting on their learning.</p>
<p>28/02/2022</p>	<p>2022:</p> <p>2023:</p> <p>2024:</p> <p>X  Principal</p>	<p>X  Education Director</p>	<p>X  Governing Council Chair Person</p>



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## Loxton North Kindergarten

Goals	Targets	Challenge of Practice	Success Criteria
<p>Children will develop their understanding of flexible mental models for each of the numbers (trust the count).</p>	<p>2022: Progress is seen through the Statement of Learning and Pedagogical data analysis termly. All children improve.</p> <p>2023:</p> <p>2024:</p>	<p>If educators intentionally provide play opportunities focusing on number sense; names, numerals, subitising, countable units of one and part-part whole knowledge then children will develop their skills in trusting the count.</p>	<p>Through analysis of formative assessment we will see children:</p> <ul style="list-style-type: none"> <li>- represent numbers 0-10 and beyond in multiple ways and in a range of contexts.</li> <li>-recognise collections of numbers without counting one by one (subitising).</li> <li>-identify and using language to compare quantities or collections (e.g bigger/smaller, more/less/same, before/after).</li> </ul>
<p>Develop children's speaking, listening and vocabulary skills in order for them to maintain a reciprocal shared conversation.</p>	<p>2022: Progress is seen through the Statement of Learning and Pedagogical data analysis termly. All children improve.</p> <p>2023:</p> <p>2024:</p>	<p>If educators explicitly teach and model the strategies of 'Sustained Shared Thinking' then children will increase their vocabulary and maintain a reciprocal shared conversation.</p>	<p>Through analysis of formative assessment we will hear children:</p> <ul style="list-style-type: none"> <li>-verbally contribute to back and forth conversations (EYLF pg40)</li> <li>-communicate their understanding using tier 1 and 2 vocabulary (EYLF pg40)- (GB pg19)</li> </ul>
<p><small>Click or tap to enter a date.</small></p>	<p>2022:</p> <p>2023:</p> <p>2024:</p> <p>X  Principal</p>	<p>X  Education Director</p>	<p>X  Governing Council Chair Person</p>