

2022 - 2024

2023 School Improvement Plan Summary

Renmark North School

Goals	Targets	Challenge of Practice	Success Criteria
<p>Increase high achievement in reading</p>	<p>2022: Year 1: 3 of 17 students achieve 21+ Running Record level. Year 2: 7 of 18 students achieve 28+ Running Record level. Year 3: 3 of 17 students achieve high band NAPLAN. Year 4: 5 of 19 students achieve high level reading as measured by PAT-R (112+). Year 5: 7 of 13 students achieve high band NAPLAN. Year 6: 7 of 12 students achieve high level reading as measure by PAT-R (120+).</p> <p>2023: Rec: 3 of 10 students to achieve 5 plus RR Level Year 1: 9 out 17 students will achieve 22 plus RR Level Year 1: 9 out of 17 students will achieve 28 or above in the Phonics screening Year 2: 7 out 21 students will achieve 28 plus RR level Year 3: 5 of 15 students will achieve high band NAPLAN Year 4: 9 out of 16 students achieve high level reading as measured by PAT R (112 plus) Year 5: 7 out of 20 students achieve high band NAPLAN Year 6: 7 of 14 students achieve high level reading as measured by PAT R (120 plus)</p> <p>2024:</p>	<p>If we explicitly teach reading with rigour and consistency, then we will increase high level achievement in reading.</p>	<ul style="list-style-type: none"> • We will see students retelling and summarising the text when we listen to students individually, in small group and whole class. • We will see each student identify, describe, analyse, compare and/or explain literal and implied information from a variety of high quality texts when we apply formative assessment strategies. • When we talk with students and observe them reading, they will: <ul style="list-style-type: none"> ○ Reception – use comprehension strategies to understand and discuss texts that are listened to, viewed or read independently. ○ Year 1 – use comprehension strategies to build literal and inferred meaning about key events, ideas, and information in high quality texts; listen to, view and read texts by drawing on growing knowledge of context, text structures and language features. ○ Year 2 – use comprehension strategies to build literal and inferred meaning and begin to analyse high quality texts; draw on growing knowledge of context, language visual features, and print and multimodal text structures. ○ Year 3 – use comprehension strategies to build literal and inferred meaning and begin to evaluate high quality texts; draw on growing knowledge of context, text structures and language features. ○ Year 4 – use comprehension strategies to build literal and inferred meaning to

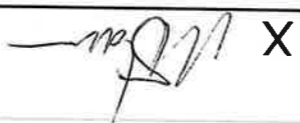


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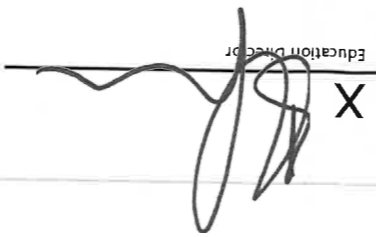
Increase student achievement in mathematics

<p>expand content knowledge; integrate and link ideas, and evaluate high quality texts.</p> <ul style="list-style-type: none"> Year 5 – use comprehension strategies to analyse information, integrating and linking ideas from a variety of high quality print and digital resources. Year 6 – use comprehension strategies to interpret and analyse information ideas; compare content from a variety of high quality textual sources including media and digital texts. 			
<ul style="list-style-type: none"> When we talk with students, they will explain what they have learned and their next learning steps (achievement and progress), using evidence from work samples and teacher feedback. When we observe students and analyse work samples/assessments, they will apply number sense and strategies for counting and representing numbers: <ul style="list-style-type: none"> Reception – use counting strategies to solve problems using manipulatives Year 1 – carry out simple additions and subtractions using counting strategies Year 2 – perform simple addition and subtraction calculations using a range of strategies Year 3 – solve problems using efficient strategies Year 3 – solve problems using efficient strategies for multiplication, with and without the use of digital technology Year 4 – choose appropriate strategies for calculations involving multiplication and division, with and without the use of digital technology Year 5 – solve simple problems involving the four operations using a range of strategies, including strategies that use digital technology Year 6 – solve problems that involve all four operations with whole numbers, solve problems involving the addition and subtraction of related fractions 	<p>If we teach number sense sequentially using the Big Ideas in Number (BIN) then we will increase achievement in mathematics.</p>	<p>2022:</p> <p>Year 2: 9 of 16 students will achieve at or above SEA in PATM (110+)</p> <p>Year 3: 12 of 16 students will achieve at or above SEA in NAPLAN (Band 3+)</p> <p>Year 4: 12 of 20 students will achieve at or above SEA in PATM (110+)</p> <p>Year 5: 7 of 13 students will achieve at or above SEA in NAPLAN (Band 5+)</p> <p>Year 6: 9 of 12 students will achieve at or above SEA in PATM (120+)</p> <p>2023:</p> <p>Year 1: 8 out of 16 will achieve above 87 in PAT M</p> <p>Year 2: 12 of 21 students will achieve at or above SEA in PAT M (95)</p> <p>Year 3: 8 of 15 students will achieve at or above SEA in NAPLAN in Bands 3 plus</p> <p>Year 4: 8 of 12 students will achieve at or above SEA in PAT M (110 plus)</p> <p>Year 5: 12 of 20 students will achieve at or above SEA in NAPLAN (Band 5 plus)</p> <p>Year 6: 11 of 14 students will at or above SEA in PAT M (120 plus)</p> <p>2024:</p>	

Principal

X 

Education Director

X 

Governing Council Chair Person

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