

Renmark Primary School will receive

\$188,988.00

This funding is intended to contribute to:

- **High Quality Teaching and Learning** (differentiation, student engagement, student voice)
- **Literacy and Numeracy intervention, challenge/intellectual stretch.** Particular focus on students achieving below SEA, not receiving other funding
- **Improved attendance:** higher levels of student engagement and improved learning outcomes
- **Professional development of staff** in teaching and learning for students with special needs in mainstream classes i.e. ASD, ODD, ADHD

1. HIGH QUALITY TEACHING AND LEARNING

- Principal to line manage Band 1, 21st Century Coordinator: Maths/Numeracy and technology
- Increase role from 0.2-0.4, enabling close work with teachers and SSOs, to develop skills, understandings and whole school consistency in Natural Maths pedagogy
- Technology/ICT – develop staff skills and understandings leading to a better integration of technology in teaching and learning (intentional design) esp. differentiation/challenge
- Literacy: Deputy Principal released 0.1 to support Early Years teachers to examine current literacy pedagogy especially Reading (Phonemic awareness, Phonics)
- Whole school focus on Spelling and Writing
- Using data to improve teaching and learning – school, class and individual level.
- Growth Mindset, whole school approach, with community
- Student Voice – co-constructing their learning, using data, goal setting, challenge, leadership

Outcomes:

- Increase staff confidence and competence in Maths/Numeracy: Natural Maths/AC (staff perception data, student feedback, formal observations, improved student outcomes)
- Consistent whole school Natural Maths pedagogy; language, visuals esp. Secret Code and problem solving strategies i.e. STAR (Sort Out, Think about, Action, Reflect on)
- Increase student competence and confidence in Maths/Numeracy; student perception data, achievement data (growth and level), feedback to teachers. 90% students having a positive disposition towards Maths
- Evidence of intervention/challenge/differentiation in curriculum design
- Evident tracking and monitoring of every student's data, growth and achievement in Literacy (reading, Spelling, Writing) and Numeracy
- More consistent assessment of student learning through moderation

2. LITERACY AND NUMERACY INTERVENTION, CHALLENGE/INTELLECTUAL STRETCH

- Full time SSO in every R-1 class
- MultiLit and Minilit intervention for all students not achieving SEA benchmarks in Reading
- Differentiation/intervention for Rec. students identified through PASA
- Symphony Maths for all yr 4-7 students not achieving SEA in NAPLaN Maths/Numeracy
- Daily 5 and Literacy Café – differentiation, staff PD, resources
- Growth Mindset whole school strategy
- Close data monitoring, action as required

Outcomes:

- Reading: 85% Rec students knowing all alphabet names and sounds by end t3, 2016
- Yr 1 Reading levels: 20% increase in the number of students achieving at/above DECD SEA (8/41)
- Yr 2 Reading levels: 20% increase in the number of students achieving at/above DECD SEA (8/42)

- Yr 3-7: 10% increase in NAPLAN Reading, at DECD SEA and above, increased % in higher bands (yr 3-60%, yr 5-59%, yr 7-64%)
- 20% reduction in the number of students requiring Symphony Maths in 2017
- 10% increase in the number of students at/above DECD SEA in Numeracy, 2016 NAPLAN, moving into higher bands (yr 3-51%, yr 5-66%, yr 7-62%)

3. **IMPROVED ATTENDANCE and CONNECTIONS TO FAMILIES AND COMMUNITY**

- Attendance concerns managed by School Counsellor and ACEOs, prompt follow up and support, Attendance Plans as required
- Case management, Attendance and Engagement Officer, school/family communication and engagement, volunteers, engagement with the community
- Engage parents more in their child's goal setting

Outcomes:

- Increase attendance from 89.9% - 93%
- Improve ATSI attendance and engagement, monitored closely
- Higher levels of engagement with families for whom chronic poor attendance is an issue
- Develop a Learning Support Plan for each child, with parent, teacher and student
- Engage students and families in community i.e. Remark Reads, ANZAC Day, Leadership Days

4. **PROFESSIONAL DEVELOPMENT TO IMPROVE TEACHING AND LEARNING**

- TRT release for teams of teachers to work with the Band 1 leader on Maths/Numeracy/Technology
- TRT release R-3 teachers to attend PD, visit other schools, work with DP on examining the Early Years Reading pedagogy
- Daily 5 and Literacy Café PD, investigation and trial, yr 2-7
- ASD PD-due to high needs ASD students in mainstream
- SSO PD re MultiLit, MiniLit, Secret Code, Reading/Spelling, ASD
- Aboriginal Education focus – perspectives in the AC, Reading improvement, engagement
- Leadership PD – Formal Classroom Observations, Growth Coaching, Leading change...
- Growth Mindset – continuous teaching and learning
- Moderation for our site and partnership

Outcomes:

- Staff engagement in change processes in a positive way
- Refined pedagogy to be rigorous and consistent as per whole school agreements
- Increased number of lead teachers (Step 9, seeking LT/HAT certification, curriculum, pedagogy)
- Improved student learning outcomes as per Part 2 outcomes
- Increased parent/community engagement (Volunteer numbers, community groups supporting students, attendance at school events)

These strategies and outcomes are aligned to our Site Improvement Plan and 2015 External Review Report.

A description of the planning and monitoring associated with these strategies will be included in the 2016 School Annual Report.



Lyn Bretag
Principal

Date: 31/3/2016



Con Karvouniaris
Education Director

Date: 22/4/2016