



VALUES

RESPECT	Yourself, others and all property
EXCELLENCE	Be the best that you can be, giving your best to all you do
SELF-BELIEF	Accept challenges and believe that you can be successful
TRUST	In yourself and be trustworthy

VISION

Renmark Primary School in partnership with its community provides a supportive and challenging learning environment, where students can strive for personal excellence and are equipped to succeed in our ever changing world.

ASPIRATIONS

Every student will make at least one year's growth for one year of learning. They will know where they are in their learning, where to next and how to get there, and will thrive.



2018 RENMARK PRIMARY SCHOOL SITE IMPROVEMENT PLAN PRIORITIES ARE

LITERACY

Students must be able to interpret and use language confidently for **learning and communicating**, in and out of school and for **participating effectively in society**. Literacy involves students in **listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts**, and **using and modifying language for different purposes in a range of contexts**.

NUMERACY / MATHS

Students must **recognise and understand the role of mathematics in the world** and have the **dispositions and capacities to use mathematical knowledge and skills purposefully**. Numeracy is an essential skill for students in becoming successful learners at school and in life beyond school, and in preparing them for their future roles as family, community and workforce members. More broadly, a numerate population is critical in ensuring the nation's ongoing prosperity, productivity and workforce participation.

PERSONAL AND SOCIAL CAPABILITY

Students develop personal and social capability as they learn to **understand themselves and others, and manage their relationships, lives, work and learning more effectively**. The capability involves students in a range of practices including **recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills**.

ENGLISH / LITERACY

READING:

Learning to read:

- Oral language: meaning-making through explicit oral language development
- Phonological awareness (identify speech sounds in simple and complex words)
- Phonics and word knowledge, including Tier 2 and 3 vocabulary

Reading to Learn:

- Decoding+Comprehension=Reading.
- Spelling – decoding and spelling strategies
- Comprehension skills, explicitly visualising, predicting, summarising, clarifying (questioning and making connections), inferring

WRITING

- Students choose and use text structure and features for effect, with appropriate scaffolding and levels of challenge

MATHEMATICS / NUMERACY

NUMBER

Ensure all students

- understand, choose and use **Natural Maths Secret Code** strategies as per RPS Numeracy Statement
- choose and apply a range of problem solving strategies, independently, with others, cross-curricular

SOCIAL and EMOTIONAL LEARNING

Develop student resilience through

- explicitly focusing on strengthening the learner dispositions of **CURIOSITY, PERSISTENCE, SELF-MANAGEMENT**
- maximising student attendance
- strengthening positive and restorative conflict resolution skills

These aspects will be embedded in all aspects of teaching and learning to frame our school culture of “**SUCCESS FOR EVERY CHILD**”.

LITERACY

LEARNING TO READ (PA,Phonics) 2017 data	2018 SMARTA TARGET/S	STRATEGIES	ASSESSMENT, EVALUATION and MONITORING	RESOURCES
<p>Term 1 2018: 9% at SPATR benchmark</p> <p>Term 4 2017: 65% at SPATR benchmark 27% below RR level 10 53% at/above RR level 16</p> <p>Term 4 2017: 17% below RR level 15 69% at/above RR level 21</p>	<p>RECEPTION: End term 4 2018: 70% SPATR benchmark 70% at SEA RR level 5</p> <p>YEAR 1: End Term 4 2018: 80% SPATR benchmark 20% below SEA RR level 10 60% at/above RR level 16</p> <p>YEAR 2 End term 4 2018: 15% below RR level 15 75% at/above RR level 21</p>	<p>Visible Learning: - Explicit Learning intentions, Success Criteria & Purpose - Explicit feedback strategies to and from the teacher, peer to peer</p> <p>Collaborative teaching, efficacy, sharing highly effective practice, Peer Coaching</p> <p>Learning Support Plan for every student, set and closely monitor Literacy, Numeracy and S&L goals</p>	<p>SPAT-R (R-1) testing, terms 1 & 4 (Rec), Term 1 (yr 1)</p> <p>THRASS consonant and vowel test for students below SEA</p> <p>Words their Way (yr 1/2-7) assessments at each level</p> <p>RPS Comprehension assessments, yr 2-7, 5 times/year</p> <p>NAPLAN data</p>	<p>RPS Literacy Statement Desktop Companion</p> <p>Staff PD as required i.e. PA, THRASS, RR THRASS charts, individual and class resources in every room</p> <p>MultLit and Minilit - SSO support for identified students inc. ATSI</p> <p>Words their Way</p> <p>Digital technology i.e. apps, online, websites, ipads</p>
<p>READING TO LEARN Spelling, Comprehension 2017 data</p> <p>average of 50% yr 3, 4, 5, 7 at/above SEA PAT-Spelling 84% yr 6 at/above SEA</p> <p>71% at/above SEA (Band 3) 17% High Bands (5,6)</p> <p>39% at/above SEA (band 5) 8% High Bands (7,8)</p> <p>55% at/above SEA (band 5) 0% in High Bands (8,9)</p>	<p>YEARS 3-7: PAT-SPELLING 70% at/above SEA in PAT-Spelling</p> <p>Yr 3 NAPLAN READING: 75% at/above SEA 20% in High Bands (5,6)</p> <p>Yr 5 NAPLAN READING: 50% at/above SEA 15% High Bands (7,8)</p> <p>Yr 7 NAPLAN READING: 60% at/above SEA 15% High Bands</p> <p>Yr 3 NAPLAN WRITING: 65% at/above SEA</p> <p>Yr 5 NAPLAN WRITING 35% at/above SEA</p> <p>Yr 7 NAPLAN WRITING 50% at/above SEA</p>	<p>Wave 1: Task design to differentiate and ensure levels of challenge R-R/1 THRASS and PA explicit teaching as per SPAT-R Yrs 1 – 7 Words their Way Reading to students 5 times/day, cross curricular Reading to self, to someone, reciprocal Explicit comprehension skills – visualising, predicting, clarifying, summarising, inferring Whole school scaffolded writing</p> <p>Wave 2: Small group support as required Minilit yr 1, 2 In class EALD support APAS tutoring for 13 yr 2-4 students, in and out of class Teacher, SSO, peer-peer</p>	<p>PAT-Reading , PAT-Spelling Measure growth in PAT-R, PAT-Maths and PAT-Spelling using Effect Size tool</p> <p>Running Records - every 5 weeks, entered on to data wall and Scorelink for students not at DECD SEA level</p> <p>MiniLit and Multilit Pre-tests for students at risk, weeks 1-5 term 1, or once enrolled R/1 Minilit testing, 3/term Multilit testing – 2-3 times/term, level to level, monitoring progress. Two terms maximum</p> <p>Writing and NAPLAN rubrics, common assessments/genre</p> <p>Year level moderation</p>	<p>AET to support the integration of Aboriginal perspectives and inclusion Literacy Coach – Brenda Pfitzner Visible Learning Impact Coach – Sofy Pipinis Inclusion Coordinator – Jo Trezise</p> <p>PAT -R online comprehension resources Sheena Cameron for comprehension Literacy resources i.e. Daily 5, Literacy Café NAPLaN continuum/rubric</p>
<p>WRITING 2017 data</p> <p>56% at/above SEA (band 3)</p> <p>29% at/above SEA (band 5)</p> <p>33% at/above SEA (band 6)</p>	<p>EALD – 70% progress at least 1 Lang & Lit. level ATSI – 75% at SEA in Reading and Numeracy</p>	<p>Wave 3: Multilit: yr 2-7 below SEA, receiving no other support; reviewed termly</p>	<p>A-E re Australian Curriculum Achievement Standards</p> <p>Results Plus Expectations</p>	<p>Modelled texts for scaffolded literacy to teach text structure and features including vocabulary from comprehending to composing Writing continuum</p>

MATHS/NUMERACY

IMPROVEMENT FOCUS	SMARTA TARGET/S	STRATEGIES	ASSESSMENT/EVALUATION	MONITORING	RESOURCES
<p>Maths – Natural Maths Secret Code strategies, for efficient problem solving</p> <p>Explicit teaching of basic skills (Big 6) as per RPS Numeracy statement; applied to authentic problem solving</p> <p>Ensuring appropriate levels of challenge and support for all students, especially <i>high level of challenge</i> allowing students to accelerate</p>	<p>YEAR 2, 2017: 91% at/above SEA PAT-Maths4e 2018: 95% at/above PAT-Maths 4e</p> <p>Yr 3: NAPLAN 2017: 56% at/above SEA (Band 3) 15% High Bands (5,6) 2018: 65% at/above SEA 20% High Bands</p> <p>Yr 5: NAPLaN 2017: 33% at/above SEA (Band 5) 0% in High Bands (7,8) 2018: 50% at/above SEA 15% in High Bands</p> <p>Yr 7: NAPLaN 2017: 48% at/above SEA (Band 6) 7% in High Bands (8,9) 2018: 55% at/above SEA 10% in High Bands</p>	<p>Visible Learning:</p> <ul style="list-style-type: none"> - Explicit Learning intentions, Success Criteria & Purpose - Explicit feedback strategies to and from the teacher, peer to peer <p>Growth Mindset</p> <p>Sharing highly effective teaching and learning strategies</p> <p>PDP, Peer Coaching</p> <p>Wave1: Explicit lesson structure; mental routines, problematized situation, reflection Explicit problem solving strategies Symphony Maths extension Goal setting, data used with and by students Differentiated learning Explicit Big 6, Secret Code, visuals, resources in every room Aboriginal perspectives</p> <p>Wave 2: TooSmart for yrs 1-3 below at SEA. Symphony Maths below SEA.</p> <p>Wave 3: Individual support/ program</p>	<p>Rec: PAT-M Yr 1-7 PAT-Maths Yr 3, 5, 7 NAPLaN TooSmart assessment Symphony Maths assessment Common formative assessments developed by teams Moderation of A-E against AC standards</p>	<p>Ongoing, every lesson through formative assessment, formal and informal</p> <p>NAPLAN term 2 PAT-Maths – term 3</p> <p>Ann Sluggett overseeing Symphony Maths and Too Smart; regular assessment and adjustment of the level of support, fluid movement of students in and out as required</p> <p>SSO allocated to Too Smart program</p> <p>Teachers to interrogate the assessment data and analyse student support required.</p>	<p>0.4 Maths Inclusion support teacher, Ann Sluggett</p> <p>AET - assist the integration of Aboriginal perspectives and inclusion</p> <p>SLLIP coordinator to facilitate moderation across the partnership as per 2018 plan</p> <p>Support Services i.e. SWD</p> <p>Team rubrics</p> <p>NAPLaN Numeracy rubric</p> <p>Natural Maths resources</p> <p>Concrete materials</p> <p>Online websites and digital technology resources</p> <p>Symphony Maths, Too Smart</p> <p>Big Ideas in Number</p> <p>Exemplars visible for students</p> <p>PD opportunities for staff</p>

SOCIAL AND EMOTIONAL LEARNING

IMPROVEMENT FOCUS	SMARTA TARGET/S	STRATEGIES	ASSESSMENT/EVALUATION	MONITORING	RESOURCES
<p>Social and Emotional Learning</p> <p>Self-Regulation</p> <p>Students develop a deep understanding of:</p> <ul style="list-style-type: none"> - their emotions and those of others - self-regulation - self-regulation strategies - empathy 	<p>Attendance: 2017 - 89% 2018 – 93%</p> <p>20% reduction Suspensions/Exclusions</p> <p>100% students using the 5 point Scale</p>	<p>Whole school approaches:</p> <p>Explicit and understood Attendance processes</p> <p>Growth Mindset</p> <p>5 point scale/student</p> <p>Use a common language for Behaviour Learning, i.e. “A’ and “B” choices, what number are you at?</p> <p>SMaRT (Self-Management and Reset Time) Room for self-regulation fully manned by leadership</p> <p>Anti-bullying strategies</p> <p>Restorative Justice</p> <p>Student voice and leadership</p> <p>Student mentors (PALS, Peer mediators)</p> <p>Community partnerships i.e. local council, Country Arts, volunteers</p> <p>Strengthen community engagement i.e. Face Book page, Governing Council, newsletters, volunteers</p>	<p>EDSAS behaviour data</p> <p>Engagement and Wellbeing survey data</p> <p>Attendance data</p> <p>Anti-Bullying survey data – evidence of reduced bullying/students identified as having bullying behaviour</p>	<p>Student Wellbeing Leader oversees S&E Learning programs, attendance and staff PD</p> <p>ACEOs, AET, EALD, PCW</p> <p>Student Wellbeing Leader working in classes, with teachers and students</p>	<p>RPS Wiki</p> <p>Online resources</p> <p>Bullying survey</p> <p>PCW</p> <p>ACEO, AET</p> <p>Student Wellbeing Leader</p> <p>Child Wellbeing Practitioner</p> <p>0.4 Inclusion Coordinator</p> <p>DECD Support services i.e. Social Worker: Attendance and Engagement, Behaviour Coach</p> <p>Professional Learning i.e. SMART, 5 point scale, Autism, Sensory needs</p> <p>Community engagement – SAPol, Headspace, DCP, RASA, Aboriginal Health (support services)</p> <p>SEL online resources i.e. Brave, Smiling Mind</p> <p>Sensory resources</p> <p>SMaRT Room</p>