

RENMARK



RENMARK PRIMARY SCHOOL

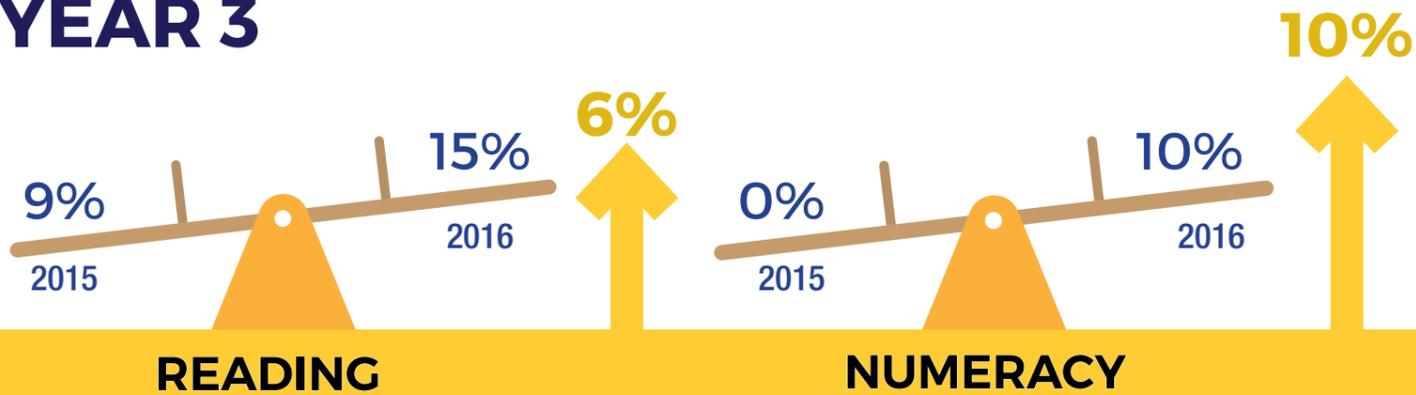


MAKING A MARK IN

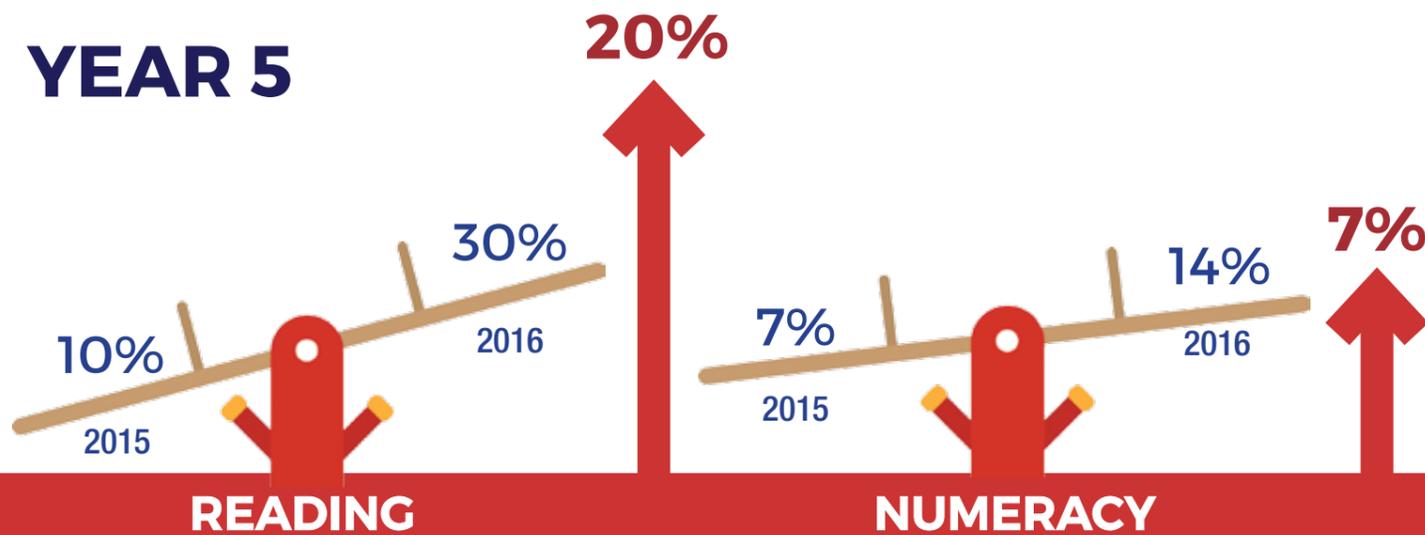
2016

In 2016 we saw a significant increase in the number of RPS students in the top two NAPLAN achievement bands

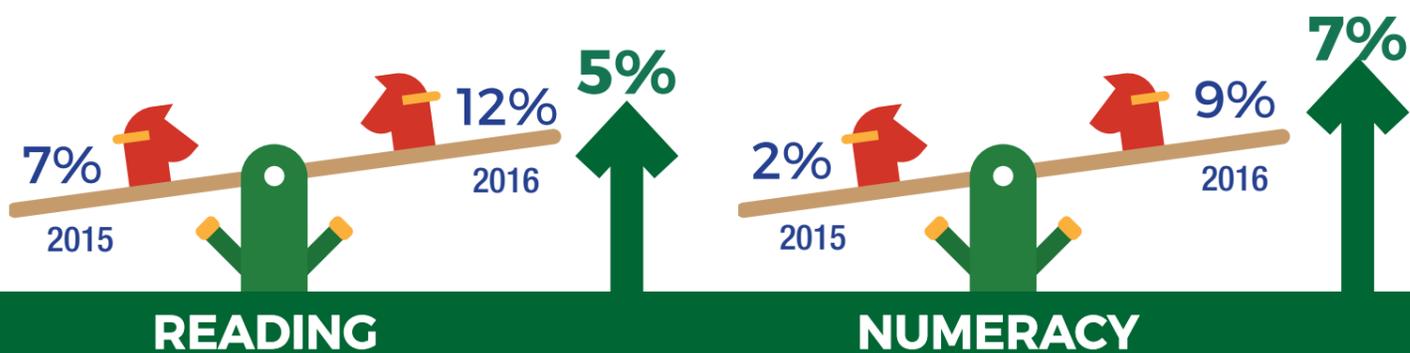
YEAR 3



YEAR 5



YEAR 7



Introduction

Renmark Primary School has a high quality, dedicated staff. We believe that all children are competent, rich in potential and can demonstrate their progress in many ways. At Renmark Primary School our students set their own learning goals based on their progress and evidence provided by the teachers. This approach means everyone is on the same page regarding where a student is at with their learning and what the next step for them is.

Renmark Primary School (RPS) is Category 2 school as per the Index of Educational Disadvantage. We have 14 classes and an average enrolment of 355 students, which has remained steady since 2013. Low socioeconomic status and disadvantage impact many of our students and families. Our student cohort comprises of 16% Aboriginal students, 17% from non-English speaking backgrounds, 52% School Card and 13% students with a disability.

In 2016 we remained committed to delivering a curriculum that fosters inquiry, creativity and curiosity for all learners. Throughout the year we sought opportunities that engage children within and beyond the school environment. We encourage every child at RPS to become an independent learner through learning how to learn, developing planning and communication skills while interacting successfully with others.

Our school values combine with our focus on a growth mindset and goal setting to be an important step to help prepare our students for what lies ahead. We have seen an improvement in the mindset of students over the past few years. At Renmark Primary students have greater resilience and the willingness to give things a go. We see more optimism and self regulation, which has resulted in non-violent conflict resolution and demonstration of care for each other. I am proud to say we have progressed enormously in these areas and want to thank staff, students and families for all their efforts.

Renmark Primary School was showcased at a state level and on the national stage this year. Mrs Andrea Lindner was a finalist in the SA Excellence in Public Education Awards. I am proud of her achievements in teaching and of our environment which has helped to nurture such high quality educators.

One of our students Aizaz Irfan won the national STEM Video Game Challenge with his entry in the Year 5-8 Gamestar Mechanic category, from more than 2000 entries. He was one of seven national winners and attended the PAX Australia video game conference in Melbourne.

I am so proud of the school community. As the school year drew to a close, I could reflect on the year and genuinely say that we left no stone unturned in looking into each student's learning. Everyone at the school was committed to providing the best learning environment for our students and determining what they needed to progress.

The strong relationships between people was a highlight in 2016. This can't be achieved unless there is genuine care and respect shown. Thank you to the staff, parents, our volunteers; Parent Group, LAP, Governing Council, woodworkers, mentors, class helpers and everyone in our school community. Your support is invaluable and very much appreciated by all.

Lyn Bretag
Principal



Improvement Planning & Outcomes

In the 2015 Annual Report we looked at building a strong future for our children. We said we would focus on individual learning needs through evidence based planning and continue to build growth mindsets in learners. We achieved this in 2016. Our Robotics and Technology program in the Year 6/7 is just one example of how our students are willing to have a go at new things.

Literacy

At RPS we have developed a Literacy and Numeracy Agreement that guides our improvement priorities.

An ongoing goal for our school is to build capability in students to interpret and use language confidently. Improved language skills will assist children in their learning, communicating in and out of school and to participate in society effectively. I'm proud to report that we achieved our goals in this area. Our work was even showcased in a short video on the DECD website where children explained how they work collaboratively with great optimism.

Numeracy

At Renmark Primary School we want our students to recognise and understand the role of mathematics in the world. We want to foster within students the disposition and capacity to use mathematical knowledge and skills purposefully.

To achieve this we insisted that every teacher must teach numeracy activities that included authentic problem solving and chances for children to 'apply' their knowledge. Our 2016 Mathematics Fair organised by the Year 4/5 classes was a terrific example of this. All classes booked in and shared in the problem solving.

Well-being

It is vital that young people develop personal and social capability as they learn. This helps them to understand themselves and others better. It also helps them to manage their relationships, lives, work and learning more effectively.

To assist our students in developing their personal capability we established a range of programs and practices where children can recognise and regulate emotions, develop empathy for others and make responsible decisions. We also had a bias towards activities that enabled children to work effectively in teams, handle challenging situations constructively and develop leadership skills.

We achieved our well-being goals this year. Our Peer Mediators, Student Leadership Team and Play at Lunchtime Leaders are wonderful examples of how we work together to harmonise the school.



2016 LITERACY GOALS

- Oral language and vocabulary development is a key focus in classrooms
- Structured and intentional play based learning
- Increase student talk time
More sharing and reflecting
- Daily 5/Literacy Cafe
Staff collaboration on moderation of writing
- Use teacher and student rubrics to assess student writing
- Explicit literacy teaching of at least 100 minutes per day

2016 SCHOOL GOALS

- Build student resilience and leadership, being mindful of transition points in our school, in particular for our Aboriginal students
- Create spelling curriculum agreements for assessment and differentiated learning for individual children
- Increase daily practice of independent writing
- Strengthen inferencing skills in reading

We worked hard in 2016 to achieve the goals we set for ourselves

2016 NUMERACY GOALS

- Implement a 3-part numeracy block involving mental routine, problematisation/skill development and reflection
- Teachers use common planning templates
- The 'Natural Maths Secret Code' is explicitly taught and displayed in each class
- The STAR model and a range of problem solving strategies are explicitly taught

School Performance

Literacy

Literacy skills are a vital component of life and at Renmark Primary School we want to improve everyone's reading and writing!

We have taken an individualised approach to literacy and we are proud of our progress. We know students begin their learning from a range of starting points. Understanding each student's starting point is vital and particularly important for us as we have many students transition into our school throughout each term.

We expect that literacy activities in every classroom expand the vocabulary of students while improving fluency and comprehension. Our commitment to this has seen our students using more sophisticated words in their writing every day.

Numeracy

A focus area for RPS is developing our teacher's skills in Mathematics. To do this every teacher is working with a Teaching and Learning Coordinator to plan lessons, be observed whilst teaching and receive feedback. We know that better teachers create tailored learning activities and over time better results for individuals.

In 2016 we wanted at least 70% of our students to know and demonstrate the application of the Secret Codes appropriate for their year level. I'm proud to report we achieved this goal.

NAPLAN

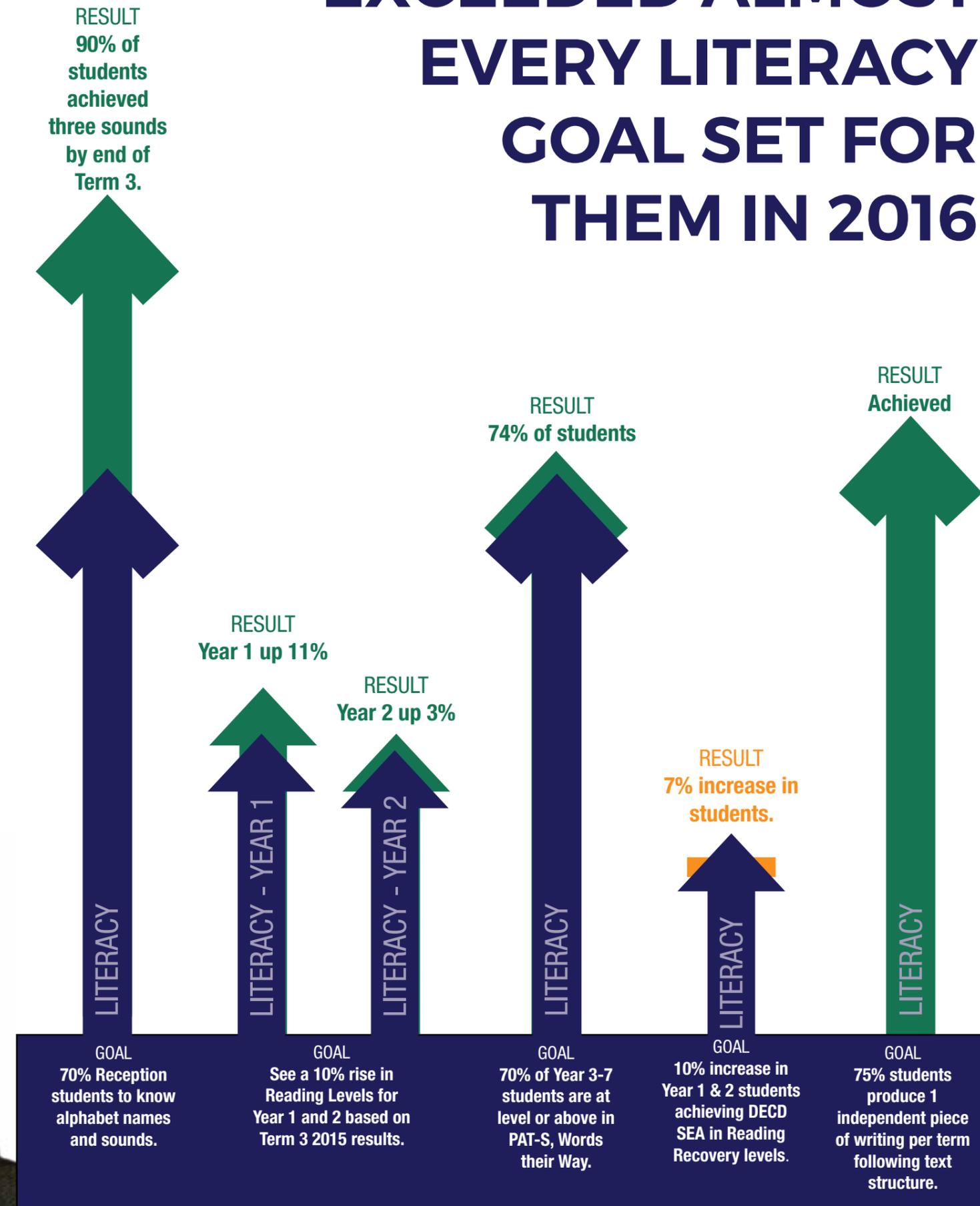
NAPLAN is one of the measures we use to identify the progress of each student at our school. Our results for 2016 were overall positive but as always, we have further work to do.

The NAPLAN data shows that approximately 6 out of 10 students at our school reach the DECD Standard of Educational Achievement (SEA). This year we saw decreases for our Year 3 Reading and Year 5 Numeracy achievements. We have analysed these results carefully and decided on strategies for our Junior Primary classes leading up to Year 3. Our approach to Numeracy will be further strengthened in the middle primary in light of our Year 5 results.

The 2016 NAPLAN results revealed that our students attain the top 2 skill bands in reading more than numeracy. For example, over a three year average across Years 3, 5 and 7, the number of students achieving the top two skill bands in reading is nearly double that of numeracy. This information was surprising and we have already placed a greater emphasis on Numeracy for the next few years.



RPS STUDENTS HAVE EXCEEDED ALMOST EVERY LITERACY GOAL SET FOR THEM IN 2016



We are committed to delivering a curriculum that fosters inquiry, creativity and curiosity for all learners.

We believe that all children are competent, rich in potential and can demonstrate progress in many different ways.

Renmark Primary School students are independent learners supported by a staff committed to their learning.

