

# RENMARK PRIMARY SCHOOL

## SITE IMPROVEMENT PLAN

### 2016-2017



A Solar School

#### RENMARK PRIMARY SCHOOL 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*



#### RENMARK PRIMARY SCHOOL 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.*

The Renmark Primary School Site Improvement Plan is framed by three of the Australian Curriculum General Capabilities.

## 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

### ***SPELLING to improve READING and WRITING***

To ensure all students, appropriate to their level

- have *phonemic awareness* (can identify speech sounds in simple and complex words)
- master *spelling strategies* to enable the correct spelling of unfamiliar and new words
- develop and expand Tier 2 and Tier 3 vocabulary
- improve fluency and comprehension in Reading and Writing

### ***WRITING***

Ensure all students

- move from informal (spoken like) writing to more sophisticated writing
- use at level text structure and features for effect
- write every day

## MATHEMATICS / NUMERACY

### ***NUMBER***

To ensure all students, at their level

- understand, and confidently and competently use the ***Natural Maths Secret Code*** strategies, as per RPS Numeracy Statement
- choose and apply a range of Maths strategies to authentic problem solving, working independently and with others, across all curriculum areas and in life

## SOCIAL and EMOTIONAL LEARNING

To ensure students learn the skills and strategies to build their resilience through

- growth mindset
- improving student attendance
- optimism
- self-regulation
- non-violent conflict resolution; showing care, consideration and empathy for others and an appreciation of everyone's differences and contributions.

These attributes will be embedded in all aspects of teaching and learning to frame our school culture of "Success for every child".

## LITERACY

IMPROVEMENT FOCUS	SMARTA TARGET/S	STRATEGIES	ASSESSMENT/EVALUATION	MONITORING	RESOURCES
Phonemic Awareness/Phonics	<p><b>by end t3, 70% Reception students</b></p> <ul style="list-style-type: none"> <li>- know alphabet names and sounds</li> <li>- identify, articulate sounds in words with 3-4 sounds</li> </ul> <p><b>by end t3, 65% R-1 students</b></p> <ul style="list-style-type: none"> <li>- encode (write) speech sounds i.e. mug m-u-g, lut l-u-t</li> </ul>	<p><b>Wave 1:</b> R-R/1 classes- MiniLit R-7 THRASS Yr 1/2-7 Words their Way, linked to modelled text Daily 5 Literacy Café Explicit teaching of Spelling/Reading/Writing Skills</p>	<p>SPAT-R (R-1) Words their Way (yr 1/2-7) PAT-Spelling Running Records Minilit Multilit A-E from Australian Curriculum Achievement Standards</p>	<p>MiniLit and MultiLit pre-tests for students at risk, weeks 1-5 term 1 or as enrolling</p> <p>R/1 fortnightly Minilit testing</p> <p>Multilit testing – ongoing level to level and monitoring progress after a term. Two terms maximum MultiLit.</p>	<p>0.1, R-3 Reading Support provided by DP (released) through Early Years funding/Reading Support</p> <p>Multilit and Minilit - SSO support for identified students</p> <p>THRASS charts in every room</p> <p>THRASS sounds and names audio</p>
Spelling Strategies	<p><b>by end t3, 65% yr 2 students</b></p> <ul style="list-style-type: none"> <li>- encode through correct grapheme choice i.e. cake – caik, cayc, cak cack, cac</li> </ul> <p>Phonetic-transitional spellers</p> <p><b>by end t3, 70% yr 3-7 students</b></p> <ul style="list-style-type: none"> <li>- at level/above in PAT-S, Words their Way, NAPLaN</li> </ul>	<p><b>Wave 2:</b> Reading Groups targeted to the area/s for improvement Differentiation</p> <p><b>Wave 3:</b> <b>Intervention for students below RR DECD SEA: (prioritised and provided every term)</b> <i>Minilit</i> yr 1, 2 <i>Multilit</i> for yr 2-7 students receiving no other support</p> <p>Explicitly building stamina through Reading to self</p>		<p>All students RR on data wall and Scorelink once a term.</p> <p>RR every 5 weeks, for students not at DECD SEA level entered on data wall</p> <p>All data entered every 5 weeks on Scorelink, close monitoring of students below benchmark</p>	<p>PAT-R and PAT-Maths online resources</p> <p>Crevola Vienes Oral Language screening as required</p> <p>Staff PD</p> <p>Literacy resources as required i.e. Daily 5, Literacy Café, Words their Way</p> <p>NAPLaN continuum/rubric</p>
Reading	<p><b>by end t3, 10% increase in no. of yr 1, 2 students</b></p> <ul style="list-style-type: none"> <li>- achieving at/above DECD SEA in Reading levels</li> </ul> <p><b>by end t3, 15% increase in no. of yr 3-7 students achieving</b></p> <ul style="list-style-type: none"> <li>- at/above NAPLaN DECD SEA in Reading</li> </ul>				
Writing	<p>75% students produce at least one independent piece of writing/term following text structure and features</p> <p>80% students increase reading stamina</p>	<p>Write every day Explicit literacy teaching across all curriculum areas Wave 2 and 3 support through differentiation, team work Scaffolded Literacy</p>	<p>Writing rubrics, common assessment tools per genre Moderation once per term, in year level teams NAPLaN</p>	<p>Ongoing, through the process from draft-conference-final copy</p>	<p>Team texts for scaffolded literacy using an agreed modelled text. Teacher and student resources as required</p>

**MATHS/NUMERACY**

<b>IMPROVEMENT FOCUS</b>	<b>SMARTA TARGET/S</b>	<b>STRATEGIES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>MONITORING</b>	<b>RESOURCES</b>
<p>Maths – Natural Maths Secret Code strategies, used for problem solving and efficient calculations</p> <p>Ensuring levels of challenge at all levels, for the students requiring basic skills to the students requiring a high level of challenge</p>	<p><b>70% students know and demonstrate the application of the Secret Codes appropriate for their year level.</b></p> <p><b>Yr 3:</b> 50% students at/above NAPLaN Band 3, DECD SEA</p> <p><b>Yr 5:</b> 65% students at/above NAPLaN Band 5, DECD SEA</p> <p><b>Yr 7:</b> 62% students at/above NAPLaN Band 6, DECD SEA</p>	<p>Teachers work with 21<sup>st</sup> Century Teaching and Learning coordinator in:</p> <ul style="list-style-type: none"> <li>- planning, peer and formal observations and feedback, modelling lessons</li> </ul> <p>Secret Code visuals and resources in every room</p> <p>Whole school Natural Maths pedagogy, every day</p> <p>Authentic problem solving, using a range of strategies</p> <p>Symphony Maths for yr 4-7 students not yet at yr 4 level</p> <p>Maths groups identified through PAT data, specific focus areas for intervention and high challenge, outside of whole class maths.</p> <p>Growth Mindset</p>	<p>Rec: PASA</p> <p>Yr 1-7 PAT-Maths</p> <p>Yr 3, 5, 7 NAPLaN</p> <p>Common formative assessments developed in teams</p>	<p>Ongoing, every lesson</p> <p>PASA – Rec. testing in term 1, term 3</p> <p>PAT-Maths – term 3</p>	<p>0.4, 21<sup>st</sup> Century Teaching and Learning Coordinator</p> <p>NAPLaN Numeracy rubric</p> <p>Natural Maths books</p> <p>Concrete materials</p> <p>Online websites and resources</p> <p>Symphony Maths</p>

**SOCIAL AND EMOTIONAL LEARNING**

<b>IMPROVEMENT FOCUS</b>	<b>SMARTA TARGET/S</b>	<b>STRATEGIES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>MONITORING</b>	<b>RESOURCES</b>
<p>Social and Emotional Learning</p>	<p>89% - 93% increase in attendance</p> <p>20% reduction in violent incidents (including Suspensions/Exclusions)</p>	<p>Whole school approach to</p> <ul style="list-style-type: none"> <li>- Growth Mindset</li> <li>- Restorative Justice</li> <li>- Student voice and leadership</li> <li>- Student mentors (PALS, Peer mediators)</li> <li>- Community support – LAP, Woodwork group, volunteers</li> <li>- Behaviour Learning, not Behaviour Management focus(revisit processes)</li> <li>- Anti-bullying strategies</li> <li>- Inclusive practice</li> </ul>	<p>EDSAS data re Behaviour; MDI survey yr 6/7</p> <p>RYA survey, yr 3-7, term 2</p> <p>Student feedback to staff via agreed school processes</p> <p>Anti-Bullying survey data – looking for evidence of reduced bullying/students identified as having bullying behaviour</p>	<p>School Counsellor oversees many S&amp;E Learning programs, attendance</p> <p>ACEOs, AET, PCW</p> <p>Works in classes and with teachers</p> <p>Regular monitoring of</p>	<p>Student leaders</p> <p>SRC/Little Leaders</p> <p>RPS Wiki</p> <p>Online resources</p> <p>Close work with CentaCare Case Manager, Mick Scordo</p> <p>PCW</p> <p>ACEOs, AET</p> <p>PD</p>

