OUR PRIORITIES

1. **READING COMPREHENSION AND INCLUSION:** All children are SUPPORTED AND CHALLENGED to read fluently, at the appropriate level and make meaning of a wide range of texts.

2. **ORAL LANGUAGE AND PLAY FOR LEARNING:** Through “Play for Learning” clearly focused on social, emotional and achievement outcomes, children will learn to problem-solve, improvise and work with others. Oral language skills focusing on vocabulary development and high level questioning will improve outcomes in all curriculum areas and reduce the incidence of behaviour issues.

3. **NUMERACY/MATHS – NUMBER:** All students will learn and use the Natural Maths Secret Code, apply Maths knowledge and strategies to problem solving in real life, becoming highly numerate individuals.

4. **SOCIAL AND EMOTIONAL LEARNING:** Embedded into all teaching and learning, students will become confident, resilient and self-motivated learners.
### LEVEL 1 – RESOURCING
- Early Years, R-2 Literacy Coordinator (Play for Learning & Oral Language)
- Reading Support Teacher, AET, APAS teacher/tutor, EAL/D teacher
- SSOs with specific training in MultiLit, THRASS, general reading
- Teacher resources inc. vocabulary charts, THRASS, guided reading texts, book boxes, mini whiteboards, ipads, Comprehension strategy texts (Sheena Cameron)
- Staff PD aligned to SIP inc. PD each Thurs (GC and community approved early finish)
- School data schedule, Data Wall for Running Records
- Literacy Focus Group maintaining support in whole school literacy development
- Renmark Primary Literacy statement – revisit and amend as necessary
- Literacy Planet, Multi-Lit (support), ATSI and EAL/D resources
- Reading Support Room – wide range of levelled texts

### LEVEL 2 - CHANGE IN THE THINGS TEACHERS DO
- Whole school scaffolded literacy pedagogy, cross-curricular as per Renmark Primary School Literacy statement- review and amend as required (AC, Tfel)
- Select and use high quality, at level and instructional texts in all curriculum areas
- Blanks levels of questioning to develop “intellectual stretch” for enquiry learning
- Differentiate for all learners – pair and share, wait time, hot seat, workshops, contingent scaffolding; frequency and duration. Include Aboriginal perspectives.
- Ensure authentic opportunities for learners to connect their learning to real life
- Flexible utilisation of all staff to support all learners
- Visible learning strategies – Learning Intentions and Success Criteria (WALT – We are learning to…), WILL (What it Looks Like…), TIB (This is Because…), questioning, reflection and feedback
- Deeply know thy Learner, know thy Impact – teacher reflection
- PLC teams design learning, gather, analyse, interpret data, collectively
- Moderated student assessment
- Use Scorelink data base from 2015
- More frequent discussion of learning between staff, students and parents
- Deprivatising for shared learning, continuous improvement in teacher quality

### LEVEL 3 - CHANGES IN THINGS LEARNERS DO
- Demonstrate and articulate deep understanding of key comprehension strategies (Sheena Cameron), use and choose for maximum effectiveness across the curriculum
- Engage in a range of assessment strategies – peer, self, teacher-student, giving and receiving feedback to improve outcomes, teach others, interpreting their own data and goal setting
- Understand the Learning Intentions and Success Criteria
- Articulate the what, why, how of learning, not what they are doing (not task orientated) and intrinsically motivated to do so
- Engage in and enjoy reading across the curriculum, fiction, non-fiction, multi-modal
- Improve learning outcomes, less lower and mid-level, increased upper level

### LEVEL 4 – SMARTA TARGETS
- Improvement in learning outcomes, what will we measure, how will we know?
  - T3 2015 Rec – 50% students at and above Reading level 7
  - T3 2015 yr. 1 – 40% at or above Reading level 15 (t3 2014, 26%)
  - T3 2015 yr. 2 – 60% students in Reading levels 21-26 (t3 2014, 45%)
  - End yr. 4 – 75% students at and above Reading Level 29

### PATR-Co
- Term 3, Yr 2 – 50% students at Scaled Score 90+ (T3 2014 - 34%)
- Term 3, yr 3 – 60% students at Scaled Score 100+ (T3 2014 - 43%)
- Term 3, yr 4 – 65% students at Scaled Score 110+ (T3 2014 - 52%)
- Term 3, yr 5 – 80% students at Scaled Score 115+ (T3 2014 - 71%)
- Term 3, yr 6 – 75% students at Scaled Score 120+ (T3 2014 - 60%)
- Term 3, yr 7 – 75% students at Scaled Score 125+ (T3 2014 - 69%)
- Yr 3 NAPLaN/Reading – 65% students above DECD Standard of Educational Achievement (SEA), Band 3
- Yr 5 NAPLaN/Reading – 60% students above DECD SEA, Band 5
- Yr 7 NAPLaN/Reading – 65% students above DECD SEA, Band 6

### Assessment and monitoring:
Running Records, PAT-R, Monster Spelling, Oxford 300, SA Spelling test, THRASS alphabet
Regular (twice/term) Running Records assessment for students not achieving RR year levels

### Strategies for students not achieving the benchmarks:
MultiLit, THRASS, daily reading, Reading Groups, APAS tutoring, EAL/D, Buddy Reading, SSO support R-2 for identified students not receiving funded support, NEP, EAL/D, APAS tutoring.
<table>
<thead>
<tr>
<th><strong>LEVEL 1 – RESOURCING</strong></th>
<th><strong>LEVEL 3 - CHANGES IN THINGS LEARNERS DO</strong></th>
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<tbody>
<tr>
<td>Early Years Literacy Coordinator, Reading Support Teacher, AET, School Counsellor, EAL/D teacher, SSO support</td>
<td>Improved Literacy achievement-demonstrated more frequent use of higher level (Tier 2 &amp; 3) vocabulary, oral and written in structured learning</td>
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<tr>
<td>Budget to provide teacher resources i.e. Vocabulary charts, THRASS resources, MultiLit, Play for Learning resources</td>
<td>Use more complex language in conversation during play i.e. improvisation</td>
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<tr>
<td>Re-configure learning areas to provide designated physical spaces</td>
<td>Articulate the what, why, how of learning, not simply what they are “doing”</td>
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<tr>
<td>Timetable Play for Learning R-2, to allow data collection, observation and review</td>
<td>Articulate a deeper understanding of more complex multi-modal texts, fiction and non-fiction, inferential text and conversations</td>
</tr>
<tr>
<td>Staff – class teachers, APAS teacher, AET, School Counsellor and EY Literacy Coordinator support Play for Learning and Oral Language program, collect and analyse data, plan ongoing work</td>
<td>Articulate more complex levels of questioning (Blanks) and responding</td>
</tr>
<tr>
<td>Play for Learning rubric developed by RPS R-2 staff</td>
<td>Greater conflict resolution and problem solving skills, fewer behaviour issues</td>
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<tr>
<td>Build on Play for Learning resources</td>
<td>Demonstrated social skills and self-regulation in a range of situations</td>
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<tr>
<td>Support identified staff needs</td>
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<tr>
<td>Access support services i.e. Disabilities Coordinator, Speech pathologist</td>
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<tr>
<td>Engage experts to guide and support us – i.e. Hugh McCusker</td>
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**LEVEL 2 - CHANGE IN THE THINGS TEACHERS DO**
- Refer closely to Early Years Framework, AC and RPS Play for Learning rubric
- Incorporate Blanks levels of questioning to extend students' potential
- Build on resources/materials including those with an ATSI perspective
- Play for Learning integrated, connect play to curriculum achievement outcomes
- Strategies to support identified students, extend high level achievers
- Moderated student assessment
- Visible learning strategies – embed use of Vocab charts, mnemonics, word walls, technical language of curriculum areas, Story Grammar, Learning Intentions and Success Criteria (WALT – We are learning to….), WILL (What it Looks Like….), posters, photos to show successful learning
- Professional conversations amongst all staff
- Deprivatised practice
- Share ideas and information with the broader community i.e. newsletters, other schools

**LEVEL 4 – SMARTA TARGETS**
- Improvement in learning outcomes, what will we measure, how will we know?
  - End of Rec – 75% students at least 13/15 in Crevola and Vineis assessment
  - End yr. 1 – 90% students achieving 15/15 in Crevola and Vineis
  - Improved student achievement – see targets in Literacy and Numeracy

**Assessment and monitoring:**
Crevola and Vineis, Play for Learning RPS rubric, other assessments as required (Speech, Hearing, Language, Coordination)
Agreed oral language strategies – Vocab charts, complex questions and answers, wait time, teachers doing far less talking, students doing far more (peer observations, PDP goals)
**LEVEL 1 – RESOURCING**
- Maths/Numeracy Coordinator, AET, EAL/D
- Numeracy Focus group to support whole school improvement and develop a Renmark Primary Maths/ Numeracy Statement by the end 2015.
- Schedule regular PD, meeting and staff learning opportunities, whole staff and team/year level
- SSO support
- Ann Baker Natural maths resources purchased as required
- Online resources i.e. TEL, AC, Symphony Maths, apps
- Student resources – number kits, small whiteboards, Maths packs

**LEVEL 2 - CHANGE IN THE THINGS TEACHERS DO**
- Deprivatise their practice
- Understand the essence of the learning/conceptual narrative
- Implement Ann Baker pedagogy – Mental Routines, Problematised situations, Reflection incorporating Aboriginal perspectives
- Seek and provide feedback in multiple ways; teacher and student
- Develop common inclusion strategies, collective and contingent
- Intentional formative assessments; during lessons, mid-topic to inform teaching and learning i.e. exit passes, cups, whiteboards, pair and share, wait time, hot seat questioning, random selection, no hands up
- Collect, analyse and use data to inform teaching and learning
- Moderated student assessment
- Ensure authentic contexts for students to apply their skills and knowledge
- Have input into a RPS Maths/Numeracy Statement

**LEVEL 3 - CHANGES IN THINGS LEARNERS DO**
- Enjoy maths, increased confidence and competence
- Transfer their number skills and knowledge across the curriculum and to real life contexts
- Problem solve successfully with others
- Engage in Open, Closed and Flip questions
- Show learning in multiple ways (assessment opportunities)
- Provide teachers with feedback about the lessons/learning opportunities
- Seek and provide feedback - peer assessment, self-assessment
- Use of whiteboards, maths kits, working in groups

**LEVEL 4 – SMARTA TARGETS**

Improvement in learning outcomes, what will we measure, how will we know?

**Natural Maths strategies:**
- Rec- 80% students understanding subtitising, count all, count on, count back
- Year 1 – 80% students understanding all of the above plus doubles, turnarounds, rainbow facts, friendly numbers
- Year 2 – 80% students understanding all of the above plus near doubles, bridge through tens
- Year 3-4 – 80% students understanding all of the above plus round and adjust, balance and compensate, landmark numbers for time, chunking, open number lines, zig-zag

**Pat-M+**
- Yr 2 – 25% at Scaled Score 35+ (T3 2014 - 8%)
- Yr 3 – 50 % at scaled score 40 + (T3 2014 - 33%)
- Yr 4 – 50 % at scaled score 45+ (T3 2014 - 30%)
- Yr 5 – 60% at scaled score 50+ (T3 2014 - 42%)
- Yr 6 – 60% at scaled score 55+ (T3 2014 - 31%)
- Yr 7 – 70 % at scaled score 60+ (T3 2014 - 43%)
- Yr 3 NAPLaN/Numeracy – 65% students above DECD Standard of Educational Achievement (SEA), Band 3
- Yr 5 NAPLaN/Numeracy – 50% students above DECD SEA, Band 5
- Yr 7 NAPLaN/Numeracy – 65% students above DECD SEA, Band 6

**Assessment:**
- R - 7 Big Ideas in Number assessments, screening and diagnostic
- Yr. 2-7 – Pat-M+
- Informal assessments – Ann Baker and problematized situations, interviewing, asking students to demonstrate and teach others, expect a range of strategies to solve a problem
<table>
<thead>
<tr>
<th>Level 1 – Resourcing</th>
<th>Level 3 - Changes in Things Learners Do</th>
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<tbody>
<tr>
<td>Budget line allocated</td>
<td>Embed School Values, demonstrate pride in self, others and the school</td>
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<tr>
<td>Renmark Arts fortnightly program for yr 6 students (RYT, performing and digital artist)</td>
<td>Self-regulate, develop problem solving strategies</td>
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<tr>
<td>School Counsellor, Making Space for Learning through Art Therapy facilitator, ICAN Case Manager for 10 students, PSW, ACEO, AET, LAP volunteers, adult mentors, Woodwork Facilitators</td>
<td>Articulate needs and feelings clearly and calmly</td>
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<tr>
<td>Social and Emotional Learning Focus group to support whole school culture of Growth Mindset and Success for Every Child</td>
<td>Approach life with optimism and enthusiasm</td>
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<tr>
<td>Strengthen student voice and leadership – SRC/Little Leaders, Peer Mediators, Play at Lunchtime support, School Leaders</td>
<td>Accept responsibility for their choices in behaviour and learning, use Above and Below the Line</td>
</tr>
<tr>
<td>Surveys i.e. Bullying survey, Client surveys, MDI, Resilient Youth Australia for use with students, staff and families</td>
<td>Increased engagement in school events/activities/learning opportunities i.e. SAPSASA, choir, RYT, Spelling Bee, community activities</td>
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<tr>
<td>Wiki Space for sharing resources, ideas, information</td>
<td>More students taking on leadership roles with confidence</td>
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<tr>
<td>Texts and school resources (posters, online resources)</td>
<td>Improved attendance esp. from at risk students</td>
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<tr>
<td>PD – Growth Mindset, SMART, Behaviour Learning, Above and Below the Line</td>
<td>Reduced incidence of higher and lower level chronic behaviour issues</td>
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<tr>
<td>Community resources – i.e. Head Space, CAHMS, local council, RYT, Centa Care</td>
<td>Students show increased initiative, independence, confidence, support for each other, risk taking in learning</td>
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<thead>
<tr>
<th>Level 2 – Change in the Things Teachers Do</th>
<th>Level 4 – SMARTA Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate understanding especially towards children with social and emotional challenges, behaviour is a form of communication</td>
<td>Improvement in learning outcomes, what will we measure, how will we know?</td>
</tr>
<tr>
<td>We talk about behaviour learning not behaviour management</td>
<td>All students inc. ATSI:</td>
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<tr>
<td>Positive, restorative communication, taking time, calmly, patiently, consistently</td>
<td>Increased attendance: from average of rate 88% - 90% (R-7) to 90% average rate</td>
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<tr>
<td>Engage positively, confidently, frequently with families, support services</td>
<td>Increased number of students engaged in community (see Resilience Aust. surveys for yr 5 &amp; 6) from Low to Fair rating</td>
</tr>
<tr>
<td>Differentiate for all students, understand what they need at any given time</td>
<td>25% reduction in suspensions, exclusions, (Target: 21 students or less in 2015, end 2014 – 27 students (19 Suspensions, 8 Exclusions)</td>
</tr>
<tr>
<td>Recognise when students need an alternative response/task</td>
<td>Reduced number of low level incidents (EDSAS – inc. YSO, RS) from 806 (end 2014) to 500 or less (end 2015)</td>
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<tr>
<td>Collectively respond to and support student issues, our collective responsibility</td>
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<tr>
<td>Create a classroom culture of optimism, intrinsic motivation and success for every child</td>
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<tr>
<td>Facilitate genuine student voice in a range of ways that contribute to their learning</td>
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<tr>
<td>Provide opportunities for problem solving, thinking at more complex levels</td>
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<tr>
<td>All staff to “walk the talk” and “talk the walk” of our school values</td>
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**Data used to include:**
EDSAS data, student survey data i.e. RPS Student survey inc. bullying, Wellbeing surveys (Resilient Youth Aust, MDI, Survey Monkey (contextualised), TfEL compass. class behaviour book entries