



Renmark North Primary School

Our Vision

Renmark North Primary School: Empowering all students to become life-long learners who are responsible, productive and engaged citizens, striving for their personal best in our ever-changing world.

How will we achieve our Vision through Visible Learning

Staff will :

- Commit to high quality teaching and learning.
- Maintain a focus on improving learning outcomes for all students.
- Design and implement engaging and differentiated curriculum.
- Provide learning experiences to enable students to become powerful learners.
- Model and educate students in practices that promote positive relationships and wellbeing.

Students will :

- Understand and talk about what an effective learner 'looks like' and 'sounds like' at RNPS.
- Be able to talk about their Learning Intentions and Success Criteria and how their work measures up to these.
- Be able to articulate where they are in their learning, where they are going and where to next.
- Show and use the dispositions in order to achieve growth.

Our Values

Success Teamwork Acceptance
Respect Responsibility

Dispositions

We Are:

Brave Communicators Resilient
Persistent Adaptable

Our Site Priorities

Literacy
Numeracy
Wellbeing

Learning Design, Assessment and Moderation

Renmark North Primary School Operational plan 2018-2019

<p>Student Achievement and Effective Teaching</p> <p>How do we ensure student growth, challenge, engagement and equity ?</p>	<p>Effective Leadership</p> <p>How do leaders facilitate and support the achievement of our school vision ?</p>	<p>Engaging children, families and communities</p> <p>How do we build our capacity to engage with children, families and the wider community in our sharing, planning and decision making ?</p>	<p>Ongoing focus on improvement</p> <p>How will we utilise an improvement cycle?</p>
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Literacy

<p>A whole school literacy and Numeracy approach through Visible Learning:</p> <p>Focus on Big six in reading—Guided & Reciprocal Reading</p> <p>Early years focus on Phonics—Jolly Phonics program</p> <p>Differentiated intervention for all students that promotes higher order thinking to increase levels of intellectual stretch.—Transforming Tasks</p> <p>Targeted intervention for wave 2 and 3 students—through individualised literacy reading goal setting in ILP's for all Students</p> <p>Staff analysis and use of information from data sources—through Running Records, NAPLAN, PAT R to inform teaching.</p> <p>Collaboratively plan and share teaching strategies with colleagues— through meetings with Lit & Num Improvement teacher and Impact Coach / colleagues.</p> <p>Use the AITSL standards for self assessment and embedded improvement strategies in Performance and Development plan</p>	<p>Staff meeting times allocated to Professional learning (PLC's)</p> <p>Staff meeting times allocated to analyse data in order to guide teaching</p> <p>Provide relevant professional training and development to match school priorities and student learning needs</p> <p>Leadership team</p> <ul style="list-style-type: none"> * Literacy/numeracy improvement teacher release * Corwin Impact coach * Co-teaching * Updating Literacy policies/agreements * Resource collection and creation * Data analysis support * Collaborative planning * Observations coach/teacher Peer/peer 	<p>Literacy open sessions</p> <p>Newsletter articles</p> <p>Classroom displays</p> <p>Premiers Reading Challenge</p> <p>Partners in Print</p> <p>Literacy Pro—Reading challenges / Quizzes</p> <p>Class newsletter written by students</p> <p>Facebook</p> <p>Dojo</p> <p>Student led conferences</p> <p>Annual report</p> <p>Student work published in newsletter</p> <p>Visible learning article in newsletter</p> <p>Assemblies</p>	<p>Using assessment to guide future teaching and learning</p> <p>Look at current evidence based research on best teaching practice for teaching literacy</p> <p>Professional Learning communities</p> <p>Regular analysis of student data to improve student learning and inform teaching</p>
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Numeracy

<p>Differentiated intervention for all students that promotes higher order thinking to increase levels of intellectual stretch.</p> <p>Targeted intervention for wave 2 and 3 students</p> <p>Individualised numeracy goal setting in ILP's for all students</p> <p>Connecting maths to real life experiences with increased practice with worded problems</p> <p>Linking maths to AC proficiencies and Achievement standards</p> <p>Explicit teaching of skills and strategies</p> <p>Staff analyse and use information from data sources: ie NAPLAN, PAT M and PASA to inform teaching</p> <p>Use the AITSL standards for self assessment and embedded improvement strategies in Performance and Development plan.</p>	<p>Staff meeting times allocated to Professional learning (PLC's)</p> <p>Staff meeting times allocated to analyse data in order to guide teaching</p> <p>Provide relevant professional training and development to match school priorities and student learning needs</p> <p>Leadership team</p> <ul style="list-style-type: none"> * Literacy/numeracy improvement teacher release * Corwin Impact coach * Co-teaching * Updating Numeracy policies/agreements * Resource collection and creation * Data analysis support * Collaborative planning—LDAM * Observations coach/teacher * Peer/peer 	<p>Numeracy open sessions</p> <p>Newsletter articles</p> <p>Classroom displays</p> <p>Class newsletter written by students</p> <p>Facebook</p> <p>Dojo</p> <p>Student led conferences</p> <p>Annual report</p> <p>Student work published in newsletter</p> <p>Visible learning article in newsletter</p> <p>Assemblies</p>	<p>Using assessment to guide future teaching and learning</p> <p>Look at current evidence based research on best teaching practice for teaching maths/numeracy including Natural Maths strategies (Ann Baker) and the Big Ideas in Number</p> <p>Professional Learning communities</p> <p>Cross Partnership learning teams (LDAM)</p> <p>Regular analysis of student data to improve student learning and inform teaching</p>
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Renmark North Primary School Operational plan 2018-2019

<p>Student Achievement and Effective Teaching</p> <p>How do we ensure student growth, challenge, engagement and equity ?</p>	<p>Effective Leadership</p> <p>How do leaders facilitate and support the achievement of our school vision ?</p>	<p>Engaging children, families and communities</p> <p>How do we build our capacity to engage with children, families and the wider community in our sharing, planning and decision making ?</p>	<p>Ongoing focus on improvement</p> <p>How will we utilise an improvement cycle?</p>
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Student Wellbeing

<p>Unpacking, exploring and embedding 5 dispositions of Communicator, Brave, Persistent, Resilient, Adaptable</p> <p>Implementation of Child Protection Curriculum</p> <p>Introduction / implementation of Play Pals to support and assist students in the yard</p> <p>Growth mindset / intellectual stretch</p> <p>SMART training</p> <p>KidsMatter Action Team—implementing whole school goals of grounds and welcoming students</p> <p>Whole School class Dojo</p> <p>Go noodle—getting children moving</p> <p>Play is the Way—whole school focus</p> <p>What's the Buzz—Junior Primary focus with Support Services</p> <p>Drumbeat—Social and Emotional Regulation</p>	<p>Principal / Wellbeing Leader / Special Ed</p> <ul style="list-style-type: none"> * Co-developing student behaviour * Student Review Team * Developing Leadership Skills with Student Leaders through student council and attendance of Halogen National Young Leaders Day * Berry Street Education Model—4 day PD in Adelaide * Staff meeting required training eg RAN, CPC * Staff / SSO planning time around students; intervention * Induction process for new staff * KidsMatter Action Team to complete training in components 1 and 2 * Staff Meetings allocated to KidsMatter components 1 and 2 training 	<p>Conducting and analysing student / staff and parent surveys</p> <p>Collaborating with external agencies eg. DCP, CAMHS, Relationships Australia, Young Carers</p> <p>Newsletter articles</p> <p>Facebook Page—Did you know? Posts</p> <p>Student Voice</p> <p>Student Led Conferences</p> <p>Annual Report</p> <p>Classroom newsletters / Dojo /</p> <p>School events and activities—Welcome Night, Class Open days/evenings, Continental, Sports Day, Rainbow Run</p>	<p>KidsMatter</p> <p>Autism Training for 4 staff to report back and lead staff</p> <p>SRT meetings for continued behaviour plans and Oneplan goals and support</p> <p>Professional Learning Communities focussing on Visible Learning and Dispositions</p> <p>Student Voice—increase in older student numbers in Student Council</p> <p>ILP's for all students linked to Student led conferences—goals for English, Maths and Personal / Wellbeing</p>
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Learning Design Assessment and Moderation

<p>Ensure ongoing professional learning opportunities for teachers (site based and Partnership based)</p> <p>Facilitate professional learning to improve consistency in teacher assessment and moderation (LDAM strategy)</p> <p>Implement assessment and reporting processes as per site agreements, DECD reporting and AC implementation</p> <p>Cross site learning teams established</p> <p>AC implementation and programing discussions in Performance and Development meetings.</p>	<p>Collaborate with our Partnership Senior Leader Learning Improvement Primary (SLLIP)</p> <p>Literacy and Numeracy Improvement leader</p> <p>Build leadership capacity of teachers regarding managing moderation and assessment tasks in professional learning communities.</p>	<p>Engage in professional learning partnerships with colleagues</p> <p>Develop partnership networking opportunities in like year levels</p> <p>Engage the Governing Council and the parent community in refining and improving current communication channels, particularly in regards to student learning outcomes.</p> <p>Newsletter articles</p>	<p>Monitor and review access to a balanced curriculum with clear learning intentions and success criteria.</p>
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Renmark North Primary School Site Improvement Plan 2018

What informs our plan?

External Review Directions
Partnership PIP

Goals for 2018

Success Criteria

How will we know?
What is the evidence informing us?

Targeted strategies for improvement

Literacy and Numeracy

<p>Prioritise whole-staff Professional Learning that has a strategic focus on areas that will provide the greatest leverage to embed consistent pedagogy and application across the school.</p> <p>Extend the collegial conversations across the site to develop student voice for learning, through involvement in learning intentions, transformational tasks and success criteria that promote higher-order thinking to increase levels of intellectual stretch.</p> <p>Engage the Governing Council and the parent community in refining and improving current communication channels, particularly in regards to student learning outcomes.</p>	<p>All students will track their progress against personal learning goals in English and Numeracy.</p> <p>Whole site will develop and use Learner Dispositions.</p> <p>All students will show at least one years growth in Reading.</p>	<p>Students talking about and sharing their learning goals with others.</p> <p>Students knowing where they are at in relation to achieving their goals.</p> <p>Students talking with parents and teachers about progress towards goals. (3 way conferences, whole school Showcase evenings)</p> <p>Students articulating Learner Disposition characteristics they are demonstrating in their learning.</p> <p>Students provide feedback to peers and teachers about learning.</p> <p>Learning Intentions and Success criteria on display in classrooms and around the school and communicated with families.</p>	<p>Visible Learning, focus on Learning Goals, Success Criteria and explicit Feedback.</p> <p>Big Six of Reading; focus on quality reading instruction across all year levels through Guided Reading Strategies.</p> <p>PreLit, MiniLit, MultiLit (Literacy and Numeracy First), focus on high impact intervention strategies at all waves of intervention.</p> <p>Learning Design, Assessment and Moderation strategy – learning design with the support of the SLLIP involves developing learning goals and success criteria, collaboration, evidence of learning and moderation of work samples.</p> <p>Performance and Development processes clearly articulate specific learning goals for staff reflecting on student achievement and understanding what and how this needs to happen.</p>
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Wellbeing

<p>Prioritise whole-staff Professional Learning that has a strategic focus on areas that will provide the greatest leverage to embed consistent pedagogy and application across the school.</p> <p>Extend the collegial conversations across the site to develop student voice for learning, through involvement in learning intentions, transformational tasks and success criteria that promote higher-order thinking to increase levels of intellectual stretch.</p> <p>Engage the Governing Council and the parent community in refining and improving current communication channels, particularly in regards to student learning outcomes.</p>	<p>All students will understand and use social and emotional regulation.</p> <p>Developing a school culture that is welcoming, supportive and understanding of all stakeholders.</p>	<p>Students articulating how they can improve their social and emotional wellbeing.</p> <p>Students modelling and talking about Learner Dispositions.</p> <p>Students sharing information/strategies of KidsMatter and Berry Street across the school community to improve social and emotional wellbeing</p> <p>Reduced number of behaviour incidents resulting in Office Time Out or Yard Sit Out consequences, particularly for focus students.</p>	<p>Staff training sessions based on the Berry Street Education Model and SMART training using:</p> <ul style="list-style-type: none"> Mindfulness Brain breaks 5 point scale Self –regulation/De-escalation strategies <p>Play is the Way—whole school focus</p> <p>What's the Buzz—Junior Primary focus with Support Services</p> <p>Drumbeat—Social and Emotional Regulation</p> <p>KidsMatter—continue training in all areas.</p>
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	What are our 2017—2018 targets	How will the targets be measured?	What are the timeline for the targets?
Literacy	75 % of year one students at or above Reading level 15 75% of Year 2 students at or above Reading level 21	Running Records PM Benchmarks MultiLit Minilit	End of Term 4
	65% of Year 3 students demonstrating expected achievement of Proficiency Band 3 or above .	NAPLAN Testing	September
	80% of Year 5 students demonstrating expected achievement of Proficiency Band 3 or above 30%of students in Year 5 to achieve in the higher bands 7 & 8 in NAPLAN reading	NAPLAN Testing Literacy Pro Pat-R	September
	65% of students demonstrating expected achievement of Proficiency Band 3 or above 35% of students in Year 7 to achieve in the higher bands 8 & 9 in NAPLAN reading	NAPLAN Testing Literacy Pro PAT-R	September
	80% of students at or above DECD SEA in PAT-R	PAT- R Testing	Term 3
Numeracy	60% of Year 3 students demonstrating expected achievement of Proficiency Band 3 or above	NAPLAN Testing Too SMART Maths PASA	September
	70% of Year 5 students demonstrating expected achievement of Proficiency Band 3 or above (DECD SEA) 20 % of students in Year 5 to achieve in the higher bands 7 & 8 in NAPLAN numeracy	NAPLAN Testing PAT-M	September
	80% of Year 7 students demonstrating expected achievement of Proficiency Band 3 or above (DECD SEA) 30% of students in Year 7 to achieve in the higher bands 8 & 9 in NAPLAN numeracy	NAPLAN Testing PAT-M	September
	65% of students at or above DECD SEA in PAT-M	PAT-R Testing	Term 3
Wellbeing	100% staff completed Training in KidsMatter components 1 and 2	KidsMatter component 1 and 2 training	By the end of 2018
	100% of students to complete Year 6/7 Wellbeing and Engagement Collection survey	Wellbeing and Engagement survey	Term 4
LDAM	80% of students achieving above a 'C' in Numeracy and Literacy	Moderation	Term 2 and Term 4