

School: - Renmark West Primary

Principal: Judy Cottam

Education Director: Con Karvouniaris

Commencement date: August 2016

Return date: 2020



Directions from the External Review	Agreed Strategies/Actions to address Direction	Who/What	Success Indicators																																																																	
<p>To Improve student achievement, lift expectations of students and develop and implement consistent approaches to pedagogy, assessment and tracking, particularly in mathematics and numeracy.</p> <p>To provide intellectual challenge, develop the design of tasks and pedagogical practices for 'stretch', while working with parents to support students to use growth mindset dispositions in their learning.</p>	<p>Engage with Corwin Visible Learning Program to facilitate:- Learner Dispositions Learning Intentions Success Criteria Effective Feedback about learning Knowing our effect Sharing data with students for learning. (See Visible Learning Plan)</p> <p>Engage with LeDAM to facilitate:- Staff understanding of the A-E grade Support staff in planning for the 'A' and providing challenge in task design.</p>	<p>School Leaders Strategic Plans for Literacy, Numeracy and Visible Learning are produced Impact Coach Appointed Budget and Resources to support implementation</p> <p>Professional Expectations Engage with performance development linking plan to standards for teachers.</p> <p>Term overviews in English and Maths are</p>	<p>Literacy/Running Records</p> <p>2016 Running Records</p> <table border="1" data-bbox="1131 687 1572 863"> <thead> <tr> <th></th> <th></th> <th>RWPS</th> <th>DECD</th> <th>Index</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>16-20</td> <td>9%</td> <td>24%</td> <td>26%</td> </tr> <tr> <td></td> <td>21-26</td> <td>14%</td> <td>29%</td> <td>28%</td> </tr> <tr> <td>Year 2</td> <td>21-26</td> <td>52%</td> <td>69%</td> <td>71%</td> </tr> </tbody> </table> <p>2017 Running Records</p> <table border="1" data-bbox="1131 935 1572 1110"> <thead> <tr> <th></th> <th></th> <th>RWPS</th> <th>DECD</th> <th>Index</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>16-20</td> <td>20%</td> <td>25%</td> <td>28%</td> </tr> <tr> <td></td> <td>21-26</td> <td>20%</td> <td>27%</td> <td>26%</td> </tr> <tr> <td>Year 2</td> <td>21-26</td> <td>62%</td> <td>69%</td> <td>70%</td> </tr> </tbody> </table> <p>2018- Focus on achievement of running records in all JP classes.</p>			RWPS	DECD	Index	Year 1	16-20	9%	24%	26%		21-26	14%	29%	28%	Year 2	21-26	52%	69%	71%			RWPS	DECD	Index	Year 1	16-20	20%	25%	28%		21-26	20%	27%	26%	Year 2	21-26	62%	69%	70%	<p>Numeracy /PAT M</p> <p>% of students achieving stanine 5 or above</p> <table border="1" data-bbox="1599 724 2004 892"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th></th> </tr> </thead> <tbody> <tr> <td>Yr 3</td> <td>53%</td> <td>58%</td> <td></td> </tr> <tr> <td>Yr 4</td> <td>29%</td> <td>74%</td> <td></td> </tr> <tr> <td>Yr 5</td> <td>52%</td> <td>55%</td> <td></td> </tr> <tr> <td>Yr 6</td> <td>44%</td> <td>70%</td> <td></td> </tr> <tr> <td>Yr 7</td> <td>19%</td> <td>64%</td> <td></td> </tr> </tbody> </table>		2016	2017		Yr 3	53%	58%		Yr 4	29%	74%		Yr 5	52%	55%		Yr 6	44%	70%		Yr 7	19%	64%	
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<p>To support students to know how to improve, ensure learning intentions are understood, provide explicit feedback and modelling, and create opportunities for students to engage in goal-setting, in an ongoing cycle of review.</p>	<p>Moderation of work samples across our primary sites</p> <p>Engage with the Partnership and Literacy and Numeracy plus initiatives to: Fulfil expectations A, B, C, D.</p> <p>Develop consistent pedagogical practise in literacy and numeracy that results in improved outcomes and consistent pedagogy. (See literacy/ numeracy action plans)</p> <p>with learning teams to identify and implement improved pedagogy to facilitate improved student outcomes.</p>	<p>provided to the principal at the start each term.</p> <p>Evidence of planning for learning with success criteria and learning intentions in English and Maths.</p> <p>Teachers Embed literacy and numeracy agreements in their classroom programs.</p> <p>Attend all professional learning and engage with colleagues in professional sharing.</p> <p>Collaborative monitoring of data, tracking students' progress and effect sizes.</p>	<p>PAT R % of students achieving at stanine 5 or above</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Yr 3</td> <td>45%</td> <td>59%</td> <td></td> </tr> <tr> <td>Yr 4</td> <td>30%</td> <td>75%</td> <td></td> </tr> <tr> <td>Yr 5</td> <td>40%</td> <td>37%</td> <td></td> </tr> <tr> <td>Yr 6</td> <td>72%</td> <td>68%</td> <td></td> </tr> <tr> <td>Yr 7</td> <td>55%</td> <td>75%</td> <td></td> </tr> </tbody> </table> <p>2018- Focus on comprehension strategies R--7</p>		2016	2017	2018	Yr 3	45%	59%		Yr 4	30%	75%		Yr 5	40%	37%		Yr 6	72%	68%		Yr 7	55%	75%																																										
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Literacy/Numeracy Plus

Learning design that incorporates challenge and engagement of students is developed.

Intervention that is effective and time limited is provided.

Partnership

Engage with the partnership plan to identify and share quality teaching in literacy and numeracy.

% of students who made upper level progress Reading

	2016	2017	2018
Year 5	24%	29%	
Year 7	18%	33%	

% of students who made upper level progress Numeracy

	2016	2017	2018
Year 5	20%	40%	
Year 7	26%	41%	