



Renmark High School

Site Improvement Plan 2019-2021

Version 1.3, Updated by AW, 21. February 2020

Acronyms	
BliN	Big Ideas in Number
LAFMT	Learning and Assessment Framework for Multiplicative Thinking
SEA	Standard of Educational Achievement
SNMY	Scaffolding Numeracy in the Middle Years

GOAL #1	To improve student achievement in Reading		
CHALLENGE OF PRACTICE	Embed consistent vocabulary teaching strategies to develop students' comprehension skills in all learning areas.		
TARGETS	2019 Students who were close to SEA (within ½ a band of SEA) in 2018 NAPLAN Reading (Yr 7) will achieve a minimum PAT-R score of 121 (Yr8)		
	2020 A minimum of 70% of Year 9 students will achieve the SEA for NAPLAN Reading		
	2021 A minimum of 75% of Year 10 students will achieve a minimum PAT score of 131, for reading		
SUCCESS CRITERIA	Students able to describe themselves as a reader (strengths and areas to improve), able to articulate their improvement opportunities, describe comprehension, set themselves a reading SMART goal and describe the steps they can take to reach their goal. Students and teachers celebrating goals as they are reached and setting their next goal.		
ACTIONS	Timeline	Roles & Responsibilities	Resources
Turning data into information Years 8/9 English Teachers meet to analyse 2019 PAT-R and NAPLAN results of Year 8/9 students	February 2020	AP(LI) & Reading Consultant to coordinate and facilitate this event SSO - prepare data reports English Teachers to engage in data-driven conversation	Reading Consultant - Dr Rosie Kerin @ \$16,000 / year SSO Time - TRT release for staff (5 @ \$530)
Understanding our Students 2020 Years 8 English Teachers share Reading Data Story of our Year 8 cohort with whole staff during PL throughout the year, using the AC Reading Progressions.	Term 1-4 2020	AP(LI) & SL(GP&L) to coordinate and facilitate this PL	Time - Professional Learning
Designing Staff Professional Learning Design Professional Learning for staff, in vocabulary strategies, identified through data analysis	Terms 1-3 2020	AP(LI)/SL(L&GP) & Reading Consultant to coordinate	Reading Consultant - Dr Rosie Kerin @ \$16,000 / year
Delivery of Staff Professional Learning During PL, Staff to engage with vocabulary strategies using student data and evidence.	Twice a term, Terms 1-4	AP(LI) / SL(L&GP), Reading Consultant and PL Action Team to coordinate and facilitate targeted professional learning opportunities for PL	Reading Consultant - Dr Rosie Kerin @ \$16,000 / year Time - Professional Learning
Improvement Cycle All Teachers to transfer professional learning of vocabulary strategies, specific to subject areas, into their teaching practice.	Faculty Meetings, once a term, Terms 2 - 4	SSO - prepare data reports AP(LI) / SL(L&GP), Learning Area Leaders, All Teachers interrogate data and plan next steps in improvement journey	Time - SSO support, Faculty Meetings

GOAL #2	To improve students' number sense and increase the number of students thinking multiplicatively		
CHALLENGE OF PRACTICE	<ul style="list-style-type: none"> - Teachers of Year 8 and 9 mathematics will implement activities and use pedagogical approaches designed to develop multiplicative thinking - Teachers of all learning areas will make reference to the Big Ideas in Number when teaching numeracy concepts in their subjects 		
TARGETS	2019 Students who were close to SEA (within ½ a band of SEA) in 2018 NAPLAN Numeracy (Yr 7) will achieve a minimum PAT-M score of 122		
	2020 A minimum of 65% of Year 9 students will achieve the SEA for NAPLAN Numeracy.		
	2021 A minimum of 70% of Year 10 students will achieve a minimum PAT score of 127, for numeracy.		
SUCCESS CRITERIA	<ul style="list-style-type: none"> - All Year 8 and 9 students have undertaken SNMY assessment and their zone been determined and will undertake at least one activity each week designed to develop their ability to think multiplicatively - Students will see themselves as numerate, and be able to identify areas of strength and areas for improvement - Teachers of Year 8 and 9 mathematics have used data (LAF, APT, NAPLAN, etc.) to develop their understanding of the students in their classes and develop resources for use in LAF lessons - Teachers and identified SSOs have undertaken BliN training to regularly support students in LAFMT lessons 		
ACTIONS	Timeline	Roles & Responsibilities	Resources
All year 8 and 9 students will undertake the Scaffolding Numeracy in the Middle Years assessment at the beginning of the year.	2020 Term 1	Mathematics Learning Area Leader to print tests during week 0 Teachers of year 8 and 9 implement tests during first 15-20 minutes of each lesson during weeks 1-3 Teachers to mark tests Mathematics Learning Area Leader to collate and share data	SNMY test 1 printed for each student Time for teachers to mark tests
Teachers of Year 8 and 9 Mathematics will triangulate student data (PAT-M, LAF, NEP, ILL etc.) and develop their understanding of who is in their class	2020 Term 1	Mathematics Learning Area Leader to prepare data Teachers of year 8 and 9 students to analyse data and implement in semester planning	PAT-M data for year 8 and 9 students LAF data for year 8 and 9 students Scorelink to obtain other data
Teachers of Year 8 and 9 Mathematics will work collaboratively to create resources to be used in the LAF lessons, trial them and reflect on their implementation.	2020 Term 1	Mathematics Learning Area Leader to supply requirements Teachers to laminate and make task packs Teachers reflect and adapt activities	Time for teachers to fully understand the activities and prepare for effective implementation LAF zone activities
Teachers of Year 8 and 9 Mathematics will use the LAFMT (and other activities designed to develop multiplicative thinking) in 1 lesson per week. Students will be grouped according to zones for 1 lesson/week for targeted teaching.	2020 Terms 1-4	Teachers of year 8 and 9 students to create 4-5 groups according to their students zones Teachers of year 8 and 9 students to implement one activity per week SSOs to be trained in the Big Ideas in Number and timetabled to support these lessons.	LAF activities for zones 1-8 Extension activities (e.g. Youcubed/Nrich)
Teachers of non-mathematics subjects will identify numeracy teaching opportunities in their subjects. They will work together to connect the BliN to the teaching of these numeracy concepts and develop teaching approaches and resources contextualized to their subjects.	2021	AP(LI)/SL(Mathematics) & Mathematics Association of South Australia (MASA)	Time in PL/student free days to develop understanding of BliN