



# Renmark High School

## Site Improvement Plan 2019-2021

Version 2.1, Updated by MP, 3 February 2021

### Acronyms

AP Assistant Principal  
 SL Senior Leader  
 L&GP Literacy & Global Perspectives  
 N&SI Numeracy & Scientific Innovation  
 PL Professional Learning

BiIN Big Ideas in Number  
 LAFMT Learning and Assessment Framework for Multiplicative Thinking  
 SEA Standard of Educational Achievement  
 VTLS Vocabulary Traffic Light System  
 SNMY Scaffolding Numeracy in the Middle Years

<b>GOAL #1</b>	<b>To improve student achievement in Reading</b>		
<b>CHALLENGE OF PRACTICE</b>	Embed consistent vocabulary teaching strategies to develop students' comprehension skills in all learning areas.		
<b>TARGETS</b>	<p><b>2019</b> 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)</p> <p><b>2020</b> A minimum of 70% of Year 8 students will achieve the SEA for PAT-Reading</p> <p><b>2021</b> A minimum of 75% of Year 9 students will achieve a minimum PAT score of 131, for reading</p>		
<b>SUCCESS CRITERIA</b>	<p>By the end of Term 1:</p> <ul style="list-style-type: none"> <li>- All Year 8/9 English students will show vocabulary development at their AC Reading Progression level or higher through evidence in their portfolio.</li> <li>- All students will improve the vocabulary in each learning area, as evidenced by the vocabulary traffic light system.</li> </ul>		
<b>ACTIONS</b>	<b>Timeline</b>	<b>Roles &amp; Responsibilities</b>	<b>Resources</b>
By Week 5 of Term 1, all Year 8/9 English teachers will have a learning conversation with all students in their class about their vocabulary level and how to support them moving up the continuum.	By Week 5 2021	<ul style="list-style-type: none"> <li>• L&amp;GP SL to distribute learning conversation tool to all Year 8/9 English teachers</li> <li>• All Year 8/9 English teachers to have conversation with students; complete learning conversation tool and pass evidence to L&amp;GP SL</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Conversation tool</li> <li>• Faculty time to work with English staff</li> <li>• Statement of Practice</li> <li>• PAT-R/NAPLAN/Progression data</li> </ul>
2021 Years 8/9 English teachers to use the Vocabulary strand of the AC Reading Progressions to identify student reading levels to support specific skills that need improvement. Teachers will use forensic reading strategies at each level, committing to use these 1 lesson per week. Students will put evidence of their learning into their portfolio.	Term 1, 2021 then, ongoing throughout 2021	<ul style="list-style-type: none"> <li>• AP (Learning) &amp; SL(L&amp;GP) to organise time for levelling</li> <li>• All English teachers refer to the Statement of Practice (2019) to inform teaching practice.</li> <li>• English teachers of Year 8/9 students to create 4-5 groups according to their students AC reading progression level with support from L&amp;GP SL</li> <li>• English teachers of Year8/9 students will identify zone groups to work with the Junior Learning Hub staff based upon their Reading Progressions</li> <li>• Dr Rosie Kerin to provide training to Year 8 &amp; 9 English teachers</li> <li>• AP(Learning) &amp; SL(L&amp;GP) to support staff in Reading Progression training</li> </ul>	<ul style="list-style-type: none"> <li>• Statement of Practice</li> <li>• AC Reading Progression Vocabulary chart</li> <li>• Lesson structure: English classes in Year 8/9 run on same or split lines</li> <li>• TRT's to Release time for Year 8/9 English teachers 9 days per term</li> <li>• Staffing of the Junior Learning Hub</li> <li>• ICT online resources to use in the Junior Learning Hub</li> </ul>
All teaching staff will use <b>vocabulary traffic light system (VTLS)</b> at the start/end of each unit, collecting student data throughout the unit and reviewing student development at the end of each unit.	Term 1 2021 then ongoing throughout 2021	<ul style="list-style-type: none"> <li>• AP (Learning) and SL (L&amp;GP) to outline process to all leaders and staff</li> <li>• All teaching staff implement VTLS</li> <li>• All LA Leaders need to monitor/support their staff in using VTLS</li> <li>• All teaching staff use vocabulary strategies, developed in PL and Learning Areas, to support vocabulary development and VTLS</li> <li>• Learning Hub teachers to continue working on vocab. strategies as identified by their teachers and L&amp;GP Senior Leader</li> </ul>	<ul style="list-style-type: none"> <li>• VTLS (plus exemplars)</li> <li>• Support from Reading Consultant - Dr Rosie Kerin @ \$16,000 / year</li> <li>• Time - Professional Learning</li> <li>• Trained teacher in Learning Hub able to use vocab. strategies and the Reading Progressions</li> <li>• Learning Hub reports given at the end of each term outlining progress</li> </ul>
All teaching staff to review shared vocabulary strategies, in Learning Area meetings and PL, and reflect on collected data to track improvements in students' reading and vocabulary.	Faculty Meetings, once a term, Terms 2 - 4	<ul style="list-style-type: none"> <li>• AP (Learning) / L&amp;GP SL to organise PL sessions to review and evaluate vocabulary strategies</li> <li>• All Curriculum Leaders to add review as an agenda item for one curriculum meeting per term</li> </ul>	<ul style="list-style-type: none"> <li>• PL sessions throughout 2021</li> <li>• Review tool (to be developed for 2021)</li> <li>• Curriculum Leaders meetings for termly reviews</li> </ul>

<b>GOAL #2</b>	<b>To improve students' number sense and increase the number of students thinking multiplicatively</b>		
<b>CHALLENGE OF PRACTICE</b>	<ul style="list-style-type: none"> <li>- Teachers of Year 8 and 9 mathematics will implement activities and use pedagogical approaches designed to develop multiplicative thinking</li> <li>- Teachers of all learning areas will utilise teaching concepts of Big Ideas in Number for students' numeracy development in their classes.</li> </ul>		
<b>TARGETS</b>	<b>2019</b> 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		
	<b>2020</b> A minimum of 65% of Year 8 students (2020) will meet or exceed the SEA of 123 for PAT-M Numeracy.		
	<b>2021</b> A minimum of 70% of Year 9 students will achieve a minimum PAT score of 127, for numeracy.		
<b>SUCCESS CRITERIA</b>	By the end of Term 1, all students will show their multiplicative thinking at their zone level or higher through evidence in their portfolio.		
<b>ACTIONS</b>	<b>Timeline</b>	<b>Roles &amp; Responsibilities</b>	<b>Resources</b>
In Week 1 of each term, Year 8/9 Mathematics teacher will set the zones for each student, using available data (LAF, PAT, NAPLAN, etc.) which they will review at the end of each term.	2021 Term 1-4	<ul style="list-style-type: none"> <li>• N&amp;SI SL to distribute zone goal tool to all Year 8/9 Mathematics teachers</li> <li>• N&amp;SI SL to support staff in accessing student data in Week 0.</li> <li>• Year 8 and 9 Mathematics teachers to set goal each term by Week 1.</li> </ul>	<ul style="list-style-type: none"> <li>• PAT-M/NAPLAN/LAF data for Year 8 and 9 students</li> <li>• Zone goal tool</li> <li>• Some Maths materials to use in the Zone work</li> </ul>
Teachers of Year 8 and 9 Mathematics will collaboratively develop LAFMT, committing to use these in 1 lesson per fortnight. Students will put evidence of their learning into their portfolio. They will undertake these activities with other students in their zones to further develop their numeracy.	2021 Terms 1-4	<ul style="list-style-type: none"> <li>• N&amp;SI SL to purchase folders; SSOs to organise these in Week 0 2021</li> <li>• Mathematics teachers of Year 8/9 students to create 4-5 groups according to their students zones with support from N&amp;SI SL</li> <li>• Year 8/9 Mathematics teachers to implement one zone lesson activity per fortnight and ensure all students put evidence of learning into their portfolios</li> <li>• Teachers of year 8/9 Mathematics will work with the Junior Learning Hub to further support the zone work with student groups.</li> </ul>	<ul style="list-style-type: none"> <li>• LAF activities for zones 1-8</li> <li>• Lesson structure: Mathematics classes in Year 8/9 run on same or split lines</li> <li>• Student portfolios</li> <li>• Extension activities (e.g. Youcubed/Nrich)</li> <li>• Staffing the Junior Learning Hub</li> </ul>
Teachers of Year 8 and 9 Mathematics review LAFMT activities against collected student data as part of a review cycle. They will review students' portfolio every 5 weeks to monitor students' multiplicative thinking. They will then make changes to their LAFMT to support students' multiplicative thinking.	2020 Term 4/ 2021 Term 1	<ul style="list-style-type: none"> <li>• N&amp;SI SL to work and support faculty to develop and update zone resources, based upon student need</li> <li>• All Year 8/9 Mathematics teachers to review students' portfolios every 5 weeks</li> <li>• Year 8/9 Mathematics teachers will develop their class zone data so it can be entered into Daymap</li> </ul>	<ul style="list-style-type: none"> <li>• Time for teachers to fully understand the activities and prepare for effective implementation</li> <li>• LAF zone activities</li> <li>• Written reflection and minutes from AP(Learning) and N&amp;SI SL re: student progress</li> <li>• Lauren Haggis, LID team support</li> </ul>
All teachers identify the numeracy concepts thinking and language in their learning area as evident in their AC and audit existing teaching and assessment practices to ensure that there are explicit references to numeracy development.	2021 Term 1	<ul style="list-style-type: none"> <li>• AP(Learning)/N&amp;SI SL to provide support for all leaders and staff</li> <li>• All Learning Area Leaders to conduct numeracy audit for their faculties</li> <li>• All staff to provide examples of numeracy concepts/thinking as evidences in their formative/summative T&amp;L</li> <li>• Learning Hub teachers to continue working on BliN as identified by their teachers and N&amp;SI SL.</li> </ul>	<ul style="list-style-type: none"> <li>• Audit tool (to be developed)</li> <li>• Curriculum Leaders meetings for termly reviews</li> <li>• PL sessions throughout 2021</li> </ul>