



# Renmark High School

## Site Improvement Plan 2022-2024

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### 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 numeracy</b>	
<b>CHALLENGE OF PRACTICE</b>	If we implement a consistent approach to the teaching of mathematics in year 7-9 and effectively implement mathematical learning that is more conceptual then we will improve student achievement in Numeracy	
<b>TARGETS</b>	<b>2022</b> Increase the number of students achieving SEA in NAPLAN numeracy and Pat-M Year 7 – SEA - 58 /78 students (75%) Year 8 – SEA -72/90 students (80%) Year 9 -SEA- 86/115 students (75%) Year 10-SEA - 71/83 students (85%)	
	<b>2023</b> To be reviewed based on 2022 progress	
	<b>2024</b> To be reviewed based on 2023 progress	
<b>SUCCESS CRITERIA</b>	<ul style="list-style-type: none"> <li>When we talk with students and examine their zone work folder evidence we will see and hear them use their ability to make connections with their multiplicative thinking</li> <li>When we talk with students and examine evidence of their learning in Mathematics lessons we will see the use of multiplicative strategies demonstrating transference of skills from LAF zone work to Mathematics lessons</li> <li>When we talk with students and analyse samples of student work we will notice them solving mathematical problems in more than one way demonstrating their conceptual understandings of mathematical concepts</li> <li>When we talk with students and examine evidence we see the transference of skills and use of multiplicative strategies in learning areas other than Mathematics</li> </ul>	

ACTIONS	Timeline	Roles & Responsibilities	Resources
Year 7-9 <b>Maths teachers</b> will build their capacity to implement a consistent approach to teaching mathematics through: 1. The <b>use of a teacher reference</b> text and manipulatives <ul style="list-style-type: none"> <li>to <b>deepen conceptual knowledge and support teachers to design inquiry learning that builds conceptual understanding and fluency</b></li> <li>to support a <b>student-centred, problem-based approach</b> that is conceptual, <b>open, visual and creative</b></li> </ul> 2. Deepening an understanding of HITS and how they relate to effective teaching	Term 1-4	<ul style="list-style-type: none"> <li>Leaders will develop instructional leadership capacity so they can continue to build teacher capacity</li> <li>Leaders will work with staff to identify the HITS in the DfE units</li> <li>Leaders will focus observations and feedback on the HITS identified</li> <li>Leaders (N&amp;SI and DofL) will lead PLC where teachers will use the text in their planning to identify the big ideas in the topic and address possible misconceptions. Understanding how mathematical concepts are developed will support teachers to:               <ul style="list-style-type: none"> <li>design tasks with <b>low floor and high ceiling</b> using strategies such as those in the <b>transforming tasks</b> resources</li> <li>plan learning and growth for learners at every stage</li> <li>provide opportunities for students to surface and demonstrate their prior learning when introducing a topic</li> <li>expect students to do one problem in many ways rather than practicing many examples of one problem type</li> <li>encourage students to self-correct their misconceptions by asking questions that lead to a contradiction</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Leadership meetings, book “Now we’re talking”</li> <li><a href="#">Elementary and middle school mathematics: teaching developmentally</a> (Van de Walle, Karp and Bay-Williams 2019)</li> <li>DfE curriculum units</li> <li>PLC in Learning Area Thursday PL</li> </ul>
Teachers will use the <a href="#">Learning and Assessment Framework (LAF)</a> to determine student developmental stages and allow for effective differentiation. <ul style="list-style-type: none"> <li>use <b>assessment tasks</b> to evaluate student multiplicative thinking</li> <li>familiarise themselves with their students’ zones on the <b>LAF framework</b></li> <li>use <b>learning plans, authentic tasks</b> and other resources to help students shift into the next LAF zone</li> <li>use the LAF to monitor and review student progress</li> <li>use the framework to discuss student learning with colleagues.</li> </ul> <b>Use the LAF to guide teaching and learning, so students can revisit number sense in a sequenced way.</b>	2021 end of term 4 to set zones and then every term 2022 term 1- 4	<ul style="list-style-type: none"> <li>Leaders (N&amp; SI CL) will purchase folders, SSO’s to organise these in Week 0 Leaders (N&amp;SI CL) will support staff in accessing student data in Week 0</li> <li>Teachers (7,8,9 Mathematics) will create 4-5 groups according to their students’ zones with support from the N&amp;SI CL by the end of week 1 Term 1</li> <li>Teachers (7/8/9 Mathematics) will implement one zone lesson activity per week and ensure all students put evidence into their portfolios.</li> <li>Teachers (7/8/9 Mathematics) will work with the Junior Learning Hub to further support the zone work with small student intervention groups</li> <li>Leader s(N&amp;SI CL) will work to support faculty to develop and update zone resources, based upon student need</li> <li>Teachers (7/8/9 Mathematics) will review students’ portfolios every term.</li> <li>Teachers (7/8/9 Mathematics) will develop their class zone data so it can be entered into Daymap</li> </ul>	<ul style="list-style-type: none"> <li>Display Portfolio Folders</li> <li>Pat-M/NAPLAN/LAF data</li> <li>Manipulative materials</li> <li>Time to develop LAF Activities 1-8</li> <li>Lesson Structure; Maths classes in 7/8/9 run on the same or split lines</li> <li>Extension Activities (YOucubed/ Nrich)</li> <li>Staffing of the Junior Learning Hub</li> <li>Purchase of Van der Waal text book for all Mathematics staff</li> <li>Sean Venning-C&amp;L support</li> </ul>
All Teachers will identify the numeracy concepts, thinking and language in all 8 learning areas.  Teachers will: <ul style="list-style-type: none"> <li>read the <a href="#">numeracy learning area advice</a> for their learning area</li> <li>find numeracy in their learning area or subject using the Australian Curriculum learning area content descriptions and highlight the content that has the numeracy icon</li> </ul> look at the SACE numeracy expectations in their learning area	Term 1 2022 and then ongoing End of 2022	<ul style="list-style-type: none"> <li>Leaders (N&amp;SI CL) will provide cross faculty support, scaffolds and models for using and recording numeracy in all learning areas.</li> <li>Leaders(N &amp; SI CL) will work with Learning Areas to identify and strengthen the existing numeracy learning opportunities in their LAP’s</li> <li>Teachers (Maths mentors) will be allocated to Faculty teams. Together staff will identify authentic numeracy demands of subject areas. Mentor teachers to provide support to upskill staff and develop their T&amp; LC’s.</li> <li>Leaders will monitor and provide support their subject teachers to document &amp; support student improvement across the Numeracy Continuum</li> <li>Teachers will:               <ul style="list-style-type: none"> <li>look for numeracy opportunities that are in learning area tasks and activities and reference them to the sub-elements and levels on the <a href="#">Numeracy Learning Continuum</a></li> <li>examine the learning tasks and assessment designed for the learning area and decide whether numeracy is explicit in the task and explicitly taught and assessed</li> <li>match the numeracy demands of the tasks to the numeracy learning continuum levels 1 to 6</li> <li>make sure the learning and the assessment align with the appropriate year level expectation of numeracy</li> </ul> </li> <li>identify the support needed to successfully design learning and assessment that reflects the numeracy demand of the learning area at the right level</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy Audit Tool</li> <li>Curriculum Leaders meetings for termly reviews</li> <li>PL sessions throughout 2022</li> <li>LA meetings for teachers               <ul style="list-style-type: none"> <li>Numeracy scaffolds &amp; resources</li> <li>Staffing the JLH with Teachers and SSO’s</li> </ul> </li> <li>Quicksmart program</li> <li>Mathematics online program</li> </ul>
<b>Each teacher will participate in processes to Monitor and track student progress to inform planning using feedback</b>	Each Term 2022	<ul style="list-style-type: none"> <li>Year 7/8/9 Maths teachers will engage with collaborative observation and classroom feedback to support professional conversations about numeracy development.</li> <li>Leaders (N&amp;SI CL) will implement classroom observation and feedback that focuses on agreed practices</li> <li>Leaders (N&amp;SI C)L will develop a shared approach and use templates for lesson observation feedback</li> <li>Leaders (N&amp;SICL) will support teachers to collect student feedback</li> </ul>	<ul style="list-style-type: none"> <li>LA meetings</li> <li>Teacher release time to observe peers</li> </ul>

<b>GOAL 2</b>	<b>To Improve the number of students achieving SEA in Reading</b>	
<b>CHALLENGE OF PRACTICE</b>	If we embed consistent Before, During, After (BDA's) reading process we will improve student achievement of SEA in Reading.	
<b>TARGETS</b>	<b>2022</b> Increase the number of students achieving the SEA in NAPLAN reading and PAT-R Year 7-SEA - 58/78 students 75% Year 8-SEA- 76/90 students 85% Year 9 -SEA- 80/115 students 70% Year 10-SEA- 71/83 students 85%	
	<b>2023</b> To be reviewed based on 2022 progress	
	<b>2024</b> To be reviewed based on 2023 progress	
<b>SUCCESS CRITERIA</b>	<ul style="list-style-type: none"> <li>When we talk with students and examine their Reading Progressions we will see and hear them use their ability to discuss how they use BDA reading strategies to approach their reading of various texts.</li> <li>When we talk with students and examine evidence of their student learning in learning areas other than English, we will see the use of Before, During, After reading strategies, demonstrating transference of skills</li> <li>Through the use of these strategies, students will be able to show evidence of their improvement in Comprehension and Vocabulary understanding when completing their Reading Progressions every term.</li> </ul>	

<b>ACTIONS</b>	<b>Timeline</b>	<b>Roles &amp; Responsibilities</b>	<b>Resources</b>
<p>Strengthen the design of before, during and after reading activities</p> <p><b>Each teacher as part of their Learning Area PLC will build and extend their capacity to:</b></p> <ul style="list-style-type: none"> <li>Identify at least one core text to undertake a Before During and After Reading each term per subject</li> <li>Develop Before, During and After learning sequences and tasks which enable students to demonstrate 'excellent achievement' at their year level</li> <li>Collaboratively reflect on evidence of student learning against the Australian Curriculum Achievement Standards to support A-E moderation</li> </ul>	End of week 5 term 1	<ul style="list-style-type: none"> <li>Leaders will develop instructional leadership capacity so they can continue to build teacher capacity</li> <li>Teachers will undertake planning sessions in Week 0 facilitated by leadership</li> <li>Teachers will plan in Learning area teams (PLCs) supported by CL &amp; SP</li> <li>Teachers will act on learning program feedback provided by line managers</li> <li>Teachers in PLC teams will be supported by CL and SP to: <ul style="list-style-type: none"> <li>determine appropriate texts aligned to the content of units of work, design quality tasks which allow for multiple entry points for students (including stretch)</li> </ul> </li> <li>Teachers to incorporate Aboriginal Perspectives when planning texts and learning tasks supported by Aboriginal Education Teacher/Inclusion leader</li> <li>Teachers will moderate student evidence in PLCs including the collection of evidence against the SIP Student Success Criteria supported by coaches</li> <li>Leaders (CL's of each faculty) will provide support for staff to develop a BDA reading activity for each T &amp; LC unit. <ul style="list-style-type: none"> <li>Teachers will work in collaboration within their subject areas to develop and share BDA reading activities to support the improvement of student reading.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>"Now We're talking"</li> <li>Learning Conversation Tool</li> <li>Faculty Time to work with English staff</li> <li>Literacy Statement of Practice</li> <li>Pat-r/NAPLAN/Progression Data</li> <li>Faculty time to develop, share and moderate the BDA activity.</li> <li>BDA's are stored on T Drive</li> <li>PL sessions on Reading Strategy</li> <li>Reading Portfolios-SSO release time</li> </ul>
<p><b>Each teacher will use Explicit Direct Instruction to teach <i>Before During and After</i> reading strategies including:</b></p> <ul style="list-style-type: none"> <li>Before (e.g. activate prior knowledge, explicitly teach vocabulary, make predictions)</li> <li>During (e.g. use questioning and think alouds, use dialogic teaching strategies and annotation of text)</li> <li>After (e.g. explicit teaching of summarising, retelling and reflection, identification of literary techniques and modelled writing)</li> </ul>	2022	<ul style="list-style-type: none"> <li>Every teacher will be supported by CL and SP to implement BDA strategies with a focus on clarity and differentiation <ul style="list-style-type: none"> <li>Teachers will use the HIT of explicit direct instruction</li> <li>Leaders will focus observations and feedback on the HITS identified</li> </ul> </li> <li>Leaders (AP (learning) &amp; CL (L&amp;GP) will organise time for levelling</li> <li>Teachers (Year 7/8/9 English) will create 3 student groups according to their students' AC reading progressions level with support from L&amp;GP CL</li> <li>Teachers (7/8/9 English) will use the Statement of Practice to inform their teaching practice</li> <li>Teachers (Year 7/8/9 English) will identify zone groups to work with the JLH staff based upon their Reading progressions Zone Groups</li> <li>Leaders (L &amp; GP CL) will support staff in reading progression training</li> <li>Teachers (7/8/9 English) will assess each students Reading Progression each term and document into Daymap.</li> <li>Classroom Support Staff to use BDA reading strategies as part of Wave 2 and Wave 3 Intervention supported by Inclusion leader and class teachers <ul style="list-style-type: none"> <li>Leaders (L &amp; GP CL) and English teachers will identify students who are well below the SEA</li> <li>Leaders (L &amp; GP CL) along with the Speech Pathologist (SP) will identify EALD students who will need support</li> <li>SP to work with these students in small intervention groups</li> <li>SP works with teachers/SSO's to improve understanding of phonological awareness</li> <li>Wave 2 and 3 Intervention: Leaders (L&amp;GP CL) will identify students well below the SEA</li> <li>Leaders (Learning Support leader) will support students well below the SEA and plan for their intervention timetable</li> <li>Leaders (AP Inclusion) will support the LH teachers to have a reporting role using the Maq Lit program and to organise and plan for relevant T and D</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Literacy Statement of Practice</li> <li>AC Reading Progression Vocabulary Chart</li> <li>Lesson Structure; all 7/8/9 English classes run on same or split lines</li> <li>ICT online resources to use in the Learning Hub</li> <li>Release time to conduct Reading Progressions and create Zone work</li> <li>Speech Pathologist (\$25000 /year) at 0.4 time.</li> <li>Release time to identify students</li> <li>MacqLit program program</li> <li>Staffing the learning Hub</li> <li>T and D opportunities for training in MacqLit</li> </ul>
<p>Each class teacher will monitor and track progress of student comprehension to inform planning including appropriate learning intentions, success criteria and feedback</p>	<p>Term 1 2022, ongoing</p> <p>Reading progression assessment by English teachers by End of week 5 term 1</p>	<ul style="list-style-type: none"> <li>Leaders (L&amp;GP CL) will distribute learning conversation tool to all 7/8/9 English teachers to be completed by week 5 term 1</li> <li>Teachers (7/8/9 English) will have the conversation with students, complete learning conversation tool and pass evidence to place in student folders.</li> <li>SSO's will organise the reading portfolios for all students</li> <li>All teachers and curriculum support staff will engage in professional learning to deepen understanding of Literacy Progression led by leadership</li> <li>Teachers will reflect on student comprehension ability as part of PLC</li> <li>Teachers provide tracking and monitoring record of students to DoFL for collation</li> <li>Teachers will engage in reflective conversation about student progress during line management conversations</li> </ul>	<ul style="list-style-type: none"> <li>Speech Pathologist (\$25000 /year) at 0.4 time.</li> <li>Release time to identify students</li> <li>MacqLit program program</li> <li>Staffing the learning Hub</li> <li>T and D opportunities for training in MacqLit</li> </ul>

<b>GOAL 3</b>	<b>Increase the number of students achieving the SEA in Writing</b>	
<b>CHALLENGE OF PRACTICE</b>	If we embed consistent explicit teaching of vocabulary then we will improve student achievement of SEA in Writing.	
<b>TARGETS</b>	<b>2022</b> Increase the number of students achieving the SEA in NAPLAN writing and PAT-V Year 7 -SEA- 46/78 students 60% Year 8 -SEA- 54/90 students 60% Year 9 -SEA - 70/115 students 60% Year 10 -SEA - 50/83 students 60%	
	<b>2023</b> To be reviewed based on 2022 progress	
	<b>2024</b> To be reviewed based on 2023 progress	
<b>SUCCESS CRITERIA</b>	<ul style="list-style-type: none"> <li>When we talk with students and examine their Vocabulary VTLS results we will see an improvement in their understanding of their Tier 2 and Tier 3 language.</li> <li>When we talk with students and examine their writing assessments across all 8 Learning Areas we will see evidence of the increased use of Tier 2 and tier 3 subject specific vocabulary used in context.</li> </ul>	

<b>ACTIONS</b>	<b>Timeline</b>	<b>Roles &amp; Responsibilities</b>	<b>Resources</b>
<p>All teaching staff will build their capacity to implement consistent explicit teaching of vocabulary through:</p> <ul style="list-style-type: none"> <li><b>Participating in observation of practice and actioning feedback</b></li> <li><b>Seeking feedback from students</b></li> <li><b>Reflecting on student data to monitor and track progress</b></li> <li><b>Participating in an impact cycle approach to action change of pedagogical practice</b></li> </ul>	2022 term 1 and then ongoing Faculty meetings once per term	<ul style="list-style-type: none"> <li>Leaders (CT &amp; HPE CL) will outline the process to the whole staff</li> <li>Leaders (CT &amp; HPE CL) will have release time for writing development for PL</li> <li>Teachers will create and use a VTLS for each unit they teach</li> <li>Speech pathologist can assess and measure the student improvement</li> <li>Teachers will use Vocabulary strategies developed from Dr Rosie, PL sessions &amp; Learning Areas to support Vocabulary and VTLS</li> <li>Learning Hub to be used to implement Wave 2 and 3 programs for Vocab/writing development</li> <li>Teachers (Learning Hub) will continue to work on vocabulary strategies as identified by the teachers to further support small groups of students</li> <li>Leaders will provide support for students in the JLH</li> <li>Teachers will send students to the Learning Hub with key vocabulary lists prior to teaching a unit</li> <li>All teaching staff to share their best practice explicit teaching High Impact vocabulary teaching strategies, in Learning Areas meetings and to reflect on collected data to track improvements in students' vocab and writing</li> <li>Leaders (CT &amp; HPE CL) will organise PL sessions on implementing Vocabulary strategies</li> <li>Leaders Curriculum) will add Writing as an agenda item for one curriculum faculty meeting once per term to allow for staff collaboration</li> <li>Teachers will set a benchmark writing activity that will enable improvement to be measured. Eg low stakes writing/Vocab test</li> <li>Using the LINK –S Speech Pathologist to identify gaps in teacher knowledge to support building capacity to explicitly teach the vocabulary demands on their subjects to all learners</li> </ul>	<ul style="list-style-type: none"> <li>VTLS plus improve the online tool</li> <li>DfE Glossary terms</li> <li>Time –professional Learning</li> <li>Learning Hub staff to be trained in Vocab strategies using the SP</li> <li>Speech Pathologist release time</li> <li>PL sessions in 2022</li> <li>Faculty time</li> <li>Employment of Speech pathologist (50,000/year) &amp; .4</li> <li>Staff release time as individuals or in small groups</li> <li>EALD lists</li> </ul>
<p>All teachers will engage with collaborative observation and classroom feedback strategies to support professional conversations about literacy development. Students will be asked to provide feedback to their teachers based upon their learning.</p>	Semester 2 ,2022and then ongoing	<ul style="list-style-type: none"> <li>Leaders (AP Learning and CL's) will implement classroom observation and feedback that focuses on agreed practices</li> <li>Leaders (CL's) will develop a shared approach and use templates for lesson observation feedback</li> <li>Leaders will support teachers to collect student feedback</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Teacher release time to observe peers</li> </ul>