

Rendelsham Primary School - Building Powerful Learners Through the Lens of Inquiry

Big Idea	Resources	Site Action	Target	Timeline	Progress
<p>Literacy</p> <ul style="list-style-type: none"> • Writing – fluency, descriptive, quantity, quality • Reading – Fluency & Inferred Meaning 	<ul style="list-style-type: none"> ▪ Seven Steps Writing T&D (Pupil Fee Day) ▪ PAT tests ▪ NAPLAN ▪ MultiLit/MinLit? ▪ Big 6 of Reading 	<ul style="list-style-type: none"> ▪ Student Portfolios created for individual students with evidence & data ... How do we know? ▪ Look into MiniLit – observation @ Millicent North of MiniLit & MultiLit in action ... which one will suit our needs best? ▪ Seven Steps of writing being taught & implemented across both classes ▪ Writing samples to be collected each term & analysed ▪ Staff meeting cycle includes “3 weekly” reflection on student achievement data & analysed 	<ul style="list-style-type: none"> ▪ Improvement in quality of written work. Particular focus on narrative & persuasive text ... 25% increase in use of adjectives by 75% of students by the end of term 2. ▪ Automaticity in written work ... 25% increase in length of written work in given time by all students by the end of term 2. ▪ All students have evidence of growth in narrative & persuasive writing in Portfolios 	<ul style="list-style-type: none"> ○ Portfolios in place for all students by end of term 1 ○ Minimum of 1 writing sample per student analysed each term ○ Portfolios focus of at least 2 staff meeting per term ○ MiniLit program up and running by term 2 	<ul style="list-style-type: none"> ○ 15/2 Emma – Literacy Summit ○ 9/2 Emma & Jane – PAT portfolio training & development ○ 26/2 Pupil Free Day – Seven Steps Writing ○ 21/2 & 22/2 Emma & Tarina MiniLit T&D

<p>Numeracy</p> <ul style="list-style-type: none"> • Automaticity • Worded problems – fluency & interpreting 	<ul style="list-style-type: none"> ▪ Mulga Street – automaticity ▪ Quicksmart Intervention ▪ PAT M ▪ NAPLAN ▪ Online – Matific ▪ Ann Baker – Natural Maths ▪ Envision ▪ Thinking Maths 	<ul style="list-style-type: none"> ▪ Appropriate/Identified staff trained in Quicksmart ▪ Quicksmart program implemented to support identified students ▪ Daily Mental Maths implemented across the school ▪ Explicitly teach & model how to read & interpret worded problems – how to pull apart; identifying verbs etc. 	<ul style="list-style-type: none"> ▪ Identified students show 10% improvement of number fact recall speed by the end of term 2 ▪ Growth/Student achievement visible in Student Portfolios ▪ Students working in Quicksmart program “graduate” after 30 weeks or less on the program. 	<ul style="list-style-type: none"> ○ Quicksmart program running by the start of term 2. Pre-test with all 4-7 students prior to end of term 1. ○ Re-visit at staff meeting how Daily Mental Maths is going each term ○ 	<ul style="list-style-type: none"> ▪ Emma, Tarina & Gaye enrolled to attend 6 days of T&D in Adelaide throughout the year ▪ 13/3 & 14/3 Emma, Gaye & Tarina Quicksmart training ▪ 19/3 Jane – Thinking Maths ▪
<p>Science (STEM)</p> <ul style="list-style-type: none"> • Upskill teaching staff skills, knowledge & confidence in delivering an innovative, thought provoking, engaging Science curriculum 	<ul style="list-style-type: none"> ▪ STEM 500 ▪ PAT- S ▪ 	<ul style="list-style-type: none"> ▪ Support teacher training and development in STEM 500 project ▪ Implementation of science knowledge into classrooms 	<ul style="list-style-type: none"> ▪ Minimum of 4 science units are developed and implemented allowing for multi-levels of learning 		<ul style="list-style-type: none"> • 21/2 Emma meet with Katrina & Alex re: DECD STEM strategy Project

Inquiry – for children to have an inquisitive drive and sense of agency that motivates and empowers them to be lifelong learners

2018		2019	2020
Upskill staff – <ul style="list-style-type: none"> • Work collaboratively with KIAS using Kath Murdoch book 'The Power of Inquiry' as a guide • Book Club – staff meeting time dedicated to discussion on Kath Murdoch book • Teaching staff to attend training and development with Kath Murdoch along with staff from KIAS • Results Plus – Jane, Nicole & Emma continue involvement • Develop a common language that is consistent across the school 	<ul style="list-style-type: none"> • 20/2 Combined Staff Meeting – KIAS • 13/3 Combined Staff Meeting _ KIAS • 20/3 Nicole & Emma Results Plus 	<ul style="list-style-type: none"> ○ Continue working with Kath Murdoch Framework ○ Build on percentage of time where Inquiry Based pedagogy is used within the classroom ○ 	<ul style="list-style-type: none"> ▪ Children learning from children ... teacher voice is not the main voice heard in the classroom ▪ Student Agency is inbuilt
<ul style="list-style-type: none"> • Begin Implementing into classrooms by including at least 1 part of the day being based around "Inquiry based pedagogy" by the end of term 2 			
<ul style="list-style-type: none"> • Develop children's collaborative skills ... what do they need to be successful? • Give students opportunity to work collaboratively with children from other sites 			

