

RENMARK PRIMARY SCHOOL

IMPROVEMENT AS

LEARNING PATHWAY 2025



Aligning with the Department for Education
'Public Education Strategy'

Connection and Intention

Our foundations for success

- High expectations for ourselves, learners, and the community.
- Deep understanding of our context.
- Shifting focus from programs to effective practice.



Our evidence base

- Phonics Screening Check
- DIBELS – ORF and Maze
- Wellbeing and Engagement Collection
- PBL Tier 1 and Tier 2
- myWellbeing Staff Survey



Fostering self-regulation and trauma informed practice

Self-Regulation: Building staff capacity to understand and proactively support student regulation

Trauma-Informed Practice: Establishing common language and understanding of the brain's role in behaviour.

Breaks: Introducing structured, intentional short breaks to meet students' needs.



Building consistent practice across PBL tiers

Tier 1: Strengthening classroom practices and using observations to inform engagement.

Tier 2: Clarifying and implementing processes for supporting students needing intensive intervention.

Tier 3: Establishing a Tier 3 team and professional learning.



Activating the SA Curriculum

Engagement: Full adoption by 2027 through deliberate, collaborative engagement.

Collaboration: Leveraging staff strengths for deeper curriculum integration.

Student Agency: Empowering students to shape their learning.



Strengthening reading instruction

Instructional Expertise: Building teacher capacity in delivering high-quality reading instruction.

Data-Driven Alignment: Using data to align instruction with student needs.

General Routines: Establishing consistent instructional routines informed by the learning sciences.



Building teacher capacity in place value

Knowledge: Understanding place value concepts from Foundation to Year 6.

Practice: Addressing and overcoming student misconceptions through high-quality assessment.

