



Reidy Park Primary School Site Improvement Plan 2017-2019

Reidy Park Primary School is a learning community focused on high expectations, innovation and positive relationships. We strive to provide a learning environment where students feel safe, engaged and challenged to achieve their personal best.

Our school community is actively encouraged to practise our school values.

Care To show empathy for others and demonstrate care toward our environment.

Courage To persist, be resilient and make strong choices.

Respect To have tolerance for others and have respect for self.

‘Learning together, caring together’

Literacy and Numeracy	Student Wellbeing and Engagement
<ul style="list-style-type: none">• A culture of high expectations and improvement that supports improved achievement, engagement, intellectual stretch in literacy and numeracy for every child.• Implementation of high impact, school wide contemporary pedagogical practices that meets the needs of all students.	<ul style="list-style-type: none">• The school environment supports the safety and wellbeing of all children.• Effective learning dispositions, resilience and growth mindset support improvement in student learning.• The engagement of students and families through communication, consultation and participation.

2017 Literacy Improvement Priorities

<h3>Context</h3>	<p>Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating. Literacy involves students in listening, reading, viewing, speaking, writing, visual and digital texts and using and modifying language for different purposes in a range of contexts (Australian Curriculum).</p>			
<h3>Priorities</h3>	<ul style="list-style-type: none"> All staff will action/implement whole site Literacy Agreement; focus on writing. Effective teaching and learning programs that improve Literacy outcomes for students. Team inquiry cycles to support professional learning and sharing of practice. 			
<h3>Strategies</h3>	<p>Track and Monitor Every Learner's growth¹:</p> <ul style="list-style-type: none"> Student reading progress is assessed from R-7. Collect, analyse and apply student learner achievement data according to agreed data sets. <p>Literacy and Numeracy Improvement Cycle¹:</p> <ul style="list-style-type: none"> Focus on writing: vocabulary, punctuation and paragraphing. Team inquiry cycles to support professional learning and sharing of practice. Moderation² of student writing samples to promote consistency of judgement. <p>Focus on Pedagogy¹:</p> <ul style="list-style-type: none"> Refine, develop and implement Literacy Agreements. Focus on: <ul style="list-style-type: none"> Implementation of Literacy blocks. Site data schedule Increase intellectual stretch in teaching and learning programs. Staff participation in training and development session in Writing. 			
<h3>Targets and Measures</h3>	<p>NAPLAN Growth: 85% of students are achieving in middle and upper growth bands in Reading.</p>	<p>NAPLAN Proficiency Bands: 25% of Yr 5 & 7 students achieve in the top 2 proficiency bands in Writing (45% Yr 3s) and 35% in Reading.</p>	<p>DECD SEA: 85% of Yr 5 & 7 students achieve benchmark in NAPLAN Writing and 95% in Reading (all cohorts).</p>	<p>Reading Achievement: 85% of R-7 students are reading at or above their expected benchmark (Benchmark Assessment).</p>

Key 1: Literacy and Numeracy Results Plus Strategy 2: Partnership Priority 3: DECD STEM Strategy 4: External Review Recommendation

2017 Numeracy Improvement Priorities

<h3>Context</h3>	<p>Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas in school and their lives. Numeracy involves students recognising the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully (Australian Curriculum)</p>			
<h3>Priorities</h3>	<ul style="list-style-type: none"> • All staff will action/implement whole site Numeracy Agreement; focus on Number. • Effective teaching and learning programs that improve Numeracy outcomes for students. • Team inquiry cycles to support professional learning and sharing of practice. 			
<h3>Strategies</h3>	<p>Track and Monitor Every Learner's growth¹</p> <ul style="list-style-type: none"> • NAPLAN and PAT data is used to track individual student progress, and areas of strength and improvement across year level cohorts. • Development of shared assessment tasks. <p>Literacy and Numeracy Improvement Cycle¹</p> <ul style="list-style-type: none"> • Team inquiry cycles to support professional learning and sharing of practice. • Data is used to identify trends and determine priorities to engage and intellectually stretch each child/student in their learning. <p>Focus on Pedagogy¹</p> <ul style="list-style-type: none"> • Refine, develop and implement Numeracy Agreement. • Focus on implementation of Numeracy block. • Targeted professional development. 			
<h3>Targets and Measures</h3>	<p>NAPLAN Growth: 85% of students are achieving in middle and upper growth bands in Numeracy.</p>	<p>NAPLAN Proficiency Bands: 30% of students achieve in the top 2 proficiency bands in Numeracy.</p>	<p>NAPLAN DECD SEA: 90% of students achieve benchmark in NAPLAN Numeracy.</p>	<p>PAT: 10% Increase in the amount of students achieving DECD SEA</p>

Key

1: Literacy and Numeracy Results Plus Strategy 2: Partnership Priority 3: DECD STEM Strategy 4: External Review Recommendation

<p>Context</p>	<p>Powerful learning is not a subject to be studied but is something students do every day in their learning. Powerful learning refers to learners who have the curiosity, creativity and confidence to: actively participate in their learning, make decisions, solve problems, communicate effectively and collaborate with others (DECD Literacy and Numeracy Strategy).</p>			
<p>Priorities</p>	<ul style="list-style-type: none"> • Teaching and learning programs actively support students to develop effective learning dispositions². • All students are engaged and stretched in their learning. • Whole school and classroom activities reflect the school values of Care, Courage and Respect. 			
<p>Strategies</p>	<p>Focus on Pedagogy</p> <ul style="list-style-type: none"> • Whole school focus on mindset and learning dispositions, with a focus on STEM³ and ICT perspectives. • Students wellbeing and engagement is supported through whole school programs: <ul style="list-style-type: none"> ○ Setting Up for Success (beginning of year program). ○ Play is the Way. ○ Restorative Practices. • Playful Pedagogies approach is implemented to support Literacy and Numeracy programs (JP). • School Vision is renewed⁴. • Parent engagement strategies are implemented across the school. <p>Intervention Processes¹</p> <ul style="list-style-type: none"> • Inquiry planning to focus on transforming tasks to incorporate intellectual stretch⁴ and differentiation. 			
<p>Targets and Measures</p>	<p>Student Attendance: Student attendance remains at or above DECD benchmark.</p>	<p>Perception Data: Teacher expectations for student achievement , feedback for learning progress and management of behaviour show growth.</p>	<p>Australian Curriculum: Student achievement indicates higher percentages of students are achieving C or above across all curriculum areas.</p>	<p>Planning Programming: Evidence of:</p> <ul style="list-style-type: none"> • higher order thinking/intellectual stretch • student voice • engagement with data • STEM perspectives are reflected in planning and programming.