Relentless focus for 2016 for Professional Learning and Planning Teams to be decided following the analysis of Literacy data by the SIP Reference Committee and decision by all staff.

Literacy (and numeracy) blocks picked up if missed (100 minutes). Blocks are timetabled to ensure spread of reading, writing, oral language, grammar, spelling across the week.

Collection and analysis of agreed data sets checked against school, Lit Sec and Regional targets twice a year at:
- whole school
- team
- individual level

Use of consistent method for levelling texts in reading.

Agreed data sets:
- PAT R
- S A spelling test
- Running Records
- DRA year 6 / 7
- Fluency test
- SEA phonological awareness test
- 25 Concepts of print

Whole school agreements in:
- Reading
- Spelling
- Grammar
- Writing

Whole school focus on explicit teaching of the BIG 6 in all literacy lessons.

Relentless focus on Jolly Phonics (R – 3), Spelling and Grammar (4 – 7).

School wide implementation of a school devised reading comprehension, writing and spelling scope and sequence.

Daily 5 in all classrooms self managed by students and monitored by all teachers CAPE for middle and upper primary classes.

Reidy Park Primary School: Site Improvement Plan 2014 -2015

Literacy Improvement Map
**GOAL: To improve teaching and learning in literacy for all students R – 7.**

### EXPECTATIONS AND OUTCOMES

- Focus group continue to meet and develop our SIP
- Professional learning will be provided in .... Reading instruction, the BIG 6, Daily 5 and CAFÉ, Jolly phonics, spelling and grammar, Embedding the use of ICT in reading programs
- Development of a Whole School Agreement in writing to support the consistency of understanding in, and pedagogy of, the teaching of writing. This includes developing a school genre map so year levels have a plan for which genres to specifically teach as opposed to maintaining or introducing.
- Develop a whole school agreement in intervention and support (Waves 2 and 3) and differentiation of the curriculum for students consistently achieving in the higher levels.
- Clarify / review / make changes to which assessment tools are to be used and data required... revisit the data schedule and map out explicit timelines for collection and analysis.
- Develop a whole school understanding of the benchmarks and standards in reading, writing, phonics, spelling and grammar
- Revisit our literacy block and how it is maintained in classrooms.
- Complete our whole school agreement in phonics and spelling.
- The use of ICT is embedded in the teaching of literacy.

### CHANGES IN LEARNER’S READING SKILLS AND UNDERSTANDINGS

- Demonstrate a deepening knowledge and understanding of the BIG 6 elements of reading and ability to apply these to a range of texts.
- See the connection between their CAFÉ menu for their year level and how this improves reading and comprehension.
- Learners can choose and use reading strategies across all areas of the Australian Curriculum.
- Learners are engaged in a range of reading strategies: Guided Reading, Read to self, Read to partner, class modeled reading
- Learners are reading at an age appropriate independent level
- Learners are moving towards independence in literacy
- Learners are able to articulate sounds, C, V, number of syllables, whether it is a noun / verb / adjective in spelling vocabulary
- Learners become more confident, independent writers and have the support through oral / written scaffolds to write I a variety of genres.
- Learners develop a love of creative writing through opportunities to “Work on writing.”
- Improved learning outcomes, less lower and mid- level, increased upper level achievement in writing, reading, phonics and spelling.
- Learners who are achieving at below independent year level reading ability are identified, tagged across and between the year levels and supported by Wave 2 and 3 Intervention and Support Programs
- Learners are able to apply a range of ICT tools and strategies to support them in their reading.
- Learners in the higher achievement levels are provided with differentiated programs that challenge and stretch
High quality literacy teaching using instructional texts and learning that is scaffolded.
Continue to embed the use of Daily 5 and CAFÉ
Continue to embed Jolly phonics in all R-5 classrooms
Continue to embed Jolly grammar in all R-5 classrooms
A range of reading strategies whole class / small group … shared, modeled, guided, independent, choral, and partner
Use a range of strategies for the teaching of writing
Students identified for Wave 2 and 3 interventions and the implementation of programs utilizing teacher / SSO planning. A proforma is to be filled in and submitted when submitting names, aligned to our data collection.
Display visible learning strategies in the classroom and refer to these in explicit teaching of reading / writing strategies… Vocab chart, genre charts, anchor charts,
Year level teams design the learning and set targets in reading based on NAPLAN and PATR
Seek student / peer feedback and engage in classroom observations (off site or following year level.) (Possible release by coordinator)
Consistent whole school practice using our Reidy Park spelling and reading agreements….
Program for the teaching of reading, spelling, and grammar aligned with the Australian Curriculum and TfEL.

PATR …. have set a realistic goal for “all children to achieve 77% at or above in reading.”

At a year level:
Year 2/3: Have set a target by the end of term 1, 80% of students can identify the main idea in a variety of texts at their year level.
Year 2: Infer when reading
Year 6/7: An 80% success rate with students interpreting explicit information questions that are answered in their PAT R
Year 3 /4

Have identified “What does a literacy block at Reidy look like?” and “develop a whole site genre map R-7”
Writing spotlights through the year to focus on moderating pieces of work so we are on the same page with A - E
Daily 5 / CAFÉ Jolly Phonics will continue to receive airplay at staff meetings.
Data schedule will be revisited
Spelling agreement will be finalised.

Assessment tools:
PAT R
S A spelling test
Running Records
DRA year 6 / 7
Fluency test
SEA phonological awareness test
25 Concepts of print

Intervention and Support Programs
Intervention for students not achieving the benchmarks
GOAL: To improve teaching and learning in mathematics for all students R-7.

## Expectations and Outcomes

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>50 day goal (End of Term 1)</td>
<td>Have a school scope and sequence of the mental strategies based on Natural Maths. To enable all staff to access the strategies staff will create a digital presentation describing one strategy as well as how it is taught and used. This will be uploaded to ReidyTube for staff to access as needed.</td>
</tr>
<tr>
<td>100 day goal (End of Term 2)</td>
<td>Continue to work on implementing a Numeracy Block across the school based on feedback gained from staff in the last term of 2015. Michael Ymer T and D in week 8 will help facilitate this as well as our Numeracy Agreement.</td>
</tr>
<tr>
<td>150 – 200 day goal (End of Term 3/4)</td>
<td>Focus on moderation by using the Australian Curriculum Portfolio pieces to set common grading standards at each year level. Eventually leading to staff saving examples of A/B/C/D/E work digitally so it can be accessed in future years to assist moderation and marking.</td>
</tr>
</tbody>
</table>

Goals to achieve alongside the above three major goals:

- Update school data schedule to include mathematics.
- Ensure that Mathletics is supplementing the teaching of Mathematics across year levels. Review at year’s end.
- Increase our school entries in the PMA Mathematics and Numeracy Challenge by 200%.
- Develop a scope and sequence to encompass the Australian Curriculum as well as other tools such as mental strategies.
- Consistent class expectations/language are in place for setting up classroom including labelled resources, posters, reference charts.
- Increase parent engagement in mathematics
- Continue Monster Beany Kids bags use in classes from R-3 and update bags.

## Changes in Learners Mathematics Skills and Understandings

- Whole school implementation of a numeracy block R – 7 which will be consistent for learner's delivery in maths.
- Learners will be able to choose / articulate how they solve problems using a range of strategies.
- Positive engagement in maths.
- Students are learning in a logical, sequential manner in mathematics.
- Students will be encouraged to take risks, share their thinking, and reflect on their learning by becoming a community of learners.
- Students are taught to respond to a range of open, closed, flip questions.
- Students will use the language of mathematics and it will be accessible in the classroom.
- Greater engagement between school and home.
**CHANGES IN THE THINGS STAFF WILL DO.**

- Consistent, whole school practice using the Reidy Park Whole School agreements in maths (to be developed)
- A commitment to inquiring on their pedagogy as reflected in our T/D around G.Booker, A Baker, M Chartress
- Sharing good practice in teams and as a whole school.
- Embed how a numeracy block looks like at Reidy Park primary school R to 7
- Implement Ann Baker strategies in the classroom according to our agreed scope and sequence.
- Commit to problem solving in the classroom to inform us of students thinking skills.
- Program in teams to create shared assessment tasks for year levels for consistency and moderation.
- Engage in peer observations, including leadership to develop professional conversations and reflect on our practice.
- Seek student feedback around mathematics
- Identify students in wave 2 and 3 for intervention, using our traffic light system and to then assist SSO’s in their planning.
- Implement differentiated strategies to support all learners, including an understanding of where to extend those learners who require the “sting in the tail.”

A whole school focus on basic number facts has been identified as an area of growth … this will become our focus R – 7 beginning with data collection and then working in teams to develop a scope and sequence for how to embed this into our teaching and learning.

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**SMART TARGETS**

To move all students up at least one traffic light band and improve to 60% the number of students in NAPLAN achieving upper level growth patterns in Numeracy.

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Equivalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>E</td>
</tr>
<tr>
<td>Orange</td>
<td>D</td>
</tr>
<tr>
<td>Blue</td>
<td>C or B</td>
</tr>
<tr>
<td>Green</td>
<td>A</td>
</tr>
</tbody>
</table>

**Red**
- 10% or more below Comparison
- More than 6 months behind expected benchmarks for their year/age appropriate level
- Wave 3 or Tier 2 students
- NEP
- Likely to have intensive intervention
- Differentiation of the curriculum is essential

**Orange**
- 1% to 10% below comparison
- Up to 6 months behind expected benchmarks for their year/age appropriate level
- Wave 2 students
- Need short periods of intense intervention
- Some differentiation of the curriculum

**Blue**
- From 0 – 10% above Comparison
- Working at or slightly above (6 months?) benchmarks for their year/age appropriate level
- Need slight or no differentiation of the curriculum
- Intervention not required

**Green**
- 10% or more above Comparison
- Working well above expected benchmarks for their year/age appropriate level
- Differentiation of the curriculum is required

**Descriptor**

**Equivalence**

E, D, C or B, A
GOAL: To improve Wellbeing for all students R – 7.

## Expectations and Outcomes

- Play is the Way is implemented whole site beginning Term 1 2016
- Our school values of Care Respect and Courage continue to be the focus of restorative practices, behavior management and recognition processes (e.g. Values vouchers, Values in Action Awards)
- Clear processes will exist for the use of the Huddle
- A refocus on Restorative Practices, Rewards and Student Behaviour Management occurs
- Mapping of the language from the range of Wellbeing programs occurs toward forming a school continuum/agreement of language
- A focus on the importance of parent and community involvement leads to improved relationships between parents and teachers
- Peer Pals (mediators) will be trained from Year 4/5/6 to support students with issues in the yard

## Changes in Learner’s Skills and Understandings

- All students will understand and use the Golden Rule and 5 life rafts from Play is the Way
- Students and staff will use appropriate language when talking about issues of wellbeing
- Students using the Huddle will be able to identify the feelings they have that tell them they are losing control (prior to using the Huddle)

## Change in the Things Staff Will Do

- Beginning of year learning in all classes to complete “Liferafts” from Play is the Way
- Incident reporting for serious infringements will be consistently used by all staff to enable tracking of patterns of behavior
- Staff will embed the appropriate language into everyday classroom activities from PITW, Kidsmatter, CPC, White Ribbon, Circle time/Restorative practices
- Respectful relationships will be modeled and fostered with parents/caregivers
- Staff will complete SMART 2 hour training in Term 1 2016 to enable them to better understand and cater for students impacted by trauma and abuse

## Level 4 – SMARTA Targets

- Individual student response to in-class loss of control is appropriate 95% of the time
- Incident reports show use of Restorative processes in 90% of cases
REIDY PARK PRIMARY SITE IMPROVEMENT PLAN 2015-2017

CURRICULUM AND PEDAGOGIES FOR STUDENT WELL BEING AND ENGAGEMENT
Staff, students and community working collaboratively to –

- Develop integrated inquiry units to support the ongoing implementation of the Australian Curriculum
- Support students’ social and emotional learning
- Use ICT’s as tools for engagement and innovation
- Develop a school culture of Powerful Learning that engages both staff and students as learners who have the curiosity, creativity, confidence to have and achieve high standards and expectations.

NUMERACY
To develop excellence in the teaching of Mathematics that is high quality and consistent across the site
Through staff working together to

- Implement the Australian Curriculum in Mathematics
- Focus on a Natural Maths approach to improve numeracy teaching and learning
- Focus on problem solving

LITERACY
Our whole school approach delivers improved skill development and achievement in literacy
Through all staff working collaboratively to –

- Develop whole school agreements in each of the aspects of Literacy
- Improve student learning and achievement in reading, spelling, phonics and grammar
- Develop consistent whole school approach to data collection and analysis

IMPROVEMENT AND ACCOUNTABILITY
LEAD: Establish and build staff, learner and community leadership capacity, share leadership and embed this in all practices.
LEARN: Develop a learning and learners community that redefines our commitment to high expectations for quality teaching and quality learning
CONNECT: Connect to the role of vision and values, communication and decision making groups/frameworks at RPPS to share decision making, leadership and collaboration
IMPROVE: Develop effective processes to collect and interrogate data and evidence in order to inform school wide priorities and directions and a focus on high expectations for class and individual improvement.

4 YEAR MISSION:
We aim to develop inquiring, knowledgeable and caring young people to become active compassionate and lifelong learners.