

Reynella Primary School

Site Improvement Plan 2015 - 2017

REYNELLA PRIMARY SCHOOL SITE IMPROVEMENT PLAN 2015-2017

What success looks like	Key Actions	Strategies	What do we want to Achieve?	Comments
<p>HIGHER STANDARDS OF LEARNING ACHIEVEMENT We will maximise each and every child's learning. They will become successful learners, confident individuals and informed citizens.</p> <ul style="list-style-type: none"> - Higher standards of literacy and numeracy will be attained by all students. - Sustained improvements for ATSI and SWD students in literacy and numeracy will be achieved. 	<p>Literacy</p> <ul style="list-style-type: none"> - Read with understanding - Set Fluency targets. - Explore how to increase student engagement with English. - Link TfEL with classroom practice. - Use data to plan and to program. - Continue relevant PD. - Focus on the capabilities of inference and prediction. - Coordinated use of Sheena Cameron strategies with all staff trained in her work. - Connection with the Literacy Coach / Coordinator of the Australian Curriculum. - Year level teachers working collaboratively. - A well balanced literacy program that will address the Big Six. <p>Numeracy</p> <ul style="list-style-type: none"> - Authentic problem solving in a variety of ways. - Develop basic skills. - Use 'Mathematical Toolbox'. - Focus on authentic real world problems. - Skill students in mathematical language. - Identification of SHIP students. - Use of higher order thinking strategies by all students. - Skilled in use of mental strategies. - Use of Natural Maths Strategies. 	<p>Literacy</p> <ul style="list-style-type: none"> - Support students with a disability, STARS and SHIP students. - Graph, display and communicate growth for student learning in literacy. - Trial strategies to increase engagement. - Daily 5 in Junior Primary classes. <ul style="list-style-type: none"> - <i>teacher training</i> - <i>setting up classroom environment</i> - <i>reading boxes in place</i> - <i>inform parents about café</i> - Engage parents and caregivers in children's education. - Sheena Cameron PD. - The Literacy Coach will work with some teachers. <p>Numeracy</p> <ul style="list-style-type: none"> - Engage parents and caregivers in children's education. - Trial strategies to increase engagement. - Australian Curriculum PD. - Support students with a disability, STARS and SHIP students. - Graph, display and communicate growth for student learning in numeracy. - Use ICT to link with real world experiences (Dan Meyer) 	<p>Literacy</p> <ul style="list-style-type: none"> - Increase student engagement in literacy. - Achieve growth by all student groups. - Analyse NAPLAN and PAT-R. - Act on the analyses. - Personalise learning and connect it to the real world. - Differentiated entry points. - Continue relevant training for all staff. - Follow explicit scope and sequence continuums. - Improved comprehension of non-fiction texts (inferential and predictive). - Sequential learning based on the Big Six. <p>Numeracy</p> <ul style="list-style-type: none"> - Increase student engagement in numeracy. - Achieve growth by all student groups. - Analyse NAPLAN and PAT-M. - Develop skills of proportional reasoning R-7. - Personalise learning and connect it to the real world. - Continue relevant training for all staff. - Follow explicit scope and sequence continuums. - Use of authentic problem solving strategies - Sequential learning based on the Big Seven. 	<ul style="list-style-type: none"> - Explore elements of engagement. - Focus PD on inference and predicting. - Use Sheena Cameron as a source of PD. - Utilise the Daily 5 strategy across all year levels. This covers different aspects of reading, a range of activities and does focus on inferencing. - Create common assessment tasks. - Carry out some moderation when getting consistency across the school. - NAPLAN, Pat-R - New Oxford test – separates fiction and non-fiction (can we use it as an assessment?) - Check ACARA for resources. - Attend to visualisation strategies eg via tessellations, seeding 3d construction etc - Create a repository of problem solving activities and strategies. - Source appropriate and relevant PD around problem solving. - Check Ann Baker's parent Guides 1 and 2. - Look at HOT strategies for all students. - Focus on the comprehension of problems. - Develop a skills continuum for teaching problem solving. - Widen the use of the Secret Code and create a continuum etc. - NAPLAN and Pat-M

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<p>ATTENDANCE</p>	<ul style="list-style-type: none"> - Leadership will review attendance fortnightly. - Teachers will send home the revised proforma regarding unexplained absences and late arrivals. 	<ul style="list-style-type: none"> - Information being sent personally to all families re attendance. - Attendance data gathered and analysed. - Newsletter items / SMS information to parents - Follow up of unexplained absence with records - Contact with the Attendance Counsellor to address frequent poor attendance. 	<ul style="list-style-type: none"> - 1% increase in attendance 2015 compared to 2014. - 5% decrease in unexplained absences. - Minimum of 3 items in newsletters per term plus two SMS messages per term. - Record of contact and outcomes of attendance issues. Personal contact made early. - Attendance Counsellor accessed at an early stage. 	<p>The target is to get to 95% attendance rate by 2016.</p> <p>Late arrivals are a concern and will be given close attention.</p> <p>Meetings will be arranged with families and the attendance counsellor as early as possible.</p>

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Action Plan 2015

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<p>HIGHER STANDARDS OF LEARNING ACHIEVEMENT We will maximise each and every child's learning. They will become successful learners, confident individuals and informed citizens.</p> <ul style="list-style-type: none"> - Higher standards of literacy and numeracy will be attained by all students. - Sustained improvements for ATSI and SWD students in literacy and numeracy will be achieved. 	<p>Literacy</p> <ul style="list-style-type: none"> - Read with understanding - Set Fluency targets. - Explore how to increase student engagement with English. - Link TfEL with classroom practice. - Use data to plan and to program. - Continue relevant PD. - Focus on the capabilities of inference and prediction. - Coordinated use of Sheena Cameron strategies with all staff trained in her work. - Connection with the Literacy Coach / Coordinator of the Australian Curriculum. - Year level teachers working collaboratively. - A well balanced literacy program that will address the Big Six. <p>Numeracy</p> <ul style="list-style-type: none"> - Authentic problem solving in a variety of ways. - Develop basic skills. - Use 'Mathematical Toolbox'. - Focus on authentic real world problems. - Skill students in mathematical language. - Identification of SHIP students. - Use of higher order thinking strategies by all students. - Skilled in use of mental strategies. - Use of Natural Maths Strategies. 	<p>Literacy</p> <ul style="list-style-type: none"> - Graph, display and communicate growth for student learning in literacy. - Trial strategies to increase engagement. - Link to TfEL through Michelle Russell. - Daily 5 in Junior Primary classes. <ul style="list-style-type: none"> - <i>teacher training</i> - <i>setting up classroom environment</i> - <i>reading boxes in place</i> - <i>inform parents about café</i> - Sheena Cameron PD. - The Literacy Coach will work with some teachers. <p>Numeracy</p> <ul style="list-style-type: none"> - Trial strategies to increase engagement. - Link to TfEL through Michelle Russell. - Australian Curriculum PD. - Graph, display and communicate growth for student learning in numeracy. - Use ICT to link with real world experiences (Dan Meyer) 	<p>Literacy</p> <ul style="list-style-type: none"> - Achieve growth by all student groups. - Improved comprehension of non-fiction texts (inferential and predictive). - Increase student engagement in literacy. <p>Numeracy</p> <ul style="list-style-type: none"> - Achieve growth by all student groups. - Use of authentic problem solving strategies - Increase student engagement in numeracy. 	<p>Using PAT R Data – reduce the no. of students in stanines 1-3 to:</p> <ul style="list-style-type: none"> - Yr 3 7 - Yr 4 8 - Yr 5 9 - Yr 6 7 <p>Using PAT R Data – increase the no. of students in stanines 7-9 to;</p> <ul style="list-style-type: none"> - Yr 3 15 - Yr 4 11 - Yr 5 14 - Yr 6 7 <p>100% of classes using strategies to teach implied meaning. 10 classes using the Daily 5 Café</p> <p>100% class teachers access PD. 100% class teachers have a documented case study, shared with their learning team.</p> <p>Using PAT M Data – reduce the no. of students in stanines 1-3 to:</p> <ul style="list-style-type: none"> - Yr 3 15 - Yr 4 11 - Yr 5 14 - Yr 6 14 <p>Using PAT M Data – increase the no. of students achieving in the stanines 7-9 to;</p> <ul style="list-style-type: none"> - Yr 3 8 - Yr 4 6 - Yr 5 3 - Yr 6 2 <p>100% teachers can demonstrate use of strategies.</p> <p>100% class teachers access PD. 100% class teachers have a documented case study, shared with their learning team.</p>

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<p>ATTENDANCE</p>		<ul style="list-style-type: none"> - Minimum of 3 items in newsletters per term plus two SMS messages per term. - Record of contact and outcomes of attendance issues. Personal contact made early. - Attendance Counsellor accessed at an early stage. 	<ul style="list-style-type: none"> - Increased attendance at school. - Reduced lateness. 	<ul style="list-style-type: none"> - 94% attendance rate in 2015 - 5% decrease in late arrivals at school.