

**OUR VISION TARGET**  
*Together We Achieve.*

We are a diverse community of individuals who support each other to be engaged in our learning.

Taking on challenges through goal setting, demonstrating resilience and confidence, enabling us to achieve high standards in all aspects of our lives.

All students at Risdon Park Primary School achieving at or above DECD Standard of Educational Achievement.

An increased % of students demonstrating at least one year's growth in Numeracy and Reading.

Visible Learning strategies embedded in Risdon Park Primary School practices.

**Benchmarks**

| Australian Curriculum Achievement Standards data   | Running Records Data   | NAPLAN Numeracy and Literacy  | PAT-R Comprehension scale score   | PAT-Maths scale score  |
|--|--|---|---|--|
| Locally moderated and validated school based A-E grades<br><br>Achievement at 'C' or above in each of the Australian Curriculum learning areas/ subjects.<br><br>In Reception, satisfactory achievement of the Foundation achievement standard in each learning area/ subject. | <b>Broadbands levels (instructional reading levels – unseen texts September levels)</b><br><br>Reception: 5 or above<br><br>Year 1: 13 or above<br><br>Year 2: 21 or above | <b>Proficiency Bands</b><br><br>Year 3: Band 3 or above<br><br>Year 5: Band 5 or above<br><br>Year 7: Band 6 or above | Year 3: 95 or above<br><br>Year 4: 106 or above<br><br>Year 5: 112 or above<br><br>Year 6: 118 or above<br><br>Year 7: 120 or above | Year 3: 101 or above<br><br>Year 4: 110 or above<br><br>Year 5: 112 or above<br><br>Year 6: 120 or above<br><br>Year 7: 121 or above |

**School Improvement Plan addressing the achievement of the Directions from the External School Review conducted in Term 2 2015**

| Directions  | Clarification – making the directions work for us   | Numeracy Portfolio  | Literacy Portfolio   | Engagement and Wellbeing Portfolio   |
|---|---|---|--|--|
| <p><b>One:</b><br/>Streamline planning processes- including SIP.</p> <p>Implement Improvement Strategies that have a clear effect on student learning outcomes at a classroom level.</p>                              | <p>Review and update whole school agreements for Numeracy and Literacy.</p> <p>Review whole school testing processes to ensure consistency of implementation and practice.</p>  | <p><b>Key Actions</b></p> <ul style="list-style-type: none"> <li>Visible Learning Pedagogies embedded in all Mathematics lessons, supported by the effective use of quality resources.</li> <li>Induction program for new staff, including continual implementation and review of Numeracy Whole School Agreement by all staff.</li> <li>Developing teacher knowledge and understanding of Mathematical concepts with a focus on base 10 and multi-step problem solving, supported by collaborative learning teams.</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Hattie's effect size of 0.4 for students in PAT-M</li> <li>Students achieving at or above benchmark for PAT-M</li> <li>Students achieving at or above benchmark for NAPLAN.</li> </ul> | <p><b>Key Actions</b></p> <ul style="list-style-type: none"> <li>Continued teacher development of pedagogy and practice are supported through school training and development, learning teams and improvement team actions and plans.</li> <li>Students Yr 1-7 show growth of at least 0.4 for 12 months through PatR testing.</li> <li>Implementation and development of Literacy Whole School Agreement</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Hattie's Effect Size</li> <li>Running Records/SPA testing</li> <li>Pat R</li> <li>NAPLAN</li> </ul> | <p><b>Key Actions</b></p> <ul style="list-style-type: none"> <li>A review of Behaviour management strategies used in classrooms and Leadership management of higher level behaviours.</li> <li>Continue to promote student voice through Student Leadership and Kids Co using Ricky Risdon as the tool and continue to embed different strategies across the school to support student wellbeing and engagement.</li> <li>Ongoing analyse of attendance data and strategies being used with a focus on habitual families.</li> <li>Implementation of a Wellbeing Whole School Agreement and Growing with Gratitude social skills program.</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>School and EDSAS Behaviour Data</li> <li>Education Dashboard Data for Attendance</li> <li>Bully Audit Data</li> <li>Student Achievement Data</li> </ul> |
| <p><b>Two:</b><br/>Risdon Park P.S needs to achieve more consistent growth in numeracy achievement by restructuring data collection and analysis, ensuring teachers use data to inform planning and practice.</p>     | <p>Investigate a data collection program which will enable us to easy access by class teachers in the inputting and regulation of student achievement data.<br/>Make data readily available for teachers to access for collaborative discussion.<br/>Focus on establishing consistent approaches and practices in developing and monitoring students across the school.</p> |   |  |  |
| <p><b>Three:</b><br/>Increase consistency of teacher practice and curriculum delivery across the school. Increase the number of students reaching DECD Standard of Educational Achievement, especially in year 5.</p> | <p>Provide structured opportunities for teaching teams to plan for differentiation and assessment in year level teams.</p>  |   |  |  |