Risdon Park Primary School is dedicated to Quality Education which empowers community minded learners. “Helping each other succeed”

**LITERACY IMPROVEMENT**
To develop and implement whole school agreements to all aspects of Literacy (beginning with writing) that promotes improvement and high quality teaching and learning.

**ENGAGEMENT FOR LEARNING**
To empower students and staff to self motivate and regulate their own decisions and actions for effective learning and support each other to achieve personal & group goals. This is evidenced through demonstrating a positive approach to their learning.

**CURRICULUM AND PEDAGOGY**
To become familiar with and to implement National and DECS curriculum priorities with a focus on implementing up to date teaching pedagogies with a focus on the DECS TfEL framework.
**PRIORITY 1: LITERACY IMPROVEMENT**

**TARGET 1:** By 2013 all cohorts of students will demonstrate growth in all aspects of writing achievement – including spelling, grammar and punctuation.

**TARGET 2:** By 2013 process for determining intervention for literacy improvement is aligned with both individual and whole school data analysis.

**TARGET 3:** By the end of 2013, 60% of year 2 students will have achieved level 22 in reading.

**STRATEGIES** include:

**Focus on Learning:**

Developing whole school approaches to writing through:

- A comprehensive and balanced whole school literacy program
- A professional development program in literacy improvement with a focus on writing
- Focussed support from Literacy and Early Years SILA coaches which has been negotiated
- Collaboratively programming and planning to facilitate differentiated learning approaches
- Having agreement on common assessment tasks and moderation processes which inform future literacy focus
- Intervention strategies to target individual reading improvement in the Early Years

**Shared Leadership:**

- Appointment of Literacy Coordinator annually to lead and facilitate RPPS Literacy Improvement priorities with a major focus in professional development
- Literacy Coordinator has an active role in Core Leadership Team

**Make data count:**

- Re-development and use of R-7 data map to inform planning, practice, resourcing and assessment
- Align NAPLAN data with school based data
- Intervention strategies in the Early Years are to target reading improvement and use Running Records as a measure for progress & achievement
- Use data walls to inform community about achievement and progress

**Target Resources:**

- Align resources, both human and material, with identified school priorities

**PRIORITY 2: ENGAGEMENT FOR LEARNING**

**TARGET 1:** To progressively increase the number of students who are engaged positively in learning, relationships, and personal development as evidenced by classroom and whole school data

**TARGET 2:** 100% of staff use Wilson McCaskill strategies across the curriculum and they are able to demonstrate this in performance meetings

**TARGET 3:** By 2013 Wilson McCaskill program will be embedded in our School Vision, Virtues Program and Behaviour management processes

**STRATEGIES** include:

**Focus on Learning:**

- Continue with PD of Wilson McCaskill “Play is the Way” for whole school implementation
- Documentation of RPPS Engagement for learning program
- Induction of all and new staff in RPPS Engagement for Learning program as required
- ICAN Engagement matrix used to monitor the improvement related to key targets across the school

**Shared Leadership:**

- School Counselor leading and facilitating staff Engagement for Learning program
- School Counselor an integral Leadership Team member
- Student Leaders to provide direction across the school
- Opportunities are created at all levels for students to develop leadership skills

**Attend to Culture:**

- Review of RPPS Virtues program to align closely with Wilson McCaskill “Play is the Way” program and School Vision
- Student involvement in determining their own learning goals, assessment tasks and reporting procedures

**Target Resources:**

- Use allocated funds to support PD for staff in new curriculum areas & to provide resources for implementation.

**PRIORITY 3: CURRICULUM AND PEDAGOGY**

**TARGET 1:** 100% of teachers to access professional development in the implementation of the National Curriculum starting with Science & Mathematics.

**TARGET 2:** 100% of teachers are able to demonstrate quality teacher practice related to student learning. Achievement success is demonstrated through Performance Management processes, professional learning programs, classroom observations and critical conversations.

**TARGET 3:** 100% of teachers implementing National Curriculum according to RPPS timeline and in particular, the English curriculum as it relates to literacy improvement.

**STRATEGIES** include:

**Focus on Learning:**

- Focus on implementation of National Curriculum, including Primary Connections (Science) & Maths for All programs & their links to literacy
- Use TIEL (SA Teaching For Effective Learning) for investigation into pedagogical changes in teaching & learning practices and this is reflected in individual & group learning plans/ performance management processes.

**Shared Leadership:**

- Identified teacher leaders in each team to work with core leadership team to develop and monitor a professional learning/support program
- Classroom based focus on student initiated learning practices which is included in performance development discussions.

**Attend to Culture:**

- Use PD protocols for development of a professional learning community
- Using learning teams to develop a critical, collaborative culture which includes planning, programming and assessment.
- Review RPPS reporting processes and procedures to better share student learning & achievement with parents.

**Target Resources:**

- Use allocated funds to support PD for staff in new curriculum areas & to provide resources for implementation.