



Reidy Park

PRIMARY SCHOOL

learning together, caring together.



Monday, 27 May 2024

Vision Statement:

Reidy Park Primary School is a vibrant learning community, focused on empowering and challenging individuals to pursue their personal best. We believe in fostering positive relationships to support creativity, personal growth and self-regulation, as we work to ensure students thrive academically, socially and emotionally. Students are valued and encouraged to succeed in becoming life-long learners.

The school actively works with the community to provide an engaging learning program, underpinned by trauma-informed practices, where students feel safe and supported. Teachers have a student centered mindset, where differentiating for individual needs, collaborating with peers and being innovative in their teacher practice is central to all actions.

Our school motto of 'Learning Together, Caring Together' and the school values of care, courage and respect are actively fostered in all aspects of school life and contribute to our positive and safe school environment.

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, to be resilient, make strong choices and to speak up when you see something that is wrong

Respect: To be thoughtful, mindful of your own actions and to have respect for self, property and the environment around us

'Learning together, caring together'

2022 - 2024

2024 School Improvement Plan for

[Manager]

Completing the template:

- The document will open as 'Read Only' so will need to be saved prior to editing.
- If copying and pasting text from another document, paste as 'keep text only' or 'merge formatting'.
- Note that Steps 1, 2 and your Actions in Step 3 will auto-populate in the corresponding sections in Steps 4 and 5 of the template once you have completed them.
- Once you have typed in your ESR Directions next to Goal 1 they will auto-populate to the corresponding section for the other two goals in the template.
- Please note, editing will not be possible whilst the template is in Teams. Whilst it can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes

Complete every step - [The School Improvement Planning Handbook](#) explains how to do this. In addition, your Local Education Team will provide support.

- Complete Steps 1 to 3 during Term 4. Your Local Education Team can support you as required.
- Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Use the template regularly throughout the year to capture your Step 4 work (improve practice and monitor impact), and in Term 4 of each year to capture Step 5 work (review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

For further information and advice, contact:

School Improvement

education.schoolimprovement@sa.gov.au



Government of South Australia

Department for Education



STEP 1 Analyse and Prioritise

Site name:

Goal 1: To increase the number of students achieving SEA and higher bands in numeracy

ESR Directions:

1. Strengthen the practices in effective feedback for learning and setting individual learning goals which embed intellectual stretch and challenge
2. Strengthen the practices in effective feedback for learning and setting individual learning goals which embed intellectual stretch and challenge
3. Strengthen the processes to support staff to more effectively and rigorously collaborate to ensure all students are challenged to achieve at a higher level

Achievement towards Goal in 2022:

Click or tap here to enter text.

Target 2023:

PAT

Year 3- 62% of students (43 of 69, +8 students) will meet SEA in PAT M

Year 4- 83% of students (60 of 72, +7 students) will meet SEA in PAT M

Year 5- 92% of students (74 of 80, +10 students) will meet SEA in PAT M

Year 6- 85% of students (61 of 72, +9 students) will meet SEA in PAT M

A-E

Year 2 - 110 Year 2 students will receive a C or above in Mathematics. (This is 6 more students from the same cohort in 2022)

Year 6 - 70 students (From the 80 students that sat NAPLAN 2021) will achieve SEA or above in Mathematics. (This is 2 more students from the same cohort)

NAPLAN

2024:

PAT

Years 3- 6: 80% of students will make 0.4 or above positive effect size

Essential Assessment

General All Assessment

NAPLAN

Year 5- 49 students (From the 70 students that sat NAPLAN 2022) will achieve Strong or above in Mathematics. (This is equal students from the same cohort)

Year 5 - 70 students (From the 80 students that sat NAPLAN 2021) will achieve SEA or above in Mathematics. (This is 2 more students from the same cohort)

 **STEP 2 Challenge of practice**

Challenge of Practice:

If we build teacher capacity to follow a data informed, collaborative planning process, as well as utilizing Department for Education resources that build on current teacher practice and knowledge of the Big Ideas in Number, then we will see an increase in the number of students who reach and exceed SEA in Numeracy

 **STEP 3 Plan actions for improvement**

Student Success Criteria (what students know, do, and understand):
See Links

How and when will this be monitored, tracked and measured?

- Termly teacher observations in Math
- PLC agendas and minutes
- Team Leader stand-up and check in meetings
- SIP Numeracy tracker, monitored in week 8, each term.
- Termly team leader presentations (Student data check-in)
- Pre and post Essential Assessments data

What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
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<p>Embed and Refine the PLC process, Including the use of research, data, agendas/minutes and norms.</p>	<p>Term 1 – Senior Leader to meet PLC Leaders Week 0 to set expectations and model</p> <p>Term 1-4 – PLC Leader presentations to monitor progress</p> <p>Teams to meet weekly for PLC throughout the year</p>	<p>Each teacher will: -engage in the PLC process -set and follow team protocols and norms -fulfil tasks and meet deadlines as set out by the PLC (agendas and minutes, readings, data collection, documentation)</p> <p>Each PLC Leader will: -ensure meeting agendas are set and minutes are kept -facilitate professional discussion within the PLC -model processes and expectations for all team members -document and present the work of the PLC each term</p> <p>Each leader will: -provide support to PLCs as required -attend PLC meetings as required -conduct observations and learning walks to document evidence of impact of the PLC -provide feedback to the PLC as required</p>	<p>Designated weekly meeting time Agenda/minute documents Math teaching resources as required Professional Readings Data sets</p>
<p>Ensure a guaranteed and viable curriculum is being implemented, through following a whole school yearly overview. The Math Statement of Practice and lesson planning expectations</p>	<p>Ongoing</p>	<p>Each teacher will: -follow school expectations and processes as set out in school curriculum documentation -base curriculum planning on yearly overview - Ensure planning and resources are in a clearly labelled folder in TEAMS.</p> <p>Each leader will: -develop documentation and provide staff with relevant information so that teaching and learning expectations are clear</p>	<ul style="list-style-type: none"> • Numeracy Statement of Practice • Essential Assessment Pedagogical Agreement • Data Schedule • PLC Process Document • Teaching Student-Centred Mathematics- Van de Walle • Teaching Primary Mathematics, Booker, Bond, Sparrow and Swan

		-provide support to staff to effectively plan lessons based on school wide expectations	
Ensure Teams are using effective formative and summative data to gather information about student understanding and verify the impact of their teaching	Ongoing	<p>Each teacher will:</p> <ul style="list-style-type: none"> -collect student data to identify need, inform lesson planning and monitor impact of teaching -document data in relevant databases, as stated on the Site data schedule <p>Each leader will:</p> <ul style="list-style-type: none"> -ensure data schedules are up to date -monitor how teachers are documenting assessments -provide support to staff to effectively collect and analyse data -resource data collection programs and collection 	<ul style="list-style-type: none"> • Site Data Schedule • Markit and PAT Tracker program • Essential Assessment
Develop and Implement a Peer Observation and Coaching Process to support the collaborative improvement of math teaching practices	<p>2024</p> <p>Term 1 – Work with staff to develop process</p> <p>Term 2 – Implement Structure (specific year level)</p> <p>Term 3 – Implement Whole School</p> <p>2025 – Develop Coaching process including training for specific staff members</p>	<p>Each teacher will:</p> <ul style="list-style-type: none"> -provide feedback to build an effective observation model -engage in the observation of peers -be observed by peers -give and take on feedback in relation to their teaching <p>Each leader will:</p> <ul style="list-style-type: none"> -work with staff to build an observation model -provide extra time as required to facilitate observations and feedback -document the process to be used into the future 	<ul style="list-style-type: none"> • Peer Observation record template • Peer observation guidelines/process documentation • Release/NIT time?????

		-provide PD to strengthen staff ability to provide feedback	
Embed pedagogical practices in line with the RPPS Teaching and Learning Model	<p>2024 – Whole school focus on Differentiation -Begin work to create an instructional playbook that documents practices within the T&L Model 2025 onwards – Whole school focus based on identified need of the school</p>	<p>Each teacher will: -plan lessons that encapsulate pedagogical approaches as set out in the T&L Model -engage in PD that strengthens understanding of the pedagogical approaches outlined in the T&L model Each leader will: -provide PD to staff to build understanding and capacity to deploy elements of the T&L model -capture data on how elements of the T&L model are being used in classrooms to set future directions/focus for staff PD -provide documentation to staff that outlines expectations for planning and teaching</p>	<ul style="list-style-type: none"> • Staff PD • Observations • Documentation
Implement a math intervention process that supports identified students who are either at risk or falling behind expected level of achievement in number	<p>2024 Term 1 – Begin trial of new process focusing on Big Ideas Term 2-4- Monitor Progress and Refine 2025 – Document and formalise process</p>	<p>Each teacher will: -assess student understanding of number concepts -document assessment in designated data base -identify at risk students and make relevant referrals Each leader will: -Resource a math intervention program -provide training to SSO staff to deliver intervention -track progress of intervention and add/remove students as required</p>	<ul style="list-style-type: none"> • SSO time • Data collection



STEP 1 Analyse and Prioritise

Site name:

Goal 2: To increase the number of students achieving SEA or higher in reading

ESR Directions:

1. Strengthen the practices in effective feedback for learning and setting individual learning goals which embed intellectual stretch and challenge
2. Strengthen the practices in effective feedback for learning and setting individual learning goals which embed intellectual stretch and challenge
3. Strengthen the processes to support staff to more effectively and rigorously collaborate to ensure all students are challenged to achieve at a higher level

Achievement towards Goal in 2022:

Click or tap here to enter text.

Target 2023:

Phonics Screener

Year 1- 85% of students (53/62) will meet SEA in Year 1 Phonics screener

PAT

Year 2 – 77% of students (55/71) will meet SEA

2024:

Phonics Screener

Year 1- 70% of students (44/63) will meet SEA in Year 1 Phonics screener

ORF

in PAT R
 Year 3- 83% of students (57 of 69, + 12 students) will meet SEA in PAT R
 Year 4- 92% of students (59 of 64, +5 students) will meet SEA in PAT R
 Year 5- 88% of students (69 of 78, +5 students) will meet SEA in PAT R
 Year 6- 92% of students (65 of 70, +5 students) will meet SEA in PAT R

A-E
 Year 2 - 95 Year 2 students will receive a C or above in English. (This is 6 more students from the same cohort in 2022)
 Year 6 - 105 Year 6 students will receive a C or above in English. (This is 6 more students from the same cohort in 2022)

NAPLAN
 Year 5 - 67 students (From the 80 students that sat NAPLAN in 2021) will achieve SEA or above in Reading. (This is 2 more students from the same cohort)

Years 1-6: 80% of students are meeting their year level benchmark at the end of year ORF Assessment.

PAT

Years 3- 6: 85% of students will make 0.4 or above positive effect size in PAT R

NAPLAN

Year 5- 55 students (From the 70 students that sat NAPLAN 2022) will achieve Strong or above in Reading. (This is equal students from the same cohort)



STEP 2 Challenge of practice

Challenge of Practice:

If we implement a cohesive school wide literacy program, backed by the Science of Reading research and practice, we will increase the number of students achieving SEA and above in reading.



STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):
 Click or tap here to enter text.

How and when will this be monitored, tracked and measured?
 End of each term using Traffic Light Tracker. Cohorts will be measured by monitoring the amount of students on track, below or ahead of achieving the standards by the end of the year.

SL- Monitor and Track Literacy data at the end of each term (InitialLit, Playberry, ORF and Literacy Tracker)

Leadership Team to monitor action plans at the end of each term.

What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice



Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
<p>Implement consistent Literacy (Decoding, fluency, vocab and spelling) programs within the years 3-6 classrooms</p>	<p>Term 1 – Bill Hansberry led training to staff Term 2-4 – Implementation of Playberry Laser Literacy program Term 3 – Literacy Leader to review reading process 3-6 and begin developing link to Playberry</p> <p>2025 – Work with staff to integrate Reading Instruction around Playberry process 2026 – Work with staff to integrate Writing instruction around Playberry</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> - Attend the necessary training for the program - Implement assessment to identify where to begin the program in their classroom - Implement the program with fidelity - Implement a 2-4 minute Heggerty practice at the beginning of each lesson - Monitor students and plan for wave 2 or 3 classroom intervention as required 	<ul style="list-style-type: none"> • Playberry programing and resources • Dedicated staff meeting time, as needed, to ensure confident delivery of the program • Heggerty Books

		<p>Each leader will...</p> <ul style="list-style-type: none"> - Facilitate the PD for each teacher as well as ongoing support with Bill Hansberry - Provide support for teachers implementing the program - Complete termly observations of a lesson to ensure consistency of implementation and identify lesson focuses for staff meetings 	
<p>Establish a clear home reading process across Foundation to Year 2 and extending into reading expectations in Years 3-6.</p>	<p>2024 Term 1 – Update home reading agreement based on best advice papers R-6 Deploy new decodable readers R-2 Term 2- Parent Workshops Term 4 – Review</p> <p>2025 – Publicise process whole school</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> - Communicate home reading process to parents - Implement process in their classrooms, as per the agreement - Ensure appropriate readers are available to all students <p>Each leader will...</p> <ul style="list-style-type: none"> - Senior Leader will update the RPPS Home reading agreement - Create an age appropriate communication for teachers to send home to parents - Ensure classrooms have the appropriate readers and a schedule for rotation of these readers is created and implemented. 	<ul style="list-style-type: none"> • Pare Readers • Decodable readers • Reader rotation schedule
<p>Implement Training and implementation of the DIBELS ORF assessment</p>	<p>Term 1, Week 0</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> - Attend the DIBELS ORF training in week 0 - Implement the assessments, as per the data schedule - Progress monitor students that are below benchmark and implement wave 2/3 classroom intervention, as required <p>Each leader will...</p>	<p>DIBELS ORF assessments and benchmark levels for each year level (Teams)</p> <p>Markit data wall</p>

		<ul style="list-style-type: none"> - Senior Leader will run training on DIBELS ORF - Develop an Assessment process and information Sheet for teachers - Support teachers to implement the assessment - Monitor the progress of students as a cohort - Implement further training and PD as required - Ensure Year 2 ORF results are uploaded for the department 	
<p>Ensure a guaranteed and viable curriculum is being implemented, through creating a whole school yearly overview and ensure staff are following Literacy Statement of Practice and lesson planning expectations</p>	<p>2025</p>	<p>Each teacher will:</p> <ul style="list-style-type: none"> -follow school expectations and processes as set out in school curriculum documentation -base curriculum planning on yearly overview - Ensure planning and resources are in a clearly labelled folder in TEAMS. <p>Each leader will:</p> <ul style="list-style-type: none"> -develop documentation and provide staff with relevant information so that teaching and learning expectations are clear -provide support to staff to effectively plan lessons based on school wide expectations 	<p>Click or tap here to enter text.</p>
<p>Investigate and implement a whole school writing program</p>	<p>2025 – Investigate and Incubate within specific year level writing program/Strategy 2026 – Implement school wide</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> - Provide feedback on trialled strategies <p>Each leader will...</p> <ul style="list-style-type: none"> - Provide support and training for trialled processes 	<p>Click or tap here to enter text.</p>

		<ul style="list-style-type: none"> - Seek feedback from staff/parents/students to inform decisions moving forward 	
<p>Develop a school wide individual learning goal process that is linked to an updated reporting process</p>	<p>2024 – Investigate/Incubate possible strategies to adopt whole school moving forward 2025 – Expand/Implement chosen strategy</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> - Undergo training - Implement processes within classroom - Collect data - Feedback experience <p>Each leader will...</p> <ul style="list-style-type: none"> - Support trial teachers to complete trial 	<p>Self-Regulated Learning Trial</p>



Goal 3: To increase student's connectedness to school		ESR Directions: <ol style="list-style-type: none"> 1. Strengthen the practices in effective feedback for learning and setting individual learning goals which embed intellectual stretch and challenge 2. Strengthen the practices in effective feedback for learning and setting individual learning goals which embed intellectual stretch and challenge 3. Strengthen the processes to support staff to more effectively and rigorously collaborate to ensure all students are challenged to achieve at a higher level 	
Achievement towards Goal in 2022: Click or tap here to enter text.	Target 2023: Click or tap here to enter text.	2024: Click or tap here to enter text.	
 STEP 2 Challenge of practice			
Challenge of Practice: If we implement a school wide Positive Behaviour for Learning approach that improves how staff respond to student wellbeing, behavioural, academic and attendance needs, we will be able to improve how students are connected to the school.			
 STEP 3 Plan actions for improvement			
Student Success Criteria (what students know, do, and understand): Students know the routines and expectations of the classroom and school. They understand the outcome for both positive and negative behaviour.		How and when will this be monitored, tracked and measured? Monitored through the Wellbeing and Engagement Collection Survey. Monitored through the comparison of incident report data over term and year.	

What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice			
Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
Adopting consistent approaches to PBL - PBL Handbook - Behaviour Matrix - Behaviour Support Steps - Creating Consistent Learning Environments (visuals, expectations, reward systems etc.) - School wide Restorative Practice Approach	Term 1 - Updating Behaviour Support Steps - Auditing classroom environments Term 4 – Finalise and publish PBL Handbook	Each teacher will: <ul style="list-style-type: none"> • Use the behaviour steps document procedure when intervening in behaviour incidences • Create safe and predictable learning environments through purposefully designed spaces and through creating routines and expectations • Use the Matrix of Expected Behaviours when planning SEL lesson, Welcome Circles and creating class rules • Refer to the PBL handbook to guide practice and procedure Each leader will: <ul style="list-style-type: none"> • Support staff to use the new process • Intervene in behaviour incidences when required 	Click or tap here to enter text.
Implement and Embed Tiers of Intervention for Behaviour and Wellbeing	2024 Term 1 – Mapping Tier 1 Term 3 – Mapping Tier 2/3 Term 4 – Documenting processes 2025 – Implementing School Wide process	Each teacher will: <ul style="list-style-type: none"> • Implement the Tier 1 strategies outlined in the PBL Handbook • Seek leadership support to upskill or deepen understanding if needed • Engage in and contribute to whole site meetings where tiered intervention strategies are agreed upon Each leader will:	Click or tap here to enter text.

		<ul style="list-style-type: none"> • Support staff to engage in further learning about best practice with universal intervention (Tier 1) • Facilitate whole site meetings dedicated to documenting agreements/processes for Tiers of behaviour and wellbeing interventions 	
<p>Consistent Teaching of Social and Emotional Learning and PBL Curriculum</p>	<p>2024 Term 1- Mapping the SEL lessons and key concept across the term/year</p>	<p>Each teacher will:</p> <ul style="list-style-type: none"> • Follow the RPPS SEL Scope and Sequence • Access the lessons and curriculum documents for the SEL programs • Adjust planning and lessons based on the needs of the students <p>Each Leader will:</p> <ul style="list-style-type: none"> • Provide SEL curriculum training for untrained staff • Support teacher practice for staff who are in an unfamiliar year level/are early career teachers • Monitor the implementation across the school and make adjustments to SEL scope if required 	<p>Click or tap here to enter text.</p>
<p>Developing student voice opportunities across the school through creating student groups (Wellbeing ambassadors, SRC, Lunch Groups) and giving students the opportunity to feedback to teachers</p>	<p>2024 Term 1- Establish Wellbeing Ambassadors -Using SRC as whole school student voice</p> <p>2025-26 Student voice opportunities outside of Wellbeing process</p>	<p>Each teacher will:</p> <ul style="list-style-type: none"> • Facilitate classroom meetings <p>Each leader will:</p> <ul style="list-style-type: none"> • Work with the Wellbeing Ambassadors to implement whole school initiatives 	<p>'Voice It' Toolkit</p>

<p>Update whole school positive reward systems</p>	<p>Term 1 –establish Parky Points -establish class reward systems in each room</p>	<p>Each teacher will:</p> <ul style="list-style-type: none"> • ensure a positive reward system is in place in their classroom • engage with Parky Points to reward good behaviour across the school <p>Each leader will:</p> <ul style="list-style-type: none"> • create and document Parky Points system • work with student leaders/teachers to track Parky Points and setup rewards for the highest scoring team 	<p>Click or tap here to enter text.</p>