

THREE YEAR MISSION:

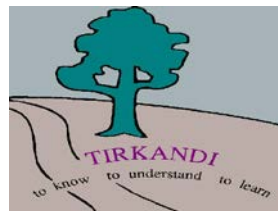
To develop a community of expert learners who have a deep understanding of how to learn and can apply and adapt this knowledge in their futures.

RIVERDALE VALUES:

Respect, Honesty, Equity, Excellence

Underpinned by our collectively agreed behaviours:

Organisation	Encouragement
Frankness	Patience
Optimism	Compassion
Calm Interactions	Listening



RIVERDALE SCHOOL SITE IMPROVEMENT PLAN *Developing Expert Learners*

BELIEFS about LEARNING:

- All students can, and are entitled to, learn
- *How* students learn is as important as *what* students learn
- Effective learning is embedded and sustained
- Students are engaged in their learning when they can connect with and recognise its purpose and when they are actively planning, monitoring and assessing their progress against known criteria
- Learning is relevant and purposeful when it is related to real life experiences and can be applied by the students in a variety of situations

PEDAGOGICAL AGREEMENTS AT RIVERDALE SCHOOL

Our mission to Develop Expert Learners means we employ **the explicit teaching cycle** to gradually release the ownership of learning to students.

At Riverdale

- *staff make clear the purpose of learning*
- *students develop knowledge and strategies that allow them to make informed decisions about their learning*
- *students and staff employ the language of learning*
- *students understand success criteria and how to plan, monitor and assess their learning*
- *staff provide scaffolds, prompts, feedback and interventions to support students to become independent, adaptable and confident learners*
- *staff use the Teaching for Effective Learning Domain 3: Develop Expert Learners, to guide their planning*

At RR7 our priority is to teach students strategies that enable **Comprehension**: *the ability to understand the meaning or importance of something and the knowledge that is acquired as a result.* Macquarie Dictionary Online, 2012.

RR7 data shows an opportunity to increase students' levels of comprehension across the curriculum and expert learners need deep understanding & knowledge of learning and content. Therefore at Riverdale:

- *staff explicitly teach comprehension strategies and how students apply these across the curriculum and in varying situations*
- *staff analyse achievement data that identifies students' application of comprehension strategies, as well as determining miscues and learning styles*
- *staff use the Australian Curriculum literacy strand; interpreting, analysing and evaluating, to plan and assess learning*

<p>Priorities:</p> <p>The <i>two</i> or <i>three</i> key areas for specific focus over the next 12 months, as determined from analysis of learner data and Self Review processes</p>	<p>Targets: SMARTA</p> <p>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</p>	<p>Strategies:</p> <p>The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets</p>	<p>Evaluation Measures:</p> <p>The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies</p>
<p>Analysis of Running Record, NAPLAN and PAT-R data makes evident the priority to focus on <i>comprehension</i>.</p> <p>Diagnosis determines the imperative to increase student capabilities in the areas of :</p> <ul style="list-style-type: none"> • Inferring • Determining importance/ value • Making connections • Retrieving explicitly stated information 	<p>Increase the specific skills of comprehension through explicit teaching of the strategies of inferring, determining importance and making connections, so that 98% of R -2¹ students are able to respond accurately to all comprehension questions in the running record assessments when tested in terms one and four.</p> <p>Increase the specific skills of comprehension through explicit teaching of the strategies of inferring, determining importance and retrieving explicitly stated information, so that 98% of students in years 3 to 7 score at stanine 4 or above when assessed using PAT-R in term 4 each year.</p>	<p>Consistently implement the explicit teaching cycle when teaching strategies of inferring, making connections and determining importance:</p> <ul style="list-style-type: none"> • Purpose and Links • Telling and instructing • Modelling • Practise with scaffolds • Independent application <p>Work with students to identify criteria for success, in order for them to plan monitor and assess their learning</p> <p>Provide students with critical, formative feedback that makes clear their achievement and the next point of learning</p> <p>Explicitly teach phonetic, visual, morphemic and etymological awareness to develop skills of en and de coding to support automaticity & fluency</p> <p>Use Guided Reading to coach, progress and monitor students' reading strategies</p> <p>Use class and student data to set personalised targets relevant to the class group and each learner</p>	<p><i>Within classes, teachers will utilise the following processes to assess progress and efficacy:</i></p> <p>Running Records for all R - 2² students in terms one and four.</p> <p>Running Records assessment for a selection of 3 students at low, mid and high reading levels³ once each term</p> <p>SPA: phonemic awareness assessment once a term with students in years R-2⁴ until age appropriate level achieved</p> <p>PAT-R data collected for all 3-7⁵ students in term 4</p> <p>PAT-R data gathered for a selection of 3 students at low, mid and high levels⁶ in term 2</p> <p>Oral comprehension testing: formal and informal through guided reading and ongoing teacher /student conversation</p>

² Or students above year 2 who are yet to reach independence (level 30)

³ As determined by RR scores 5 levels either side of expected progress in term 4 of the previous year: level 6, end Reception, level 15 end year one, level 26 end year two.

⁴ Or students above year 2 who are yet to reach independence (level 30)

⁵ Or students who have achieved independent reading level in years R-2

⁶ Two or more stanine levels above or below 4

		Provide differentiated learning opportunities based on students' learner profiles and valid data	
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¹ Or students above year 2 who are yet to reach independence (level 30)

² Or students above year 2 who are yet to reach independence (level 30)

³ As determined by RR scores 5 levels either side of expected progress in term 4 of the previous year: level 10, end Reception, level 20 end year one, level 26 end year two.

⁴ Or students above year 2 who are yet to reach age level

⁵ Or students who have achieved independent reading level in years R-2

⁶ Two or more stanine levels above or below 4