

<p>Context The Reynella East College (REC) Site Improvement Plan (SIP) maps the improvement focus of the College for 2016 -2018.</p> <p>The plan documents the key strategies and targets for improvement in four focus areas:</p> <ul style="list-style-type: none"> • Attendance • Student Achievement • Staff Performance & Development • Intervention & Support <p>The REC Site Improvement Plan reflects key DECD improvement imperatives; Panalatinga Partnership Plan (PIP) priorities and College priorities. Progress will be monitored regularly during the year as part of an on-going process of self-review.</p> <p>The Reynella East College SIP has been developed in consultation with staff informed by a range of opinion surveys and is endorsed by Governing Council.</p>	<p>Reynella East College is the largest Department of Education and Child Development (DECD) school in South Australia.</p> <p>The College has grown to near full capacity with over 1820 enrolments including over 50 pre-school children.</p> <p>REC currently caters for:</p> <ul style="list-style-type: none"> • 54 Aboriginal & Torres Strait Islander (ATSI) pre-school children & students • 20 children & students under the Guardianship of the Minister (GOM), • 120 children & students with disabilities and • 116 English as an Additional Language or Dialect (EALD) <p>The College is currently staffed by 106.7 classroom and specialist teachers, 39 Support Services Officers and 1 Youth Workers.</p>	<p>Our College values support:</p> <ul style="list-style-type: none"> • Excellence • Integrity • Respect • Responsibility
<p>We share the belief that:</p> <p>High expectations support all learners to progress and achieve.</p> <p>All learners are able to make progress with their learning.</p> <p>Evidence based review of practice supports focussed improvement.</p>	<p>LEGEND:</p> <p>ASMS Australian Science & Maths School</p> <p>SEA Standard of Educational Achievement</p> <p>DECD Department of Child Development</p> <p>NAPLAN National Assessment Program Literacy and Numeracy</p> <p>PAT Progressive Assessment Test (M-Maths R-Reading)</p> <p>SMARTA Specific , Measurable, Achievable, Relevant, Timely</p> <p>ATSI Aboriginal & Torres Strait Islander</p> <p>GO Guardianship of the Minister</p> <p>SACE South Australian Certificate of Education</p> <p>EALD English as a Language Dialect</p> <p>SwD Students with Disabilities</p>	



REYNELLA EAST COLLEGE

PRESCHOOL TO YEAR 12

SITE IMPROVEMENT PLAN 2016 - 2018

Objective: All children and students make regular progress

ATTENDANCE AND ENGAGEMENT	STUDENT ACHIEVEMENT	STAFF PERFORMANCE AND DEVELOPMENT	INTERVENTION AND SUPPORT
<p>Context: There has been improved attendance since 2014 with all cohorts now above 90%. Significant improvement in year 8 & 9 attendance can be attributed to better tracking and monitoring using SEQTA Learner Management System; scheduled attendance snapshots and improved case management. Unexplained and sanctioned absence and lateness (i.e. not related to illness or extenuating circumstances) continues to be an issue R-12. In 2015 the Panalatinga Partnership identified the need to further develop student voice and critical thinkers who can work with teachers in learning design. The REC Middle Years Index Survey also identified connectedness between students, students and teachers and learner resilience as areas for development. Opinion surveys indicate the need for improved participation in decision making across the College.</p> <p>TARGETS</p> <ul style="list-style-type: none"> All absence is explained. Reduction in lateness across the school 10% All cohorts reach state target of 95% attendance 2016 Student Opinion survey s indicates 1 point scale improved satisfaction in student decision making about learning directions <p>STRATEGIES</p> <ul style="list-style-type: none"> Conduct deeper analysis to identify patterns for cohorts and individuals with patterns of sanctioned absence and or habitual lateness Analyse impact of part-time work on attendance and punctuality or leaving early Develop authentic student voice and leadership forums Develop a new attendance improvement plan that identifies and specifically targets attendance issues Regularly monitor, review and report Pre-school to 12 attendance Develop specialist learning and extra-curricular programs Develop cross curricular program through ASMS research Use parent portal to monitor attendance and ensure explained absence Promote opportunities for parent participation in education and awareness raising programs 	<p>Context: NAPLAN results continue to show some under-performance in year 3 and 5 and better performance by year 7. Analysis of year 9 results is problematic due to poor attendance in most aspects of the test. On-line PAT testing and analysis requires further development. Further support is required for analysis and responsive teacher programming. Reading Recovery levels indicate need for consistent testing and analysis of comprehension (beyond word recognition) by year 1 & 2 teachers. 2015 SACE results show a significant shift from E-D grades and particularly C-B grades. There has also been an increase in SACE completion of a further 4% to 90% (A total increase of 11% since 2014). Analysis of the R-10, A-E data shows a significant disparity in distribution between primary and secondary core subjects. Numeracy improvement is identified as a DECD and Panalatinga Partnership priority.</p> <p>TARGETS</p> <ul style="list-style-type: none"> All students without special needs achieve Standard of Educational Achievement All students without special needs make at least 12 months growth in PAT-R and PAT-M (3-10) and Running Records (R-2) All students without special needs make middle or upper growth in NAPLAN reading and numeracy Increase in number of merits, A & B grades in SACE stage 1 & 2 subjects Teacher assessment is consistent with Moderation of all SACE subjects Student survey indicates 1 point scale improvement in quality of teacher feedback <p>STRATEGIES</p> <ul style="list-style-type: none"> Implement P-12 literacy & numeracy agreements Promote the importance of NAPLAN testing with parents and students. Develop strategies to promote attendance in NAPLAN tests e.g. including NAPLAN results in internal assessment. Provide explicit teacher preparation for NAPLAN Implement structured R-12 Moderation to support consistent teacher judgement against the achievement standards Professional Learning to ensure assessment plans and task design enables higher student achievement and improved quality of teacher feedback Implement SACE Chief Assessor's recommendations, subject updates and special considerations in the SACE 	<p>Context: The Australian Standards for Teachers are used as a framework for supporting teacher performance & development. There needs to be on-going focus on performance and development to continue to support a culture of teacher quality, feedback and growth for all teachers. The following have been identified as priorities for Whole College professional learning:</p> <ul style="list-style-type: none"> task design and moderation curriculum differentiation growth mindset and numeracy <p>These incorporate DECD, Partnership and College priorities. Opportunities for shared leadership and will be strongly promoted to build capacity within the College and across the Partnership. The quality of teacher feedback was identified for improvement in the 2015 Student and Staff Opinion Surveys.</p> <p>TARGETS</p> <ul style="list-style-type: none"> All staff engage in self-review and identify areas for development and improvement. All staff gathers evidence of professional engagement & improvement Improve staff confidence in performance feedback by at least 1 point using Staff opinion survey All teachers engage in peer observation and feedback by end of 2017 All teachers collect student feedback related to an aspect of their teaching Improve data literacy and use of educational technology <p>STRATEGIES</p> <ul style="list-style-type: none"> Develop peer observation and feedback processes Leaders ensure staff develop strategies to address Site Improvement and Partnership priorities Target professional learning for the leadership team using the AITSL framework for leaders with a focus on providing quality feedback Actively promote 'shared leadership' across REC and the Panalatinga Partnership Develop succession planning strategies for hard to staff subjects including targeted professional learning Promote nominations for teaching and SSO awards Step 9 teachers actively contribute to SIP priorities and building staff skills Professional learning for teachers in data literacy and education technologies including SEQTA 	<p>Context: The introduction of mixed ability classes in year 8 & 9 has provided opportunity to release targeted resources and re-structure the Intervention & Support model P-12. In 2016 a new Band B2 Leadership position was created to lead reform in the delivery of programs and services for approximately 120 students with a wide range of disabilities. This will include developing 'One Plan' with short-term achievable goals to differentiate learning for targeted students. The development of whole College Literacy and Maths & Numeracy Agreements will inform Wave 1, 2 & 3 Intervention for all students. The 5 week snapshot process and weekly case-management review system will be further implemented across the College to track and monitor achievement, attendance and behaviour of all students.</p> <p>TARGETS</p> <ul style="list-style-type: none"> ATSI students to meet learning goals identified All verified students have SMARTAR goals that are tracked and up-dated at least once per term Increased SACE completion rates for verified students Increased choice of subjects for verified students and students at risk of barriers for SACE completion By the end of 2016 there is an identification and pre-referral process in place to identify students at risk using agreed assessments <p>STRATEGIES</p> <ul style="list-style-type: none"> One Plans are developed to replace all other plans for ATSI, GOM and SwD All plans for verified students reflect short-term, measurable, achievable, relevant, timely targeted learning goals (SMARTA) Wave 1, 2 & 3 intervention strategies are implemented for all students Develop effective whole school systems to ensure all staff understand the needs of learners & support curriculum differentiation (including utilising flexibility within the SACE) DECD resources are specifically targeted for SwD and learning and behavioural difficulties Successful SACE Improvement referral & case management processes are shared and modelled across the College