Context
The Reynella East College (REC) Site Improvement Plan (SIP) maps the improvement focus of the College for 2014-2015.

The plan documents the key strategies and targets for improvement in four focus areas:

- Attendance
- Student Achievement
- Staff Performance & Development
- Intervention & Support

The REC Site Improvement Plan reflects key DECD improvement imperatives and will be monitored regularly during the year as part of an on-going process of self-review.

The SIP plan has been developed in consultation with staff and is endorsed by Governing Council.

Reynella East College is the largest Department of Education and Child Development (DECD) school in South Australia.

The College has grown to near full capacity with over 1650 enrolments including over 60 pre-school children.

REC currently caters for:

- 53 Aboriginal & Torres Strait Islander (ATSI) pre-school children & students
- 20 children & students under the Guardianship of the Minister (GOM),
- 130 children & students with disabilities and
- 116 English as an Additional Language or Dialect (EALD)

The College is currently staffed by 106.7 classroom and specialist teachers, 39 Support Services Officers and 2 Youth Workers.

We share the belief that:

High expectations support all learners to progress and achieve.

All learners are able to make progress with their learning.

Evidence based review of practice supports focussed improvement.

Our College values support:

- Excellence
- Integrity
- Respect
- Responsibility

SITE IMPROVEMENT PLAN 2014 - 2015
**REYNELLA EAST COLLEGE**  
**SITE IMPROVEMENT PLAN 2014-2015**

**Objective:** All children and students make regular progress

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<th>ATTENDANCE AND ENGAGEMENT</th>
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<td>Context: 2011-2013 data indicates REC attendance rates are below state average and DECD target of 95%. Significant focus has been made on improving case management of individual students and working with DECD Attendance Services R-7. Of particular concern is attendance of year 8-10 students. Whilst there has been recent improvement in senior secondary attendance, there is still need for improvement in order for students to achieve full academic potential. Unexplained and sanctioned absence (i.e. not related to illness or extenuating circumstances) is perceived to be a significant issue R-12.</td>
<td>Context: NAPLAN data shows an average pattern of growth in years 3-5 and years 7-9, and a higher proportion of students achieved lower than average growth rates from year 5-7 in both literacy &amp; numeracy. A significant number of students have not reached benchmarks in each cohort. On-line PAT testing commenced in years 5-9 in 2012. Further support is required for analysis and teacher programming. Reading Recovery levels indicate need for targeted focus in the Early Years. 2013 SACE results show increase in SACE completion and slight increase in grades, but under-representation of higher grades achieved.</td>
<td>Context: REC introduced the Australian Standards for Teachers as a framework for supporting teacher performance &amp; development in 2013. There needs to be an on-going focus on performance and development to continue to support a culture of teacher quality, feedback and growth for all teachers within all schools.</td>
<td>Context: REC has a number of programs and systems in place to support children and students with disabilities &amp; learning difficulties; from Indigenous backgrounds; living in alternative care; are vulnerable or at risk; and who require flexible learning pathways. The College will benefit from a P-12 co-ordinated approach to intervention and support.</td>
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**TARGETS**

- All absence is explained.
- Reduction in lateness across the school (particularly 8-10)
- Sanctioned (explained) absence is reduced significantly across the College.

**STRATEGIES**

- Conduct deeper analysis to identify patterns for cohorts and individuals and surface issues affecting attendance.
- Develop a new attendance improvement plan that identifies and specifically targets attendance issues.
- Regularly monitor, reporting & review of attendance.
- Conduct a robust Middle School Inquiry Review to inform future curriculum development and pedagogy.

**STRATEGIES**

- Resource coaching and PD models to support teacher development in Literacy & Numeracy teaching & intervention.
- Develop P-12 literacy & numeracy plans, agreements & policy.
- Promote the importance of application to NAPLAN testing with parents and students.
- Provide PD for stage 1 & 2 SACE teachers to ensure programs & assessment plans enable higher student achievement.
- 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 R-12.
- Implement SACE Chief Assessor’s recommendations, subject updates and special considerations in the SACE.

**STRATEGIES**

- Develop and implement a P-12 Performance & Development professional learning program that targets whole school & personalised learning needs.
- All teachers demonstrate evidence of strategies to address Site Improvement priorities.
- Target professional learning for the leadership team using the AITSL framework for leaders with a focus on providing quality feedback.
- Review Performance Development policy in line with DECD policy.
- Staff sharing & leading learning at whole staff professional learning days/meetings.
- Promote nominations for teaching and SSO awards.

**TARGETS**

- EALD students to improve by at least one Language & Literacy level each year
- ATSI students to meet learning goals identified.
- All plans for verified students reflect short-term learning goals.
- All verified students make regular progress.
- Increased SACE completion rates for verified students.
- Increased choice of subjects for verified students and students at risk of barriers for SACE completion.

**INTERVENTION AND SUPPORT**

- Develop effective whole school systems to ensure all staff understand the needs of learners & support curriculum differentiation including utilising flexibility within the SACE.
- Provide transparency and coherence in allocation of resources for targeted students.
- Review school’s referral & case management processes and procedures.
- Introduce ‘One (student) Plan’ process and develop plan for focus on SMARTA goal setting for ATSI, EALD, GOM and students with disabilities.