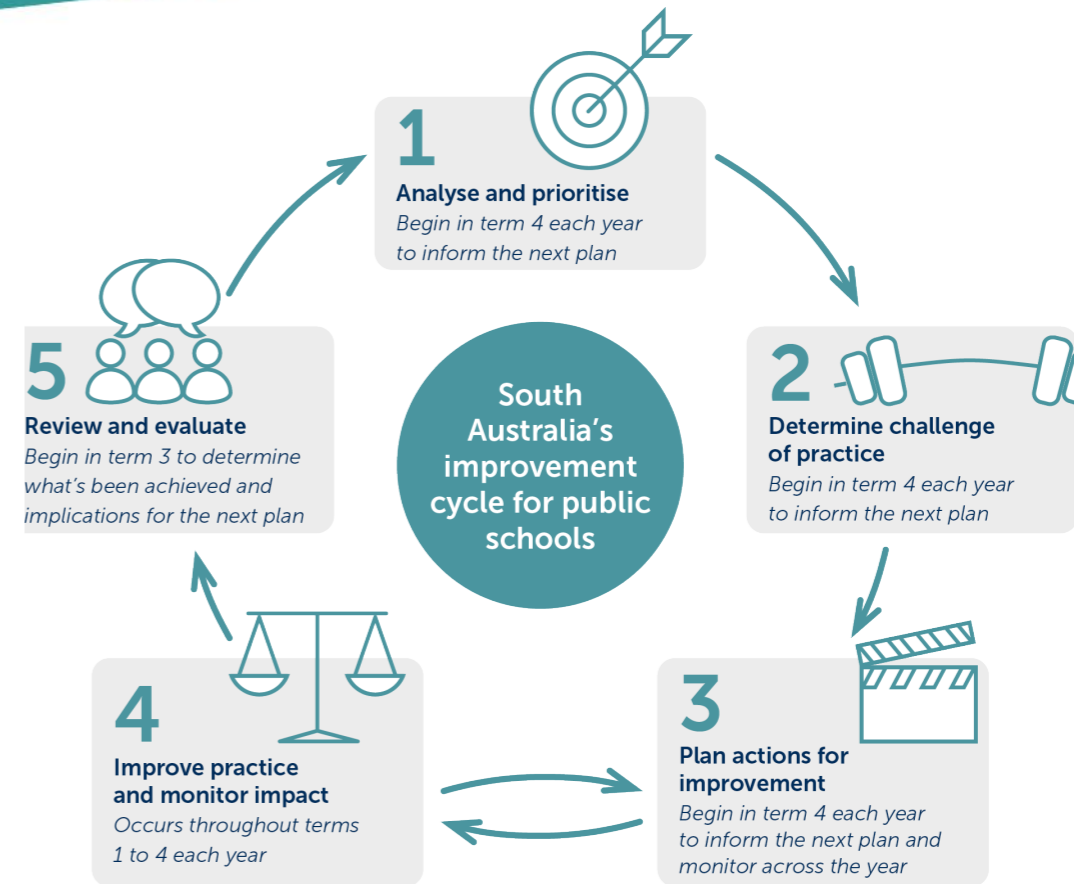


School Improvement Plan for Riverbanks College B-12



Riverbanks College B-12



Vision Statement:

Through world-class teaching and learning practices we will create a vibrant and inclusive birth to 12 educational community that fosters kind and resilient life-long learners , who will thrive today and in tomorrow's world.



STEP 1 Analyse and Prioritise

Site name: Riverbanks College B-12

Goal 1: Maintain and increase the number of students achieving SEA and HB in reading

ESR Directions:

Click or tap here to enter text.

Target 2022:

Click or tap here to enter text.

2023:

Click or tap here to enter text.

2024:

Click or tap here to enter text.

STEP 2 Challenge of practice

Primary

Challenge of Practice:

If we prioritise a consistent, daily, timetabled reading program that integrates the Simple View of Reading, then we will maintain and increase the number of students achieving SEA and HB in reading.

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

We will see each student in Reception isolate, blend and manipulate phonemes in single syllable words.

We will see each student in Year 1 manipulate phonemes in spoken words by adding, deleting, and substituting initial, medial and final phonemes to generate new words.

We will see each student in Year 2 orally manipulate more complex sounds in spoken words through blending and segmenting sounds and phoneme deletion and substitution.

We will see each student in Year 3 use comprehension strategies to build literal and inferred meaning and begin to evaluate texts.

We will see each student in Year 4 use comprehension strategies to build literal and inferred meaning to expand content knowledge.

We will see each student in Year 5 use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources.

We will see each student in Year 6 use comprehension strategies to interpret and analyse information and ideas, and comparing content from a variety of textual sources including media and digital texts.

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Each teacher will use formative assessment processes that identify what learners know, understand and can do, prior to and during the learning, and use this information to inform and adjust next teaching steps.	Term 1 - ongoing	Curriculum and Pedagogy Teacher Team (CPT) unpack Teaching Learning Framework using collaborative planning tool to identify what learners will know, understand and do Leaders to monitor, coach and provide targeted professional learning	Flinders University DfE curriculum resources RBC Teaching and Learning Framework' LDAM
Each teacher will incorporate comprehension strategies into work with texts before, during and after reading.	Term 1 - ongoing	All teachers work alongside literacy team to embed targeted comprehension strategies across all curriculum using close reading strategies Leaders to monitor, coach and provide targeted professional learning	DfE Curriculum Resourcees RBC Literacy framework Literacy Guarantee Unit Best advice – Big 6 Initialit

Each teacher will interrogate all available reading data to determine individual reader's learning needs to direct the next step by developing personal goals in either decoding, fluency or comprehension skills.	Term 1 - ongoing	Teachers will regularly engage with Power BI to understand our students reading needs, monitor impact and inform practice Leaders to monitor, coach and provide targeted professional learning	Power BI Education dashboard Literacy Guidebooks
Leaders will provide opportunities for evidence-based, personalised and specialised instruction for students who are struggling with reading skills.	Term 1 - ongoing	Leaders will provide targeted professional learning through PLTs that focus on QDTP at Tier 1. Inclusion team works alongside teachers to identify and provide targeted evidence-based support for Tier 2 and 3 learners.	DfE Best advice EEF – Improving Literacy Series Inclusion team RBC UDL process
Leaders will identify what expertise teachers need to deepen knowledge and more explicitly meet learners needs	Term 1 - ongoing	Leaders will work collaboratively with teams to identify strengths and areas for improvement to inform the sites professional learning framework Teachers engage with external professional learning such as Orbis literacy, Iniatlit, Sounds Write and Brightpath to further develop content and pedagogical content knowledge	Orbis DfE Best advice and Guidebooks RBC Professional Learning framework
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	RBC Inclusion Framework

Secondary

Challenge of Practice:

If we implement the design of before, during and after reading activities with a particular focus on 'close reading' as a during reading activity, then we will maintain and increase the number of students achieving SEA and HB in reading.

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

We will see each student in Year 7 use prior knowledge and text processing strategies to interpret a range of subject specific text types.

We will see each student in Year 8 apply increasing knowledge of vocabulary, literary devices, text structures, and language features to understand the content of subject specific texts.



STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Each teacher will explicitly teach the language needed to engage with the academic demands of the curriculum and the differences in the way disciplines construct, evaluate and communicate meaning.	Term 1 - ongoing	All teachers work alongside literacy team to embed disciplinary literacy strategies across all curriculum using close reading strategies Leaders to monitor, coach and provide targeted professional learning	DfE Best advice EEF – Improving Literacy Series RBC Literacy framework
Each teacher will design learning that focuses students on activities before they read assigned learning area texts, during the reading of the texts and then after they read.	Term 1 - ongoing	All teachers work alongside literacy team to embed targeted comprehension strategies across all curriculum using close reading strategies Leaders to monitor, coach and provide targeted professional learning	DfE Curriculum Resources RBC Literacy framework Literacy Guarantee Unit Best advice – Big 6
Each teacher will identify and prepare core texts for each new topic from which modelled and shared reading activities are developed to build the language/content knowledge of the topic.	Term 1 - ongoing	Teachers will use a variety of text types and design 'during' reading instruction that scaffolds reading for meaning and extracting evidence. Leaders to monitor, coach and provide targeted professional learning	DfE Curriculum Resources RBC Literacy framework Literacy Guarantee Unit Best advice – Big 6

Each English teacher will provide the choice of texts, teach specific comprehension skills and scaffold conversations around text.	Term 1 - ongoing	English teachers will use collaborative planning process to embed DfE curriculum resources to choose appropriate text that meet needs of all learners. Within CPT meetings, English teachers will develop age-appropriate BDA strategies based on core text Leaders to monitor, coach and provide targeted professional development	DfE Curriculum Resources RBC Literacy framework Literacy Guarantee Unit Best advice – Big 6
Leaders will ensure any literacy professional learning is tailored to teachers' learning needs and is explicitly focused on curriculum-specific pedagogical content and assessment knowledge.	Term 1 - ongoing	Leaders will work collaboratively with teams to identify strengths and areas for improvement to inform the sites professional learning framework Teachers engage with external professional learning such as Orbis literacy, Iniatlit, Sounds Write and Brightpath	DfE Best advice EEF – Improving Literacy Series Inclusion team RBC UDL process
Leaders will ensure transition processes and ongoing assessment and will engage in evidence-based tier 2 and 3 literacy interventions supported by the intervention team	Term 1 - ongoing	Leaders will work collaboratively to implement MTSS framework and provide relevant training to teachers to adjust and accommodate the literacy needs of all students	RBC Inclusion framework

Goal 1: Maintain and increase the number of students achieving SEA and HB in reading



STEP 1 Analyse and Prioritise

Site name: Riverbanks College B-12

Goal 2: Maintain and increase the number of students achieving SEA and HB in maths

ESR Directions:

Click or tap here to enter text.

Target 2022:

Click or tap here to enter text.

2023:

Click or tap here to enter text.

2024:

Click or tap here to enter text.



STEP 2 Challenge of practice

Primary

Challenge of Practice:

If we prioritise a consistent, daily, timetabled maths program that develops students' sense of number by following the sequence provided in the 'Big Ideas in Number' with a focus on trusting the count, place value and multiplicative thinking, then we will maintain and increase the number of students achieving SEA and HB in maths.

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

We will see each student in Reception use a range of practical strategies for adding small groups of numbers, such as visual displays or concrete materials.

We will see each student in Year 1 represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts.

We will see each student in Year 2 solve simple addition and subtraction problems using a range of efficient mental and written strategies.

We will see each student in Year 3 represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies.

We will see each student in Year 4 develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder.

We will see each student in Year 5 solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies.

We will see each student in Year 6 select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers.



STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
All staff will promote positive beliefs and attitudes about mathematics across the school community.	Term 1 - ongoing	All teachers identify their beliefs about the nature of mathematics and its relevance and how this relates to the numeracy development of their students. Leaders monitor, coach and provide targeted professional learning	EEF – Improving Mathematics Series Thinking Maths RBC Pedagogical Agreement - Maths
Each teacher will use formative assessment processes that identify what learners know, understand and can do, prior to and during the learning, and use this information to inform and adjust next teaching steps.	Term 1 - ongoing	Curriculum and Pedagogy Teacher Team (CPT) unpack Teaching Learning Framework using collaborative planning tool to identify what learners will know, understand and do Leaders to monitor, coach and provide targeted professional learning	Flinders University DfE curriculum resources RBC Teaching and Learning Framework' LDAM
Each teacher will interrogate all available numeracy data, including the Big Ideas in Number tools and advice, to set challenging learning goals and build learning from students' current mathematical understanding.	Term 1 - ongoing	Teachers will regularly engage with Power BI to understand our students reading needs, monitor impact and inform practice Teachers will use the sequence provided in the 'Big ideas in number' with a focus on trusting the count, place value and multiplicative thinking Leaders to monitor, coach and provide targeted professional learning	Power BI Education dashboard Literacy Guidebooks
Each teacher will model the technical mathematical language when defining or explaining concepts.	Term 1 - ongoing	Within CPT meetings, Maths teachers will develop age-appropriate vocab list and embed vocabulary strategies based on mathematical language Teachers model, promote and encourage visuals, manipulatives and motion to enhance students' understanding of number patterns and mathematical concepts	EEF – Improving Mathematics Series Thinking Maths RBC Pedagogical Agreement - Maths
Leaders will identify what expertise teachers need to deepen knowledge and more explicitly meet learners needs.	Term 1 - ongoing	Leaders will work collaboratively with teams to identify strengths and areas for improvement to inform the sites professional learning framework All primary teachers engage with Thinking Maths to further develop and strengthen their content and pedagogical discipline knowledge	RBC staff survey Thinking Maths DfE curriculum resources DfE best advice papers
Leaders and teachers will identify students with significant learning gaps to receive evidence-based, personalised, sequential and specialised instruction.	Term 1 - ongoing	Leaders and teachers will work collaboratively to implement MTSS framework and provide relevant training to teachers to adjust and accommodate the numeracy needs of all students	RBC Inclusion framework

Secondary

Challenge of Practice:

If we design learning, plan and teach in such a way that students are confident to choose, use and transfer appropriate mathematics in all learning areas, then we will maintain and increase the number of students achieving SEA and HB in maths.

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

We will see each student in Year 7 apply the associative, commutative and distributive laws to aid mental and written computation.

We will see each student in Year 8 carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies.



STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
All staff will promote positive beliefs and attitudes about mathematics across the school community.	Term 1 - ongoing	All teachers identify their beliefs about the nature of mathematics and its relevance and how this relates to the numeracy development of their students. Leaders monitor, coach and provide targeted professional learning	EEF – Improving Mathematics Series Thinking Maths RBC Pedagogical Agreement - Maths
Each mathematics teacher will use assessment to build on each students existing knowledge and understanding to make the learning more connected and purposeful.	Term 1 - ongoing	Teachers will use a range of assessments to provide information about what students know, understand and can do and use for future planning of lessons. Leaders to monitor, coach and provide targeted professional learning	DfE curriculum resources LDAM strategy RBC teaching and Learning framework DfE best advice – big ideas in number
Each mathematics teacher will develop formative assessment processes to assess student's additive or multiplicative thinking when solving problems, and use this information to inform and adjust next teaching steps.	Term 1 - ongoing	Curriculum and Pedagogy Teacher Team (CPT) unpack Teaching Learning Framework using collaborative planning tool to identify what learners will know, understand and do Leaders to monitor, coach and provide targeted professional learning	Flinders University DfE curriculum resources RBC Teaching and Learning Framework' LDAM
Each mathematics teacher will design for multiple entry and exit points with strategies to 'draw up' every student to the next conceptual level.	Term 1 - ongoing	Teachers use Scaffolding Numeracy in the Middle Years (SNMY) to diagnose students' development stages to inform and adjust next steps as well as using a range of diagnostic, formative and summative assessment strategies to move students through the phases of learning Leaders monitor, coach and provide targeted professional learning	Scaffolding in the Middle years (NSW) DfE curriculum resources LDAM strategy RBC teaching and Learning framework DfE best advice – big ideas in number
Each mathematics teacher will design learning that provides opportunities to identify, discuss, compare and critique different solutions and approaches.	Term 1 - ongoing	The mathematics curriculum and pedagogy team will use a text reference along with Mathspace that outlines and supports the conceptual development of mathematical concepts and identification of common misconceptions Teachers focus on proportional reasoning and generalising to assist with the development of fluency to solve complex mathematical problems Leaders monitor, coach and provide targeted professional learning	Mathspace DfE curriculum resources LDAM strategy RBC teaching and Learning framework DfE best advice – big ideas in number
Leaders will ensure all mathematics teachers have the content and pedagogical knowledge to teach numeracy conceptually and in a developmentally manner that supports the learning needs of all students	Term 1 - ongoing	Leaders will work collaboratively with teams to identify strengths and areas for improvement to informs the sites professional learning framework All mathematics teachers engage with Thinking Maths to further develop and strengthen their content and pedagogical discipline knowledge	RBC Inclusion framework

Goal 2: Maintain and increase the number of students achieving SEA and HB in maths