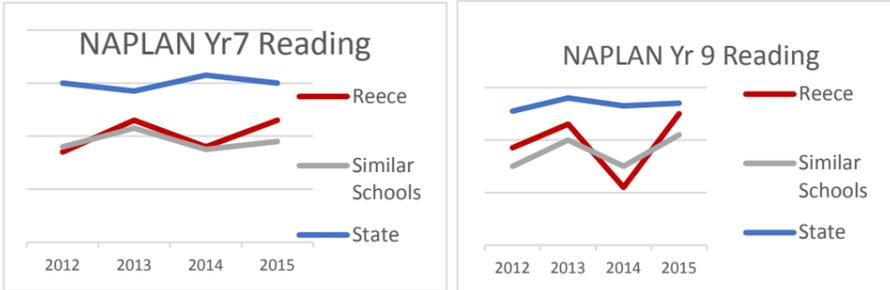
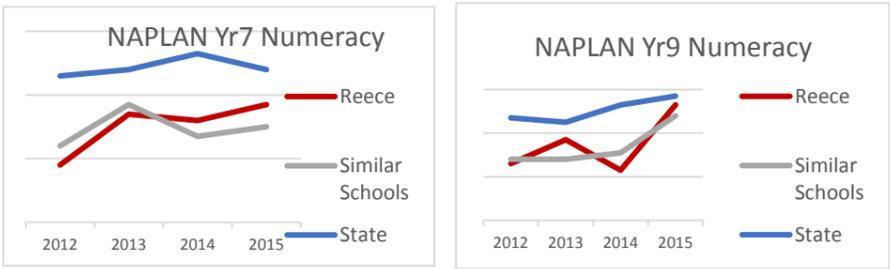
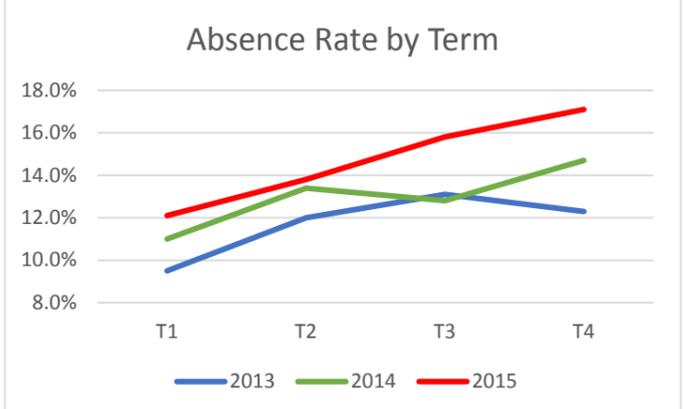
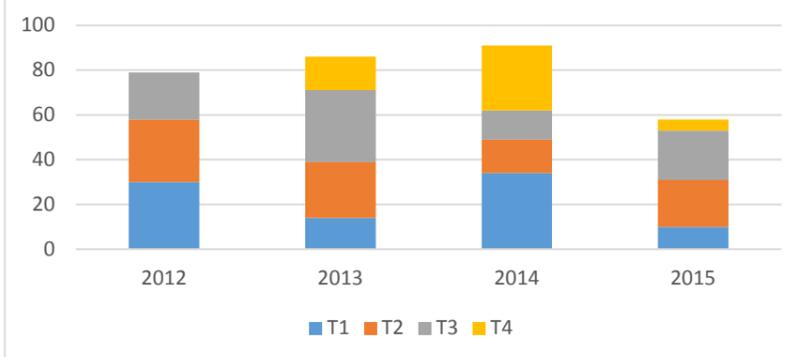


Our Targets	Our Actions	Data	What this means for 2016
<p>Professional Learning Community <i>100% of teachers report being a member of a high functioning team</i></p>	<ul style="list-style-type: none"> NORMS established and used for all teams- for all meetings iSMART Goals developed for all teams in: <ul style="list-style-type: none"> Literacy Numeracy PLC Team <i>pyramids of intervention</i> established for: <ul style="list-style-type: none"> Literacy Numeracy Attendance Data statements established for all teams through analysis of NAPLAN and PAT data Tight/Loose culture statements and agreements established All staff PL on Griffin protocol and facilitator training RP Staff unpacking of <i>My Education</i> resources and leadership model established for 2016 GROWTH coaching PL undertaken by leadership to support PDP conversations 	 <p>Staff survey shows a <i>trend up</i> in 18/23 categories Staff survey shows a <i>trend up</i> of > 0.5pts. in 9/23 categories</p>	<ol style="list-style-type: none"> Ensure all staff have a regular team and meeting time included in their on-site requirements Ensure all teams are assigned a leader and their actions are aligned to the SIP and monitored Establish data walls to monitor student progress and set future learning goals for individuals Align the work of RP teachers to the <i>My Education</i> curriculum
<p>Increased Teacher Effectiveness- Literacy <i>Gr9 NAPLAN will be equivalent to that of state in all Literacy measures</i> <i>PAT-R will show a mean percentile of 50% for all year groups</i></p>	<ul style="list-style-type: none"> Common formative assessment data collected for all units to inform teaching and intervention Agreed team pedagogical focus- included in learning sequences All learning sequences explicitly aligned with A/C, including assessment strategies Intervention established for all sequences in all grades for Literacy and Numeracy 	 <ul style="list-style-type: none"> Mean score increases (2014-2015) in all NAPLAN Literacy measures Mean scores above <i>similar school</i> in all Literacy measures Greater than 25% High Gain in 3 of 4 NAPLAN Literacy measures Less than 25% Low Gain in 3 of 4 NAPLAN Literacy measures 	<ol style="list-style-type: none"> Regular <i>Griffin Protocol</i> sessions for staff- focusing on single students and like cohorts Support the further development of collaborative structures and practices Increase range of 'tight' pedagogical practices- <i>pedagogical framework</i> Increase teacher data literacy Set, monitor and evaluate goals for student achievement growth
<p>Increased Teacher Effectiveness- Numeracy <i>Gr9 NAPLAN will be equivalent to that of state in all Numeracy measures</i> <i>PAT-M will show a mean percentile of 50% for all year groups</i></p>	<ul style="list-style-type: none"> Common formative assessment data collected for all units to inform teaching and intervention Agreed team pedagogical focus- included in learning sequences All learning sequences explicitly aligned with A/C, including assessment strategies Intervention established for all sequences in all grades for Literacy and Numeracy 	 <ul style="list-style-type: none"> Mean score increases (2014-2016) in all NAPLAN Numeracy measures 	<ol style="list-style-type: none"> Regular <i>Griffin Protocol</i> sessions for staff- focusing on single students and like cohorts Support the further development of

		<ul style="list-style-type: none"> • Mean scores above <i>similar school</i> in all Numeracy measures • Greater than 25% <i>High Gain</i> in NAPLAN Numeracy measure • Less than 25% <i>Low Gain</i> in NAPLAN Numeracy measure 	<p>collaborative structures and practices</p> <ol style="list-style-type: none"> 3. Increase range of 'tight' pedagogical practices-<i>pedagogical framework</i> 4. Increase teacher data literacy 5. Set, monitor and evaluate goals for student achievement growth
<p>Increased Instructional Leadership Capacity</p> <p><i>100% of leadership team accredited as GROWTH coaches</i></p>	<ul style="list-style-type: none"> ▪ Working Definition of RHS Professional Learning Community developed ▪ GROWTH Coaching PL undertaken by all members of Leadership team 	<p>100% of leadership GROWTH Coaching- <i>accredited</i></p>	<ol style="list-style-type: none"> 1. Instructional Leadership PL program for all leaders and emergent leaders 2. Engage leadership coach to work with individual school leaders 3. Peer coaching opportunities within leadership meetings
<p>Whole School Approach to supporting student need</p> <p><i>Student surveys will be at or above state in all measures</i></p> <p><i>Attendance rates above 90% for all years</i></p>	<ul style="list-style-type: none"> ▪ Tiered response model trialed, refined and documented for: Behaviour and learning ▪ Transition matrix trialed for students with learning plans 	<ul style="list-style-type: none"> • Student surveys at or above state in 11 of 16 categories (up from 6 of 16)  <p>School-wide attendance rate of 85%</p>	<ol style="list-style-type: none"> 1. Focus on improved attendance- through tiered response to attendance 2. Case-conference attendance issues early-based on 2015 data 3. Individual learning plans and goal setting for Tier 2 and 3 attendance issues
<p>Whole School Approach to Building better behaviour</p> <p><i>Student suspension rates will be below the state by 4%</i></p> <p><i>Less than 4% of the school population will be suspended</i></p> <p><i>Student surveys will be at or above state in all measures</i></p>	<ul style="list-style-type: none"> ▪ Tiered model of behaviour support developed and trialed with staff ▪ Restorative Practices PL undertaken by all staff 	 <ul style="list-style-type: none"> • 2015 Suspension proportion of 10.7% • Average Days- 5.4 • Student surveys at or above state in 11 of 16 categories (up from 6 of 16) 	<ol style="list-style-type: none"> 1. Continue restorative practices for staff- including peer review and feedback 2. Increase range of school wide common 'tight' practices 3. Targeted PL for new staff

Reece High School Annual Report 2015

Reece High School undertook a self-review against the National School Improvement Tool in October 2013. As a result of this review, Domain 3 'A Culture that Promotes Learning' scored lowest of the nine domains. A decision was made to focus on this domain during 2014.

The 2015 School Improvement Plan is based on the theory of action that: *student achievement will increase if the quality of instruction is improved for all students in all classes*. To do this, we have made use of the work by Zbar and the *stages of school improvement*.

With a focus on:

1. *Strong leadership with a clear vision and direction for the school*
2. *High levels of expectations and teacher efficacy*
3. *An orderly learning environment throughout the school where all students are well known*
4. *A focus on what matters most*
5. *Building capacity through an instructional model*

This work closely aligns with and is supported by the NSIT and is event in a range of domains, namely 1, 2, 3, 4, 5, 7.

Priorities	What has been achieved	What this means for next year
1. An Explicit Improvement Agenda	<ol style="list-style-type: none"> 1. Clear and explicit links made between team goals and the school Improvement Plans 2. Operational plans are public and committed to by all teams in the school and linked to timelines and accountabilities 3. Regular opportunities for all staff/School Association to provide feedback and review of plans 4. Multiple data sources are sought, analysed and monitored for effectiveness 	<ol style="list-style-type: none"> 1. All team (teaching, non-teaching) plans to be published and shared by Easter 2016 and monitored each term 2. Data mining to develop targets and actions for each team
2. Analysis and Discussion of Data	<ol style="list-style-type: none"> 1. School, cohort, class and individual data sets provided to staff 2. Systematic data plan initiated 3. iSMART goals for all teams based on PAT-M and PAT-R data 4. Student growth data used as a basis for data driven conversations with Leadership 5. Data literacy increased through regular, ongoing learning 	<ol style="list-style-type: none"> 1. Data plans and procedures to be developed 2. Data and feedback conversations initiated by leadership 3. Team and school-wide data walls implemented 4. Calibrated student Rubric data utilised for growth measures
3. A Culture that Promotes Learning	<ol style="list-style-type: none"> 1. Team goals centred around the conditions by which student learning is influenced 2. Professional Learning Community developmental continuums used by all teams to monitor growth, set goals and review progress 3. All staff involved in review of progress in terms of student growth data and school climate survey data 4. Development of a 'loose/tight' culture based on common understandings 5. Common Professional readings, Learning and documentation of agreed practices 	<ol style="list-style-type: none"> 1. Student attendance plan in place and resourced 2. B1's prioritized and free from interruptions 3. <i>Griffin protocols</i> implemented on a fortnightly basis with a focus on Teaching and learning 4. Assessment rubrics utilised to build partnerships in learning with parents 5. Restorative principles enacted for use in antecedent management

<p>4.Targeted use of School Resources</p>	<ol style="list-style-type: none"> 1. Pyramid of intervention approach employed to systematically intervene, monitor and report student progress 2. Alignment in team based goals, resources and accountabilities 	<ol style="list-style-type: none"> 1. Intervention strategies enacted for all students in all teams 2. Respectful Schools team to lead multi-disciplinary approach to effective student support and intervention 3. Tiered response to intervention approach for all students in: Literacy, Numeracy, Attendance, Behaviour. 4. Flexible class groupings for Literacy and Numeracy 5. <i>Catch Up Literacy</i> initiated for T3 Junior School Students 6. Support Teachers and Teacher Assistants aligned with JS or SS and engaged in teacher PL and planning
<p>5.An Expert Teaching Team</p>	<ol style="list-style-type: none"> 1. Development of team based common pedagogies 2. Monitoring of pedagogical practices through collaborative planning and instructional leadership in classes 3. Deliberate use of gradual response model for building teacher practices 4. Data driven feedback conversations 	<ol style="list-style-type: none"> 1. Priority maintained on evidence based practices 2. Learning sequences accompanied by high yield teaching strategies 3. Griffin protocols used to identify PL needs of staff 4. Teacher Assistants aligned with specific teaching teams to provide ongoing PL
<p>6.Systematic Curriculum Delivery</p>		<ol style="list-style-type: none"> 1. <i>Pacing guides</i> develop for all teaching teams and monitored 2. <i>Prioritised Curriculum</i> investigated and documented for all teams
<p>7.Differentiated Teaching and Learning</p>		<ol style="list-style-type: none"> 1. Pre-assessments and post-assessments collaboratively developed and applied to all learning 2. Tiered response to intervention approach, in conjunction with peer coaching and feedback continued
<p>8.Effective Pedagogical Practices</p>	<ol style="list-style-type: none"> 1. Introduction of <i>Griffin Protocol</i> for examining student work 2. Use of instructional leaders for building pedagogical practices 3. Development of a 'loose/tight' culture based on common understandings 	<ol style="list-style-type: none"> 1. Team leaders identified as Instructional Leaders with a clear focus on developing effective practices within their team 2. NPDL program to support critical thinking dispositions
<p>9.School Community Partnerships</p>		<ol style="list-style-type: none"> 1. EOI for Year 11/12 Extension in partnership with LHS, DHS, Don College 2. Devonport Collective approach to School Improvement 3. Beacon Foundation partnership (with DHS) to support <i>MyEducation</i> in partnership with local businesses 4. Innovation partnership with University of Tasmania investigated