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**

**RIVERDALE VALUES:**
*Respect, Honesty, Equity, Excellence*

Underpinned by our collectively agreed behaviours:

- Organisation
- Encouragement
- Frankness
- Patience
- Optimism
- Compassion
- Calm Interactions
- Listening

**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**

**RIVERDALE SCHOOL SITE IMPROVEMENT PLAN**
*Developing Expert Learners*

**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.*
### Priorities:
The *two or three* key areas for specific focus over the next 12 months, as determined from analysis of learner data and Self Review processes

### Targets: SMARTA
Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate

### Strategies:
The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets

### Evaluation Measures:
The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies

| Analysis of Running Record, NAPLAN and PAT-R data makes evident the priority to focus on **comprehension**. | Increase the specific skills of comprehension through explicit teaching of the strategies of inferring, determining importance and making connections, so that 98% of R -2 students are able to respond accurately to all comprehension questions in the running record assessments when tested in terms one and four. 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. | Consistently implement the explicit teaching cycle when teaching strategies of inferring, making connections and determining importance:  
- Purpose and Links  
- Telling and instructing  
- Modelling  
- Practise with scaffolds  
- Independent application  
Work with students to identify criteria for success, in order for them to plan monitor and assess their learning  
Explicitly teach phonetic, visual, morphemic and etymological awareness to develop skills of en and de coding to support automaticity & fluency  
Use Guided Reading to coach, progress and monitor students’ reading strategies  
Use class and student data to set personalised targets relevant to the class group and each learner | Within classes, teachers will utilise the following processes to assess progress and efficacy:  
Running Records for all R - 2 students in terms one and four.  
Running Records assessment for a selection of 3 students at low, mid and high reading levels once each term  
SPA: phonemic awareness assessment once a term with students in years R-2 until age appropriate level achieved  
PAT-R data collected for all 3-7 students in term 4  
PAT-R data gathered for a selection of 3 students at low, mid and high levels in term 2  
Oral comprehension testing: formal and informal through guided reading and ongoing teacher /student conversation |

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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

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