

Salisbury Park Primary School

Site Improvement Plan 2016

Vision

Salisbury Park Primary School is committed to improving the Reading Comprehension Levels, Writing Outcomes and Numeracy Outcomes for all of our students. 'We are all heavily invested.'

'School Values play a pivotal role in how we collaborate as a community to improve.'

Honesty
Respect
Fairness
Belonging

Professional Learning

Professional Learning is central to improving learning outcomes for students. The purpose of professional learning is to develop professional practice in the priority areas of Literacy and Numeracy that is steeped in contemporary research about how students learn.

Coaching and Mentoring, Learning meetings, Professional Learning Communities and Pupil Free Days will be the structure to collaboratively support and strengthen professional practice for teaching and learning in Literacy and Numeracy in 2016.

Teachers also work collaboratively in Professional Learning Communities to impact their classroom practice in ways that lead to improved outcomes for students

Planning and Implementation

Coherent Whole Site Curriculum Planning makes a difference. Sustainable gains require that teachers, curriculum planners, school leadership and parents get on the same page with a common vocabulary, a common dialogue and a common developmental vision for how Literacy and Numeracy should be articulated across the whole of the Primary Years.

The Salisbury Park Primary School Literacy Policy links directly to the National Curriculum and forms the foundation for Literacy Improvement at this site. Our Numeracy policy links directly to the National Curriculum and incorporates a 'Natural Maths' approach with a whole school focus on developing problem solving, reasoning, fluency and understanding.

Assessment Monitoring and Evaluation

Data is collected, celebrated and analysed collaboratively, coherently and constructively so that 'no child falls between the cracks' at SPPS.

The assessment schedule and Data Pyramid outlined in the Salisbury Park Primary School Literacy and Numeracy Policy supports our commitment to the ongoing collection and analysis of student data sets to improve learning outcomes for our students.

At SPPS in 2016 we continue to be influenced by the research of Ann Baker, Sheena Cameron, Carmel Small, Dylan William, Jane Farrall and Carol Dweck.

**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:

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

Improve the Reading Comprehension levels of our students

Key Data from 2015 includes: (NAPLAN)

Schools Average	Like Schools Average	State Average
Yr3. 405	393	409
Yr.5 433	463	481
Yr.7 519	520	534

Running Records Data (School Based)

Year 1 students achieving the NAR target = 40%

Year 2 students achieving the NAR target of 26 in 2015 =58%

A continued upward cline in year 3 and 7 5 year trend data for reading.

A 2% improvement in the difference between the site results and the National Average.

An increase in the number of students achieving the state-wide benchmark for reading in Yr.1 and Yr. 2. Benchmarks have been adjusted by DECD in 2014.
Reception – Levels 7-10
Year One – Levels 17-20
Year 2-Levels - 24-26

An improvement towards or above the National Norm in years 3-7 as evidenced against the October Progressive Assessment Test –Reading Comprehension.

The teaching staff at SPPS are committed to the whole school agreements articulated within the school Literacy Policy about how we teach reading.

SSO's support teachers R-7 in classrooms throughout the school, during an uninterrupted English Block 4 days per week.

Students who need extra support are identified using school based data and a multi-lit placement test. Students are withdrawn and supported in small groups or one on one 4 x per week using Mini-lit and Multi-lit intervention and delivered by trained School Services Officers.

Sheena Cameron Comprehension Strategies are explicitly taught R-7 during Guided Reading. Teachers' regularly present their planning for reading to the Principal.

Trend data that indicates the overall improvement in learning outcomes in reading over a five year period.

NAPLAN Reading assessment that presents a 12 month snapshot of reading outcomes achieved.

PAT-R Data that presents 12 month norm referenced assessment against the National Average.

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

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Improve the Writing Outcomes for our students

Key Data from 2015 includes: (NAPLAN)

Schools Average	Like Schools Average	State Average
Yr3. 394	381	393
Yr5. 438	440	455
Yr7. 515	482	499

A continued upward cline in year 3, 5 and 7 trend data for writing.

A continued improvement above like schools and towards the state average in NAPLAN for year 5 Writing.

Teachers are explicitly teaching the Social Purpose, Text Structure and Grammar Features of the various Text Types outlined in the SPPS Literacy Policy using the Gradual Release of Responsibility Model. This takes place 4 days per week during an uninterrupted English Block.

Teachers regularly present their termly programming for the teaching of writing at the beginning of each term to the Principal.

SSO's support all teachers and students in class during the uninterrupted English Block.

Two classroom A-E Post Assessments per term of the Text Types taught throughout the year to be provided to leadership.

Staff engage in the moderation of student writing samples twice per year based on staff developed rubrics

Staff engage in formal and informal Performance Development processes linked to the Site Improvement Priority of Writing and the Australian Professional Standards for Teachers.

Trend data that indicates the overall improvement in learning outcomes in writing over a five year period.

NAPLAN Writing assessment that presents a 12 month snapshot of writing outcomes achieved.



Numeracy Improvement Plan

2016

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:

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

Improve the Mathematics Outcomes for our students

Key Data from 2015 includes: (NAPLAN)

Schools Average:	Like Schools Average:	State Average
Yr.3 370	362	377
Yr.5 452	457	472
Yr.7 501	513	526

An improvement in NAPLAN mean scores for year 3 Numeracy that is equal to the state average.

An improvement in NAPLAN mean scores for year 5 Numeracy that is above like schools and an improvement towards the state average.

An improvement in NAPLAN mean scores for year 7 Numeracy that is above like schools and an improvement towards the state average.

The establishment of a school funded teaching and learning coordinator in 2015 with a primary focus on supporting Natural Maths strategies in the classroom.

All staff engage in fortnightly Professional Learning led by 2 key staff within the school that have a proven highly effective approach to improving student outcomes using the scaffold of Ann Baker Natural Maths.

The delivery of the whole-school Numeracy Policy that focusses on problem solving and reasoning, fluency and understanding. The teaching staff at SPPS are committed to the whole school agreements articulated within the school Numeracy Policy about how we improve mathematics.

All staff to keep a Natural Maths reflective teacher/student journal to display the strategies of natural maths to students, parents and each other.

Staff engage in formal and informal Performance Development processes linked to the Site Improvement Priority of Numeracy and the Australian Professional Standards for Teachers.

Trend data that indicates improved learning outcomes in numeracy over a five year period.

NAPLAN Numeracy assessment that presents a 12 month snapshot of reading outcomes achieved.

PAT-M Data that presents 12 month norm referenced assessment against the National Average.