

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.'

Salisbury Park Primary School

Site Improvement Plan 2018



School Values

'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, Numeracy and STEM 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, Numeracy and STEM in 2018.

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, Numeracy and STEM should be articulated across the whole of the Primary Years.

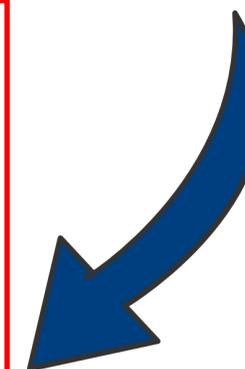
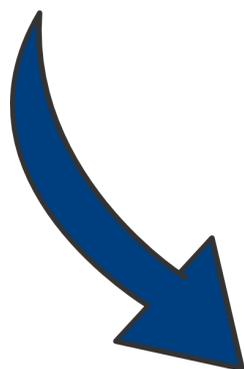
The Salisbury Park Primary School Literacy Policy links directly to the National Curriculum and forms the foundation for Literacy Improvement at this site. Our Numeracy policy links directly to the National Curriculum and incorporates a 'Natural Maths' approach with a whole school focus on developing problem solving, reasoning, fluency and understanding. STEM learning across the school integrates the 7 National Curriculum General Capabilities for 21st Century Learning.

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. Evaluation of STEM learning will be aligned to the General Capabilities outlined in the National Curriculum.

At SPPS in 2018 we continue to be influenced by the research of Ann Baker, Sheena Cameron, Carmel Small, Jane Farrall and Carol Dweck.



Literacy Improvement Plan

2018

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.																
<p>Improve the Reading Comprehension levels of our students</p> <p>Key Data from 2017 includes:</p> <table border="1" data-bbox="397 812 887 1120"> <thead> <tr> <th><u>NAPLAN</u></th> <th>School Average</th> <th>Like Schools Average</th> <th>State Average</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>477</td> <td>389</td> <td>410</td> </tr> <tr> <td>Year 5</td> <td>502</td> <td>472</td> <td>506</td> </tr> <tr> <td>Year 7</td> <td>558</td> <td>522</td> <td>545</td> </tr> </tbody> </table> <p>Running Records Data (School Based)</p> <p>Year 1 students achieving the NAR target of 13 in 2017 = 80%</p> <p>Year 2 students achieving the NAR target of 21 in 2017 = 65%</p>	<u>NAPLAN</u>	School Average	Like Schools Average	State Average	Year 3	477	389	410	Year 5	502	472	506	Year 7	558	522	545	<p><i>A continued upward cline in year 3 and 7 and an upward cline in year 5 trend data in reading.</i></p> <p><i>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 2017.</i></p> <p><i>Reception – Level 5</i></p> <p><i>Year 1 – Levels 13</i></p> <p><i>Year 2-Levels - 21</i></p> <p><i>An improvement towards or above the National Norm in years 3-7 as evidenced against the October Progressive Assessment Test – Reading Comprehension.</i></p>	<p><i>The teaching staff at SPPS are committed to the whole school agreements articulated within the school Literacy Policy about how we teach reading.</i></p> <p><i>SSO's support teachers R-7 in classrooms throughout the school, during an uninterrupted English Block at least 4 days per week.</i></p> <p><i>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.</i></p> <p><i>Sheena Cameron Comprehension Strategies are explicitly taught R-7 during Guided Reading. Teachers' regularly present their planning for reading to the Principal.</i></p>	<p><i>Trend data that indicates the overall improvement in learning outcomes in reading over a five year period.</i></p> <p><i>NAPLAN Reading assessment that presents a 12 month snapshot of reading outcomes achieved.</i></p> <p><i>PAT-R Data that presents 12 month norm referenced assessment against the National Average.</i></p>
<u>NAPLAN</u>	School Average	Like Schools Average	State Average																
Year 3	477	389	410																
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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 Writing Outcomes for our students through the additional focus of Oral Language

Key Data from 2017 includes:

<u>NAPLAN</u>	School Average	Like Schools Average	State Average
Year 3	408	366	384
Year 5	464	431	448
Year 7	487	481	500

A continued upward cline in year 3 and 5, and an upward cline in year 7 trend data to achieve State Average in writing.

A continued improvement above like schools and towards the state average in NAPLAN for year 7 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 at least 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.

Sheena Cameron Oral Language strategies to be explicitly taught R-7.

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 Oral Language and the Australian Professional Standards for Teachers.

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

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

Numeracy Improvement Plan

2018

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.																
<p>Improve the Mathematics Outcomes for our students</p> <p><i>Key Data from 2017 includes:</i></p> <table border="1" data-bbox="397 812 887 1120"> <thead> <tr> <th><u>NAPLAN</u></th> <th>School Average</th> <th>Like Schools Average</th> <th>State Average</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>359</td> <td>364</td> <td>386</td> </tr> <tr> <td>Year 5</td> <td>455</td> <td>457</td> <td>472</td> </tr> <tr> <td>Year 7</td> <td>497</td> <td>521</td> <td>536</td> </tr> </tbody> </table>	<u>NAPLAN</u>	School Average	Like Schools Average	State Average	Year 3	359	364	386	Year 5	455	457	472	Year 7	497	521	536	<p><i>An improvement in NAPLAN mean scores for year 3 Numeracy that is equal to the state average.</i></p> <p><i>An improvement in NAPLAN mean scores for year 5 Numeracy that is above like schools and an improvement towards the state average.</i></p> <p><i>An improvement in NAPLAN mean scores for year 7 Numeracy that is above like schools and an improvement towards the state average.</i></p>	<p><i>The continuation of a school funded teaching and learning coordinator in 2018 with a primary focus on supporting Maths and Literacy strategies in the classroom.</i></p> <p><i>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 and explicit teaching of National Curriculum mathematics concepts.</i></p> <p><i>Staff to create and implement units of work that incorporate Intellectual stretch and differentiation.</i></p> <p><i>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.</i></p>	<p><i>Staff engage in formal and informal Performance Development processes linked to the Site Improvement Priority of Numeracy and the Australian Professional Standards for Teachers.</i></p> <p><i>Trend data that indicates improved learning outcomes in numeracy over a five year period.</i></p> <p><i>NAPLAN Numeracy assessment that presents a 12 month snapshot of Numeracy outcomes achieved.</i></p> <p><i>PAT-M Data that presents 12 month norm referenced assessment against the National Average.</i></p>
<u>NAPLAN</u>	School Average	Like Schools Average	State Average																
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STEM Improvement Plan

2018

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.
<p>Developing strength of STEM skills in students and staff by:</p> <p><i>Increasing student engagement, participation and aspiration in STEM through creating and implementing cross disciplinary units of work that integrate Science, Maths and Technologies using the Digital Technologies curriculum map.</i></p>	<p><i>Trialling and co-designing units R-7 on:</i></p> <ul style="list-style-type: none"> • <i>Digital Systems</i> • <i>Data</i> • <i>Algorithms</i> • <i>Coding</i> 	<p><i>Following a whole school digital Technologies content map.</i></p> <p><i>Unit on Coding created by coordinator for trial R-7.</i></p> <p><i>Collaborating with coordinator to create cross-disciplinary units.</i></p> <p><i>Resourcing of required technology.</i></p> <p><i>Staff to engage in online professional learning (Digital Technologies MOOC).</i></p>	<p><i>Evaluation of trial units.</i></p> <p><i>Development of further units by staff.</i></p>

Literacy Improvement Plan– Jacaranda Unit 2018

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 all student learners	<i>Teach the specific reading and oral language skills including use of AAC in all children against individual Negotiated Education Plan goals and those identified within ACARA English Curriculum and identified documents (ABLES).</i>	<p><i>Use of uninterrupted whole school literacy instruction time, incorporating elements of Balanced Literacy Model to differentiate curriculum to meet diverse needs.</i></p> <p><i>Embed literacy, oral language development and comprehension skills across the curriculum.</i></p> <p><i>Ongoing continued collaboration with Jane Farrall, interagency staff: Novita, DECD, Autism SA and Disabilities SA (in particular speech therapists, psych and developmental educators).</i></p>	<p><i>Running Records taken by week 9 term 1,2,3 and 4 for identified students.</i></p> <p><i>Ongoing Reading and/or oral language assessment against individual Negotiated Education Plan goals.</i></p> <p><i>Use of Alternative and Augmentative Communication Profile for non-verbal children (term 2 and 4).</i></p> <p><i>For identified students:</i></p> <ul style="list-style-type: none"> • <i>Engagement Scales</i> • <i>Universally Accessible Literacy Battery</i> • <i>Bridge Assessment</i> • <i>Whole to Part Assessment</i> • <i>ERSI</i>

<p>Priorities:</p> <p>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.</p>	<p>Targets:</p> <p>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate.</p>	<p>Strategies:</p> <p>The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets.</p>	<p>Evaluation Measures:</p> <p>The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies.</p>
<p>Improve the Writing Levels of all student learners</p>	<p><i>Build capacity of all students in achieving individual language and writing goals, including prewriting development using traditional and/or alternative access methods, symbol based and oral text production as identified within Negotiated Education Plans.</i></p>	<p><i>Implementing whole site agreements on the explicit and embedded teaching of Writing.</i></p> <p><i>Ongoing collection of writing samples where appropriate to measure progress and inform teaching, including anecdotal evidence of non-standard and alternative access language users.</i></p> <p><i>Learning teams share and moderate student writing and language development samples.</i></p> <p><i>Ongoing continued collaboration with Jane Farrall, interagency staff: Novita, DECD, Autism SA and Disabilities SA (in particular speech therapists, occupational therapists and developmental educators).</i></p>	<p><i>Ongoing evaluation against identified curriculum outcomes (use of Australian Curriculum, ABLES as appropriate).</i></p> <p><i>Writing and language use assessment as evidenced against Negotiated Education Plan goals.</i></p> <ul style="list-style-type: none"> • <i>Part to whole assessment</i> • <i>Developmental Writing Continuum</i> • <i>ERSI</i>