Effective Leadership
Develop responsive local educational solutions to support aspirations and needs of children
- Building leadership capacity through coaching and development of teacher leaders
- Strengthening PLC processes in analysing data and professional dialogue to inform practice

Effective Teaching
Develop learning dispositions and resilience to enable students to engage with complex learning
- High expectations - characterised by a greater percentage of students in the top 2 proficiency bands
- Implementing professional learning into classroom practice
- Making learning intentions clear
- Engaging learners

School and Community Partnerships
Develop greater collective capacity to improve skills, knowledge and outcomes.
- Working in partnership with parents to promote high expectations
- Involving students in policy and practice
- Collaborating with Partnership sites

Improvement and Learning
Intended and planned learning design to improve the quality and effectiveness of teaching and learning
- Analysing data to inform practice
- Utilising an improvement cycle to continually review, reflect and modify practice
- Focusing and targeting improvement plans and intervention programs

VISION:
Continue to improve pedagogy and student learning outcomes for all students particularly in reading, writing and numeracy.

Values:
Excellence and Care
**Salisbury Heights Primary School 2016 Site Improvement Plan**

This Site Improvement Plan is informed by the 2015 extensive self-review using multiple measures of data, analysis of student achievement data and client surveys. Effective teaching and improvement and learning were analysed in detail in 2015. Our Priorities include improving pedagogy resulting in higher achievement for all students in all areas and in particular in reading, writing and numeracy. Achieve DECD target of 94% in attendance.

### Targets

<table>
<thead>
<tr>
<th>Improvement and Learning</th>
<th>Evidence / Evaluation Measures</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the % of students achieving in the top 2 NAPLAN proficiency bands in reading,</td>
<td>Increased % of students achieving in the top two bands</td>
<td>Enacting professional learning with Stephen Graham into classroom practice in guided reading and writing in a variety of genres</td>
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<tr>
<td>mathematics, numeracy and writing.</td>
<td>Increased % of students reaching the SEA in PAT-R and PAT-M</td>
<td>Teachers observe others in guided reading twice per year to facilitate rich conversations and improve practice. (see Literacy agreements)</td>
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<tr>
<td>Improve % of students remaining in higher bands</td>
<td>Improved progression data</td>
<td>Analyse RR to inform planning and identify next step for students to improve their reading</td>
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<tr>
<td>Reduce the number of students who did not meet Standard of Educational Achievement (SEA)</td>
<td>Intervention achievement data</td>
<td>Focus on strategies to improve inferential comprehension through guided reading</td>
</tr>
<tr>
<td>Increase consistency of assignments of grades</td>
<td>Collated data of the % of students achieving C or above in English and Math</td>
<td>Unpack the literature strand of the English curriculum in year levels and undertake the study of texts over time at a deeper level</td>
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<tr>
<td></td>
<td>Increased % of students reaching the DECD Running Record SEA</td>
<td>Modernise the proficiency strand to support development of problem solving and reasoning in Maths</td>
</tr>
<tr>
<td></td>
<td>Teachers know each and every learners’ achievement</td>
<td>Sharing of effective problem solving strategies and tasks in Maths.</td>
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<tr>
<td></td>
<td>2016 SIP includes effective practice identified in the 2015 self review processes and incorporates modifications and recommendations</td>
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</tbody>
</table>

**NAPLAN 2011 - 2015 five year average and 2015 % of students achieving in the top 2 proficiency bands**

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<tr>
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<tbody>
<tr>
<td>Reading % of students</td>
<td>42% 49%</td>
<td>25% 36%</td>
<td>20% 22%</td>
</tr>
<tr>
<td>Numeracy % of students</td>
<td>28% 30%</td>
<td>15% 23%</td>
<td>13% 17%</td>
</tr>
<tr>
<td>Writing % of students</td>
<td>58% 15%</td>
<td>15% 15%</td>
<td>15% 15%</td>
</tr>
</tbody>
</table>

### Effective Teaching

- All staff enact 2016 whole school learning agreements as updated, ratified and documented in 2015 review. (see teaching and learning agreements in staff handbook)
- Scope and sequence for Natural Maths computation strategies developed
- Data informs practice
- Students understand growth and fixed mindsets
- Process target - Learning intentions of lessons are clear and student engagement improved

**Evidence / Evaluation Measures**

- Teachers programs and lesson plans, displays and student feedback
- Student reflections
- Differentiated programs / multiple entry tasks
- Teachers using the scope and sequence of computation strategies
- Students able to identify strategies that will help solve problems
- PLC’s implementing strategies that increase student engagement in learning informed from the analysis of data
- Student feedback on learning intentions - student survey
- Students able to articulate learning intentions and how to improve

**Strategies**

- Active support through PLC’s to implement agreements
- Conduct an audit to evaluate the extent the agreements are being implemented
- Utilise the proficiency strand to support development of problem solving and reasoning in Maths
- Use resources including TIEL to seek feedback from students on the clarity of lesson intentions and tasks
- Triangulate achievement data to track student progress
- Engage in PD developing Growth Mind Sets
- Provide scaffolds in classrooms to support students to understand fixed and growth mindsets
- Use engagement matrix to monitor student engagement – analyse responses to inform teaching & learning

### Effective Leadership

- By the end of 2016 shared leadership capacity within PLC’s is evident (process target)
- During 2016 teacher leaders support others with good practice on site and across the partnership
- Performance Development discussions to include evidence of implementing whole school agreements and tracking of individual students

**Evidence / Evaluation Measures**

- Staff meeting / PLC’s minutes
- Staff opinion survey
- Staff presenting/participating in week 5 partnership sessions
- Class improvement data from individual staff
- Documentation from performance discussions

**Strategies**

- Strengthen the capacity of PLC’s with teacher leaders guiding the data and standards dialogue and actions
- Coach key staff to develop guiding questions and use disciplined dialogue
- Enact and further develop whole school agreements
- Engage in effective Performance Development processes and provide feedback
- Target resourcing and professional development
- Principal interviews with students to discuss their learning once per term

### School Community Partnerships

- Agreement on the key elements parent/ school partnerships documented
- Student feedback on policies and procedures sought
- ECD Local Partnership are strengthened
- Engage parents in improving attendance for targeted students

**Evidence / Evaluation Measures**

- Governing Council feedback
- Progress on the CONNECT rubric
- Student and parent opinion surveys
- Review of the Partnership initiatives impact at site level

**Strategies**

- Explore opportunities to connect with parents through a variety of ways including digital technologies
- Utilise current research about parents engagement with their children’s education to inform whole school understanding
- SRC take a lead role in Parent transition meetings and involved in providing feedback on relevant policies and learning programs
- Regular meetings with the Attendance Counsellor