

## VISION:

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



SALISBURY HEIGHTS  
PRIMARY SCHOOL

## 2014 - 17 SITE IMPROVEMENT PLAN

## Values:

**Excellence and Care**

### 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

# Salisbury Heights Primary School 2017 Site Improvement Plan

Targets	Evidence / Evaluation Measures	Strategies																												
<p><b>Student Learning</b></p> <ul style="list-style-type: none"> <li>Increase the % of students achieving in the top 2 NAPLAN proficiency bands in reading, numeracy and writing.</li> </ul> <table border="1"> <thead> <tr> <th>Percentage of students achieving in the top 2 proficiency bands 2016</th> <th>Year 3</th> <th>Year 5</th> <th>Year 7</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>32%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>22%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>21%</td> <td>18%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Increase the percentage of students who meet the Standard of Educational Achievement (SEA)</li> </ul> <table border="1"> <thead> <tr> <th>Percentage of students that demonstrated the NAPLAN SEA (Student Educational Standard)</th> <th>Year 3</th> <th>Year 5</th> <th>Year 7</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>74%</td> <td>87%</td> <td>85%</td> </tr> <tr> <td>Numeracy</td> <td>71%</td> <td>83%</td> <td>80%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Improve % of students remaining in higher bands</li> <li>Increase consistency of assignments of grades</li> </ul> <p><b>Improvement Agenda</b></p> <ul style="list-style-type: none"> <li>Implement Directions from External School Review(2016)</li> </ul>	Percentage of students achieving in the top 2 proficiency bands 2016	Year 3	Year 5	Year 7	Reading	24%	32%	20%	Numeracy	23%	22%	19%	Writing	29%	21%	18%	Percentage of students that demonstrated the NAPLAN SEA (Student Educational Standard)	Year 3	Year 5	Year 7	Reading	74%	87%	85%	Numeracy	71%	83%	80%	<ul style="list-style-type: none"> <li>Increase % of students achieving in the top two bands</li> <li>Increase % of students reaching the SEA in NAPLAN and PAT –R and PAT –M</li> <li>Improved retention in the higher bands data</li> <li>Intervention achievement data shows improvement in children reaching SEA</li> <li>Collated data of the % of students achieving C or above in English and Maths</li> <li>Increase % of students reaching the DECD Running Record SEA</li> <li>Teachers are able to identify and articulate next learning steps for each and every learner</li> <li>Learning tasks allow students to demonstrate A - E levels of achievement</li> <li>Teachers using the scope and sequence of computation strategies in Maths</li> <li>Students able to identify strategies that will help solve problems</li> <li>Students able to articulate learning intentions and how to improve</li> <li>Documented rubrics and success criteria</li> </ul> <p>An external review implementation plan is developed.</p>	<ul style="list-style-type: none"> <li>Data collection timelines are documented and PLC time allocated regularly for analysis and evaluation</li> <li>Analyse data to inform planning and identify next step for students learning</li> <li>Triangulate achievement data as evidence of accuracy</li> <li>Track and monitor progress of every child.</li> <li>Provide tailored &amp; targeted intervention and extension.</li> <li>Moderation of writing samples in two genres to ensure consistency in grading. EALD scaling</li> <li>Provide explicit success criteria and feedback</li> <li>Ensure self-review processes are robust, collaborative, contextual, standards driven and evidenced based</li> <li>Use multiple measures of data to identify the impact of strategies, provide evidence of improvement and shape future directions</li> <li>Transferring professional learning and theory into classroom practice</li> <li>Teachers explicitly teach how to read and write a variety of genres</li> <li>Focus on strategies to improve inferential comprehension through guided reading</li> <li>Undertake the study of texts over time at a deeper level as informed by the literature strand of the English curriculum</li> <li>Utilise the proficiency strand to support development of problem solving and reasoning in Maths</li> <li>Sharing of effective problem solving strategies and tasks in Maths.</li> <li>Supervision and coaching of SSO's delivering support and intervention programs</li> <li>Engage with programs and utilise resources in the DECD and local ECD Partnership</li> <li>Use resources including TfEL to seek feedback from students on the clarity of lesson intentions and tasks</li> </ul>
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<p><b>Effective Teaching</b></p> <ul style="list-style-type: none"> <li>All staff enact 2017 whole school learning agreements</li> <li>Increase the % of students showing perseverance and engagement, as measured by the MDI survey</li> </ul> <table border="1"> <tbody> <tr> <td>MDI 2016</td> <td>81% of students</td> <td>Show medium to high Perseverance</td> </tr> <tr> <td>MDI 2016</td> <td>53% of students</td> <td>Show medium to high Engagement</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Increase the percentage of students showing growth mindsets in TfEL compass tool</li> </ul> <table border="1"> <tbody> <tr> <td>TfEL 2016</td> <td>46% of students</td> <td>Show Growth Mindsets</td> </tr> </tbody> </table>	MDI 2016	81% of students	Show medium to high Perseverance	MDI 2016	53% of students	Show medium to high Engagement	TfEL 2016	46% of students	Show Growth Mindsets	<ul style="list-style-type: none"> <li>Teachers programs and displays</li> <li>Student feedback on their learning</li> <li>Student reflections</li> <li>Differentiated programs / multiple entry tasks</li> <li>Increase percentage of students showing medium to high perseverance and engagement in the MDI data</li> <li>Increase percentage of students with a growth mindset as measured through the TfEL Compass</li> </ul>	<ul style="list-style-type: none"> <li>Active support through PLC's to implement agreements</li> <li>Conduct student interviews re whole school learning agreements and teaching practice</li> <li>Transfer theory to practice to further develop Growth Mind Sets</li> <li>Provide scaffolds in classrooms to support students to understand fixed and growth mindsets</li> <li>Identify sources of evidence of increased student engagement</li> <li>Use engagement matrix, MDI and TfEL surveys as tools to monitor student engagement – analyse responses to inform teaching &amp; learning</li> </ul>																			
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<p><b>Effective Leadership</b></p> <ul style="list-style-type: none"> <li>Increase Staff capacity to articulate effective practice</li> <li>During 2017 teacher leaders support others with good practice on site and across the partnership</li> <li>Performance Development discussions to include evidence of staff enacting SIP priorities, whole school agreements and tracking achievement for individual students</li> <li>Report to staff student feedback from Leadership interviews</li> </ul>	<ul style="list-style-type: none"> <li>Staff meeting / PLC's minutes</li> <li>Staff opinion survey</li> <li>Staff presenting/ participating in week 5 partnership sessions</li> <li>Staff individual student and class improvement data</li> <li>Student interview responses</li> <li>Documentation from performance discussions</li> <li>Written feedback provided</li> </ul>	<ul style="list-style-type: none"> <li>SIP Committee meet regularly to monitor and evaluate the implementation of the SIP and respond to emerging issues</li> <li>Strengthen the capacity of staff through quality T&amp;D and processes that support applying the learning to the classroom</li> <li>Coach key staff to develop guiding questions and use disciplined dialogue</li> <li>Enact and further develop whole school agreements</li> <li>Engage in effective Performance Development processes and provide feedback</li> <li>Target resourcing and professional development</li> <li>Leadership interviews with students to discuss their learning once per term</li> </ul>																												
<p><b>School Community Partnerships</b></p> <ul style="list-style-type: none"> <li>ECD Local Partnership are strengthened</li> <li>Engage parents in improving attendance for targeted students</li> <li>Implement strategies to improve engagement as identified in the directions from the 2016 Partnership review</li> <li>Student feedback on policies and procedures sought</li> </ul>	<ul style="list-style-type: none"> <li>Governing Council feedback</li> <li>Principal Report to Governing council</li> <li>Student and parent opinion surveys</li> <li>Review of the Partnership initiatives impact at site level</li> </ul>	<ul style="list-style-type: none"> <li>Explore opportunities to connect with parents through a variety of ways including digital technologies eg seesaw</li> <li>Utilise current research about parents engagement with their children's education to inform whole school understanding</li> <li>SRC take a lead role in Parent transition meetings and involved in providing feedback on relevant policies and learning programs</li> <li>Regular meetings with the Attendance Counsellor</li> </ul>																												