

NAILSWORTH PRIMARY SCHOOL – 2016 SITE IMPROVEMENT PLAN

DECD	ADELAIDE PROSPECT PARTNERSHIP	NAILSWORTH PRIMARY SCHOOL
<p>Higher Standards of learning achievement-Standard of Educational Achievements</p> <ul style="list-style-type: none"> • maximise each and every child and young person’s learning, to help them become the most successful learners they can be, confident individuals and informed citizens. • create high expectations for preschools and schools to raise standards of achievement and reduce the gap between our highest and lowest achievers • build leadership capability and continue to improve teaching quality. <p>Improve health and wellbeing</p> <ul style="list-style-type: none"> • establish an effective platform of universal family health and preschool and school services with targeted interventions, to meet every child’s health, learning and developmental needs • work with families to ensure • every child has the foundation for success in school, the workplace, the community and life <p>Improve integrate child safety</p> <ul style="list-style-type: none"> • support the safety of children and young people • foster a whole-of-community safeguarding agenda through improved policy, practice and standards to prevent harm for all children and young South Australians. <p>Engage children, families and communities</p> <ul style="list-style-type: none"> • build our capacity to engage with children, young people, families and the wider community in our planning <p>Right service at the right time</p> <ul style="list-style-type: none"> • plan and better integrate services to ensure children, young people and families have access to the services they need, when they need them • support those who need it most by directing resources to meet the specific and identified needs of priority populations. <p>Build a better system</p> <ul style="list-style-type: none"> • introduce new governance, planning, management and performance-monitoring systems across DECD • establish greater delegated authority across schools, • implement these changes in a cohesive, targeted manner, always keeping children, young people and their outcomes in mind. 	<p>Embed K-12 Powerful Learning and Teaching Continuum across partnership sites</p> <ul style="list-style-type: none"> • All sites use feedback to inform powerful teaching • Each site uses the TfEL compass to target pedagogical improvement in powerful learning • Sites explore/ trail strategies in analysing data on learner dispositions to more effectively target teaching and learning effectiveness, <p>Improve Learner Achievement in Mathematics /Numeracy</p> <ul style="list-style-type: none"> • Early years numeracy Indicators • All schools have a process to analyse achievement data and engage teachers to monitor student progress using maths data. • Partnership wide assessment and moderation process in R-7 Mathematics • Mapping 7 – 8 curriculum • Utilise partnership resources to identify and trail effective evidence based interventions in mathematics. <p>Improve Learner Achievement in Literacy</p> <ul style="list-style-type: none"> • Consistency in the use and application of running records at years 1-3 to inform learner progress. • All sites have whole school agreements in teaching of reading and writing • Monitor EALD learner progress using the Language and Literacy levels through EALD teacher moderation • Build teacher engagement in using Pat R analysis for planning and monitoring individual student reading progress. <p>Embed a Best Practice Early Years Transition Strategy across partnership sites</p> <ul style="list-style-type: none"> • Pre–Kindergarten to Preschool • Preschool to School <p>Maximise opportunities for efficient delivery of services across and within partnership sites</p> <ul style="list-style-type: none"> • Utilise community agencies and partnerships 	<p>Improve Literacy and Numeracy Outcomes</p> <p>To increase the number of year 1 and 2 students achieving the SEA in Running Records and the number of students achieving the NAPLAN SEA and higher bands with a particular focus on Reading, Writing and Numeracy by:</p> <ul style="list-style-type: none"> • F-year 2 the implementation of consistent teaching & learning expectations relating to the teaching of Reading • The explicit teaching of comprehension strategies • Using data analysis to track improvement and monitor individual and school growth.- targeted teaching. • Participate in professional learning activities in order to develop best practice teaching and learning in mathematics, reading and writing. <p>Develop Empowered learners</p> <ul style="list-style-type: none"> • Develop powerful learners through the implementation of TeFl approaches within the Australian Curriculum.