

# 2018 NAILSWORTH PRIMARY SCHOOL IMPROVEMENT PLAN

DECD: A Focus on literacy & numeracy put the basics first

## READING -Success for Every Child

Running Records 2017 SEA achievement  
Foundation 60 of 66, 90%  
Year 1 62 of 69, 89%, HB 94%  
Year 2 65 of 71, 91%, HB94%  
NAPLAN 2017- achieved DECD SEA  
Year 3: 77 of 86, 89.5% HB 99%  
Year 5:61 of 64, 95.3%, HB 95%  
Year 7: 48 of 49, 98%, HB 98%  
READING-Higher Band Achievement  
NAPLAN 2017- Higher Bands  
Year 3: 40 of 86, 46.5%, HB 69.1%  
Year 5: 32 of 64, 50%, HB 50.9%  
Year 7: 18 of 49, 36.7%, HB 40.6%  
NAPLAN 2017- Higher Band Retention  
Year 3 to year 5 23 of 32, 90% HB 90%  
Year 3 to year 7 11 of 19, 57.9% HB 68%

## WRITING -Success for Every Child

NAPLAN Above National Minimum  
Year 3: 82 of 84, 98%  
Year 5: 57 of 64, 89%  
Year 7:40 of 48, 83%  
BrightPath-2017 Sept. Base Line Data  
Foundation mean 159  
Year 1 mean 232, Year 2 mean 248  
Year 3 mean 316, Year 4 mean 372  
Year 5 mean 374, Year 6 mean 419  
Year 7 mean 434  
WRITING-Higher Band Achievement  
NAPLAN- Higher Bands  
Year 3: 41 of 82, 50%, AP HB 68%  
Year 5: 7 of 64, 11%, AP HB 29%  
Year 7: 12 of 48, 25%, AP HB 35%

## NUMERACY -Success for Every Child

NAPLAN 2017 Achieved SEA  
Year 3: 72 of 86, 84% HB 93%  
Year 5: 59 of 64, 92% HB 98%  
Year 7: 46 of 49, 94% HB 96%  
Numeracy-Higher Band Achievement  
Year 3: 34 of 86, 40% HB 62%  
Year 5: 20 of 64,31% HB 32%  
Year 7: 21 if 50, 43% HB 50%  
NAPLAN 2017- Higher Band Retention  
Year 3 to year 5, 16 of 30 53% HB 69%  
Year 3 to year 7, 9 of 10, 90% HB 90%

### ACTIONS

Implementation 2018 NPS Reading Expectations. Track, monitor and target teaching for every child.

### ACTIONS

Implementation 2018 NPS Writing Expectations. Bright Path to track, monitor and target teaching for every child including peer moderation

### ACTIONS

Thinking Maths Project; MW,PC Backward by Design; AF, KS, LADAM: TB, DD STEM 500: DH, JR All Track, monitor and target teaching for every child. Partnership LADAM Numeracy moderation

**INTENDED OUTCOMES:** Success for Every child- A minimum of one years' growth for every child  
Higher Band Achievement Aim to reach at least historical best in % of HB & retention of HB students

DECD: Educating students for the jobs of tomorrow.

## STEM-POWERFUL TEACHING & LEARNING PEDAGOGIES

ACER Science 2017 Base line data  
Y ACER Science 2017 Base line data  
Year 3 NPS mean 113.6, norm 115.8  
Year 4 NPS mean 119.2 norm 118.5  
Year 5 NPS mean 120.9, norm 121.2  
Year 6 NPS mean 125.2, norm 122.3  
Year 7 NPS mean 123.2, norm 124.2  
Student Well- Being survey  
Perseverance 2017: Low 16% (39 students) Medium 33% (78s)  
High (51% (122s)  
Cognitive Engagement Low 5% (11s) Medium 27% (65 s)  
High 69% (166s)  
Academic Self Concept  
Low 7% (17s), Medium 16% (38s), High 77% (189)

### ACTIONS

Build staff knowledge of design thinking and activation of student voice. Each class to trial a unit of work that incorporates design thinking and authentic challenge  
High Ability PD & Teach On RW, JB, KS

### INTENDED OUTCOMES

Design thinking model is taught across all year levels.  
Student voice is utilised in the codesign & assessment of STEM learning.  
Student Feedback demonstrates positive learner disposition.

NPS; Priority

## SOCIAL & EMOTIONAL LEARNING

Student Survey Findings 2017  
Strengths F-3 I feel safe at this school 98% & I like this school 98%  
Strengths 3-7 I know how to help a friend who is worried or upset 97% & Teachers help students who are worried or upset 97%  
Weaknesses F-3 I have at least one friend who cares about me 90% & I look forward to coming to school 91%  
Weaknesses 4-7 We learn about friends and managing our emotions 84% & My school knows how to deal with bullying and harassment problems 90%

### ACTIONS

To implement the You Can Do It education programme that is underpinned by Kids Matter

### INTENDED OUTCOMES

To strengthen the personal, social and performance capabilities of students.

Give our children a head start

## Preschool to School Transition

Partnership AECD Data. % of students with special needs or vulnerable in one or more domain 2009: 34.2%, 2012 26.9%, 2015, 20.2%

### ACTIONS

NPS continues to implement & support the AP transition policy, including collection of 2018 AECD data

### INTENDED OUTCOMES

Learning pathways are in place for children to improve wellbeing, engagement & retention