

A photograph of Nailsworth Primary School, a two-story brick building with a white sign in the foreground. The sign reads "Nailsworth Primary School Reception to Year 7" and "School Profile". The building is surrounded by trees and a fence.

**NAILSWORTH PRIMARY SCHOOL:
SITE IMPROVEMENT PLAN 2014**

VALUES: A community implementing the values of Equity, Cooperation, Integrity, Responsibility and Tolerance.

VISION: Nailsworth Primary School is a community committed to providing successful educational outcomes for all learners

We therefore:

- Aim to continuously improve
- Maintain a strong commitment to accountability
- Value innovation.
- Act in the spirit of equity and Social Justice
- Expect High Standards for student achievement and participation
- Value and celebrate diversity

BELIEFS ABOUT LEARNING:

- Student learning is enhanced through positive, cooperative interactions between students, families, teachers
- All students are unique and therefore learn at different rates and learning styles.
- Learning is enhanced when students are taught how to learn and are actively engaged in problem solving and critical thinking

PRIORITIES: 2014:

Developing Shared Understandings in English/ Literacy and Maths/ Numeracy

Implementing the Australian Curriculum and the Teaching for Effective Learning Framework

Engagement of staff in professional learning that supports quality teaching through working collaboratively and developing a shared view of quality teaching at Nailsworth Primary.

2014 Priorities	Targets	Strategies	Evaluation Measures
<p>Developing Shared Understandings in English / Literacy</p> <p>Through all staff working collaboratively: To develop shared understandings in R-7 Literacy/ English that includes:</p> <ul style="list-style-type: none"> • NPS scope / sequence and core curriculum expectations • The Big 6 of Reading • NPS R-7 Literacy standards • To make explicit the NPS R-7 Literacy assessment expectations • A statement that makes explicit beliefs about literacy and English learning. 	<p>To trial PATR as an assessment for learning tool by the end of week 5 2014.</p> <p>To collect and analysis phonemic awareness data for all reception students by early Term 2.</p> <p>All staff trained in how to take a Running record data by the end of term 1</p> <p>In 2014, Running record data is collected once a term for all students under RR level 24</p> <p>That by the end of Term 2 the following documents are developed and implemented from the beginning of Term 3.</p> <ul style="list-style-type: none"> • NPS statement that makes explicit the beliefs about literacy/ reading learning relevant to early years, middle years and upper primary learners • NPS R-7 Scope and sequence • NPS R-7 standards • NPS R-7 assessment map <p>That by the end of Term 2</p> <ul style="list-style-type: none"> • Multi lit has been trialled as an intervention strategy • That Running record data underpins selection and monitoring of students in the Intervention programme 	<p>To provide time for staff to discuss the R-7 whole school literacy/English approach in both year level and whole staff teams.</p> <p>To identify, plan, implement relevant staff training</p> <p>Trial and review assessment tools that 'assess for learning' such as PATR Reading comprehension, Phonemic awareness and Running records</p> <p>To develop documents that will support parent understandings of how to support their children in the Reading progress.</p> <p>To identify a web based learner management system that will enable staff to record and monitor student progress over time including the ability to share information with parents.</p> <p>To consider an R-7 extension strategy in English / Literacy.</p>	<p>To establish base line data and a means of recording and analysing that will enable us to measure learner progress over time in Literacy/ English .</p> <p>To aim towards progress for every child of at a minimum one years growth.</p>

<p>Developing Shared Understandings in Maths / Numeracy</p> <p>Through all staff working collaboratively: To develop shared understandings in R-7 Maths / Numeracy that includes:</p> <ul style="list-style-type: none"> • NPS scope / sequence and core curriculum expectations • NPS R-7 Numeracy standards • To make explicit the NPS R-7 Numeracy assessment expectations • A statement that makes explicit beliefs about numeracy and Maths learning 	<p>To trial PATR as an assessment for learning tool by the end of week 5 2014.</p> <p>Determine relevant P-2 numeracy test that would inform teaching programmes by the end of 2014</p> <p>That by the end of Term 2 the following documents are developed and implemented from the beginning of 2015</p> <ul style="list-style-type: none"> • NPS statement that makes explicit the beliefs about numeracy / maths learning relevant to early years, middle years and upper primary learners • NPS R-7 Scope and sequence • NPS R-7 standards • NPS R-7 assessment map 	<p>To provide time for staff to discuss the R-7 whole school Maths/ Numeracy approach in both year level and whole staff teams.</p> <p>To identify, plan, implement relevant staff training</p> <p>Trial and review assessment tools that 'assess for learning' such as PATM</p> <p>To develop documents that will support parent understandings of how to support their children in developing mathematical skills and abilities.</p> <p>To identify a web based learner management system that will enable staff to record and monitor student progress over time including the ability to share information with parents.</p> <p>To consider an R-7 extension strategy in Maths / Numeracy</p>	<p>To establish base line data and a means of recording and analysing that will enable us to measure learner progress over time in Maths / Numeracy.</p> <p>To aim towards progress for every child of at a minimum one years growth.</p>
<p>Implementing the Australian Curriculum and the Teaching for Effective Learning Framework</p> <p>For staff to develop familiarity in Australian Curriculum Geography, Civics and Citizenship and Business & Enterprise in conjunction with TEFL strategies., To Increase staff confidence in assigning standards in English /Maths / Science</p>	<p>To focus on staff familiarity of new AC areas Term 1,2 Geography and TEFL Term 3 Civics and Citizenship and TEFL Term 4 Business & Enterprise and TEFL</p>	<p>To engage staff in relevant training opportunities.</p> <p>To provide time to discuss and plan in year level groups with a focus on both content and TEFL</p> <p>Time to discuss and moderate in year level groups</p>	<p>Increased levels of staff confidence in planning and assessing in AC subjects</p>
<p>Engagement of staff in professional learning that supports quality teaching through working collaboratively and developing a shared view of quality teaching at Nailsworth Primary.</p>	<p>That staff meet regularly in year level teams over 2014.</p> <p>That 2015 structures are developed to ensure that year level teams occur in a structured ongoing manner.</p> <p>That staff are encouraged to build networks within the Adelaide / Prospect Partnership.</p>	<p>To provide time for regular year level meeting times.</p> <p>To engage staff in ongoing discussions re 2015 structures.</p> <p>To be an active participant in partnership learning plans</p>	<p>To conduct an evaluation of the value of staff learning teams to inform plans for 2015.</p>