

NAILSWORTH PRIMARY SCHOOL: 2015 SITE IMPROVEMENT PLAN

MAJOR PRIORITY- HIGHER STANDARDS OF ACHIEVEMENT IN LITERACY

CURRENT DATA/EVIDENCE – WRITING					NPS STRATEGIES		TARGETS/OUTCOMES	
NAPLAN Writing 2014					WRITING Whole staff learning about high yield teaching & learning writing strategies including day closure with Sheena Cameron. Whole Staff focus on Writing with the aim of developing <ul style="list-style-type: none"> F-7 genre map F-7 writing skill continuum Consistency in the writing teaching & learning cycle 	Increase the numbers and percentage of students at higher EALD levels Increase the numbers and percentage of students at the two top levels of NAPLAN writing Increase the NAPLAN writing mean		
	Below NMS	ATNMS	Top 2 Bands	Total				
Year 3	0	1	43	92				
Year 5	3	3	9	56				
Year 7	0	7	12	45				
NAPLAN Writing Mean 2012 2013 2014								
Year 3	427.6	413.4	420.7					
Year 5	476.3	472.9	474.8					
Year 7	537.7	551.2	539.9					
CURRENT DATA/EVIDENCE- READING								NPS STRATEGIES
Running Records					READING F-5 teachers Implement the Jolly Phonics/Grammar programme F-5 teachers Ongoing monitoring of reading progress through Running Records Intervention Team To implement Multilit intervention programme Options: <ul style="list-style-type: none"> Engage with the Literacy Coach Year 2-5 engage high level readers with Literacy Pro 	Increase the number of students & achieving the SEA running record targets by December Increase the numbers of students who have demonstrated expected SEA achievement in Reading in NAPLAN Increase the numbers and of students at the two top levels of NAPLAN Reading.		
	Base	2014 T3	2014 T4	Not Achieved				
F 9 & above		47	64	14				
Yr 1 17 & above	44	35	43	24				
Yr 2 21 & above	57.3	64	68	4				
NAPLAN Reading								
	Base	2014	Not Ach					
Year 3 3 or above	51.2	84	-15					
Year 5 5 or above	42	49	-10					
Year 7 6 or above	34	41	-6					
NAPLAN Reading								
	Below NMS	AT NMS	Top 2 Bands	Total				
Year 3	2	5	64	91				
Year 5	2	4	25	55				
Year 7	1	2	15	44				
PATR								
	<103 <Year 3	103 Year 3	111.2 Year 4	117.1 Year 5	120.2 Year 6	123.5 Year 7	127.9 Year 8	130.4 Year 9
Y 2	21	0	15	23	0	6	3	3
Y3	17	1	16	22	12	5	7	15
Y4	5	0	9	5	3	12	12	14
Y5	0	0	3	4	6	3	12	27
Y 6	1	0	1	4	1	7	2	30
Y7	0	0	3	0	1	14	2	36

MINOR PRIORITY- HIGHER STANDARDS OF ACHIEVEMENT IN NUMERACY

CURRENT DATA/EVIDENCE							NPS STRATEGIES	TARGETS/OUTCOMES																																																															
<p>NAPLAN DECD SEA Proficiency Band</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">NAPLAN Numeracy</th> <th>2012 Ach</th> <th>2013 Ach</th> <th>2014 Ach</th> <th>2012 Not Ach</th> <th>2013 Not Ach</th> <th>2014 Not Ach</th> </tr> </thead> <tbody> <tr> <td>Year 3 3 or above</td> <td>51/64</td> <td>53/60</td> <td>86/99</td> <td>-7</td> <td>-7</td> <td>-13</td> </tr> <tr> <td>Year 5 5 or above</td> <td>38/48</td> <td>44/55</td> <td>52/59</td> <td>-10</td> <td>-11</td> <td>-7</td> </tr> <tr> <td>Year 7 6 or above</td> <td>36/44</td> <td>44/46</td> <td>44/47</td> <td>-8-2</td> <td></td> <td>-3</td> </tr> </tbody> </table>							NAPLAN Numeracy	2012 Ach	2013 Ach	2014 Ach	2012 Not Ach	2013 Not Ach	2014 Not Ach	Year 3 3 or above	51/64	53/60	86/99	-7	-7	-13	Year 5 5 or above	38/48	44/55	52/59	-10	-11	-7	Year 7 6 or above	36/44	44/46	44/47	-8-2		-3	<p>Options: 6 volunteer staff participate in the Anne Baker Natural Maths training with an agreement to then teach team member colleagues and encourage them to implement Natural Maths strategies</p> <p>Intervention Team To implement the Quicksmart numeracy programme with identified year 4-7 students</p>	<p>Increase the numbers of students who have demonstrated expected SEA achievement in Numeracy in NAPLAN as measured through school grades and PATM testing</p> <p>Increase the numbers of students at the two top levels of NAPLAN Numeracy</p>																																			
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MINOR PRIORITY- POWERFUL TEACHING & LEARNING

CURRENT DATA/EVIDENCE	NPS STRATEGIES	TARGETS/OUTCOMES
<p>Current research identifies the need for students to develop a wide range of skills in:</p> <ul style="list-style-type: none"> • problem solving • creativity • communication <p>At NPS on average 4% of students receive 'A' grades across all in the Australian curriculum subjects</p> <p>Parent feedback indicates that one of the parents greatest concern is catering for a range of learners.</p>	<p>Whole Staff To start exploring differentiated approaches that include intellectual stretch</p> <p>Whole Staff To engage with partnership colleagues at a Moderation Day closure as presented by the STAR team</p> <p>Some Staff Implementation of The Arts, Digital Technology Booking times in the Library, JP Creative Play & Increased access ICT</p>	<p>NPS demonstrate progress in increasing the number of students in the Literacy and Numeracy NAPLAN upper skill bands</p> <p>At NPS to increase the number of students who achieve A grades in all areas of the Australian Curriculum</p> <p>Informal observations indicate a greater number of teachers using differentiated approaches.</p>
CURRENT DATA/EVIDENCE	NPS STRATEGIES	TARGETS/OUTCOMES
<p>Implement a Best Practice Early Years Transition Strategy</p> <p>Preschool to School AEDC data analysis shows that 25% of children are vulnerable on 1 or more domains.</p>	<p>AEDI collection - Early Years</p> <p>Be an active member of the Partnership Early Years Team and work towards next steps in the Adelaide/ Prospect Partnership Early Years shared transition process.</p>	<p>Each preschool/school can articulate their transition policy and plan that reflects current best practice in this area.</p>
CURRENT DATA/EVIDENCE	NPS STRATEGIES	TARGETS/OUTCOMES
<p>Investigate the development of a K-12 Child and Student Wellbeing and Resiliency Framework</p> <p>AEDC data analysis shows that 25% of children are vulnerable on 1 or more domains.</p> <p>MDI data analysis</p>	<p><u>Everyone:</u> Play is Way - implementation</p> <p>Implement Cossey Recommendations</p>	<p>Use Bullying data times a term to monitor progress</p>
CURRENT DATA/EVIDENCE	NPS STRATEGIES	TARGETS/OUTCOMES
<p>Maximise opportunities for efficient delivery of services across and within partnership sites</p> <p>To date there has been limited sustained development of models to support efficient and effective development of cross site service delivery.</p>	<p>At NPS implement Sentral starting with the attendance module</p>	<p>Success determined by impact on daily work of both teachers and support staff</p>