

**NAILSWORTH PRIMARY SCHOOL - 2017 SITE IMPROVEMENT PLAN**

2017	Current Data/Evidence	Actions	Targets/Outcomes
<b>Powerful Learning and Teaching</b>	<p>Current research identifies:                      The need for students to develop a wide range of skills in problem-solving, critical and creative thinking, communication and collaboration.                      That when students are positioned as active participants in their learning, improvement is accelerated.                      A positive learner's disposition impacts on greater student learning progress and achievement.                      Collaborative peer learning is a key to leader and teacher practice change that drives improvement.</p>	<p>Teachers will engage learners in task design, assessment and feedback processes (LDAM).                      To identify and trial a strategy for collecting, analysing and responding to learner dispositional data.                      To develop effective professional teaching and year level teams across the site with a focus on teaching and learning improvement.                      To participate in 3D Printer PD project</p>	<p>Teachers' pedagogy/learning design is more intentional in the development of powerful learners to ensure more stretch, risk taking and challenge.                      Higher levels of student engagement, achievement and use of TfEL approaches.                      To use dispositional data to track and monitor progress in developing powerful learners.                      Professional learning teams embedded within school structures to increase effective teacher pedagogy.</p>
<b>Improve Learner Achievement in Mathematics</b>	<p><u>NPS 2016 data</u> indicates:                      64 students or 88% demonstrated SEA in Year 3.                      84 students or 98% demonstrated SEA in Year 5.                      37 students or 84% demonstrated SEA in Year 7.                      From a total of 73 students, 26 or 35.6% demonstrated achievement in Year 3 at the higher numeracy bands.                      From a total of 86 students, 24 or 27.9% demonstrated achievement in Year 5 at the higher numeracy bands.                      From a total of 44 students, 22 or 50% demonstrated achievement in Year 7 at the higher numeracy bands.                      From Year 3 to Year 5, 21 of 32 or 65.6% were retained in the higher numeracy bands, while from Year 3 to Year 7, 9 of 10 or 90% were retained in the higher bands.</p>	<p>Trial and provide partnership feedback on the Maths 'viable and guaranteed curriculum.'                      To develop a planned approach to Maths task design, assessment and moderation within NPS and with Partnership Schools (LDAM).                      To refine strategies in using data to track and monitor Maths learning growth and inform levels of intervention.</p>	<p>Greater consistency in high quality teacher practice leads to improving outcomes for all learners.                      The 'viable and guaranteed curriculum' work evident in whole site Maths agreements and practice.                      To increase the number of students achieving mathematics results at or above DECD SEA in the higher bands and retained in the higher bands from Year 3 to 5 and Year 5 to 7.</p>
<b>Improve Learner Achievement in Literacy Language &amp; Literacy Levels</b>	<p><u>NPS 2016 data</u> indicates the following EALD students did not demonstrate year level language and literacy standards.                      Foundation: 40 below standard or 91%                      Year 1: 25 students or 80%      Year 2: 25 students or 65%                      Year 3: 17 students or 58%      Year 4: 13 students or 65%                      Year 5: 29 students or 80%      Year 6: 22 students or 81%                      Year 7: 22 students or 88%                      In 2016, 100% of Year 3 students, 99% of Year 5 and 100% of Year 7 achieved the writing NMS.                      Of 67 Year 3 students, 50 or 74% achieved higher writing bands.                      In Year 5, of 85 students, 24 or 28%, and in Year 7 of 41 students 11 or 26% achieved higher bands.</p>	<p>EALD Coordinator to be part of the partnership network that moderate language and literacy levels across the Partnership.                      For teachers to work collaboratively with the EALD Coordinator in planning, teaching and assessing and moderation in specific writing genres.                      To trial 'Brightpath' to track and monitor learner writing progress to inform levels of intervention.</p>	<p>To improve the writing standard of all NPS students. This would be evident by all students achieving writing results at each year level at or above DECD SEA and increased percentages in the higher bands.                      To increase the number of students achieving writing results at or above DECD SEA in the higher bands and retained in the higher bands from Year 3 to 5 and Year 5 to 7.</p>

<b>Reading</b>	<p><u>NPS 2016 data</u> indicates the following students demonstrated achievement in SEA Running Records:</p> <p>Year 1, RR13, out of 73 students, 70 or 95%.  Year 2, RR21, out of 81 students, 75 or 92%.  NAPLAN SEA, 63 out of 73 Year 3 or 86% achieved SEA.  In Year 5, 79 out of 86 or 92% and in Year 7, 36 of 44 or 82%.  In higher bands 41 of 73 or 56.2% in Year 3, 42 of 86 or 48% in Year 5, and in Year 7, 17 of 44 or 38.6%.</p>	<p>To develop and trial a 'viable and guaranteed' curriculum in the English areas of reading and writing.</p> <p>To implement expectations of Guided Reading /Literature Circles Year 1 to 7 within classroom reading programs.</p>	<p>To increase the number of students achieving reading results at or above DECD SEA in the higher bands and retained in the higher bands from Year 3 to 5 and Year 5 to 7.</p>
<b>Student Well-Being</b>	<p>2016 Kids Matter Survey</p> <p><u>Student Strengths F-3</u>: I always try my best 196/233 (true)  My teachers care about me 200/236 (true),  I like myself 186/234 (true)</p> <p><u>Student Weaknesses F-3</u>: I look forward to coming to school 135/236 (true) Other children help me at school 141/233 (true)  I can cheer someone up who is feeling sad 151/230 (true)</p> <p><u>Student Strengths 4-7</u>: I know how to help a friend who is upset or worried 172/229 (true) My teachers encourage me to take on new challenges 167/227 (true) Teachers help students who are worried or upset 165/234 (true).</p> <p><u>Student Weaknesses 4-7</u>: Students at this school get along with one another 40/238 (true) My school helps parents who are worried or upset 97/229 (true) We get a chance to practise building friendships and managing our emotions 99/237 (true)</p>	<p>To form an action team to guide the implementation of Kids Matter at NPS that in turn improves student well-being.</p>	<p>To improve student well-being as evident by a decrease in the areas of weaknesses as identified by students and staff on the Kids Matter survey.</p>