## PLYMPTON PRIMARY SCHOOL SITE IMPROVEMENT PLAN 2013

### 2013 Priorities
(What do we want to do this year?)

- Improve literacy standards for all students

### Key Strategies
(What will it take to get there?)

- Professional learning for staff is provided – through use of experts, sharing, enquiry process, research
- Data collection schedule implemented
- Online data management process used to collect, manage and pass on data to the next teacher
- Data used to identify individuals, cohorts and whole class needs and appropriate intervention programs implemented
- Whole school approach to teaching spelling is continued (Jolly Phonics in Junior Primary and 4 Knowledges in Primary), implemented and monitored
- Support staff in implementing and reporting on the Australian Curriculum- English

### Evidence
(How will we measure / evaluate learner progress?)

- Yearly data collection shows at least 0.4 effect size growth (PAT-R, NAPLAN, South Australian Spelling Test, Running Records, Language and Literacy Levels, Lexile Levels)
- Teachers’ data – used to establish grouping structures and basis for explicit teaching (Wave 1, 2, 3)
- Identified students’ progress monitored through goal setting, explicit teaching, evaluation, and further goal setting
- Students able to describe and demonstrate their understanding and knowledge of spelling strategies and patterns in the English language – as recorded in Scope and sequence
- Report comments in English reflect progression and demonstrate the valued aspects of the Australian Curriculum
- Practices shared during Year Level Meetings and documented through English at PPS Blog or Wiki

### Targets
(Key indicators of learner success)

- 0.4 or greater effect size for all students
- **Running Records (minimum benchmark)**
  - Level 8 by end of 4 terms of reception
  - Level 16 by end of Year 1
  - Level 24 by end of Year 2
  - Age appropriate level Year 3-7
- **NAPLAN (Proficiency Bands)** reflect upward growth from previous year
  - Year 3 – 4+
  - Year 5 – 6+
  - Year 7 – 7+
- **Lexile Levels**
  - Year 3 – 600-750
  - Year 4 – 700-850
  - Year 5 – 800-915
  - Year 6/7 – 875-1025
- **PAT-R Stanine 4-5**
- **South Australian Spelling Test** – 6 months above or below chronological age
- **Language and Literacy Levels**
- Student’s year level plus 3 eg R=3, Yr1=4, Yr7=10
- Expected yearly growth matches actual growth
- Teachers confidently demonstrate their understanding of the content of the Australian Curriculum, and the expectations and standards of students at their year level.
- Teachers can demonstrate how they have moved students along the learning continuum in relation to Australian Curriculum Achievement Standards.
- Intervention Programs for individuals and cohorts reflect more than 0.4 effect size
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| Numeracy | Improve Numeracy achievement for all students | • T&D for staff in Numeracy for Natural Maths (Ann Baker), including devoted staff meetings and 2 cluster Staff Only days  
• Dedicated staff meetings around planning numeracy blocks using natural maths, developing rich tasks and moderation of student assessment, in line with Australian Curriculum outcomes and the TfEL framework (e.g. using the TfEL through a Mathematics lens document)  
• Support for staff in identifying students who are underachieving in aspects of numeracy using NAPLAN and PAT MATHS data. Plan and implement appropriate interventions  
• Trusting the Count diagnostic (1.1 and 1.2) or alternative data is collected and analysed for Reception/Year 1 students  
• Provide appropriate resources to support engaging, challenging and rich learning, including support materials from our Western Region  
• Student achievement in Maths is celebrated at assemblies and in the newsletter | • Every class is participating in 300 minutes of mathematics per week  
• Students’ abilities and confidence in problem-solving and reasoning have improved and is reflected upon in our school reports  
• Consistency of language is evident throughout the school (e.g. secret code, mathematical terms) by both staff and students  
• Student growth and improvement is calculated using Effect Size for whole school data (e.g. NAPLAN, PAT-maths) and by individual teachers  
• Students are enthusiastic about their maths learning and enjoy sharing their success at school and at home (e.g. assemblies, blogs)  
• Identified students R-7 demonstrate progress as reflected in assessment records | • Students identified as below National Standard in Years 3 & 5 in 2011 are above standard in 2013 NAPLAN  
• NAPLAN and PAT testing demonstrate positive growth as measured by effect size; -0.4 for PAT maths (1 year growth- standardised in September) -0.8 for NAPLAN (2 year growth)  
• Teachers can report and demonstrate how T&D and working in collaboration to plan and teach has enhanced and transformed aspects of their mathematics teaching |