### IMPROVEMENT OUTCOME

**ENGLISH**

- Improve the literacy standards of all students, particularly in the areas of reading comprehension (listening, reading and viewing), and word and grammar knowledge (in reading, writing and oral modes.)

**MATHEMATICS**

- For all students to receive high quality explicit teaching in Mathematics to support the development of rich mathematical knowledge and understanding.

**WELLBEING & ENGAGEMENT**

- All students are actively engaged in their learning and feel a strong sense of connection to the PPS community.

### STRATEGIES

#### TARGETS

**ENGLISH**

- Data collection schedule is implemented. MARKIT is used to manage and store this data.

- Data is used to identify individuals, cohorts and whole class needs and appropriate intervention programs are implemented (e.g. WAVE model)

- Professional learning for staff is provided via consultants, staff meetings, PLCs and professional reading

- Whole school approach to teaching synthetic phonics is continued and monitored (Jolly Phonics R-2 & Words Their Way Yr. 3-7)

- Whole school approach to teaching reading comprehension strategies is supported via a PD day with Sheena Cameron, follow up staff meetings and purchasing support texts for all staff

- Whole school approach to teaching writing strategies is supported via PD at staff meetings, including a focus on EALD levels, Stephen Graham Structuring Texts and/or the Sheena Cameron Writing resource book

- Staff explicitly teach oral language development, levels of questioning and grammar and word knowledge

- SSO’s in classes support teachers in differentiating the learning to meet identified needs

- Teaching and learning monitored through goal setting, explicit teaching, reflection, evaluation and further goal setting – including seeking student feedback

- Students can describe and demonstrate their understanding and knowledge of spelling strategies and patterns in the English language

- Formative and summative assessments reflect progression across all strands of the English curriculum

- Effective teaching practices are modelled and shared by staff at PLC meetings and documented through English at PPS Blog or classroom Wikis

- Engage professionally with the Teaching for Effective Learning Framework and Professional Standards for Teachers

- Encourage parents to support learning by informing and engaging with them at various levels – newsletters, workshops, communication, blogs.

**MATHEMATICS**

- NAPLAN and PAT testing data demonstrate positive growth as measured by expected growth points (according to ACER) and effect size.

  - 0.4 effect size for PAT maths & I Can Do Maths (1 year growth)

  - 0.8 effect size for NAPLAN (2 year growth)

- PAT maths expected growth points (Year 2-15 points, Year 3-14 points, Year 4-6 points, Year 5-6 points, Year 6-3 points, Year 7-1 point)

- Students identified as below National Standard in Years 3 & 5 in 2013 demonstrate positive growth in the 2015 NAPLAN

- Year 3, 5 and 7 mean scores in NAPLAN are higher in relation to like schools, DECD, Western Adelaide and our previous year's data

**WELLBEING & ENGAGEMENT**

- All teachers are actively engaged with the TEL Framework

- All students participate in the DECD Keeping Safe: Child Protection Curriculum 4 focus areas during each term

- Students are supported by the Student Counsellor, Learning Support Teacher and DECD Learning Support Teams

- Nominated Year 5-7 students (approx. 25-30) are trained in the PALS, Play at Lunchtimes Student Leadership Program

- Students engage in programs offered by Karen (Pastoral Care Worker)

- SRC meet regularly to discuss school priorities and plan for school events

### PLANS

**ENGLISH**

- Continue the Mathematician in Residence Project in 2015 with Ann Baker and the West Torrens Partnership

- Embed mathematical terminology into daily classroom lessons such as The Secret Code strategies and Top 5

- Teach explicit problem solving strategies using STAR model, Problem Solving Toolboxes/Posters or similar approach

- Teachers implement a 3-part numeracy block including a mental/ engagement routine, problematised situation or strategy lesson and reflection

- Identify students who are underachieving in aspects of mathematics using NAPLAN, PAT MATHS and I Can Do Maths data. Plan and implement appropriate intervention including targeted in class support and the Mathematics@PPS intervention program

- Implement and report on student achievement against the Mathematics Australian Curriculum Achievement Standards, including a focus on the four proficiency strands

- PLCs implement and review units of work using PAT-Maths data as a basis for collaborative planning and professional discussions

- Moderation of student assessment and work samples is undertaken as part of PLCs (e.g. using the Mathematics Summative Assessment Tasks)

- Effective mathematics practice is shared via PLCs, staff meetings, peer observations & feedback and performance development

- Resources used promote engaging, challenging and rich learning, including the effective use of ICTs and manipulatives

- Student achievement in Mathematics is acknowledged and celebrated via the newsletter and school assemblies

- Support successful home/school links with mathematics through parent information sessions/open mornings, newsletter articles, class blogs, school website and school newsletter.

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- SRC meet regularly to discuss school priorities and plan for school events

- PLCs to incorporate the Teaching for Effective Learning framework when planning and discussing learning programs

- Staff are provided with professional development around the Australian Professional Standards for Teachers

- Classroom teachers to implement the Child Protection Curriculum 4 focus areas at the beginning of each term (1 focus area per term) as part of their Health curriculum

- The Student Counsellor/Learning Support Teacher provides learning, classroom and behaviour support as required

- Year 6/7 camp (even years): Year 3/4/5 camp or day trip; Year R/1/2 school excursion or school sleepover to support wellbeing, curriculum outcomes and school engagement

- Nominated Year 5-7 students (approx. 25-30) are trained in the PALS program enabling them to organise and manage structured games at playtimes. This is monitored by yard duty teachers and leadership

- Karen engages with students in the classroom, school yard and through Seasons for Growth

- The school provides approved foods according to the DECD Right Bite policy during special events and special lunches

- SRC includes students facilitating community circles within their classrooms

- Conduct a wellbeing survey/focus group with R-7 students. Analyse the data and address issues as necessary

- Students have a variety of opportunities to connect with various groups lunchtime activities in the school – to be led by PALS and Student Voice/SRC and supported by staff

- Community events are well publicised via the newsletter, Skoolbag app and website (e.g. Acquaintance Evening, Sports Day, Celebration Night, PE week, Japanese Games Day, Open Mornings, Parent Workshops and other special celebrations).