

# Playford Primary School Site Improvement Plan

## Literacy

<b>Priority:</b> What do we want to achieve?	<b>Strategies:</b> What will we do to achieve our goals?	<b>Outcomes/Evidence:</b> How will we measure/evaluate targets?
<p>Fountas and Pinnell testing kits are used to support consistent testing of reading R-7</p>	<ul style="list-style-type: none"> <li>• Literacy Coordinator to support new staff as they develop their understanding of Fountas and Pinnell</li> <li>• Training for staff about how to effectively use Fountas and Pinnell testing kits</li> <li>• Provide opportunities for Fountas and Pinnell moderation to support testing consistency R-7</li> <li>• Skill staff, based on need, about how to use the Level Book iPad app when testing reading and develop consistency with how to pass on this data at the end of the year</li> <li>• Purchasing extra Fountas and Pinnell testing kits for units where needed</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell used consistently across the school</li> <li>• Level Book iPad app used by some staff across the school and consistent transfer of data is occurring at the end of the year</li> <li>• Extra Fountas and Pinnell testing kits purchased where needed</li> <li>• Instructional Level, Fountas and Pinnell data, entered into Scorelink in line with our assessment timeline</li> <li>• Assessment of comprehension and accuracy with reading, based on unseen texts to identify skill transfer in new contexts</li> <li>• Staff are using reading data to inform targeted teaching practices and are identifying ways to push students towards and beyond benchmarks</li> <li>• Each child achieves at least 12-months growth with reading and agreed targets are being met for NEP students</li> <li>• Students at the end of Year 1 achieving Level J (17-18)</li> <li>• Students at the end of Year 2 achieving Level M (22)</li> </ul>
<p>Implement a consistent approach to teaching Spelling by using the Whole Site Spelling agreement R-7</p>	<ul style="list-style-type: none"> <li>• Literacy Coordinator to work with staff to support the development of their Spelling programs</li> <li>• Sharing ideas and learning to streamline</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom programs and observations provide evidence of the spelling strategies used at Playford</li> <li>• Spelling inventory added to Orange Folders and</li> </ul>

	<p>processes from R-7</p> <ul style="list-style-type: none"> <li>• Literacy Working Party and Coordinator to investigate data management systems connected with the Inventory to see if they could be effective for use at Playford</li> <li>• Investigate how Words Their Way is being used</li> <li>• Purchasing further resources such as extra Words their Way kits for use R-7 as needed</li> </ul>	<p>used to track progress of students throughout the year and inform targeted teaching practices</p> <ul style="list-style-type: none"> <li>• A whole school spelling agreement is used by staff to guide their Spelling practices</li> </ul>
<p>Strengthen the connection of Inquiry and Digital Technology with Literacy R-7</p>	<ul style="list-style-type: none"> <li>• Literacy Coordinator to work with Inquiry Coordinator to identify ways to use Inquiry methodology in Literacy areas such as Spelling</li> <li>• Literacy Coordinator to visit classrooms and work with staff to support them when trialling inquiry based activities in Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Staff use a range of pedagogy during Literacy that increases student engagement and empowers students to pose questions, feel challenged and apply their learning in new contexts</li> <li>• Classroom programs and observations provide evidence of inquiry methodology</li> <li>• Technology supporting rigorous and meaningful learning in Literacy</li> </ul>

Use data to inform teaching and monitor growth and progress of each student

- Supporting staff to complete deeper investigations into their data and identifying ways to move forward
- Literacy Coordinator to work with staff to analyse NAPLAN data to see if we are meeting proposed site targets
- PAT Spelling data will be collected in Term 4 to measure growth from 2016
- Ensure all students from Year 3 to 7 sit the PAT-Spelling test

**NAPLAN Reading Data**

Year 3	Band	2015	2016	2017
	6	11 of 102	11 of 91	15 of 101
	5	7 of 102	21 of 91	22 of 101
	4	24 of 102	17 of 91	24 of 101
	3	27 of 102	24 of 91	30 of 101
	2	26 of 102	15 of 91	8 of 101
	1	7 of 102	3 of 91	2 of 101
<b>Year 5</b>	8	4 of 82	3 of 70	14 of 108
	7	15 of 82	10 of 70	9 of 108
	6	15 of 82	20 of 70	29 of 108
	5	18 of 82	18 of 70	38 of 108
	4	24 of 82	11 of 70	14 of 108
	3	6 of 82	8 of 70	4 of 108
<b>Year 7</b>	10	N/A	N/A	3 of 86
	9	3 of 67	1 of 70	18 of 86
	8	11 of 67	9 of 70	18 of 86
	7	13 of 67	11 of 70	27 of 86
	6	25 of 67	32 of 70	17 of 86
	5	13 of 67	14 of 70	3 of 86
	4	2 of 67	3 of 70	0 of 86

**PAT-Spelling Targets at the end of 2017**  
***Percentage of Students Achieving At and Above***  
***PAT- Spelling Achievements***  
***(Goal of 5% growth by the end of 2017)***

<b>Year Level</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Yr. 3</b>	<b>41%</b>	<b>55 out of 98</b> (56%)	<b>63 out of 101</b> (62%)
<b>Yr. 4</b>	<b>63%</b>	<b>69 out of 107</b> (64%)	<b>62 out of 101</b> (61%)
<b>Yr. 5</b>	<b>70%</b>	<b>56 out of 75</b> (75%)	<b>74 out of 107</b> (69%)
<b>Yr. 6</b>	<b>78%</b>	<b>68 out of 81</b> (84%)	<b>62 out of 77</b> (80%)
<b>Yr. 7</b>	<b>91%</b>	<b>64 out of 71</b> (90%)	<b>77 out of 86</b> (89%)

- Orange folder has been reviewed and a timeline for assessment has been provided to staff
- A timeline for Scorelink data entry has been created and staff are using this data to inform their teaching practice
- New resources have been purchased and staff are using these across the school

Review Literacy Resources at Playford

- Literacy Coordinator and working party to review the Literacy resources currently used at Playford and order new resources as needed

## Numeracy

At Playford we plan to **develop and implement** practice across the school, based upon current research, to improve Numeracy skills by effectively planning, teaching and using assessment to target the needs of our students.

<b>Priority;</b> What do you want to achieve?	<b>Strategies:</b> What will we do to achieve our goals?	<b>Targets/Outcomes for 2017/18:</b> How will we measure/evaluate targets?
<p>Increase staff knowledge and skills in teaching the Mathematical proficiencies of fluency, understanding, problem solving and reasoning.</p> <p>Strengthen pedagogical practices to empower students in Numeracy</p> <p>Use data to inform teaching and monitor growth and progress of each student.</p>	<ul style="list-style-type: none"> <li>• Provide training and development opportunities based on current research based pedagogy including Eg. Natural Math, Back to Front Math, Big Ideas in Number, Transforming Tasks</li> <li>• Use PLCs to allow staff to work collaboratively together to plan and develop units of work</li> </ul> <p>Provide Training and Development in</p> <ul style="list-style-type: none"> <li>• Brain development and developing positive mindsets in Mathematics</li> <li>• Transforming Tasks to create authentic learning opportunities;               <ul style="list-style-type: none"> <li>○ From procedure to problem solving</li> <li>○ From information to Understanding</li> </ul> </li> <li>• Use of formative assessment practices</li> <li>• Using computer based assessment and skilling students to use a variety of tools during computer based assessment</li> </ul> <p>Develop a range of data and assessment processes R-7</p> <ul style="list-style-type: none"> <li>• Using Diagnostic testing of misconceptions and using it to track and monitor student growth and inform differentiated practice               <ul style="list-style-type: none"> <li>○ R-2 Addition and Subtraction</li> <li>○ 3-7 Place Value</li> <li>○</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PAT-M, NAPLaN and diagnostic testing are used to determine whole school trends and to inform teaching programmes in individual classrooms.</li> <li>• Whole school expectations of the use of diagnostic assessment is developed and actioned based on Misconceptions in mathematics. Beginning with staff exploring diagnostic testing and commit to 2 lessons per week in the classroom and recording base line data.</li> <li>• A Numeracy block approach is used, based on ACARA and TfEL, a common lesson formula is used. Lessons are based on the Transforming Task model.</li> <li>• Common language for thinking and problem solving strategies R-7 is used.</li> <li>• Students demonstrate increased Growth Mindset towards Maths</li> <li>• The school community is provided with opportunities to learn more about effective teaching and learning in Maths. Feedback is collected for further improvements.</li> </ul>

Assessment and Moderation – Explore assessment and moderation in Mathematics

Increase community knowledge of how parents can support students' mathematics learning.

- Develop staff competencies in using data to inform teaching and learning by
  - Working in professional learning teams to analyse PAT individual targets for all students
- Attend training and development as a Partnership to calibrate and moderate the Mathematics curriculum

Increase communication through school FB page, newsletters, school community events such as National Numeracy Week

- Students use tools/strategies during computer based assessment

**PAT-M targets at end of 2017**

***Percentages of Students achieving at and above PAT – Math Achievements***

2016			2017 Targets		
Year 3	37 out of 103	35%	Year 3	TBA	32%
Year 4	78 out of 112	69%	Year 4	TBA	40%
Year 5	52 out of 73	71%	Year 5	TBA	74%
Year 6	55 out of 83	66%	Year 6	TBA	76%
Year 7	44 out of 75	58%	Year 7	TBA	71%

**NAPLAN Maths Data**

<b>Year 3</b>	<b>Band</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
	6	1 of 102	4 of 91	6 of 101
	5	5 of 102	8 of 91	9 of 101
	4	20 of 102	20 of 91	33 of 101
	3	33 of 102	33 of 91	36 of 101
	2	32 of 102	20 of 91	15 of 101
	1	11 of 102	6 of 91	2 of 101
<b>Year 5</b>	8	1 of 82	4 of 70	6 of 108
	7	4 of 82	8 of 70	12 of 108
	6	19 of 82	18 of 70	36 of 108
	5	27 of 82	26 of 70	38 of 108
	4	27 of 82	8 of 70	12 of 108
	3	4 of 82	6 of 70	4 of 108
<b>Year 7</b>	10	0 of 67	0 of 70	4 of 86
	9	0 of 67	0 of 70	6 of 86
	8	7 of 67	10 of 70	21 of 86
	7	10 of 67	23 of 70	32 of 86
	6	33 of 67	25 of 70	21 of 86
	5	17 of 67	12 of 70	2 of 86
	4	0 of 67	0 of 70	0 of 86

## Inquiry Pedagogy

<b>Priority;</b> What do you want to achieve?	<b>Strategies:</b> What will we do to achieve our goals?	<b>Targets/Outcomes for 2017/18:</b> How will we measure/evaluate targets?
<p>Continue to develop inquiry pedagogy and culture.</p> <p>Develop thinking skills to create intellectual stretch</p>	<p>Strategic professional learning of digital resources that are then used by staff using the inquiry cycle eg tuning in – poplet, padlet etc. Working with ICT coordinator and Apple to embed in classrooms as part of inquiry cycle.</p> <p>Assets – part of “launching into learning” and providing examples for staff to ensure more than just signs on the wall. Using assets language in reports.</p> <p>Further development of an inquiry culture. Inquire into what cultural markers look like, what need developing. E.g. Collaborative planning and teaching, relationships, shared leadership, embedded technologies, high expectations, Shared language etc. PLC Groups. Supporting staff with release time focussing on staff needs.</p> <p>Powering up inquiry through the 9 practices – cultivate wonder, release, question, pause, reflect and listen, keep it real, build learning assets, make connections, collaborate, get personal – PLC groups</p> <p>Growing an approach through the development of an inquiry continuum throughout 2017.</p> <p>Using visual thinking strategies as part of the inquiry cycle. Model these during training and development.</p>	<p>2017 Students into higher bands Yr 3 30 of 101 reading, 15 of 101 numeracy Yr 5 25 of 108 reading, 10 of 108 numeracy Yr 7 20 of 86 reading, 10 of 86 numeracy</p> <p>All staff will incorporate assets into their teaching and report on this twice yearly.</p> <p>All staff identify and document a change/changes to their teaching practice based on PLC.</p> <p>Working party will create continuum for staff by end of 2017.</p> <p>Every teacher and student will use visible thinking routines in the classroom.</p> <p>Every teacher and student seek feedback, which is acted upon.</p>



<p>Use formative assessment to inform targeted teaching practices</p>	<p>Inquire into visual thinking strategies. Making thinking visible resource by Ron Ritchhart to assist in this area</p> <p>Activating students as instructional resources for one another. Eg Jigsaw, Think/Pair/Share, Rubric Evaluation, C3B4ME, rubric evaluation.</p> <p>Collaborative and cooperative learning, peer assessment, reciprocal teaching (e.g. the work of Brown and Campione)</p> <p>Training and development using 'Embedding formative assessment' by Dylan William and Siobhan Leahy</p>	
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