

Palmer Primary School

Site Improvement Plan 2015

School Vision:

To be powerful, life long learners who have the skills to thrive in and help shape their broader community
We want memories of time spent at Palmer to be happy.

School Values:

Being responsible, Excellence, Always trying, Respect

Lead

Respond to research trends in data regarding student learning needs and dispositions

- Build teacher capacity through quality T&D, rigorous Performance Management and through privatization of practice
- Strengthen teaching through Professional Learning Community work
- Increase student leadership and ownership of their learning

Learn

- Develop students learning skills/providing necessary interventions
- Promoting the 'Growth' mindset
- Set high expectations – Students achieving and continuing to set higher targets
- Implementing staff T&D into classroom practices
- Being clear with students about learning intentions
- Promoting the notion of 'powerful learners'
- Using 21st Century Learning Design rubrics

Connect

Connecting broadly to increase our capacity to improve skills, knowledge and student achievement.

- Working closely with parents
- Involving students and families in policy development
- Collaboration at the Partnership level to address mixed age grouping issues
- Participation in TfEL Pilot
- Connections for appropriate interventions

Improve

Being strategic in our planning and review of the effectiveness of our teaching and learning programmes

- Using data to drive practice
- Continual review/reflection/modification
- Using data from self review practices to direct our priorities of Literacy, Numeracy and Resilience for Learning and to set targets.

Key findings from collected data	Strategies	Actions	Targets	Evidence
<p>NAPLaN data 85% top band - Reading 85% top band – Grammar/Punc. 71% above Nat. Ave in Persuasive writing 71% above Nat Ave. – Spelling 75% top 2 bands – Numeracy</p> <p>School Achievement Data 75% below chronological age in Spelling in UP class – Challenge is to raise this percentage to 50%</p> <p>Tfel Student Feedback and Student Opinion Survey Low understanding of when feedback is being given - Challenge is to be explicit about feedback when it is being given by staff, peers or other means</p> <p>Parent Opinion Survey Lowest results in ‘providing feedback to parents about student learning. Challenge – to work more closely with parents to further explore parent needs Also, more information needs to be given to families if they are to be able to support students with learning tasks at home.</p> <p>Elli Survey Low student results in Resilience for Learning – Challenge – To raise Resilience levels</p> <p>Principal’s Personal Review Challenge - Increased focus on IT support and T&D</p> <p>Staff Numeracy Audit Challenge - Increased use of IT in maths tasks -Increased use of problem solving tasks in maths</p>	<p>Building the professional capacity of the staff to engage students and build student resilience</p>	<p>Engaging in PLCs with other schools to de-privatise practice Involvement with TfEL pilot</p> <p>Literacy/ Numeracy Results Plus</p>	<p>Teachers engaging with local PLCs and students with TfEL SLC</p>	<p>All staff are employing newly learnt instructional strategies</p> <p>Performance management meetings have a focus on learning about instructional practice</p>
	<p>Australian Curriculum -Arts -Civics and Citizenship -Business and Economics</p> <p>Numeracy</p> <p>Literacy (spec. Spelling)</p> <p>Student Portfolios sent home to parents Work more closely with parents about student literacy and numeracy learning and how we can work together</p>	<p>Implement AC Arts, C&C and B&E curriculum</p> <p>Engage with Numeracy Leaders Network Participate in Ann Baker’s Mathematician in Residence project Further use of Jolly Grammar across UP class Allocation of additional SSO hours to support targeted students SSOs Jolly Phonics trained Parent info in newsletter Information in diaries Parent/student/teacher meetings Information coffee mornings</p>	<p>Teaching and reporting to parents in these areas of curriculum</p> <p>Embedding use of IT and problem solving in numeracy work. Staff sharing learning Students engaged in more Natural Maths</p> <p>Students achieving in Higher bands continue to do so</p> <p>50% of students in UP class are achieving at or above CA in November testing of spelling</p> <p>More parents feel they have appropriate feedback about their child’s learning and how they can support them</p>	<p>Increased levels use of IT and problem solving tasks evident in repeated Numeracy audit Evidence in teachers’ programmes</p> <p>NAPLaN and Westwood spelling test data</p> <p>Parent Opinion Surveys</p>
	<p>Resilience for Powerful Learning</p>	<p>Participation in planned teacher T&D (TfEL focus) and implementation of activities for students. Students attending SLC Student input into School Improvement planning</p>	<p>Students demonstrate more resilience in their learning -risk taking -persistence Students articulate a ‘Growth Mindset’</p>	<p>ELLi survey (or similar) to measure/re-measure student resilience for learning</p>
	<p>ICT</p> <p>Experiment with use of BLOGS</p>	<p>Staff T&D to use i-pads and existing ICT resources/CSER training modules Increase app library Use of 21st C Learning Design rubric (ICT) Offer parents Study Ladder as a resource for home learning.</p>	<p>More staff confident about using ICT and ICT resources Students using ICT and ICT resources more creatively and ICT embedded in learning activities</p>	<p>Perception data to indicate staff confidence levels about using ICT resources Performance meetings focus on use of ICT as embedded instructional tool</p>