

## Our Vision:

Salisbury Primary School is committed to the development of individuals who are motivated, have a sense of wellbeing and belonging; who can confidently contribute to local and global communities.

### ***Our Staff will:***

*Have the ability to provide a differentiated curriculum with a focus on student centred pedagogy, a deep understanding of both the curriculum content and skills that promote "powerful learners," good communication skills and high expectations of all students. They will be inclusive of culture, collaborate with and learn from colleagues and the wider educational community.*

### **Strategies:**

Develop Performance Plans for all staff.  
Review performance development processes to ensure feedback is linked to change in practice.  
Provide opportunities for focussed staff observations  
Strengthen the effectiveness of PLCs for all staff.  
Build teacher knowledge of pedagogy that is focused on developing positive attitudes, capabilities and confidence as well as achievement e.g. Hatties Layers of Learning.  
Build teacher knowledge of and skills in teaching Mathematics.  
Use the "transforming tasks" framework.  
Engage with University of SA consultant to provide T&D in numeracy.  
Develop a whole school agreement in Numeracy.  
Develop a whole school writing assessment.  
Complete maths survey.  
Engage James Lenigas to support the implementation of the Well-Being Classroom.

### **Three Year Targets:**

Improve teacher effectiveness via pedagogical knowledge:- all staff can articulate and use a range of pedagogical approaches, that promote student control over their learning and are focused on the development of transferrable skills.

Teaching staff confidently use TfEI, The Australian Curriculum and Task Design.  
Improve assessment practices:- teachers know the achievement standards, use moderation processes, use of formative assessment/feedback/ask students.

Staff surveys indicate improve ability to provide the conditions for "Powerful Learners."

All experienced teachers are achieving highly accomplished in the NPS for teachers.  
School Numeracy Agreement is published and implemented.

Staff are confident in using The Well Being Classroom strategies.

### **Our Students will be:**

*Creative, confident, good communicators, critical thinkers, respectful, problem solvers, persistent and willing to try new things.*

*They will always AIM HIGH*

### **Strategies:**

Introduce the Well Being Classroom approach R-7.  
Shift from teacher tells, teacher shows, students do to asking questions.  
Form a student leadership team to develop and implement the SIP.  
Provide opportunities for students to attend T&D with teachers.  
Build dispositions to support students to design & manage their own learning.  
Survey students re: "Powerful Learners" in the classroom. Analyse and use the data to develop T&D programmes  
Review school and classroom systems to ensure students deemed transient are supported in their wellbeing and learning.

### **Three Year Targets:**

Improve the number of students achieving the SEA NAPLAN (Year three-Band 3+, Year five Band 5+, Year 7 band 6+):-

Reading 2015- 3(66%), 5(43%), 7(71%)

Numeracy 2015-3(39%), 5(48%), 7 (60%)

Improve the number of students achieving the SEA in Running Records:-

Yr. 1 16-20 2015 (55%)

Yr. 2 22-26 2015 (65%)

Improve the number of students R-7 who are achieving Stanine 5-9 in PATr and PATm.

Improve the number of students who are achieving Higher Bands in NAPLAN 3(5+) 5(7+) 7(8+):-

Reading 2015 3(15.8%), 5(15%), 7 (6.7%)

Numeracy 2015 3(7.9%), 5(2.5%), 7(4.4%)

Improve the number of students who maintain higher bands in NAPLAN from years 3-7:-

Reading 2015 5(4/6 students), 7(0/7)

Numeracy 2015 5(0/1 students), 7 (0/2)

Decrease the number of referrals to the office.

Improved attendance 2014 88%

### ***Our Community will:***

*Contribute to our students' learning through involvement in setting targets and visions, understanding the change/shift needed to reach our goals, communicating ideas, opinions and information.*

### **Strategies:**

Survey all families to ascertain community opinion on learning programmes, school culture and the skills, knowledge and dispositions they believe are important for their children.  
All families informed of the SIP and targets.  
Communicate student outcomes and school learning programmes regularly.  
Provide family learning events in: The Well Being Classroom, Mathematics and English.  
Engage a cultural advisor via Communities for Children.  
Resource additional BSSO hours.

### **3 Year Targets:**

Improve the number of families who are positive about school programmes and their child's wellbeing.

Implement a school communication tool via social media.

Increase the number of families involved in community learning programmes.