

Salisbury Primary School

Site Learning Plan 2013 - 2015

Priority: Improve teaching in Literacy

Outcome: A high quality Literacy programs exist that meets the needs of and enables all students to achieve to their highest possible level.

Three year Goals	Strategies	Resources	Evidence	Monitoring	Targets
<p>Literacy agreement is implemented across all classrooms.</p>	<p>Implement literacy agreement 2013.</p> <p>Apply methodologies that align with Teaching for Effective Learning to implement literacy agreement.</p> <p>Conduct TD Needs Survey of staff to implement</p>	<p>NAR Curriculum Coordinator NAR Aust. Curriculum cluster coordinator. T&D time Teacher release TRT days 2 Pupil Free days Reading support teacher R-2</p>	<p>National Professional Standards for Teachers. Performance management meetings, Formalise observations, Professional Learning Communities.</p> <p>Literacy teaching practices consistent across the school.</p>	<p>Step 9 Performance review</p> <p>NAPLAN & whole school data.</p>	<p>NPST- focus on Standards 1-2-and 3 all staff achieving highly accomplished.</p>
<p>Implement the Australian Curriculum with a focus on developing General Capabilities.</p>	<p>Provided training and development in AC.</p> <p>Use planning design to develop learning programmes</p>	<p>Pupil free days AC cluster coordinator TRT release</p>	<p>All staff will be reporting on Australian curriculum.</p> <p>Student achievement data used to measure student outcomes.</p>	<p>Performance development conversations and observations each term. Outcomes and reports reflect AC Data from AC reports used to inform practice.</p>	<p>All staff using AC to plan and report student achievement in required areas.</p> <p>55% of students achieving the approximate standard in English.</p>

<p>High quality Reading and Oral language programmes exist across the school.</p>	<p>Analyse whole school data to inform literacy practices and programs.</p> <p>Develop a whole school approach to teaching the BIG 6 Oral language Phonological awareness Phonics Fluency Vocabulary Comprehension</p> <p>Use formative assessment to differentiate curriculum.</p> <p>Integrate ICT into Literacy programs</p> <p>Implement a Performing Arts program R-7</p> <p>Establish a Drama Club</p>	<p>Literacy agreement SSO hours T&D time TRT days Teacher release Reading support teacher Whole school testing</p> <p>T/D for staff TRT days Technician Budget infrastructure</p> <p>T&D for staff TRT days</p>	<p>Improved reading oral language outcomes result in students achieving National and school benchmarks.</p> <p>National Professional Standards for Teachers. Performance management meetings, Formalise observations, Professional Learning Communities.</p> <p>Survey teachers and students access to technology. Teachers achieving band 3 of Learning technologies continuum.</p> <p>Students participate in incursions and excursions. Performance by students</p>	<p>Whole school and DECD data</p> <p>Step 9 Performance review Performance Development linked to our focus on reading achievement and comprehension skills.</p> <p>Performance development conversations and observations each term. Students access multimedia and online programs.</p> <p>Arts programmes in all classes. Drama club operating.</p>	<p>NPST- focus on Standards 1-2-and 3. All staff achieving highly accomplished.</p> <p>Reading NAPLAN Yr7- bands (7-9) 32.7% (39.1%) Yr5- (Bands 6-8) 20.6% (25.2%) Yr3 (Bands 4-6) 28% (33.6%)</p> <p>PAT R 2% increase in students achieving Stanine 5. (%)</p> <p>Running Record 2% increase in students achieving level 21-26</p> <p>100% of teachers and students are accessing and using ICT daily in reading programs. All Literacy programs have an ICT component.</p> <p>PAT Vocab and Marie Clay oral language tests indicate improved outcomes for all students.</p>

<p>A Coherent Intervention Programme addressing both social and learning issues is implemented across the site.</p>	<p>Implement three wave intervention model (wave 1 - whole class instruction; wave 2 - small group intervention/ short term; wave 3 - intensive intervention).</p> <p>Reference groups established in SBM. Attendance process monitored.</p> <p>Collaborate with cluster schools to develop new strategies to support Aboriginal students to achieve at school via EPLS funding.</p>	<p>Teachers Reading Support teacher ACO ACEO Leadership Support Services SSO TRT release Counsellor Attendance Officer FLO Mentoring programme.</p> <p>Empowering Local Schools funding</p>	<p>ILP's (individual learning plans) written with SMART goals for all students receiving targeted intervention, including NEP and Aboriginal students; reviewed at least once per term Establish an electronic data base to access information easily.</p> <p>Reference group meets twice a term</p>	<p>Student review meetings each per term. PD conversation focus on the reading achievements of the students</p> <p>Reference groups establish plans and strategies. Documents published.</p> <p>Review IEP goals of Aboriginal students each term.</p>	<p>Improve attendance rate to 94%</p> <p>Reduce time out referrals and suspensions by 10%</p> <p>A coherent R-7 intervention plan is published and informing programmes.</p> <p>Online school data base established.</p> <p>All Aboriginal students meeting the goals of IEPs</p>
<p>The school community actively engages in developing and monitoring learning programmes.</p>	<p>Survey families to ascertain levels of satisfaction with school programmes.</p> <p>Provide information to families about reading programmes via workshops, classroom and school newsletters, and interviews.</p> <p>Report on progress of the SLP each term to Governing Council.</p>	<p>School Counsellor Gov Council ACO AET</p>	<p>Parent workshops in development of literacy skills and how they can support their children's learning. Parents supported to attend ILP and NEP meetings.</p>	<p>Increase response to surveys.</p>	<p>60% response to surveys.</p> <p>95% of families indicate satisfaction with school literacy programmes.</p>