

# Port Neill Primary School Site Improvement Plan

2016 - 2018

## Mission:

To educate our students to be confident, fulfilled and productive members of the community.

Effective Teaching

Literacy and Numeracy Improvement

Service Sustainability and Growth



## Vision:

Our students will be successful, resilient, **powerful learners**; able to determine their own futures.

## Values:

**RESPECT**      **RESILIENCE**  
**INDIVIDUALITY**      **COMMUNITY**



## ***Focus on Learning Priority: Effective Teaching***

<b><i>Current State</i></b>	<b><i>Targets</i></b>	<b><i>Strategies</i></b>	<b><i>Evidence</i></b>
<ul style="list-style-type: none"> <li>• Further development of Performance Development processes so that alignment with professional learning is clear.</li> <li>• Continue access to quality professional learning.</li> <li>• The emphasis of professional learning is linked to individual needs/aspirations of staff, SIP, DECD Strategic Directions and the specific needs of students</li> </ul>	<ul style="list-style-type: none"> <li>• Increase Professional Learning budget from \$5,000 to \$8,000 plus TRT allocation</li> </ul>	<ul style="list-style-type: none"> <li>• Shared PD agreements</li> <li>• Commit staff meetings to developing shared agreements around Performance Development</li> <li>• Funds are allocated in the Site Budget for professional learning</li> <li>• There is collaborative learning as part of the Partnership arrangement with other schools</li> <li>• Include professional learning planning as a component of regular performance development meetings</li> <li>• Provide resource allocation to support professional learning</li> <li>• Performance Development procedures incorporating formal / informal peer discussion and observation of each of the identified literacy and numeracy components to ensure congruence, cohesion and consistency</li> </ul>	<ul style="list-style-type: none"> <li>• Staff participate in PD meeting once a term. Professional Development Plan online with review dates.</li> <li>• Professional learning budget utilised. Budget report produced.</li> <li>• Staff have a certificate of attendance for               <ul style="list-style-type: none"> <li>- 'Seven Steps to Writing Success'</li> <li>- iPad Training</li> <li>- DECD Training in ICT and curriculum server</li> <li>- Play centre leader observed KPPS Play centre</li> <li>- Results Plus training in Literacy and Numeracy</li> <li>- WRAP phonograms observations at PLPS.</li> </ul> </li> </ul>



**Focus on Learning Priority: Literacy and Numeracy Improvement**

Current State	Targets	Strategies	Evidence
<ul style="list-style-type: none"> <li>• The Oxford 400 Word Lists are sight words used for reading</li> <li>▪ 2016 Running Record data showed both students reaching the SEA benchmarks with the year 1 student in the higher levels.</li> <li>• 2016 Naplan results – 100% achievement in Reading and Numeracy. However other areas to further improve are Writing, Spelling, Punctuation and Grammar.</li> <li>• Mathematics, Reading and Spelling programs are individualised for all students</li> <li>• Online programs Mathletics, Literacy Pro, Reading Eggspress and Reading Eggs are used to reinforce explicit teaching</li> </ul>	<ul style="list-style-type: none"> <li>• 95% students reach/exceed the following Running Record Broadband Instructional levels on seen texts September levels:</li> <li>• Foundation – Level 5 or above</li> <li>• Year 1 - Level 13 or above</li> <li>• Year 2 - Level 21 or above</li> <li>• All Reception students automatically recognise 100 sight words</li> <li>• All year 1 students automatically recognise 200 sight words</li> <li>• All year 2 students automatically recognise 400 sight words</li> <li>• All students moving <b>2 bands</b> in NAPLAN to meet DECD Standard of Educational Achievement which is above NMS.</li> <li>• <b>Year 3</b> Band 3 or above</li> <li>• <b>Year 5</b> Band 5 or above</li> <li>• This also includes more students in higher bands and students maintaining higher bands as they move through levels of schooling.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the Oxford Word List as the basis of vocabulary development</li> <li>• Resources are purchased which support literacy and numeracy outcomes.</li> <li>• Running Records are conducted regularly for Junior Primary/Primary students to monitor progress</li> <li>• All staff (including Admin SSO'S &amp; Principal) involved in daily reading program first up</li> <li>• Principal supporting staff by working with students in intervention programs</li> <li>• A current Literacy Agreement that reflects accurate DECD benchmarks</li> <li>• A current Numeracy agreement based on the pedagogical practises of Ann B /Martin W and the Leading Numeracy Improvement modules</li> </ul>	<ul style="list-style-type: none"> <li>• NAPLAN Data</li> <li>• Text Level Guide for reading seen text</li> <li>• Running record data</li> <li>• OWL Reading Checklist</li> <li>• OWL Spelling Checklist</li> <li>• Waddington Spelling Test</li> <li>• Achievement Standards Checklists</li> <li>• PAT-Rc &amp; PAT-M assessment data</li> <li>• Phonological Awareness Skill Mapping (PASM)</li> <li>• Survey of families indicates higher levels of confidence with supporting their child's reading.</li> </ul>



<b>Current State</b>	<b>Targets</b>	<b>Strategies</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>• Literacy and Numeracy agreements have been developed but need revision</li> <li>• 2016 PAT-r and PAT-m data showed 100% of students achieving the SEA benchmarks with one year 6 student reaching the higher bands in PAR-r.</li> <li>• Spelling, reading, sight word &amp; writing programs and mathematics programs are based on data collected</li> <li>• Staff discussions around data, data analysis and implications for driving teaching and learning programs have been scarce</li> <li>• Assessment Calendar developed</li> <li>• Maintain and build the centralised system of consistent data collection and analysis utilising the EDSAS SSS Module</li> </ul>	<ul style="list-style-type: none"> <li>• 95% students reach year level scale education achievement and higher levels in PAT-Rc and PAT-M assessment</li> <li>• PAT-Rc scores equal to or greater than Year 3: 95 Year 4: 106 Year 5: 112 Year 6: 118</li> <li>• PAT-M scores equal to or greater than Year 3: 101 Year 4: 110 Year 5: 112 Year 6: 120</li> <li>• Using data effectively to inform teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment tools to track student learning will be identified – assessment calendar</li> <li>• Fortnightly discussions following general business in staff meetings around student data are scheduled</li> <li>• Differentiation and diversity chart developed</li> <li>• Data wall is developed at end of term 3 detailing 2016 literacy and numeracy data in readiness for 2017 data</li> <li>• Staff members participate in ongoing training for the Australian Curriculum through the Partnership i.e. intellectual stretch, transforming tasks.</li> <li>• Build a culture of learning and inspiration to succeed – growth mindset</li> <li>• Newsletter articles/workshops to educate parents around literacy and numeracy skills in the home and pedagogy (ie powerful learners)</li> </ul>	<ul style="list-style-type: none"> <li>• Individual portfolios of students indicate clear links between student achievement data and programming directions</li> </ul>



## ***Focus on Learning Priority: Sustainability and Growth***

<b>Current State</b>	<b>Targets</b>	<b>Strategies</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>• Low enrolments – approximately 4 students currently &amp; will lose 2 more at end of year. We have 3 new Reception students enrolled for Term 1 which will make it a total of 5 students enrolled for 2017.</li> <li>• Loss of school bus in recent years</li> <li>• Students going to another neighbouring area school in Year 7</li> <li>• Excellent resources and facilities i.e. 1 laptop and iPad per student / interactive whiteboard in both classrooms, kitchen area etc</li> <li>• 92% attendance rate in 2016</li> <li>• Purchased a Community bus with Governing Council fundraising money and Grant.</li> <li>• Developed a Community bus committee.</li> </ul>	<ul style="list-style-type: none"> <li>• To gain 2-3 outside enrolments for 2018</li> <li>• Sustain existing students</li> <li>• 95% attendance rate across all year levels R-6</li> <li>• New School sign</li> </ul>	<ul style="list-style-type: none"> <li>• Have two Open Days throughout the year.</li> <li>• Large colourful posters, show bags, tours, sausage sizzle</li> <li>• Update website and other promotional material i.e. a pamphlet</li> <li>• Visit Arno Bay playgroup to promote PNPS</li> <li>• Showcase our school &amp; learning through Newsletter / Facebook</li> <li>• Publications in local papers ie Lincoln Times small school advert and Tribune</li> </ul>	<ul style="list-style-type: none"> <li>• Student enrolment</li> <li>• Play centre enrolment</li> <li>• Student attendance</li> </ul>



## ***Focus on Learning Priority: Sustainability and Growth***

<b><i>Current State</i></b>	<b><i>Targets</i></b>	<b><i>Strategies</i></b>	<b><i>Evidence</i></b>
<ul style="list-style-type: none"><li>The grounds have been developed to incorporate sculptures in the garden and Murals created by students up on the classroom wall.</li></ul>		<ul style="list-style-type: none"><li>Individual discussions with parents of existing enrolments to promote the importance of staying with the school for the higher years– have projected enrolments of 15 by 2021</li><li>Develop innovative school programs i.e. specialist Music tuition, Artists in residence, Land care programs with Eyre Peninsula Natural Resources, School camps, whole school drama production</li><li>Develop close networks with local schools to increase social interactions and opportunities for PNPS students.</li><li>Attendance Plan</li></ul>	