

Glen Osmond Primary School Site Improvement Plan 2017

Priority Area	Data/Evidence	Strategies	Targets/Outcomes
<p>Improvement of student progress and achievement in Mathematics across the curriculum</p>	<p>NAPLAN NMS</p> <ul style="list-style-type: none"> Majority Years 3, 5 and 7 students achieved NMS Steady improvement since 2014. <p>Growth</p> <ul style="list-style-type: none"> 56 % of Year 5 students achieved middle levels of growth in Numeracy over 2 years 45 % of Year 7 students achieved high levels of growth in Numeracy over 2 years <p>Achievement in Upper 2 bands</p> <ul style="list-style-type: none"> Increase in percentage (15%) of Yr 7 students achieving in the upper 2 bands Percentage of students achieving in the upper 2 bands for Years 3 (42%) and 5 (22%) has stayed the same. <p>Mean Scores</p> <ul style="list-style-type: none"> Improvement in Year 3 Improvement in Year 7 Decrease in Year 5 results 	<p>Development of Whole school Agreement to Numeracy improvement through a curriculum focus committee.</p> <p>Track and monitor every learner: Use PAT M, achievement data and TfEL Compass data to inform practice, differentiate and target teaching through a Case Management approach and Learning Team agenda items.</p> <p>Staff Meetings and Student Free Days mapped to include PD in:</p> <ul style="list-style-type: none"> Learning Design Problematizing learning Mental computation Assessment for learning <p>Year 7 teachers participating in <i>Thinking Maths</i> and sharing learning with staff.</p> <p>Learning teams engage in moderation of Maths tasks in school. Student Free Days to include moderation across partnership.</p>	<p>Every student demonstrates 12 months progress across 12 months</p> <p>Higher band achievement and retention in Mathematics</p> <p>Whole School Numeracy Agreement</p> <ul style="list-style-type: none"> understanding practices vocabulary assessments <p>Differentiated teaching and learning designs that challenge and extend every learner are evident in every classroom</p> <p><i>Students engage in DECD mandated minutes, non-interrupted time on numeracy tasks daily</i></p>
<p>Improvement of student progress and achievement in Reading and Writing across the curriculum</p>	<p>NAPLAN NMS</p> <ul style="list-style-type: none"> Majority of Year 3, Year 5 and Year 7 students achieved NMS. Steady improvement in Years 3 and 5 results since 2014. Result for Year 7 was slightly lower than 2016 <p>Growth</p> <ul style="list-style-type: none"> 63% of Year 5 students achieved middle levels of growth in Reading over 2 years 77% of Year 7 students achieved middle levels of growth in Reading over 2 years <p>Achievement in Upper 2 bands</p> <ul style="list-style-type: none"> The percentage of students achieving in the upper 2 bands has stayed the same for Years 3 (58%), 5 (49%) and 7 (53%). <p>Mean Scores</p> <ul style="list-style-type: none"> Improvement in Year 3 Same in Yr 7 Decrease in Year 5 results 	<p>Agreed Assessment schedule facilitated by Literacy Coach.</p> <p>Teachers use achievement data, formal and informal assessments to inform practice through:</p> <ul style="list-style-type: none"> Data analysis in learning teams and individually Case management meetings with leaders twice per year. <p>Targeted Reading Intervention through DP led student support program and utilising:</p> <ul style="list-style-type: none"> Levelled Literacy Intervention (Year 1 groups) Guided Reading Plus program Utilisation of PAT Resources <p>All teachers participating in “Brightpath” Trial (writing assessment tool)</p> <p>Literacy Coach conducting PD for teachers in:</p> <ul style="list-style-type: none"> Writing Plus Spelling strategies “Words their Way”/”Wordlab” <p>Literacy Coach conducting PD for SSO’s in:</p> <ul style="list-style-type: none"> Levelled Literacy Intervention 	<p>Every student demonstrates 12 months progress in Reading and Writing</p> <p>Higher band achievement and retention in Reading and Writing</p> <p>Improvement in staff capacity to analyse data and design differentiated learning experiences</p> <p><i>Students engage in DECD mandated minutes, non-interrupted time on Reading and Writing tasks daily</i></p>