**Connect**

Develop greater collective capacity to improve skills, knowledge and outcomes.
- Working in partnership with parents to promote high expectations
- Student involvement in policy and practices
- Collaborate with ECD local Partnership sites

**Lead**

Develop responsive local educational solutions to support aspirations and needs of children
- Build leadership capacity through coaching and development of teacher leaders in maths / numeracy
- Strengthen PLC processes in data and standards dialogue

**Learn**

Develop learning dispositions, academic and social skills to achieve at the highest potential
- High expectations - characterised by a greater percentage of more students in the top 2 proficiency bands
- Implementing professional learning into classroom practices
- Clarity of learning intentions

**Improve**

Planned and purposeful efforts to improve the quality and effectiveness of teaching and learning
- Data analysis informs practice
- Continual review, reflection and modification of practices
- Self review to focus and target improvement plans and intervention in maths and numeracy

**VISION:**
Continue to improve pedagogy and student learning outcomes for all students particularly in reading, writing and numeracy.

**Values:**
Excellence and Care

**2014 SITE IMPROVEMENT PLAN**
Salisbury Heights Primary School 2014 Site Improvement Plan

This Site Improvement Plan is informed by the 2013 (first year of amalgamation) extensive self review using multiple measures, analysis of student achievement data and client surveys. Priorities are improved pedagogy resulting in higher achievement for all students in reading, writing, numeracy. Continue to achieve DECD target of 93% in attendance.

<table>
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<tr>
<th>Targets</th>
<th>Strategies</th>
<th>Evidence / Evaluation Measures</th>
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| **Learn** | • Enacting professional learning with Stephen Graham into classroom practice in guided reading and writing  
• Teachers trial and observe others in guided reading to facilitate rich conversations and improve practice  
• Focus on strategies to improve inferential comprehension  
• Use RR to support teachers to differentiate within classroom practice  
• Moderation of writing samples twice a year to ensure consistency in grading  
• Utilise peer processes between students to explain the goals of lessons  
• Engage in Mathematician in Residence program across the local ECD Partnership  
• Use TEL resources to seek feedback from students on the clarity of lesson intentions and tasks |  
Teachers programs and lesson plans  
NAPLAN – inferential questions  
PAT R data – inferential questions  
Running records – comprehension  
% of students achieving C or above for English |
| **Lead** | • Strengthen the capacity of PLC’s with teacher leaders guiding the data and standards dialogue and actions  
• Coach key staff to develop guiding questions and use disciplined dialogue  
• Enact and further develop whole school agreements particularly in guided reading  
• Engage in effective Performance Development processes and provide feedback  
• Target resourcing and professional development through the Mathematician in Residence program. Group of six staff selected into program share their learning and teaching practices with staff  
• Track progress of identified groups and provide targeted intervention |  
Audit implementation of whole school agreements through self review and observations of guided reading  
Staff opinion survey  
Staff meeting / PLC’s minutes  
Intervention achievement data. |
| **Improve** | • Conduct a rigorous self review of maths / numeracy learning and teaching with a focus on assessment, teaching practices, curriculum knowledge and planning and differentiation practices  
• Document the key issues and findings of the self review  
• Use the research and resources from the DECD Numeracy Strategy  
• Use the findings to plan intensive professional development for 2015  
• Use the findings to draft whole site approach to numeracy  
• Self review processes are robust, collaborative, contextual, standards driven and evidenced based |  
Findings and recommendations from 2014 self review  
Staff meetings PLC’s - Approved by the ED |
| **Connect** | • Utilise DIAF rubric CONNECT to guide the development of a common understanding of what partnerships with parents look like  
• Utilise current research about parents engagement with their children’s education to inform whole school understanding  
• SRC involved in providing feedback on relevant policies eg reporting, behaviour code, learning intentions  
• Engage in Mathematician in Residence program across the local ECD Partnership |  
Governing Council feedback  
DIAF CONNECT rubric  
Student and parent opinion surveys  
Review of the Program impact at site level |