



SOLOMONTOWN PRIMARY SCHOOL - SITE IMPROVEMENT PLAN 2018

At Solomontown it is our vision to build a community of powerful engaged learners



Priority One:

To strengthen numeracy achievement of children and young people

Why this priority?

- ◇ Students, staff and parents recognise that numeracy proficiency is essential to improve learning and life outcomes
- ◇ NAPLAN and PAT-M data demonstrates some growth – persistence and resilience are still required to maintain and increase improvement



Success looks like...

- ◇ Increased % of students achieving the DECD Standard of Educational Achievement
- ◇ More students achieving top 2 bands in NAPLAN Numeracy assessments
- ◇ Increased number of students demonstrating 12 months growth in one year with an effect size of at least 0.4 in PAT-M tests



Key Actions

1. Identify high yield strategies most significant to gaining improvement in achievement in Mathematics.
2. Maintain focus on the Big Ideas in Number particularly Trusting the Count and Place Value in Early Years and Multiplicative Thinking and Partitioning in Years 4-7. Ensure confident transition in mathematical language from Natural Maths Strategies to Big Ideas.



Priority Two:

To embed high impact teaching practice that increase learner engagement, attendance and achievement.

Why this priority?

- ◇ Attendance data and the Survey of Wellbeing and Student Engagement identifies engagement with school for students and parents is low
- ◇ The diversity of the student community at Solomontown requires personalised planning to meet individual goals

Success looks like...

- ◇ End of year Attendance data exceeds 90%
- ◇ Evidence of a shift in pedagogy is noted from staff and student feedback due to teacher engagement with Visible Learning + Collaborative Impact Program
- ◇ Increased student engagement and achievement. (Students exhibit dispositions of Visible Learners)

Key Actions

1. Teachers engage in Visible Learning + professional learning, take actions in classrooms and share their learning and practice.
2. The Impact Coach in the school is resourced to drive improvement in pedagogy.
3. Collaborative work and shift in pedagogical practice occurs through capacity building.