Peterborough Primary School
School Improvement Plan
2014-2017

POWERFUL LEARNER
POWERFUL PARTNERSHIP
POWERFUL SELF
Peterborough Primary School
2014-2017 School Improvement Plan

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1. Introduction

Situated just off the Barrier Highway, halfway between Adelaide and Broken Hill, Peterborough Primary School has all the qualities and support one would expect from a country community. We have a long, proud history and, in 2008, we celebrated 125 years of public education. Our school community believes that, by valuing respect, responsibility, honesty and kindness to all, we will all be excellent learners. Within this practised ethos, a skilled, caring teaching and non-teaching staff have prioritised literacy and numeracy curriculum emphases. Special programs include literacy support, school choir, SAPSASA sport and coaching clinics, and music. We have four classes across the Reception to Year 7 range and are combining with the town's pre-school and high school (with its trade school facilities) in transition programs to bring a cohesive birth to young adulthood education environment to Peterborough and surrounding towns. The parents and friends of our school enrich us with their generosity in tirelessly volunteering their support and care. We are proud of our past and confident for our future.

The 2014-2017 Peterborough Primary School, the School Improvement Plan (SIP) described in these pages was developed through a lengthy collaborative process involving all staff and members of the Governing Council. After thoughtful and thorough review of the 2010 – 2013 School Improvement Plan (SIP), DECD and relevant school data in academic achievement, attendance and student behaviour statistics, the staff provided the School Improvement Plan Committee with the guiding principles of improvement: Powerful Learning, Powerful Partnerships and Powerful Self. The staff and Governing Council determined that these principles are interdependent of each other. For example; Powerful Learning needs to be focussed on student needs, but requires powerful partnership with parents and other stakeholders, and commitment by students themselves and high expectations of success for students. It was a common agreement between staff, the committee and Governing Council that our measurements of success must be focussed on students and student data.

The committee began the work of the development of SMART (Specific, Measureable, Attainable, Results-oriented and Time bound) goals. Beginning in August/September of 2013, we organised a systematic self-review of all the elements of school improvement including an exhaustive review of achievement data in literacy and maths; from this a clear direction for future foci emerged. These foci were further examined to check their validity of our improvement plan that is outlined in the following pages. The SMART goals will continue to be important building blocks in our continued improvement and growth as a school.
The committee was deliberate in its emphasis on **Powerful Learning** in this SIP. It was evident from discussions at school and departmental level that focus on student improvement should be categorised as powerful learning rather than just improvement in NAPLAN proficiency bands and PATR and M stanines. With this emphasis in mind, the committee tackled this section of the SIP with guidance from the **TfEL Pedagogical Framework**, the **Numeracy and Literacy Strategy** and the **Aboriginal Strategy 2013 – 2016**.

It is evident from the review of highly effective schools that parent-school-community **Powerful Partnerships** are important in all school improvement plans. The 2014-2017 Peterborough Primary School SIP builds on the concept of fostering and maintaining partnerships from previous SIPs and enhances the goal with the recognition that students have much to give back to the community, as well. The SMART goal not only increases getting parents and community members into our school but takes steps in getting our students more active beyond the school too.

**Powerful Self** recognises that attendance, commitment to learning and self-control are serious issues that need to be addressed. At risk students need to be identified early and supported throughout their school years. The SMART goal developed in this section of the SIP focuses on “on site, in sight and on track” collaboration. It is the consensus of all stakeholders that a positive school climate is fundamental in the success of our students. Peterborough Primary Schools needs to be a school where all students and safe and supported and staff members are collaborative and congenial. We constantly look to ways to decrease student management issues, increase student involvement and keep alive *Peterborough Pride*.

The 2014-2017 School Improvement Plan will be reviewed annually; its goals will form the foundation of staff’s performance goals aligned with the Australian Professional Standards for Teachers. It will be evaluated and amended as needed.

Helyn Strokowsky  
Principal  
School Learning Improvement Plan Committee 2014-2017

ReeTyas  
Julianne Curtis  
Liz Sleep  
Julie Carter  
Sue Sandland  
Lyn Prior  
Carolyne Foulis  
Pam Cregan
2. Demographic Data

PETERBOROUGH PRIMARY SCHOOL - 2014

Class Structure

- Class 1
  - Reception: 9
  - Year 1: 10

- Class 2
  - Year 2: 11
  - Year 3: 7

- Class 3
  - Year 4: 9
  - Year 5: 10

- Class 4
  - Year 6: 12
  - Year 7: 12

- Class 5
  - Reception: 1
  - Year 2: 2
  - PC: 4

Teachers

- Principal: 1.0
- Counsellor: 0.57
- Teacher: 6.18 (includes Brodie/Leonie)

School Services Officers

- Classroom/Teacher Support: 32.75
- A’s: 12.0
- D’s: 17.5
- I’s: 8.5
- Literacy: 6.0
- Quicksmart: 13.5
- Extra Disability: 8.0
- APAS: 2.0
- Learning Centre: 46.5
- Resource Centre/ICT/First Aid: 39.0
- Finance(Cons+Canteen)/Administration/ Front Reception/Data Input: 41.5

Other

- Archives: 1.0
- Newsletter: 4.0
- Grounds/Maintenance: 12.0

Total: 146.75 hrs

Other: 97.5 hrs
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3. Our Improvement Principles

A. Powerful Learning

B. Powerful Partnerships

C. Powerful Self

Powerful Learners

Our Goal

Students develop the capacity to learn and to have an active role in their learning.

Priorities

- Support the learner to develop skills, knowledge, understandings and dispositions to achieve success.
- Grow the learner's personal ability to use high level thinking skills and apply this learning to new and increasingly complex situation.

Targets

Intervention and Improvement focus on Numeracy

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<th>2015</th>
<th>2016</th>
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<tbody>
<tr>
<td><strong>NAPLAN</strong></td>
<td>60% of wave 1 and 2 students: at or above the appropriate proficiency band</td>
<td>70% of wave 1 and 2 students: at or above the appropriate proficiency band</td>
<td>80% of wave 1 and 2 students: at or above the appropriate proficiency band</td>
<td>90% of wave 1 and 2 students: at or above the appropriate proficiency band</td>
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<tr>
<td><strong>PATM</strong></td>
<td>30% of wave 1 and 2 students: at or above stanine target</td>
<td>35% of wave 1 and 2 students: at or above stanine target</td>
<td>40% of wave 1 and 2 students: at or above stanine target</td>
<td>45% of wave 1 and 2 students: at or above stanine target</td>
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<tr>
<td></td>
<td>30% of wave 1 and 2 students will achieve target growth in Scale Score for their year level</td>
<td>35% of wave 1 and 2 students will achieve target growth in Scale Score for their year level</td>
<td>40% of wave 1 and 2 students will achieve target growth in Scale Score for their year level</td>
<td>45% of wave 1 and 2 students will achieve target growth in Scale Score for their year level</td>
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## Improvement and Maintenance focus on Literacy

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<th>2016</th>
<th>2017</th>
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<tr>
<td><strong>Running Records: at state target</strong> (YR Rec -3)</td>
<td>91% of wave 1 and 2 students will achieve their appropriate year level target</td>
<td>92% of wave 1 and 2 students will achieve their appropriate year level target</td>
<td>93% of wave 1 and 2 students will achieve their appropriate year level target</td>
<td>94% of wave 1 and 2 students will achieve their appropriate year level target</td>
</tr>
<tr>
<td><strong>Accelerated Reader STAR test: At or better than chronological age</strong> (YR 4-7)</td>
<td>50% of wave 1 and 2 students will achieve their appropriate age target</td>
<td>55% of wave 1 and 2 students will achieve their appropriate age target</td>
<td>60% of wave 1 and 2 students will achieve their appropriate age target</td>
<td>65% of wave 1 and 2 students will achieve their appropriate age target</td>
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<tr>
<td><strong>NAPLAN</strong></td>
<td>60% of wave 1 and 2 students: at or above the appropriate proficiency band</td>
<td>70% of wave 1 and 2 students: at or above the appropriate proficiency band</td>
<td>80% of wave 1 and 2 students: at or above the appropriate proficiency band</td>
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<td><strong>PATR</strong></td>
<td>30% of wave 1 and 2 students: at or above stanine target</td>
<td>35% of wave 1 and 2 students: at or above stanine target</td>
<td>40% of wave 1 and 2 students: at or above stanine target</td>
<td>45% of wave 1 and 2 students: at or above stanine target</td>
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<td>30% of wave 1 and 2 students will achieve expected growth in Scale Score points for their year level</td>
<td>35% of wave 1 and 2 students will achieve expected growth in Scale Score points for their year level</td>
<td>40% of wave 1 and 2 students will achieve expected growth in Scale Score points for their year level</td>
<td>45% of wave 1 and 2 students will achieve expected growth in Scale Score points for their year level</td>
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Strategies

- Whole school co-ordinated approach to develop mathematical proficiencies using mental computation strategies, common language and pedagogy.
- Agreed one hour numeracy block with components of mental routines, main lesson with an open ended problem solving focus or strategy and reflection time.
- Agreed balanced two hour literacy block with components of spelling, comprehension, reading and writing.
- Systematic collection and analysis of data twice a year.
- Programming, planning, assessing, recording and reporting using the Australian Curriculum Achievement Standards.
- Programming includes Fluency Plus type questions to deepen students understanding complex questions.
- Staff to use TfEL as the pedagogical framework for building powerful learning capabilities.

Indicators of Success

- Students attendance will be 96% or greater
- Observable measured growth against site, state and national targets for literacy and numeracy.
- Increase the proportion of students demonstrating through their NAPLaN results as being above the NMS indicates attainment of the DECD Education Achievement Standard for Reading and Numeracy.
- Increase the number of students who attain scores in the Higher Bands in Year 3.
- Increase the number of students who, having attained scores in the Higher Bands maintain their Higher Band achievement as they progress through their schooling years at Peterborough Primary.

Resources

- SSO supported targeted intervention programmes Quick Smart
- Printed and electronic resources to support areas of the curriculum
- Online Literacy and Numeracy Programmes, PATM, PATR, Quick Smart
- Professional Development and training measurable against the Australian Professional Standards for Teachers
- Whole school agreements – Literacy and Numeracy Blocks
**Powerful Partnerships**

**Our Goal**

Strengthen partnerships between families and communities which support effective learning outcomes for students of Peterborough Primary.

**Priorities**

- Develop effective communication strategies between home and school
- Facilitate a family centred approach to students' learning and attendance.
- Develop professional learning communities (PLCs) within the Flinders and other DECD partnerships.

**Strategies**

- Network with other professional and local communities to make available and provide resources for families.
- Develop Professional Learning Communities (PLCs) with local DECD Flinders Partnership sites
- Staff representation for selected local community group.
- Facilitate professional conversations regarding the transitioning of students from preschool to school, primary to high school and year level to year level with relevant colleagues and parents.
- To facilitate opportunities for students to be active participants in community events and for community to be involved in school events.

**Targets**

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<tr>
<td><strong>Attendance</strong></td>
<td>96% or higher</td>
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<tr>
<td><strong>Increase parent involvement at the school level</strong></td>
<td>70% of parents and caregivers will attend One Plan meetings and class interviews</td>
<td>80% of parents and caregivers will attend One Plan meetings and class interviews</td>
<td>90% of parents and caregivers will attend One Plan meetings and class interviews</td>
<td>100% of parents and caregivers will attend One Plan meetings and class interviews</td>
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<tr>
<td><strong>Increase in communication from parents and caregivers for reasons of absences</strong></td>
<td>70% of parents /caregivers will communicate with the school reasons for student absences</td>
<td>80% of parents /caregivers will communicate with the school reasons for student absences</td>
<td>90% of parents /caregivers will communicate with the school reasons for student absences</td>
<td>100% of parents /caregivers will communicate with the school reasons for student absences</td>
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## Indicators of Success

- Increased numbers of parents attending One Plan interviews and class interviews each year until in 2017 there is 100% take up in these important school activities.
- PLCs based on identified professional need within the school are developed and maintained until 2017.
- Positive association with local community groups.
- Each staff is a member of at least one PLC at partnership level and maintained until 2017.
- Parent surveys meet state levels of satisfaction of PPS as a supportive learning environment fostering a commitment to care for the well-being, engagement and achievement of students.

## Resources

- Provision made for staff to meet with local partnerships co-shared with school and partnership funding.
- SSO time to systematically collect and collate data for analysis.
Powerful Self

Our Goal
Develop a well-balanced learner who is considerate of themselves, others and their world.

Priority
- Develop positive interpersonal skills to effectively communicate and interact in their world

Targets

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<td>Attendance</td>
<td>96% or higher</td>
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<td>Positive Behaviours</td>
<td>10% decrease in recordable incidences on EDSAS</td>
<td>10% decrease in recordable incidences on EDSAS</td>
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Strategies
- Promoting a whole school co-ordinated approach through the “Play is the Way” program to empower self mastery skills with common language and expectations.
- A whole school approach to consistent, persistent, insistent behaviour expectations.
- Promoting social up skilling programmes during recess and lunch play
- All data is entered on EDSAS by the School Counsellor in a timely manner.

Indicators of success
- Increase in learners’ ability to use a variety of skills to problem solve effectively.
- Decrease in Front office referrals, suspensions and take homes.
- Increased attendance.
- Powerful learning and engagement in harmonious and supportive classrooms
- Reduction in harassment and bullying
- Common language and expectations used by members of the school community.

Resources
- Ongoing training and professional development opportunities for the “Play is the Way” programme.
APPENDIX

2010 – 2013 Improvement Goals

Improved Literacy

To improve student literacy in all classes

Target:

**Classroom Instruction - Reading**
By the end of the year 90% of students will achieve RR broadband levels:
9-11 or better for Reception
17-20 or better for 90% students in Year 1
24-26 or better for 90% students in Year 2
30 or better + Guided Reading levels L&M for 90% students in Year 3
Levels O,P,Q for 90% students in Year 4
Levels R,S,T for 90% students in Year 5
Levels U,V,W for 90% students in Year 6
Levels X,Y,Z for 90% students in Year 7

*The most important decisions in guided reading centre on selecting and introducing texts to readers.* Pinnell & Fountas 2008

**Classroom Instruction - Spelling**
Target for Spelling Stages:
Develop the spelling skills of students in the Semi and Phonetic and Transitional, stages of Spelling (R-2) by six months growth from Term 1 - Term 3 each year as measured by Waddington/Westwood Spelling Diagnostic Tools; expand the repertoire of proficient spellers by one band growth or more reflected in NAPLAN testing and by six months growth from Term 1 - Term 3 each year as measured by Waddington’s Spelling Diagnostic Tool.

**NAPLAN Assessments**
Students achieve at or above NAPLAN proficiency band in Reading Band 4 in Year 3, Band 6 in Year 5, Band 7 in Year 7

Aboriginal Education

To improve Aboriginal and Torres Strait Islander attendance and achievement

Target:
95% attendance by end of 2012
100% ATSI students achieve targets as defined in Improved Literacy Section

Student Wellbeing

To improve students’ attendance

Target:
90% attendance by end of 2012
2010 – 2012 School Data

NAPLaN Above NMS – Increasing the proportion of students demonstrating through their NAPLaN results as being above the NMS indicates attainment of the DECD Education Achievement Standard (separately for each of Reading and Numeracy).