

**Evaluation Report**

**2011 and 2012 Schools**

# Table of contents

**Section 1: School Information**

**Introduction**

The focus of the annual evaluation

Planning the annual evaluation

What is the scope of the 2013 Evaluation Report?

**Section 2: School context**

**Section 3: Methodology**

**Section 4: Progress toward targets and strategies from the 2013 School Plan**

**Section 5: Changes in schools’ systems and practices** as a result of participation in the Low SES School Communities National Partnership

**Section 6: Optional section**: *Sustainability*

**Appendix one**: Example to support completion of *Progress toward targets and strategies from the School Plan*

# Section 1: School Information

The following is a report prepared as a result of an evaluation at Kurri Kurri Public School of strategies and targets from the 2013 School Plan.

School Code:

Region:

* **Annual school evaluation team members**

|  |  |
| --- | --- |
| **Name** | **Position** |
| Eve Field | Principal |
| Lesley Doran | Deputy Principal |
| Lyn Miller-Murphy | Parent representative |
| Kim McIntyre | Assistant Principal/Instructional Leader |
| Sonia Sharpe | AECG representative |
| Alli Linnane | Classroom Teacher |
| Elicia Kristenthal | Classroom Teacher |
| Michelle McVea | SAS staff representative |
| Davina Dawes | Community Liaison Officer |
| Anne Adams | Instructional Leader |

* **Report authors**

|  |  |
| --- | --- |
| **Name** | **Position** |
| Eve Field | Principal |
| LesleyDoran | Deputy Principal |
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I endorse the contents of this report.

A copy of this report has been lodged with the Director Public Schools with responsibility for this school.

**Principal****:**

# Introduction

Schools participating in the Low SES School Communities National Partnership are required to undertake an annual evaluation and report on the effectiveness of the strategies undertaken by the school. Evaluation is the judgement of the merit, worth or value of an activity on evidence that has been systematically collected, analysed and interpreted. Evidence from evaluations can be used to plan activities, monitor and improve their implementation, make judgements about their impact and the allocation of resources. Evaluation supports evidence-based decision making, systems improvement, accountability and successful innovation.[[1]](#footnote-1)

The 2013 EvaluationReport template is provided to assist schools in reporting information, and will inform revisions to the school plan for the coming year.

**The focus of the annual evaluation**

The annual evaluation should focus on reporting progress and achievement on the key targets and strategies in the School Plan to inform decisions about future actions. This includes the revision of targets (where required), the continuation or cessation of current strategies, and whether new strategies need to be developed/implemented.

The annual evaluation should address the following questions:

* What did we say we would achieve?
* How well did we do it? How effective were our strategies? What changes have we made?
* Where to next? Future directions?

**Planning the annual evaluation**

The annual evaluation should be led by the school principal and involve participation of and consultation with key stakeholders. Key stakeholders would typically include school executive, teaching staff, students, parents, the P& C Association, the local Aboriginal Education Consultative Group (AECG) Inc and key community groups involved in the school (as appropriate). Regional and state officers are also available to provide support. Schools should allocate National Partnership resources to support the annual evaluation process and could include this as an accountability strategy (Reform 5) in their school plans.

**What is the scope of the 2013 Evaluation Report?**

The annual evaluation will build upon the extensive work already undertaken for the Situational Analysis, and focus on changes and progress over the last twelve months. It should contain information about:

* the school context
* a summary of the methodology used by the school to gather information
* evidence of progress towards targets and the effectiveness of Partnership strategies undertaken to achieve the targets
* revised targets (where appropriate) and future strategies
* changes in the school systems and practices as a result of participation in the Partnership.

# Section 2: School context

**Insert description of school context from the current School Plan or Annual School Report.**

Kurri Kurri Public School provides quality outcomes with an emphasis on best practice in a caring learning environment within the context of supportive and proactive student welfare policies, programs and procedures. The school strongly pursues academic excellence and values individual and team achievement in sporting, cultural and personal endeavours.

Kurri Kurri Public School is a large regional primary school with an enrolment of 630 (440 families), which services a diverse community, qualifying for Low SES National Partnerships funding from 2011-2014. There are 27 classes including two special education (IO/IS) classes for students with special needs and a flexible learning IM class. Boys make up 53% of the student population, girls 47% and 13% of the student population identify as Aboriginal and Torres Strait Islanders. The school has a small enthusiastic Parents’ and Citizens’ Association and a large group of parent volunteers. School learning, welfare and cultural programs are also supported by the local AECG committee.

The school is an active member of the Kurri Kurri Learning Community (KKLC) which includes Kurri Kurri High School and its partner schools (Stanford Merthyr, Pelaw Main, Weston, Mulbring, and Kurri Public School). The schools work together to promote a comprehensive education from K-12 in the Kurri Kurri area. In 2011 and 2012 the KKLC continued its implementation of the Kick Starting Careers Program, for which it received a Director General award in 2010.

In 2013 the staff consisted of a Principal, Deputy Principal, HAT, 5 Assistant Principals and 2 LAST teachers (learning assistance). There are 30 classroom teachers, 4 RFF teachers, and 2 Reading Recovery teachers. Kurri PS is staffed by an equal number of permanent and temporary teachers, with 18 teaching staff being members of the NSW Institute of Teachers. The school has a Chaplain, Community Liaison Officer and 16 School Learning Support Officers.

Specialised programs operating across the school in Literacy include: Stage 1 Intensive Reading, Language, Literacy & Learning (L3) and Best Start. L3 and the Intensive Reading program have resulted in significant improvement in Early Stage 1 and Stage 1 reading level data. The school has also focussed professional learning on Literacy Years 3 – 6. Comprehension has been an area for development with professional learning based on the Super Six Strategies. In the area of Numeracy, the Quicksmart program has continued to operate in Stage 3, and the Lesson Study model which was introduced (Yrs 1 – 6) in 2012 continued for all classroom teachers in 2013, improving teacher practice and student outcomes. Teacher Professional learning has focussed on numeracy by differentiating the curriculum and teaching thinking skills to increase student performance in the higher NAPLAN skill bands. Teaching staff have also received a high level of training in Quality Teaching by participating in Lesson Study, attending workshops run by the University of Newcastle and through regular professional learning during staff development days (SDD) and staff meetings (TPL). Support programs for parents are provided through the school’s Vodcasting program which demonstrates reading, and the teaching of Numeracy in order to help parents support their child with homework. Our Aboriginal students are supported in literacy and numeracy as well as through Personalised Learning Plans. This year’s NAPLAN data indicated that although average literacy and numeracy achievements are consistently below state averages in all areas, there has been growth for students in the lower bands. Students are underrepresented in the top bands in all areas. However student growth from years 3 to 5 meets State averages. There has been continued consolidation of programming and support in literacy during 2013. The school has been exceeding set targets in NAPLAN reading for Year 7 over the last years.

The use of technology to support teaching and learning programs has been enhanced through staff team teaching with a more experienced staff member. Film and media studies have also been further expanded this year. The introduction of a play group in 2011 has eased transition to school and provided family support. The number of children participating in the play group has increased by 50% in a twelve month period. An effective Speech Articulation program has been implemented as an early intervention tool for Kindergarten students. The program is coordinated and overseen by a professional speech pathologist and has proven highly beneficial. A behaviour mentoring program has also been established to improve student social skills and classroom engagement. In alignment with us, a morning Breakfast Club has been continued to support students nutritionally and socially to further improve engagement. During 2014, the school took part in the Songroom program, which involved an teacher with expertise in performing arts working with classes to build teacher capacity in teaching in creative arts. An enrichment class for Years 5 and 6 has continued to operate in 2013. The school’s commitment to gifted and talented education, combined with current research on engagement, has resulted in participation in an action research project aimed at identifying how to improve the school’s identification process of gifted and talented students and how best to cater for their needs.

In 2014 the School will continue its focus on Quality Teaching, Differentiation and Student Engagement. Key strategies will be the continuation of Lesson Study and the introduction of Instructional Rounds; provision of time to support Consistency of Teacher Judgement through tracking on the continuums, refinement of Scope and Sequences across KLAs in line with the implementation of the new NSW Syllabus and the implementation of Positive Behaviour for Learning.

# Section 3: Methodology

The Terms of Reference for the Evaluation were to review, report and make recommendations on the effectiveness of the school's quality systems in relation to:

* Student engagement and achievement
* Quality teaching practices and curriculum implementation
* Leadership, including professional support of staff and building staff capacity
* Community engagement

QUALITY PRACTICE INDICATORS

* Evidence of consistency in application of quality teaching practices in teaching and learning in the classroom, and in programming across the school
* Differentiation in programming and lesson delivery supporting teaching and learning in literacy and numeracy
* Effective organisation and maximisation of Instructional time
* Student access to learning in all KLAs K-6
* Student attendance and wellbeing
* Assessment and data informing teaching and learning programs
* Staff feel supported in their roles and their professional development within the school
* Student, parent and staff satisfaction with the programs offered by the school

**METHODOLOGY**

Interviews, focus groups, forums, observations, surveys, assessment data, matrix and document analysis were used for the Evaluation

***Interview, focus groups and forums***

Questions for these were developed by the school evaluation team.

10 Teaching and 5 non-teaching Staff members were interviewed individually.

112 Children from across all stages were interviewed in focus groups.

26 Parents attended a parent Forum, were they were able to discuss and give input in relation to 8 statements.

***Observations***

The evaluation team participated in 10 classroom observations

***Surveys***

***Tell them From Me (student engagement) 209 students – March and September***

***Staff Term evaluation surveys (28 responses)***

***NP Community Engagement Survey (36 responses)***

***Three Way Conferencing Teacher survey (24 responses)***

***Guskey Thermometer on embedding Quality Teaching into teaching practices (29 staff involved)***

***Data and Document analysis***

Data and Documents analysed included Kurri Kurri PS School Plan 2012-2014, and strategic plan 2012; Evaluation Report 2012;Kurri Kurri LMG strategic plan; Classroom Teacher programs; behaviour and attendance data; mentoring and peer mediation data; Assessment data including continuum levels, Reading recovery levels; Intensive Reading post and pre assessment; Quicksmart post and pre- assessment; Speech Program data; Best Start data; L3 data; NAPLAN data; 3 Way interview data; GATS, Aboriginal Education and Community engagement matrix; Transition matrix; math pre and post test data.

# Section 4: Progress towards targets and strategies from the 2013 School Plan

**For assistance in completing this table please refer to the example provided in Appendix one on page 14. *Use as many rows as required.***

| **What did we say we would achieve?**  **Target**  **(from School Plan)** | **How well did we do it? How effective were our strategies?** | | | **Where to next? Future directions?** | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Progress towards target**  **Select:** | **Evidence of progress towards target** | **Effectiveness of key strategies to achieve the target** | **Reason for maintaining or revising target for next year** | **Target for next year** | **Continue strategies for next year?**  **Select:** |
| •Increase the number of Kinder, Year 1 and Year 2 students achieving regional reading benchmarks (K – Level 6, Y1 – Level 16, Y2 – Level 26  **Kindergarten** – from 70% in 2012 to **73% in 2013** to 75% in 2014  **Year 1**- from 72% in 2012 to **75% in 2013** to 77% in 2014  **Year 2** – from 62% in 2012 to 65% in 2013 to 70% in 2014 | Sound (target achieved) | **Kindergarten Target 73%**  84% of Kindergarten students achieved Reading Level 6 or above  **Year 1 Target 75%**  70% of Year 1 students achieved Reading Level 16 or above.  **Year 2 Target 65%**  72% or Year 2 students achieved reading Level 26 or above | **1a. Employment of Best Start Instructional Leader and L3 Instructional Leader to further implement and expand on Early Years programs.**  Staff surveyed and interviewed identified the support of the Instructional leaders as being of high value in developing their classroom practice and programming.  **1b. Continued plotting all K-6 students on Best Start Continuum in all areas of Literacy. Planning lessons and assessment to match each cluster.**  Staff identify that the use of the Continuum, and also L3 data enable them to effectively track students, as well as driving whole class and differentiated instruction.  **1c.Implement L3 program & attend PL – K & Yr1**  During 2013 there has been L3 training for teachers K-**2**, and implementation of the program in the classroom.  Monitoring has been maintained, and teachers have been able to identify student levels, and support students with differentiated programs. Teachers in interviews report confidence in the L3 program. Students monitoring has identified those at risk of not reaching regional reading benchmarks, and additional individual support through RR, Intensive reading programs and support from Instructional Leaders has been applied.  **1d. Speech pathologist to screen ES1 students & new S1 enrolments & monitor program – 20 days Investigate incorporating receptive & expressive speech development.**  **SLSO implement speech activities to targeted students**  Data records from the speech pathologist indicate improvements in speech assessment results for children involved in the program.  School reading levels data indicates increased growth in reading levels of students receiving speech intervention.  Anecdotal evidence from staff and parents indicates support for an ongoing speech program in the school. | Although Kindergarten and Year 2 students exceeded targets, Year 1 fell below target. The projected targets for 2014 are appropriate and achievable, and should remain for 2014.  As use of the Best Start Continuum (PLAN) is being consolidated, targets on movement through the Continuum would be an effective additional measure of student progress and school programs. | Increase the percentage of Kinder, Year 1 and Year 2 students achieving regional reading benchmarks (K – Level 6, Y1 – Level 16, Y2 – Level 26 ) to  Kindergarten – 75%  Year 1 77%  Year 2 70%  Introduce a target for the Best Start Literacy continuum –  Increase the percentage of students achieving at or above their year specific clusters on the Best Start literacy continuum from 60 % at the end of 2013 to 65 % by the end of 2014. | Revise strategy & describe Describe new/revised strategies:  1a. **Staff members who have developed expertise in Best Start and L3 will be released from face to face teaching as needed to support colleagues in the implementation of Best Start and L3.**  1b. Maintain strategy (no description)  1c Revise strategy & describe  The planned strategy for 2013 was for L3 implementation for Years K and 1, but due to an expansion of the program teachers K-2 have been training in and teaching L3, and will continue to do so in 2014. Expert teachers on staff will be released to work in class with teachers in implementing L3 programs  1d. Revise strategy & describe  Increase the number of days of employment for speech pathologist for assessment, and to work with most severe students, with SLSOs continuing to provide support to identified groups of children, and to provide support to staff through professional learning and collaboration to build capacity. |
| Increase the number of students achieving results in the proficiency bands in NAPLAN Reading for Year 3 by 5% from 25% in 2012 to 30% in 2013 | Limited (little or no progress) | 17% of Year 3 students achieve results in the proficiency bands for NAPLAN reading, significantly below the target of 30% | **1 e. Plot all students against the K-6 Literacy continuum and teach differentiated lessons to student ability.**  Review of SENTRAL indicates that most teachers are using the continuum to plot students in literacy. Review of programs indicates that teachers use continuum data to form class groupings and to inform lesson planning. Observations of teaching provide evidence of differentiation in literacy, particularly in K-2. Staff interviews and survey indicate that they are using the continuum, and feel it supports them in differentiating curriculum. Extension and consolidation of continuum tracking should see a continuous improvement of applying appropriate support for all students in order to achieve targets.  **1f. Implement Intensive Reading program to targeted students 30 minute sessions – S1, S2 ES1( T4)**  **Implement point of need programs – eg phonic awareness**  **LAST to work with targeted students**  Year 2 students identified for inclusion in intensive reading programs achieved improvements of 4-6 levels in a term.  In Year 3 NAPLAN reading in 2013, 20.9% of students were below National Minimum standard. This indicates a need to maintain reading support for Year 2 students at risk of not meeting regional Reading recovery targets in Year 2, or Year 3 students who did not meet targets in Year 2.  1g. **Further develop comprehension strategies to include:**   * **Explicit teaching strategies.** * **Rich assessment tasks for each grade 1 per semester (CTJ).** * **Developing working memory**   NAPLAN results for Years 3 and 5 did not meet targets set. Overall trend data for both years indicated a downward direction. In Year 3, students did least well in questions involving connecting information, and direct locating. For Year 5 students did least well in questions involving Applied Comprehension;  Direct locate; and Main idea. However there is evidence in programming, and in classroom observation that there is commitment to implementing the “super six strategies” following professional learning and support from the HAT, and that teachers are using explicit teaching strategies to support student learning in comprehension.  Continuation of the strategy will further consolidate the teaching practices that have already shown lead to improved results. | The planned target for 2014 was 35%. The school fell below the 2013 target of 30%. There is still consolidation in the school of Comprehension strategies and L3 for Year 2 students. Based on SMART data for recent years, and L3 and Best Start data for the 2014 Year 3 students, the school should be able to set a strong target for 2014, but it would be more achievable to maintain the 2014 target below the 2013 level of 30% | Increase the number of students achieving results in the proficiency bands in NAPLAN Reading for Year 3 from 17% in 2013 to 22% in 2014. | Maintain strategy (no description)  1e. |
| ,Increase the number of students achieving results in the proficiency bands in NAPLAN Reading for Year 5 by 3% from 19% in 2012 to 22% in 2013 | Limited (little or no progress) | 10% of Year 5 students achieved results in the proficiency bands for NAPLAN reading, significantly below the target of 22% | The planned target for 2014 was 25%. The school fell below the 2013 target of 22%. There has been consolidation in the school of Comprehension strategies and differentiation of literacy in years 3-6. Based on SMART data for 2014 Year 5 students as well as continuum tracking data, the school should be able to achieve the planned 2014 target despite being significantly below the target in 2013. | Increase the number of students achieving results in the proficiency bands in NAPLAN Reading for Year 5 from 10% in 2013 to 25% in 2014. | 1f  Revise strategy & describe  : Develop case allocations for LASTS based on educational and behavioural needs as identified through LST meetings, to target inclass and individual intensive support programs  1g  Maintain strategy (no description) |
| Increase the number of students achieving results in the proficiency bands in NAPLAN Reading for Year 7 by 2% from 7% in 2012 to 9% in 2013. | High (target exceeded) | 18% of Year 7 students achieved results in the proficiency bands for NAPLAN reading, significantly above the target of 9% | The school exceeded its target for Year 7 students in 2013. There has been continued consolidation of programming and support in literacy during 2013. The school has been exceeding set targets in NAPLAN reading for Year 7 over the last years. The 2014 target was to be 11%. In view of available data, this could be set to maintain this year’s level of 18% | The number of students achieving proficiency bands in NAPLAN reading for Year 7 to be 18% |
| Growth between Y3 and Y5 for NAPLAN Reading, NAPLAN Tests is at or above state average | Sound (target achieved) | At 85.9 average growth was slightly above the State average of 83.2 | Programs in the school for literacy have been consolidated in 2013. The current target is appropriate | Growth between Y3 and Y5 for NAPLAN Reading, NAPLAN Tests is at or above state average |
| Increase the number of students achieving results in the proficiency bands in NAPLAN Writing for Year 3 by 2% from 29% in 2012 to 31% in 2013 | Sound (target achieved) | 30% of Year 3 students achieved results in the proficiency bands for NAPLAN writing, which is equitable with the target of 31% | **1h. HAT, Best Start Instructional Leader and L3 Instructional Leader intervention to support improved writing.**  NAPLAN data indicates that the school achieved targets for writing in Year 3 and exceeded the target for Year 7. However growth between Years 3 and 5 was below state average, and the target for students achieving proficiency bands for NAPLAN writing was not met.  Review of writing books shows a focus on learning intentions, and use of scaffolds, to support students writing.  However many staff indicate they feel they need continued professional learning in writing.  Students interviewed in focus groups were able to identify text types, and were able to identify the use of learning intentions to support writing.  As not all targets were reached, there is a need to maintain focus on writing, consolidate programs and provide ongoing professional learning and mentoring for teachers.  1i. **Embedding technology into teaching, learning & assessing**  Use of technology to support classroom programs was evidenced by documentation in programs, classroom observations, survey responses and interviews by teachers and students, and comments by parents at the parent forum.  Staff identified an ongoing need to be supported in effective use of technology, by collegial sharing and access to the computer coordinator. Staff concerns were expressed regarding continuous maintenance and updating of technology within the school as technology is an integral part of classroom practice, and supports both student and staff learning. | The projected 2014 target was 33%. Based on SMART data, and available Best Start and L3 data, this target should be achievable and appropriate | Increase the number of students achieving results in the proficiency bands in NAPLAN writing for Year 3 from 30% in 2013 to 33% in 2014 | Revise strategy & describe  1h.In 2014 the school will employ a DP curriculum to provide ongoing support in literacy including writing, and in the implementation of the new NSW English syllabus.  1hh. Implement new strategy & describe  Expert teachers on staff to be released to support teachers in class in implementation of programs in literacy  1i Maintain strategy (no description) |
| Increase the number of students achieving results in the proficiency bands in NAPLAN Writing for Year 5 by 5% from 5% in 2012 to 10% in 2013 | Basic (progress made) | 6% of Year 5 students achieved results in the proficiency bands for NAPLAN writing, which is below the target set. | There has been continued  Consolidation of programs in spelling and grammar and punctuation in the school. While the 2013 target was not achieved, there was still an increase in the numbers of students achieving proficiency this year compared to 2012. The projected target for 2014 was 15%. The revised target will be an increase of 5% from this year’s result. | Increase the number of students achieving results in the proficiency bands in NAPLAN writing from 6% in 2013 to 11% in 2014. |
| Increase the number of students achieving results in the proficiency bands in NAPLAN Writing for Year 7 by 2% from 7% in 2012 to 9% in 2013. | High (target exceeded) | 12% of Year 7 students achieved results in the proficiency bands in NAPLAN writing, which is above the target set. | The projected target for 2014 was 11%. As programs in writing have been consolidated this year, and as the projected target was exceeded this year, the revised target will be an increase of 2% from this year’s result. | Increase the number of students achieving results in the proficiency bands in NAPLAN writing for Year 7 from 12% in 2013 to 14% in 2014 |
| Growth between Y3 and Y5 for NAPLAN Writing NAPLAN Tests is at or above state average | Basic (progress made) | At 42.5 average growth was below the State average of 55.2 | This year’s result was significantly below the target of achieving the State average. The school is consolidating programs in writing. The school has achieved targets in Year 3 and Year 7 in writing, and can look to see improved results for Year 5 in 2014. The target should remain the same. | Growth between Y3 and Y5 for NAPLAN Writing NAPLAN Tests is at or above state average |
| Increase the number of students achieving results in the proficiency bands in NAPLAN Numeracy for Year 3 by 3% from 17% in 2012 to 20% in 2013 | Limited (little or no progress) | 12% of Year 3 students achieved results in the proficiency bands in NAPLAN numeracy, which was below the target set. | **2a. Employment of staff member /s to further implement and expand on Best Start for Early years within the school**  Surveys and interviews with teaching staff have identified the support of mentoring/instructional leaders as instrumental in the improvement of their practice, and their understanding of assessment. Evidence of implementation of differentiation in maths in programs and in classroom observations supports the effectiveness of staff to support teachers in classrooms in implementing programs and assessment.  81% of ES1 students will achieve target levels in numeracy in 2013.  2b. **Development of plotting all K-6 students on Best Start Continuum in all areas of Numeracy.**  Staff feedback to executive during the year indicated that teachers were having greater levels of difficulty in using the numeracy continuum compared to the literacy continuum. Professional learning sessions were held which increased staff confidence in using the continuum. Interviewed staff identify the use of the continuum as important to monitor student progress, and support differentiated programming in maths. 81% of staff are satisfied or very satisfied with their differentiation in maths, and the continuum is identified as supporting this.  **2c.Introduction of pre & post testing of mathematics units of work**  A review of pre and post test data across classes indicates that  a. Most staff are effectively and consistently using pre and post testing and  b. From using the results of pre tests to inform programming and differentiation. These results demonstrate a consistent improvement in children’s results after the teaching program is implemented. Staff interviews also identified that they use pre and post testing in maths, and see it as positively affecting the results of students. Some students in focus groups identified that there was pre and post testing in maths in their classrooms.  60% of students who participated in Quick smart in Year 4 in 2012 met expected growth in NAPLAN numeracy in Year 5 in 2013**.**  **2d. Continuation of Lesson Study to inform & improve teacher practice for explicit & focussed teaching**  87% of staff surveyed indicate that they are satisfied or very satisfied with Lesson Study as having a positive impact on their professional learning. Observations of maths lessons indicate consistency in lesson structure, use of differentiation, and making explicit learning and expectations of maths lessons.  **2e. Implement Quicksmart for Stage 3 and selected Yr 4 students**  Data from Semester 2, 2012 and Semester 1 2014 testing indicates that the students on the program significantly increased their speed and accuracy in the four mathematics operations.  Surveyed staff indicated that they were satisfied with the implementation of the Quicksmart program in the school.  Additionally, the school average growth in numeracy for NAPLAN in 2013 was above state average, and exceeded school targets. | The projected target for 2014 was 23%. However as only 12% of children reached proficiency, the target for 2014 will be 3% above this year’s result. There has been a change in the scope and sequence for Maths during the year, and a commitment to lesson structure and explicit teaching. Consolidation of this should see improved results, but the revised target will be more appropriate and achievable. | Increase the number of students achieving results in the proficiency bands in NAPLAN numeracy for Year 3 from 12% in 2013 to 15% in 2014. | Maintain strategy (no description)  2a.  2b Maintain strategy (no description)  2c Maintain strategy (no description)  2d.:  Revise strategy & describe  Continue Lesson study twice a year, and introduce Quality Teaching (Instructional) Rounds to inform and improve teacher practice for explicit and focussed  teaching  2e. Maintain strategy (no description)  : |
| Increase the number of students achieving results in the proficiency bands in NAPLAN Numeracy for Year 5 by 3% from 10% in 2012 to 13% in 2013 | Basic (progress made) | 10% of Year 5 students achieved results in the proficiency bands in NAPLAN numeracy, was just below the target set. | The projected target for 2014 was 16%. Programs in maths have been consolidated in 2013, and teachers are reporting high levels of confidence in differentiating maths, including providing assessment tasks that allow higher order thinking. The target for 2014 can remain at the projected level. | Increase the number of students achieving results in the proficiency bands in NAPLAN Numeracy for Year 5 from 10% in 2013 to 16% in 2014. |
| Increase the number of students achieving results in the proficiency bands in NAPLAN Numeracy for Year 7 by 2% from 8% in 2012 to 10% in 2013 | High (target exceeded) | 12% of Year 7 students achieved results in the proficiency bands in NAPLAN numeracy, which was above the target set. | The projected target for 2014 was 12%. This target was achieved in 2013. The target for 2014 should be set at 2% higher than the result for 2013. | Increase the number of students achieving results in the proficiency bands in NAPLAN numeracy from 12% in 2013 to 14% in 2014. |
| Increase the number of Year 7 students above National Benchmarks in Numeracy by 5%from 58% in 2012 to 63% in 2013 to 68% in 2014. | Sound (target achieved) | 62% of Year 7 students were above National Benchmarks in Numeracy, which met set targets. | The school met the 2013 target, which reflects the consolidation of programs in maths and effective support for staff.  The projected target for 2014 is 68%, which is appropriate and achievable. | Increase the number of year 7 students above national Benchmarks in Numeracy from 62% in 2013 to 68% in 2014. |
| Growth between Y3 and Y5 for NAPLAN Numeracy NAPLAN Tests is at or above state average | High (target exceeded | At 91.5 average growth was above the State average of 88.5 | The school is achieving average growth above state average. With continued consolidation of programs, the target should remain.  As use of the Best Start Continuum (PLAN) is being consolidated, targets on movement through the Continuum would be an effective additional measure of student progress and school programs  For year 3 NAPLAN in 2013, trend data for Aboriginal students was in an upward trend, exceeding State and DEC trends for Aboriginal students. However for Year 5 NAPLAN in2013 there was a significant downward direction in results for Aboriginal students.  Average scaled growth for Aboriginal students was significantly below state and regional levels for Aboriginal students.  Only 18.2% of Aboriginal students achieved expected growth or higher.  There is a need to focus on targets for Aboriginal students to ensure the school is working towards improvement in achievement for our Aboriginal students. | Growth between Y3 and Y5 for NAPLAN Numeracy NAPLAN Tests is at or above state average  Additional targets for 2014  Increase the percentage of all students achieving at or above their year specific clusters on the Best Start numeracy continuum from 55% at the end of 2013 to 60% by the end of 2014  20% of Aboriginal students in Year 5 achieve expected growth or more in NAPLAN numeracy  40% of Aboriginal students are assessed as reaching Year appropriate clusters on the PLAN numeracy continuum |
| • Increase the number of students with positive behaviour records from 86.61% in 2012 to 88% in 2013 | Basic (progress made) | At the end of Term 3 2013, 85% of students had 0 – 1 behaviour referrals. | **3 a. Review and update:**   * **The mentoring strategy** * **Playground procedures** * **Playground programs** * **Curriculum strategies to increase engagement** * **School discipline and welfare policy**   Full updates in these areas were not completed at the time of the evaluation. However in staff surveys during the year concern was raised over the transparency of the mentoring strategy, indicating that there is a need to review the program and how it operates, and to present this information to all staff.  Some staff and parents surveyed and interviewed expressed concern in relation to consistency in managing behaviour across the school, and indicated that they would like to see positive behaviour rewarded more often.  Students interviewed in focus groups indicate that they do not like students disrupting learning in their classrooms through negative behaviour.  The “Tell them from Me” survey conducted in April, and in October provided feedback on key areas relating to children’s feeling s of safety and belonging in school, and engagement with learning. The survey provides key information for staff in a range of areas. The October survey indicated that that 78% of students felt a sense of belonging in the school; that 86% of students felt they had positive behaviour at school; that 85% of students felt safe attending this school. Use of the survey to develop targets would be effective in reviewing strategies in the school related to positive student behaviour for learning, and wellbeing.  **3b. Promote punctuality of all students as a basis for routines for future employment and living requirements.**  **CLO to liaise with Kindergarten parents on getting students to school and on time.**  School attendance has improved, with 76% of students achieving attendance levels above 90%. There are stil lsome families with significant issues with attendance, and lateness. Additionally interviewed staff and parents at the focus group expressed interest in extending efforts to reward positive behaviour on both a class and individual basis, and to acknowledge the positive efforts of parents in regard to attendance.  Strategies to promote punctuality have included recognition of positive attendance patterns, communication between teachers and parents, meetings with parents of students with attendance or punctuality issues and the HSLO and Principal. Revision of the Attendance policy to document key strategies would continue to promote punctuality and attendance. | The target set for positive behaviour norms was higher than the behavioural norm identified by PBL. As the school will be adopting PBL in 2014, the targets should be set to reflect the PBL triangle, as a realistic and achievable goal for the school based on behaviour data.  Additionally it would be effective to set targets based on data from the “Tell Them From me “ survey, to look at the effectiveness of strategies on key areas of engagement and emotional wellbeing. | The number of students with 0-1 behaviour referrals to be 85% or higher. | Implement new strategy & describe  **3a. Implement Positive Behaviour for learning**  Implement a consistent, school-wide system of support that helps define, teach and support appropriate student behaviours, increasing the positive school environment PBL practices would include focus on data including feedback from the “Tell them From Me” survey to monitor systems towards maintaining and enhancing student wellbeing and engagement. Under PBL framework will sit other approaches to developing socio-emotional skills and understandings which began in the school in 2013  These are:  **Kids Matter**  **Rock and water**  **Mindfulness**  3b. Revise strategy & describe  Review attendance policy to ensure documentation and implementation of effective strategies to acknowledge positive attendance. |
| Using the “Tell Them from Me” survey, increase students Positive Sense of belonging from 78% in 2013 to 80% in 2014 |
| Using the “Tell Them from Me” survey, increase Positive learnng Climate from 7.6 out of 10 in 2013 to 7.8 out of 10in 2014. |
| Using the “Tell Them from Me” survey, increase students Feeling Safee attending this school from 85% in 2013 to 88% in 2014 |
| • Reduce the number of discipline referrals by 5% from 604 in 2012 to 573 in 2013  Increase the number of students achieving 90% attendance level by 5% from 66% in 2012 to 71% in 2013 | Basic (progress made) | Discipline referrals were over the target set. | The target does not take into account variations in student numbers or the cohort of students. Targets around positive behaviour records in percentages are of most use in this area. | Remove target |
| High (target exceeded) | The percentage of students achieving 90% attendance or higher was 77% | The school achieved the 2014 attendance target in 2013. Attendance strategies are effective in improving attention, and further implementation of strategies to reward positive attendance will maintain or exceed this level. The target for 2014 can be set higher than the original projection. | Increase the number of students achieving 90% attendance level from 77% in 2013 to 80% in 2014. | Maintain strategy (no description)  : |
| 75% of students and their families participate in 3 way conferences from 75% in 2012 to 78% in 2013 | Sound (target achieved) | 79% of students and their families participated in 3 way conferences | Teacher Evaluations indicate the new structure of rolling interviews enabled more parents to attend.  While parents welcomed the opportunity to meet with teachers, some indicated that they were unsure about the three way concept, preferring talk to the teacher themselves. However parents recognised that there was value in having children talk to teachers and parents about their learning.  Some teachers indicated some parents did not inform them when they could not show up for the interview, thus making it very time consuming in re organising another suitable time.  Teacher discussion also indicated a need to involve the students more in the interviews as a way of developing students being more responsible for their learning | Whilst the target was met this year, further refinement of the process requires investigation | Increase the number of students and families participating in 3 way conferences from 79% in 2013 to 82% in 2014 | Revise strategy & describe  :  An emphasis on students taking more control of the interview and talking able their learning intentions, and learning paths.  Increased parent awareness of the process |
| School progresses on the Aboriginal education planning matrix from level 2/3 to Level 3 in 2013 | Basic (progress made) | The school has progressed from 2012 levels on the matrix, however has not achieved level 3 in all areas. The school has progressed from Level 1 to Level 3 for criteria “**School programs practices & structures support Aboriginal education”. The school progressed to level 2 in all other criteria.** | **3 c. Fuller utilisation of Aboriginal personnel.**  **Investigate greater parent / community participation in committees and planning**.  The school has moved forward on the matrix. An Aboriginal education committee consisting of staff representatives meets regularly through the year to promote planning in Aboriginal education. However surveys and interviews of students, parents and staff indicate that:  *There is a need to extend the cultural opportunities and activities available for ATSI students, and to support students in the classroom*  *There is a need to revisit PLPs to include long term goals classroom.*  *Staff professional development is needed regarding Aboriginal ways of knowing and learning to improve on the sometimes tokenistic way that Aboriginality is represented in the school.*  In NAPLAN reading,  Aboriginal students performed within state norms for Aboriginal students in both years 3 and 5. School Growth for Aboriginal students exceeds State, DEC and SEG levels for Aboriginal students, with72.7% achieving expected growth or more.  In NAPLAN numeracy Year 3 Aboriginal students were above State norms, and results reflected an upward direction in trend data. Year 5 students showed a downward trend in their results, and only 18% of Aboriginal students achieved expected growth. Average growth in numeracy for Aboriginal students was 68.2 compared to 96.4 for non-Aboriginal students.  However average growth for Aboriginal students in reading was 119.5, compared to 80.5 for non-Aboriginal students | The target for the school for 2014 is to reach Level 4 on the matrix in all areas. Although the school currently sits below the 2013 target, focused planning and inclusion of Aboriginal community members on the Aboriginal Education Committee will strengthen and clarify programs within the school, and promote achievement of the established target.  There is also a need to establish targets for Aboriginal academic achievement in terms of progress against the continuum, and student growth in NAPLAN. | School progresses on the Aboriginal education planning matrix from level 2/3 to Level 3 in 2013 to Level 4 in 2014. | Revise strategy & describe  3c **Extend the Aboriginal Education Committee will expand to include community members and develop an action plan linked to the School Management Plan.** The plan will incorporate strategies to support track and support academic achievement for Aboriginal students, promote Aboriginal education, and increase opportunities and activities within the school to promote cultural identity.  **Implement new strategy**  **3d. Implement 8 Ways of Aboriginal Learning, and Brospeak and Sisterspeak**. |
| * 60% of Aboriginal students to achieve Year appropriate clusters on the literacy continuum * Reduce the gap between average growth for Aboriginal and non-aboriginal in NAPLAN numeracy from a difference of 28.2 in 2013 * 72% of Aboriginal students in Year 5 to achieve expected growth or more in NAPLAN reading . * 20% of Aboriginal students in Year 5 to achieve expected growth or more in NAPLAN numeracy. |
|  |
| School achieves level 3 in all areas on the school community planning matrix in 2013 | Sound (target achieved) | Combined input from P&C members and staff assessed  the school as being in Level 3 on the matrix, although key areas around involving parents in student learning were not felt to be fully achieved. | **4a. Increase the CLO position to 3 days per week and expand the role.**  Participants at the parent forum, and interviewed staff, identified the role of the CLO as being important in maintaining home-school-community relationships, and commended the current CLO for her work.  **4b. Provide a variety of opportunities for parents to become aware of student learning programs**.  Interviews and surveys of staff and parents recogn ised that a variety of opportunities existed for parents to learn about and to be involved in student learning programs, through vodcasts as well as inschool activities. Students interviewed in focus groups also identified opportunities for parents. Parent and staff groups identified that while the school was creating opportunities, the number of parents taking up opportunities was low. | The school is continuing to make progress on the community matrix. The school needs to continue to investigate and implement means of involving parents in student learning programs | School achieves level 4 in all areas on the school community planning matrix in 2013 | Maintain strategy (no description)  :4a.  4b.  .  Maintain strategy (no description) |
| • School moves from implementation Level 3 on GATS matrix in 2012 to level 4 by 2014 | Sound (target achieved) |  | **5a. Investigate G&T groupings for Stage 2 grades and establish separate enrichment classes for Literacy, Numeracy and across KLA areas.**  5b. **GATS identified and teachers implementing appropriate GATS programs**  No interviewed groups identified support for Stage 2 enrichment classes. Parents and staff identified a need for GATS opportunities across KLAs within the school. Specialist teaching in Creative Arts areas was identified by staff, parents and children in interviews, and in the Tell them from Me survey, as being positive measures in the school. |  | • School moves from implementation Level 3 on GATS matrix in 2012 to level 4 by 2014. | Revise strategy & describe  5a.**Employ staff with high levels of skills and knowledge in specialist areas of Art, Dance**  **, Drama, Music and sport** to provide learning opportunities for students and enable identification of GATS students in these areas, as well as to provide professional learning to staff..  Implement new strategy  **5b. Release GATS coordinator to work with teachers in developing inclass strategies for GATS students** |
| • All teaching staff will embed the QTF into programming and teaching practices as rated by Guskey PL Level 3 (changes to teaching practice) by the end of 2013 | High (target exceeded) | 95% of staff have moved to Level 4 on the Guskey Professional Learning thermometer. (Have you effectively applied the new knowledge and skills in your classroom) | **6a.Embed the concept of impact analysis so teachers can critically review their teaching strategies. (Visible Learning)**  Staff observations indicate a very positive response to lesson study with all staff changing various aspects of classroom management and teaching strategies from observing their peers.  Staff valued the reflection sessions in promoting an improvement their teaching practice.  Staff indicated a need to refine student learning intentions for 2014 | Staff are very positive in the value of peer learning. Staff have indicated a desire to move to the level of students taking more ownership of their learning. This concept will be further developed 2014. | All teaching staff will effectively implement the focus areas of teaching practices as rated by Guskey Professional Learning Thermometer Levels 4 and 5 by the end of 2014 | Revise strategy & describe  Refine the Lesson Study model to include grade release days for professional learning and staff /peer observations.  Embed the concept of impact analysis so teachers can critically review their teaching strategies. (Visible Learning) |

# Section 5: Changes in schools’ systems and practices as a result of participation in the Low SES School Communities National Partnership

Section 5 provides an opportunity to identify more broadly the changes occurring as a result of your school’s participation in the Partnership. What overall changes are occurring in school functioning – in learning and teaching practices, relationships, student engagement and/or networks? For example, you might be seeing changes in:

* provision of leadership development opportunities appropriate to staff at differing career points *(Reform 1)*
* teacher capacity to mentor and lead innovation or action research in classroom practice *(Reform 1)*
* the quality and quantity of teacher professional learning plans *(Reform 2)*
* differentiated mentoring programs for early career teachers and/or developing teacher leaders
* *(Reform 2)*
* partnerships with other schools, universities or community organisations around student learning *(Reform 3)*
* improved student learning outcomes as a result of targeted interventions *(Reform 4)*
* levels of student engagement in learning as a consequence of tailored mentoring programs *(Reform 3)*
* staff confidence in use of student data to inform planning *(Reform 4)*
* support for target groups including Aboriginal, ESL and refugee students, and students with disabilities *(Reform 4)*
* school accountability processes including through the use of the evaluation and planning *(Reform 5)*
* processes to strengthen parent/family engagement in school life *(Reform 6)*
* building pathways/transition points for students, including transition from preschool to school, or from alternative to mainstream schooling *(Reform 6)*.

**Please identify and briefly explain below the key changes occurring as a consequence of the Partnership to date, and the Partnership reforms that the changes align with.**

* It is expected that the level of change will relate to length of time on the Partnership.
* Schools should identify **three to four** changes. Please be specific and where possible draw on evidence to substantiate the identified change.

**Professional Learning – Lesson Study Reforms 1 2 4**

*Background*

Teacher Evaluation Surveys in 2011 indicated staff required professional learning on curriculum knowledge, teaching, learning assessing cycle and differentiation activities to cater to all students’ academic abilities. In 2012 the school appointed a Highly Accomplished Teacher (HAT) to introduce lesson study across the school in the area of Maths. 2012 Teacher Evaluation Surveys indicated the success of the program and a need to continue with the strategy.

*What we did – Strategies*

* Staff Lesson Study teams were established to work collegially with the HAT in preparing, delivering and observing lessons then followed by a reflection session.
* 2 cycles per year were initially timetabled for all staff to participate in the Lesson Study Model. Teachers could select a Literacy or Numeracy focus for Term 3.
* An evaluation of the program at the end of Term 3 indicated a desire from staff to continue with the program for Term 4.
* Term 4 program was altered to release all staff on the same grade for the day, to view the same lesson and then follow through with a rigorous evaluation of that lesson. Staff also developed a stronger understanding of teaching strategies through discussion and sharing of writing work samples

*Findings*

The analysis of staff surveys and discussion indicated that:

• 89% of staff are agree that they are very satisfied with the Lesson Study program.

* 100% of staff agrees that their teaching practice has improved and is now more focussed on a specific learning outcome.

• 100% of staff agrees that their knowledge of differentiation has increased.

• 100% of staff found feedback helped them to improve their teaching strategies.

• 100% of staff benefitted from observing colleagues and visiting different classroom environments.

* Staff are embedding the school professional learning on *John Hattie, In Visible Learning for Teachers* into their daily teaching practice.

*Conclusions*

• Findings show that high quality coordinated professional learning is improving the quality of teaching and lesson delivery.

* Lesson Study has provided an effective, supportive structure for collegial discussions on teaching strategies and knowledge of the syllabus.

*Future Directions*

The Lesson Study Model will continue in 2014. It will embed quality professional practices and meet the needs of individual staff and the school as a whole. It will also strengthen the knowledge and ability of staff to implement the new NSW Syllabus in Literacy, Numeracy and Science. As the HAT moved to another school during the year, a Deputy Principal Curriculum, will continue with the program. The program will be modified to implement additional models, an example being Instructional Rounds.

**Changes in Classroom Practice / Teacher Quality**  **Reform/s - 1,2,3,4**

*Background*

An analysis of 2011 and 2012 teacher evaluation surveys, indicated a need to enhance teacher capacity and opportunities for promotion, through further developing pedagogical knowledge and transferring the pedagogy into classroom practice.

*What we did – Strategies*

* Executive and aspiring executive combined with the Kurri Kurri LMG to form Learning Circle – studying engagement with current academic research to reflect on and inform improved teacher practice.
* HAT attended Visible Learning conference, and subsequently led Professional Learning on Visible Learning for Teachers.
* School professional learning on the work of John Hattie followed by teaching strategies being implemented into daily lessons. Focus areas being Feedback, WALT (we are learning to), Literacy and Numeracy Differentiation, Learning Intentions and Formative Assessment.
* Participation in the LMG Engagement Symposium with action research to investigate “How do we develop teacher capacity in identifying gifted and talented students in all areas of the curriculum”.
* Employment of HAT, L3 Instructional Leader, Best Start Instructional Leader to work daily in the classrooms to bring about a change in the classroom environment and teaching practice.

*Findings*

Staff evaluations term 1 and Term 4 against the Guskey's 5 levels of Professional Development Evaluation Thermometer indicated;

* Literacy Differentiation - Term 1, 50% of staff at Levels 1 & 2, Term 4 100% staff at Levels 1 & 2
* Numeracy Differentiation -Term 1, 10% of staff at Levels 1 & 2, Term 4 100% staff at Levels 1 & 2
* WALT - Term 1, 50% of staff at Levels 1 & 2, Term 4 100% staff at Levels 1 & 2
* Learning Intentions - Term 1, 50% of staff at Levels 1 & 2, Term 4 75% staff at Levels 1 & 2
* Feedback - Term 1, 45% of staff at Levels 1 & 2, Term 4 100% staff at Levels 1 & 2
* Formative Assessment - Term 1, 2% of staff at Levels 1 & 2, Term 4 80% staff at Levels 1 & 2

The findings have been evidence by teacher anecdotal response supported by classroom observations, and review of documentation including programs and student work samples.

*Conclusions*

The professional learning has had a very positive effect on the teaching practice at the school. Staff indicated they embed these strategies into their daily teaching practice. Staff professional dialogue been enhanced, demonstrating a deeper knowledge of how students learn.

*Future Directions*

The principles of Visible Learning will continue to underpin teaching practice at Kurri Kurri PS. Professional learning will continue to focus on explicit teaching, including differentiation, learning intentions, feedback and assessment.

As part of the induction for staff commence they will be provided with professional learning to ensure that Kurri Kurri PS remains as a Visible Learning School.

**Community communication and contact**

**(Reform/s – *3,4,6****)*

*Background*

The school has focused on continuing to build relationships with the wider community. In 2012, the school progressed to Level 3 on the community planning matrix. While 91% of parents surveyed believed the school encourages parents to be involved in school programs, staff and parents identified that low levels of participation occurred in supporting the P&C and canteen, and in attending workshops around children learning.

*What we did – Strategies*

* Increase the role of the Community Liaison officer to 3 days a week
* 3 Way conferences to involve parents in their students learning
* Review existing communication systems and develop new approaches to communicate with and engage the community
* Continue regular preschool visits, and Little Learners preschool by Early years transition facilitator, who makes links with early years learning facilities, promotes the school’s transition program and coordinates the Kindergarten transition program.
* Increase the profile of the P&C. Investigate ways to increase P&C membership eg pm meetings
* Designate room for P&C meetings

*Findings*

The Role of the CLO is acknowledged by parents and staff as being of high value. The CLO has helped develop strong links between the school and community groups and businesses, and there has been an increased media profile for the school.

There was an increase in the number of parents and students attending three way interviews this year, from 75% in 2012 to 79% in 2013. Staff and parent surveys, and comments from the Parent Forum indicate that the three way interviews were well received, but some parents needed more information about the procedures for the interviews, and children would have more involvement with better preparation.

The school has continued to update its website, and the use of vodcasts has supported families and community members in accessing the newsletter and information about the school.

Staff, parents and students identify that there are a number of opportunities for parents to be involved in the school. However many parents are not attending events apart from assemblies, and main annual events.

The P&C has not increased in membership during the year, and there is not a designated P&C meeting room.

The Little Learners program, and releasing the Transition Facilitator to make regular preschool visits are viewed as strong strategies by parents and staff.

Parents and staff identified a need for the school to focus on extending opportunities for informal interactions between teachers and parents

Parents needed information on school and departmental policies to support their understanding of school procedures

The Parent Forum was well received. Parents attending would like further forums, with a suggestion of holding both day and evening forums

*Conclusions*

There are many positive indications about Community communication and contact. The role of the CLO has been very effective, and should continue. However the school should vary approaches to enable parents to be involved in school events and planning, and to informally interact with staff. The school should make available to parents information in regard to school policies related to the care and wellbeing of students at school. Three way conferences should continue, with more preparation for students, and more information to parents about how to gain the most from the conference. The vodcast facility is of value, and could be utilised more extensively to provide information and pedagogical learning for parents. The school can continue to develop its ways to engage with parents using available technologies.

*Future directions*

It is important to continue to develop strategies to support strong communication and contact with the Community. To do this, the school will involve staff, the P&C and the CLO in developing a home-school-community partnership plan, including school promotion. The plan will be linked to the Aboriginal Education, Kids Matter and PBL Action Plans.

**Section 6: Sustainability** (optional section)

In this section schools have an opportunity to give an overview of the sustainability of improvements to achievement, systems, community partnerships and practice that will continue beyond the participation in the Low SES School Communities National Partnership. Schools may choose to comment on those strategies that are sustainable and the barriers that may exist to continuing other strategies.

These will be as a result of strategies implemented and might include:

* Improvements in teacher quality – changes in leadership capacity, teacher skills and practice, peer coaching/mentoring
* Increased capacity in school planning and evaluation including data analysis
* Systems
* Resources
* Partnerships – community, university, community of schools (where appropriate)

# Appendix one

**Example to support completion of: *Progress towards targets and strategies from the School Plan***

| ***What did we say we would achieve?***  **Target** | ***How well did we do it? How effective were our strategies?*** | | | ***Where to next? Future directions?*** | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Progress towards target**  *Select:* | **Evidence of progress towards target** | **Effectiveness of key strategies to achieve the target** | **Reason for maintaining or revising target for next year** | **Target for next year** | **Strategies for next year**  *Select:* |
| To increase the percentage of Year 5 students in the NAPLAN Reading Proficient Bands (7 and 8) from 14% to 20%. | Sound | 2013 NAPLAN DATA demonstrated that  21% of Year 5 students were placed in the highest bands for reading in 2013, compared to 14% in 2010. | *Staff surveys indicate that creating the Literacy Leader (0.6) to lead Focus on Reading led to an increased understanding of how to explicitly teach comprehension strategies and supported teachers to examine the important role of rich talk in classrooms and its connection to comprehension.*  *Evaluations following PL on SMART2 demonstrated that staff were able identify, analyse and interpret NAPLAN data to inform teaching and learning for their student group.*  *Following parent workshops, parents indicated that they were more confident in their ability to support their child's reading at home.*  *Parents agreed that that the new home readers were age appropriate and facilitated their child's engagement in reading.* | The target was achieved; however, strategies need to continue to further improve achievement in 2013. The target is still below the region's average (27%) and the State's average (35%). | To increase the percentage of Year 5 students in the Proficient Bands 7 and 8 in NAPLAN reading from 21% to 27%. | Maintain implementation of the *Focus on Reading* 3-6 program.  Implement new strategy and describe  Create an additional full time executive position, at AP level, to coordinate Reading pedagogy across the school, including:   * identifying the reading demands of the Proficiency bands and explicitly teaching the skills in the context of authentic texts * organising effective reading groups within the classroom * timetabling Reading teaching and learning across the school utilising all support personnel in classrooms.   Provide ongoing information in the school newsletters and website about supporting reading at home. |

1. NSW Department of Education and Training, Evaluation Policy, https://detwww.det.nsw.edu.au/policies/general\_man/accountability/eval\_pol/PD20100416\_i.shtml [↑](#footnote-ref-1)