

Tanunda Primary School & Tanunda Disability Unit



Site Improvement Plan 2016



“Together We Achieve”

Through high quality teaching and learning, all young people at Tanunda Primary School and the Tanunda Unit are supported and encouraged and are achieving their best.

Literacy

What are we aiming for?

Equipping all students to confidently and appropriately read, write, speak and listen in a range of contexts.

What changes will we see?

Staff will:	Students will:	Parents can:
<ul style="list-style-type: none"> • Trial a range of different strategies to help improve student's writing skills. • Monitor the reading progress of & strategies used by all R-7 students through the use of running records each term. • Continue to use the Jolly Phonics & Jolly Grammar programs within English lessons • Develop a plan for improving children's literacy results across the school which involves staff, students & parents and includes: <ul style="list-style-type: none"> • A whole school approach to literacy • Collecting data about student learning and using it to guide teaching & learning programs • Providing additional support to students who need it • Trial new approaches to teaching to help support student learning 	<ul style="list-style-type: none"> • Read their writing aloud to themselves to make sure it makes sense • Take their reader/a reading book home every night • Participate in the Premier's Reading Challenge • Practice sounding out and writing words that they find difficult to spell • Work with their teacher to set and achieve some personal goals focussing on their literacy learning 	<ul style="list-style-type: none"> • Ask their children to read their writing aloud to them so the children can listen for any problems within their work • Listen to their children read aloud, and read aloud to them, as often as possible • Join their local library and encourage their children to use its services • Encourage their child to speak in complete sentences to help them build their knowledge of sentence structure and grammar rules • Provide a quiet space and establish a regular time for their child to complete their homework

How will we know that we have been successful?

<ul style="list-style-type: none"> • 3.5 % increase at Year 3 level, 8.9% increase at Year 5 level & 6.4% in NAPLAN writing results to bring our results into line with other IOD schools. Evidence: 2016 NAPLAN results • Learning intentions & success criteria being used and visible in 100% of classrooms to support children's writing development. Evidence: Learning Walks & PD discussions & feedback • Running record data being submitted via Learnlink for all R-7 students each term. Evidence: Scorelink records & PD discussions & feedback • All R/1/2 to achieve the DECD SEA Running Records targets with 70% of students achieving DECD targets of Rec., RR 10 Yr 1, RR 20 & Yr 2, RR 26. Evidence: Term 1 & Term 4 Running Records data comparisons . • Jolly Phonics & Grammar programs being implemented in all classes and concepts being applied within student writing tasks. Evidence: PD discussions & school based moderation of student work samples. • Literacy improvement plan outlining whole school teaching approaches, assessment & data collection processes, intervention programs. Evidence: IC on TPS website.
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Personal & Social Development

What are we aiming for?

Helping students to understand themselves and others, and manage their relationships and learning more effectively.

What changes will we see?

Teachers will:	Students will:	Parents can:
<ul style="list-style-type: none"> Use Program Achieve consistently across the site (to establish a common language & understandings) Trial different teaching strategies & programs (eg. IFPS, Way to A, mindfulness, lunchtime activities) to engage children with social & emotional challenges. Provide opportunities for students to learn new ways to think and act Expose students to greater levels of challenge and thinking at more complex levels 	<ul style="list-style-type: none"> Be responsible for their own choices and behaviour Persist even when things seem hard Take notice of their feelings & those of others If they feel upset, take 5 deep breaths and count to 10 before they react Ask a trusted adult to help them deal with problems that are too big for them to solve by themselves Believe that they can do & learn anything (have a growth mindset) 	<ul style="list-style-type: none"> Always provide positive feedback to their children when they make a positive choice. Help their children to identify and talk about their emotions Discuss how different feelings affect people's behaviour, reactions and the choices they make with their children. Model how to deal with conflict & resolve problems appropriately When their children are upset, provide them with some time to calm down before talking with them about different ways to solve problems

How will we know that we have been successful?

<ul style="list-style-type: none"> Program Achieve being implemented and principles visible in 100% of classrooms to support children's social & personal learning. Evidence: Learning Walks & PD discussions & feedback 100% of staff members participating in pedagogy based training that support their personal skill development & professional learning (ie Transforming Tasks, Growth Mindset, Smiling Minds, Executive Function). Evidence: PD records & discussions Lunch time activities being offered three days per week. Evidence: Yard duty roster Individual students involved in suspensions to reduce by 40%. Evidence: EDSAS records & SBM data Incidents of bullying & physical incidents to reduce by 25%. Evidence: EDSAS records & SBM data Baseline data to be collected regarding student engagement levels. Evidence: Student engagement survey, anecdotal evidence, school report data 100% of staff, students & parents to be exposed to the Growth Mindset theories. Evidence: School newsletters, training records Daily & fortnightly intellectual challenges to be published in electronic day book and school newsletters. Evidence: J Drive & school newsletters.
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Numeracy

What are we aiming for?

Ensuring that students confidently & effectively use mathematics to meet the everyday demands of life.

What changes will we see?

Teachers will:	Students will:	Parents can:
<ul style="list-style-type: none"> Provide greater challenge for students within maths lessons to extend their thinking and problem solving skills. Continue to use Natural Maths Strategies within Mathematics lessons Develop a plan for improving children's numeracy results across the school which involves staff, students & parents and includes: <ul style="list-style-type: none"> A whole school approach to numeracy Collecting data about student learning and using it to guide teaching & learning programs Providing additional support to students who need it Trial new approaches to teaching to help support student learning 	<ul style="list-style-type: none"> Always have a try at a problem first, then ask for help if they need it Show their learning in different ways Problem solve with others Check their answers before they hand up their work Practice their rainbow facts & times tables (a lot) Do homework in a quiet space and try not to let themselves be distracted 	<ul style="list-style-type: none"> Encourage their children to persevere with difficult maths activities and praise their persistence, even if they are unable to solve the problems correctly Ask their children to share their maths homework and tell them about the strategies they are using to solve problems Speak positively about mathematics (even if they disliked it or found it difficult at school) Play maths games with their children at home (ie cards, Battleships, Monopoly) Involve their children in routine activities such as shopping and cooking, so the children can see the importance of maths in real life

How will we know that we have been successful?

<ul style="list-style-type: none"> Number of students below SEA in Year 3 reduced by 3%, Year 5 by 8%, and Year 7 by 5%, in NAPLAN Evidence: NAPLAN data Comparison 2014-2016 All students (except SWD) show expected scale score growth for their year level: Yr 2-3: 16 pts, Yr 3-4: 6 pts, Yr 4-5: 6 pts, Yr 5-6: 3 pts, Yr 6-7: 1 pt. Evidence: PAT Maths Investigate and implement appropriate Numeracy Intervention (eg Quicksmart/Too smart) for students identified below stanine 4 in PAT Maths Number of students achieving in higher bands in NAPLAN Numeracy to increase by 8% in Yr 3, by 20% in Yr 5 and by 25% in Yr 7 Evidence: NAPLAN data Comparison 2014-2016 Number of students achieving in higher bands in NAPLAN Numeracy to be maintained to the next NAPLAN. Evidence: NAPLAN data Comparison 2014-2016 Natural Maths strategies being implemented in all classes and underpinning lesson structures Evidence: PD discussions, Learning Walks, Peer Observation & school based moderation of student work samples. Written numeracy improvement plan developed & published outlining whole school teaching approaches, assessment & data collection processes, intervention programs Evidence: Improvement Cycle on TPS website.
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Information & Communication Technology

What are we aiming for?

Extending the range of learning experiences available at TPS and deliver learning in flexible and innovative ways

What changes will we see?

Teachers will:	Students will:	Parents can:
<ul style="list-style-type: none"> Support student ICT learning by building their own ICT skills through participation in professional development, coaching and mentoring activities. Develop a three year ICT plan which involves staff, students & parents and considers: <ul style="list-style-type: none"> Safe, appropriate & responsible use of ICT Learning priorities Resource allocation and management Investigate ICAS as a tool for gathering data about student skills in ICT (as a tracking & monitoring strategy) 	<ul style="list-style-type: none"> Practice typing with two hands (resting their fingers above the a s d f j k l and ; keys) Practice new skills until you remember them Learn to save their work in a place where you can find it Make sure you are always cyber safe and think before you post – remember their digital footprint Stay focussed on their task and don't toggle between games and work Use ICT tools responsibly and respectfully 	<ul style="list-style-type: none"> Encourage their children to use electronic devices to help with learning tasks, sharing their ideas and publishing work Talk with their children about safe & sensible use of electronic devices. Monitor their children's use of social media and model appropriate behaviour when posting information online Make sure they have their children's electronic login details and passwords so that they can monitor their on-line behaviour Report any cyber-bullying or inappropriate on-line behaviour to the "Office of the Commissioner of e-Safety"

How will we know that we have been successful?

<ul style="list-style-type: none"> 100% of staff members participating in ICT training that support their personal skill development & professional learning. Evidence: PD records & discussions Collaboration across partnership sites is evident to support staff professional development & partnership focus on continuity of learning R-12. Evidence: Shared T&D opportunities, communication between sites, transition programs 2016 resourcing is targeted to support the infrastructure needed to ensure ICT teaching is facilitated, Evidence: Site financial records, reduced expenditure on technician support TPS will be connected to the NBN to ensure fast and reliable internet access. Evidence: Reliable wireless internet access, All children will be involved in cyber safety lessons & parent information sessions and information circulated by the end of 2016. Evidence: ICT Coordinator records, student reports, school newsletters The TPS electronics policy will be updated. Evidence: Governing Council Minutes, TPS Website Baseline data collected through ICAS involvement. Evidence: 2016 ICAS results

This is an agreement about what our site's improvement priorities will be for the specified year.

The agreement summarises the school's contribution to improving student learning at their site through a focus on improvement targets (SMART Targets) based on DECD priorities and other areas of local significance that are critical to learners' achievements and well being.

The school will report annually on progress made towards achieving the SMART Targets through the Annual Report. SMART Targets may be adjusted in consultation with the Governing Council.

A copy of the Site Improvement Plan will be provided to the Education Director and will align with the Barossa Valley Partnership Plan.

Bryce Wood (Governing Council Chairperson)

Michelle Barnes (Principal)

March 16th 2016