

Tanunda Primary School & Tanunda Disability Unit



Site Improvement Plan 2018



“Together We Achieve”

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

Primary Focus Area: English

Goal 1: To promote higher levels of achievement in writing across the Reception – Year 7 age range.

Priorities	Targets	Strategies	Timelines/Responsibility	Outcomes/Monitoring	Resourcing
Writing	<ul style="list-style-type: none"> Achieving the equivalent or surpassing the results of Category 6 (Index of Disadvantage) schools in Writing. Surpassing the Writing growth expectations of all students participating in NAPLAN Writing Tests: <ul style="list-style-type: none"> Year 5 – equivalent of two bands achievement growth as compared to 2016 test results <ul style="list-style-type: none"> Band 3 – 5% Band 5 – 6% Band 6 – 33% Band 7 – 24% Band 8 & above – 14% Year 7 – equivalent of two bands achievement growth as compared to 2016 test results <ul style="list-style-type: none"> Band 5 – 7.3% Band 6 – 12.7% Band 7 – 29.1% Band 8 – 25.5% Band 9 & above – 7.3% Year 3 – students will equal, or surpass, the number of students in the high bands compared to Index of Disadvantage. Year 5 – the percentage of students retained in high bands is improved against the historical performance range Year 7 – the percentage of students retained in high bands is improved against the historical performance range Increased percentage of students receiving A-C Grades in moderated writing tasks between Term 1 – 3 2018. 	<p>Key Strategies</p> <ul style="list-style-type: none"> Explicitly teach students to produce high-quality writing for a variety of purposes. Support all students to set personal goals for further learning and monitor individual progress Continue implementation of Tanunda Primary School R-7 Literacy Agreement. 	<p>Key Strategies Responsibility: All staff Timeline: On-going</p>	<p>Evidence to be collected through</p> <ul style="list-style-type: none"> Feedback from teachers, SSOs & students PD conversations & observations 	<p>Release time: Literacy Committee Convenor through Improved Outcomes for Numeracy & Literacy</p>
		<p>Professional Learning</p> <ul style="list-style-type: none"> Literacy Committee to engage staff in ongoing internal professional learning of explicit writing strategies, with a focus on collaborative planning & moderation, through scheduled training and development sessions for all staff throughout the year. SLIIP will work with teachers to plan, implement and assess writing strategies in classrooms. Disability Unit Staff to participate in ABLES Training 	<p>Professional Learning Responsibility: Literacy Committee Timeline: Writing focussed PD Session once per term & Collaborative moderation sessions twice per term (Term 2 & Term 4)</p> <p>Responsibility: SLIIP Timeline: Site visit twice per term to work with staff</p> <p>Responsibility: ABLES Committee Timeline: Focused PD Session twice per term</p>	<p>Evidence to be collected through</p> <ul style="list-style-type: none"> Feedback from teachers, SSOs & students PD conversations & observations 	<p>Specialist Support: SLIIP- Gail Holland Project Officer, Primary Learners - Jo Campbell</p>
		<p>Specific Actions</p> <ul style="list-style-type: none"> Students are to participate in a minimum of 3-4 purposeful & structured writing sessions per week in all classes. Teach students to use the writing process for a variety of purposes, supported through the PM Writing Resources & Sheena Cameron Writing resource book. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing, using Jolly Phonics & Jolly Spelling Resources 	<p>Specific Actions Responsibility: All teaching staff Timeline: On-going</p>	<p>Evidence to be collected through</p> <ul style="list-style-type: none"> Feedback from teachers, SSOs & students PD conversations & observations A – E grades, NAPLAN & ABLES Data analysis 	<p>Release time: Literacy Committee Convenor through Improved Outcomes for Numeracy & Literacy T&D: Jolly Phonics Training all new staff Resources: Purchase of additional PM, Jolly Phonics & Sheena Cameron resources</p>
		<p>Assessment</p> <ul style="list-style-type: none"> Teachers to assess writing as per the TPS Whole School Agreement Teachers to participate in collaborative planning and moderation of writing tasks twice per year. 	<p>Assessment Responsibility: All teaching staff Timeline: On-going</p>	<p>Evidence to be collected through</p> <ul style="list-style-type: none"> Feedback from teachers, SSOs & students PD conversations & observations A – E grades, Writing Rubrics, NAPLAN & ABLES Data analysis 	<p>Release time: Literacy Committee Convenor through Improved Outcomes for Numeracy & Literacy</p>

Primary Focus Area: Mathematics

Goal 2: To extend children's thinking skills and increase the level of challenge within Mathematics tasks.

Priorities	Targets	Strategies	Timelines/Responsibility	Outcomes/Monitoring	Resourcing
Mathematics	<ul style="list-style-type: none"> Achieving the equivalent or surpassing the results of Category 6 (Index of Disadvantage) schools in Numeracy. Achieve equal or surpass the growth expectations of all students participating in 2016 & 2018 NAPLAN Numeracy Test: <ul style="list-style-type: none"> Year 3 – students will equal, or surpass, the number of students in the high bands compared to Index of Disadvantage. Year 5 – the percentage of students retained in high bands is maintained or improved against the historical performance range Year 7 – the percentage of students retained in high bands is maintained or improved against the historical performance range Increased percentage of student cohorts achieving DECD Standard of Educational Achievement (SEA) in comparison to 2017 in: <ul style="list-style-type: none"> ACER PAT Math (3-7). Increased percentage of students receiving A-C Grades in moderated mathematics tasks between Term 1 – 3 2018. 	<p>Key Strategies</p> <ul style="list-style-type: none"> Improve learning Design and consistently implement high quality mathematics tasks which are collaboratively planned, assessed & moderated Support all students to set personal goals for further learning and monitor individual progress Continue implementation of Tanunda Primary School R-7 Numeracy Agreement. 	<p>Key Strategies Responsibility: All staff Timeline: On-going</p>	<p>Evidence to be collected through</p> <ul style="list-style-type: none"> Feedback from teachers, SSOs & students PD conversations & observations (Once per term) 	<p>Release time: Numeracy Committee Convenor through Improved Outcomes for Numeracy & Literacy</p>
		<p>Professional Learning</p> <ul style="list-style-type: none"> New staff to be engaged in on-line professional learning to support agreed TPS Numeracy Block structure Numeracy Committee to engage staff in ongoing internal professional learning <ul style="list-style-type: none"> Rec – Year 5 teachers to revisit Big Ideas in Number concepts Year 6 – 7 teachers to participate in partnership Thinking Maths initiative All teachers to participate in site- based & partnership Learning Design and Moderation (LDAM) professional learning activities as planned by the Numeracy Committee & Partnership Disability Unit Staff to participate in ABLES Training 	<p>Professional Learning Responsibility: Numeracy Committee & LDAM Leader Timeline: Numeracy focussed PD Session once per term & collaborative moderation activities twice per term (Term 2 & Term 3)</p> <p>Responsibility: LDAM Leader & SLIIP Timeline: Site visit twice per term to work with staff Responsibility: ABLES Committee Timeline: PD Session twice per term</p>	<p>Evidence to be collected through</p> <ul style="list-style-type: none"> Feedback from teachers, SSOs & students PD conversations & observations (Once per term) 	<p>Specialist Support: SLIIP- Gail Holland Project Officer, Primary Learners - Jo Campbell On-line training: Mental Routines & Problematised Situations Targeted site based T&D: Big Ideas in Number, Think Maths & ABLES Training for staff</p>
		<p>Specific Actions</p> <ul style="list-style-type: none"> All classes to use the Numeracy Block Structure (Mental Routines, Problematised Situations and Reflections) as outlined by the Tanunda Primary School R-7 Numeracy Agreement. Learning tasks to provide multiple entry & exit points for students Specific SSO time scheduled to support identified students in Year 2-3 using the TooSmart Maths Intervention Program Specific SSO time scheduled to support identified students in Year 4-6 using the Quick Smart Maths Intervention Program. 	<p>Specific Actions Responsibility: All teaching staff Timeline: On-going</p>	<p>Evidence to be collected through</p> <ul style="list-style-type: none"> Feedback from teachers, SSOs & students PD conversations & observations (Once per term) A – E grades, NAPLAN & ABLES Data analysis TooSmart & QuickSmart Data 	<p>Release time: Numeracy Committee Convenor through Improved Outcomes for Numeracy & Literacy Resources: Purchase of additional resources to create Numeracy Kits for new classes</p>
		<p>Assessment</p> <ul style="list-style-type: none"> Teachers to assess Numeracy as per guidelines in the Tanunda Primary School Performance Indicators. PAT M will be administered for all new students Students in the TooSmart & Quick Smart Maths Intervention Programme to show growth from the beginning to the end of the program. 	<p>Assessment Responsibility: All teaching staff Timeline: On-going</p>	<p>Evidence to be collected through</p> <ul style="list-style-type: none"> Feedback from teachers, SSOs & students PD conversations & observations (Once per term) A – E grades, Writing Rubrics, NAPLAN & ABLES Data analysis 	<p>Release time: Literacy Committee Convenor through Improved Outcomes for Numeracy & Literacy</p>