

TAILEM BEND PRIMARY SCHOOL



“To Be Positive and Successful”

Site Improvement Plan 2018

Our Priorities

Numeracy
Improvement

Reading
Improvement





Pedagogy
(STEM)

MISSION STATEMENT:

- To provide a safe, supportive learning environment
- Every individual given the opportunity to reach his or her full potential
- To promote active, compassionate & lifelong learning
- Develop responsibility in a changing global community

Focus Area 1: Numeracy Improvement

Priority: Develop and enact a coherent improvement agenda for the teaching of numeracy across the school.

Objectives	Strategies/Actions	Success Criteria/Targets (SMARTA)	Tracking/ Monitoring
Whole School numeracy approach with high expectations for all learners is developed and implemented. (to be reviewed annually)	Refer to “Whole Site Numeracy Approach” document	100% of students will demonstrate a growth of at least 12 months growth across all areas of Numeracy.	Term 3
	All teachers are to be using numeracy data to inform teaching and learning programmes	NAPLAN targets (2018): <ul style="list-style-type: none"> Year 3 – 75% SEA Band 3 (yr 3- 64% 2016) Year 5 – 75% SEA Band 5 (yr 3- 64% 2016) Year 7 – 75% SEA Band 6 (yr 5- 62% 2016) 	Term 3
	Core focus on Problem Solving – Open Ended Tasks to be incorporated into daily lesson planning where possible	Pat-M+ targets (2018): <ul style="list-style-type: none"> Year 3 – 75% at SEA (yr 3- 67% 2017) Year 4 – 75% at SEA (yr 3- 67% 2017) Year 5 – 85% at SEA (yr 4- 75% 2017) Year 6 – 90% at SEA (yr 5- 82% 2017) Year 7 – 95% at SEA (yr 6- 88% 2017) 	Term 3
Implementation of Wave 2 intervention to support students not meeting SEA.	Intervention (Quicksmart) for targeted students not meeting standard – including ATSI learners	All students not at SEA to receive numeracy intervention (Quicksmart)	
		All ATSI learners will demonstrate at least 12 months growth in all aspects of Numeracy.	Term 3
Improved skill development of teachers and support staff	<ul style="list-style-type: none"> Key Teacher/leader to work with staff to support with planning and programming/observations All Junior Primary staff to be implementing Natural Maths Training and Development in the effective teaching of Maths Differentiation evident in programmes – use of enablers, extenders, working from the big idea, open ended questions and tasks, reflection time. 	All staff members to identify Numeracy focus SMARTA targets in Performance Development Plan.	
		All staff, including SSO's observe in other classes/sites and provide feedback	
Involvement of parents and caregivers in student learning about numeracy	<ul style="list-style-type: none"> Regular inserts into school newsletter Parents are aware of numeracy strategies in communication books Communication book sessions by leadership team/teachers Legends cup focus – 3 nights of numeracy practice at home (times tables/number practice/natural maths strategies) NAPLAN question sent home each night for students to work with parents 	90% of students will complete numeracy practice at home at least 3 times per week, demonstrated through communication book.	

Focus Area 2: Reading Improvement

Priority: Develop and enact a coherent improvement agenda for the teaching of Reading across the school.

Outcomes	Strategies/Actions	Success Criteria/Targets (SMARTA)	Tracking/ Monitoring
<p>Whole School Literacy approach with high expectations for all learners is developed and implemented. (to be reviewed annually)</p>	<p>Refer to “Whole Site Literacy Approach” document</p> <p>All teachers are to be using literacy data to inform teaching and learning programmes</p> <p>All classes to have SSO support to implement Guided Reading</p> <p>2 teachers to be trained as “Guided Reading leaders” to support all staff with the successful implementation of Guided Reading.</p> <ul style="list-style-type: none"> Attend Guided Reading PLC twice per term – report/share with all staff <p>LLI Resources to be accessible for all staff – to be updated when necessary.</p> <p>Partnership Student Free Days with a core focus on Guided reading</p> <p>Staff to attend LLI PLC – once per term</p>	<p>All classes to implement a “Guided Reading” program at least 4 days a week using LLI resources</p>	●
		<p>100% of students will demonstrate a growth of at least 12 months growth across all areas of literacy.</p>	Term 3
		<p>Running Records SEA Target (2018):</p> <ul style="list-style-type: none"> Reception – 70% Level 5+ (Reception- 61% 2017) Year 1 – 70% Level 13+ (Reception- 61% 2017) Year 2 – 85% level 21+ (year 1- 77% 2017) Year 3 – 85% level 26+ (year 2- 77% 2017) Year 4 – 75% level 29+ (year 3- 60% 2017) 	Term 3
		<p>PAT-Reading Targets (2018):</p> <ul style="list-style-type: none"> Year 3 – 85% at SEA (year 2 RR- 77% 2017) Year 4 – 85% at SEA (year 3- 71% 2017) Year 5 – 90% at SEA (Year 4-85% 2017) Year 6 – 95% at SEA (year 5- 94% 2017) Year 7 – 95% at SEA (year 6- 92% 2017) 	Term 3
		<p>NAPLAN Targets (2018):</p> <ul style="list-style-type: none"> Year 3 – 85% students SEA Band 3 (yr 2 RR- 71% 2017) Year 5 – 85% students SEA Band 5 (yr 3- 71% 2016) Year 7 – 90% students SEA Band 6 (yr 5- 80% 2016) 	Term 3
<p>Improved skill development of all staff in the teaching of literacy.</p>	<ul style="list-style-type: none"> Guided Reading T&D for teachers and SSO’s Structured times are established for professional conversations between staff Personal Development Programme includes Literacy targets linked to the SIP. 	<p>All staff to identify reading (Guided Reading) focus SMARTA targets in Performance Development</p>	●
		<p>All staff, including SSO’s observe in other classes/sites and provide feedback</p>	●
<p>Implementation of Wave 2 intervention to support students not meeting SEA.</p>	<ul style="list-style-type: none"> Intervention (Fountas & Pinnel LLI) for targeted students not meeting standard – including ATSI learners 	<p>Targeted students not meeting standard to receive reading intervention (LLI)</p>	●
		<p>All ATSI learners will demonstrate at least 12 months growth with their reading level.</p>	Term 3
<p>Involvement of parents and caregivers in student learning about reading</p>	<ul style="list-style-type: none"> Increased Legends Cup focus - students are reading at home at least 3 times a week – to be rewarded with points for house teams identified in communication books – signed by parents. Regular newsletter inserts to support reading development. 	<p>90% of students will be reading at least 3 nights per week at home as indicated in communication books.</p>	●

Focus Area 3: Pedagogy (STEM)

Priority: Develop and enact differentiated and engaging pedagogy to achieve high expectations.

Outcomes	Strategies/Actions	Targets (SMARTA)	Tracking/ Monitoring	
<p>Increase STEM learning opportunities for students and staff</p>	Provide STEM PD for all staff both from external sources and sharing good practice	All teaching and learning programmes incorporate problem based learning activities	●	
	Review resources in school and add suitable STEM equipment – creation of STEM Budget line	TfEL Compass student survey indicates 90% of students are engaged with their learning	<i>Term 2 & 4</i>	
	Planning with year 7 teachers to progress the Year 7/8 STEM collaborative inquiry project with Murray Bridge High School	All students receive STEM opportunities for learning as part of curriculum units	●	
	Incorporate STEM resources and strategies into curriculum units	TfEL Compass student survey indicates 90% of students feel challenged with their learning	<i>Term 2 & 4</i>	
	Utilise environment and Nature Play as part of curriculum – Nature Play space			
	Ensure that teaching and learning programmes in the areas of Science, Technology, Engineering & Mathematics incorporates Problem Solving & Critical and Creative Thinking.			
	Focus on Students, Thinking, Exploring, Making			
<p>Enact 3 pedagogical changes across the school (Results Plus)</p> <p>Effective classroom practice that provides:</p> <ol style="list-style-type: none"> 1. Goal setting (Learning intent) 2. Reflective Learning 3. Strategic Learning Resilience (3 before Me) 	All students to be made aware of the “Learning Intent” (lesson goal) in all aspects of their learning – Learning intent magnets on classroom whiteboards	All teachers will set learning/lesson goals at the beginning of lessons to highlight “learning” intent.	●	
	All students to be given opportunities to reflect on their learning (Reflection journals – numeracy – to be extended across other curriculum areas)	Posters in classrooms and work with students discussing “3beforeme” strategy	TfEL Compass will report 100% of students will they are given opportunities to reflect on their learning	<i>Term 2 & 4</i>
	Professional discussions to enable all teachers to engage with the South Australian Teaching for Effective Learning Resource (TfEL)		90% of students will report they are able to implement strategies and are given opportunities to solve problems when “stuck” with their learning.	<i>Term 2 & 4</i>
<p>Differentiated teaching and learning in all classes based on the assessed needs of students.</p>	One plans for targeted students with regular review	100% of staff programs demonstrate differentiation in all curriculum areas, including both One Plan and High Achieving Students	●	
	Partnership PLC’s – Each term (Focus on Assessment & Moderation)/TfEL			
<p>Learners experience inclusive, supportive, engaging and challenging learning environments</p>	Staff training and development to support differentiation	TfEL Compass student survey indicates 90% of students are challenged with their learning. (T3)	<i>Term 2 & 4</i>	
	Regular review of school data to ensure students are being challenged, and modifications are being made to support those who need intervention			