

Improvement plan for Taillem Bend PS

2019 to 2021



“To Be Positive and Successful”

School name

Taillem Bend PS

Vision statement

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



Government
of South Australia
Department for Education

Plan summary

This table will be automatically populated to provide a summary of your plan.

Goals	Targets	Challenge of practice
<p>Increase student achievement in reading from years 3 to 5.</p>	<p>By the end of 2019, 80% of students in year 3 will be reading at the SEA scale score of 95 (or above) in PAT reading, and NAPLAN Band 3 or above.</p> <p>By the end of 2020, 85% of students in year 4 will be reading at the SEA scale score of 110 or above in PAT Reading.</p> <p>By the end of 2021, 90% of students in year 5 will be reading at the SEA scale score of 112 (or above) in PAT reading, and NAPLAN Band 5 or above.</p>	<p>If we develop a common evidence based approach to teaching reading comprehension (including Sheena Cameron resources), then we will increase student achievement in reading.</p>
<p>Increase student achievement in mathematics from years 5 to 7.</p>	<p>By the end of 2019, 85% of students in year 5 will achieve the SEA scale score of 112 (or above) in PAT Maths and NAPLAN Band 5 or above.</p> <p>By the end of 2020, 90% of students in year 6 will achieve the SEA scale score of 120 (or above) in PAT Maths.</p> <p>By the end of 2021, 95% of students in year 7 will achieve the SEA scale score of 121 (or above) in PAT Maths and NAPLAN Band 6 or above.</p>	<p>If we extend mathematical thinking for all students through a range of open ended problem solving tasks (including Peter Sullivan resources), we will increase student achievement in all areas of mathematics.</p>

Improvement plan for Tailem Bend PS

2019 to 2021

How to complete this template

- Complete every step. The Quality School Improvement Planning Handbook explains how to do this. In addition, your education director will provide support.
- Complete steps **1 to 3** during term 4 of 2018 and have it approved by the principal, governing council chairperson, and education director.
- Email this plan (steps 1 to 3) to your education director.
- Publish your school improvement plan on your school website.
- Work through **step 4** (*Improve Practice and Monitor Impact*) regularly throughout the school year. This step does not need to be published on your website.
- Complete **step 5** (*Review and Evaluate*) in term 4 of each year. This step does not need to be published on your website, though it should inform the Improvement Planning and Outcomes section of your annual report to the school community.
- Your school improvement plan will be current for 2019 to 2021 and should be updated in term 4 each year.

For further information and advice, contact:

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Review, Improvement and Accountability Manager

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Step 1

Analyse and prioritise



Analyse evidence of student learning and answer the question 'What are our goals for improvement?' Specify up to 3 goals and annual targets for student learning improvement in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Goals		Targets		
Goal 1	Increase student achievement in reading from years 3 to 5.	2019	By the end of 2019, 80% of students in year 3 will be reading at the SEA scale score of 95 (or above) in PAT reading, and NAPLAN Band 3 or above.	
		2020	By the end of 2020, 85% of students in year 4 will be reading at the SEA scale score of 110 or above in PAT Reading.	
		2021	By the end of 2021, 90% of students in year 5 will be reading at the SEA scale score of 112 (or above) in PAT reading, and NAPLAN Band 5 or above.	
Goal 2	Increase student achievement in mathematics from years 5 to 7.	2019	By the end of 2019, 85% of students in year 5 will achieve the SEA scale score of 112 (or above) in PAT Maths and NAPLAN Band 5 or above.	
		2020	By the end of 2020, 90% of students in year 6 will achieve the SEA scale score of 120 (or above) in PAT Maths.	
		2021	By the end of 2021, 95% of students in year 7 will achieve the SEA scale score of 121 (or above) in PAT Maths and NAPLAN Band 6 or above.	
Goal 3		2019		
		2020		
		2021		

Step 2

Determine challenge of practice



Consider how improvements in teaching practice will help to achieve your improvement goals and answer the question 'What areas of practice should we focus on improving to reach our goals?' Specify your challenge of practice for each goal in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Challenge of practice

Goal 1	If we develop a common evidence based approach to teaching reading comprehension (including Sheena Cameron resources), then we will increase student achievement in reading.
Goal 2	If we extend mathematical thinking for all students through a range of open ended problem solving tasks (including Peter Sullivan resources), we will increase student achievement in all areas of mathematics.
Goal 3	

Step 3

Plan actions for improvement



Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?' Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

The Quality School Improvement Planning Handbook explains how to do this.

Goal 1

Increase student achievement in reading from years 3 to 5.

Challenge of practice

If we develop a common evidence based approach to teaching reading comprehension (including Sheena Cameron resources), then we will increase student achievement in reading.

Actions	Timeline	Roles and responsibilities	Resources
Professional development for staff to implement reading comprehension strategies	Week 0	Principal and guided reading leaders to meet to prepare agenda for introductory training in week 0 - familiarisation of Sheena Cameron materials All staff (teachers and SSO's) to attend training in week 0 Principal/Guided reading leaders to facilitate training	Sheena Cameron guide book - for all staff members
Staff meeting - professional learning for all staff	Term 1, 2019	Reading leaders to meet with principal to devise schedule for term 1 training All staff (teachers and SSO's) to attend professional learning session during staff meetings	Australian curriculum Sheena Cameron resources Guided reading leaders resources
Purchase resources to support all staff with the teaching of comprehension strategies	January 2019	Principal to organise resources for staff All staff to familiarise themselves with resources	Sheena Cameron guide book - for all staff members 8 x \$100

Step 3 continued

Plan actions for improvement



Increase student achievement in reading from years 3 to 5.			
Actions	Timeline	Roles and responsibilities	Resources
Review whole site agreements for teaching reading	Term 1 2019	Principal to ensure all staff members have a copy and are familiar with Literacy Agreements Staff meeting time allocated to review documents to include reading comprehension strategies and resources	Tailem Bend Primary School Literacy Agreement document
Peer observations to provide explicit feedback of practice	Term 2	Principal to develop peer observation roster <ul style="list-style-type: none"> • R - 2 to work together • 3 - 4 to work together • 5 - 7 to work together 	Reading observation template TRT Funds (2 days per term) = 8 Days 8 X \$540 = \$4320
All classes to be explicitly teaching reading comprehension strategies as part of guided reading program	January - December, 2019	All teachers and SSOs to include guided reading and comprehension as part of Performance Development plan Teachers to provided evidence of planning in programs	PDP Plans Teaching programmes
Total financial resources allocated			\$5120
Success criteria	<p>All students (R-7) to demonstrate improvements with reading levels through termly testing (running records, LLI etc). Higher levels of reading comprehension demonstrated by students are through termly testing.</p> <p>Students demonstrate various strategies for understanding texts.</p> <p>All students to demonstrate at least 12 months growth with reading levels.</p> <p>Increased student confidence and perceptions with reading through reading perception surveys.</p>		

Step 3 continued

Plan actions for improvement



Goal 2		Increase student achievement in mathematics from years 5 to 7.		
Challenge of practice		If we extend mathematical thinking for all students through a range of open ended problem solving tasks (including Peter Sullivan resources), we will increase student achievement in all areas of mathematics.		
Actions	Timeline	Roles and responsibilities	Resources	
Review whole site agreements	Week 0, 2019	Principal to ensure all staff members have a copy and are familiar with Numeracy Agreements Principal to ensure time during staff meetings to ensure all staff are able to review agreements to ensure all elements are being implemented in teaching and learning programmes.	Tailem Bend Primary School Numeracy Agreement Document	
Professional learning for all staff - Open ended problem solving	Term 2, 2019	Numeracy Leader – plan and facilitate professional learning on "enablers" and "extenders" for problem solving	Australian Curriculum Peter Sullivan resources Anne Baker Resources	
Update professional learning resources for all staff - Peter Sullivan	January, 2019	Principal to organise resources for staff All staff to familiarise themselves with resources	Peter Sullivan book - for all staff members 8 x \$100 = \$800	

Step 3 continued

Plan actions for improvement



Increase student achievement in mathematics from years 5 to 7.				
Goal 2 continued	Actions	Timeline	Roles and responsibilities	Resources
	Daily NAPLAN question	2019	NAPLAN packs developed by numeracy leader for all teachers NAPLAN question to go home to each student daily All classes unpack problem solving strategies used for each NAPLAN question - daily task	Past NAPLAN tests/online resources
	Peer observations to provide explicit feedback of practice - Daily numeracy program to include Open Ended Problem solving	Term 2, 2019	Principal to develop peer observation roster <ul style="list-style-type: none"> • R - 2 to work together • 3 - 4 to work together • 5 - 7 to work together All teachers to be observed, and feedback provided.	TRT - 8 days to allow observations to take place x \$540 = \$4320
			Total financial resources allocated	\$5120
	Success criteria		All students to demonstrate at least 12 months growth with numeracy (PAT testing/NAPLAN). Increased student confidence and perceptions with numeracy (perception surveys). Students demonstrate increased confidence using problem solving strategies to tackle tasks in numeracy lessons.	

School improvement plan

Approvals



Approved by principal

Travis Schenke

12/2/2019

Approved by governing council chairperson

Brian Mitchell

12/2/2019

Approved by education director

Stan Hagias

12/2/2019