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?

<table>
<thead>
<tr>
<th>Staff will:</th>
<th>Students will:</th>
<th>Parents can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Trial a range of different strategies to help improve student’s writing skills.</td>
<td>• Read their writing aloud to themselves to make sure it makes sense</td>
<td>• Ask their children to read their writing aloud to them so the children can listen for any problems within their work</td>
</tr>
</tbody>
</table>
| • Monitor the reading progress of & strategies used by all R-7 students through the use of running records each term. | • Take their reader/a reading book home every night  
• Participate in the Premier’s Reading Challenge | • 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 |
| • Continue to use the Jolly Phonics & Jolly Grammar programs within English lessons | • Practice sounding out and writing words that they find difficult to spell | • Encourage their child to speak in complete sentences to help them build their knowledge of sentence structure and grammar rules |
| • Develop a plan for improving children’s literacy results across the school which involves staff, students & parents and includes: 
  • 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 | • Work with their teacher to set and achieve some personal goals focussing on their literacy learning | • 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?

- 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.
## 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?

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<thead>
<tr>
<th>Teachers will:</th>
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<th>Parents can:</th>
</tr>
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<tr>
<td>• Use Program Achieve consistently across the site (to establish a common language &amp; understandings)</td>
<td>• Be responsible for their own choices and behaviour</td>
<td>• Always provide positive feedback to their children when they make a positive choice.</td>
</tr>
<tr>
<td>• Trial different teaching strategies &amp; programs (eg. IFPS, Way to A, mindfulness, lunchtime activities) to engage children with social &amp; emotional challenges.</td>
<td>• Persist even when things seem hard</td>
<td>• Help their children to identify and talk about their emotions</td>
</tr>
<tr>
<td>• Provide opportunities for students to learn new ways to think and act</td>
<td>• Take notice of their feelings &amp; those of others</td>
<td>• Discuss how different feelings affect people’s behaviour, reactions and the choices they make with their children.</td>
</tr>
<tr>
<td>•Expose students to greater levels of challenge and thinking at more complex levels</td>
<td>• If they feel upset, take 5 deep breaths and count to 10 before they react</td>
<td>• Model how to deal with conflict &amp; resolve problems appropriately</td>
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<tr>
<td></td>
<td>• Ask a trusted adult to help them deal with problems that are too big for them to solve by themselves</td>
<td>• When their children are upset, provide them with some time to calm down before talking with them about different ways to solve problems</td>
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<tr>
<td></td>
<td>• Believe that they can do &amp; learn anything (have a growth mindset)</td>
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</tbody>
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### How will we know that we have been successful?

- 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.
## 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?

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<tr>
<td>• Provide greater challenge for students within maths lessons to extend their thinking and problem solving skills.</td>
<td>• Always have a try at a problem first, then ask for help if they need it</td>
<td>• Encourage their children to persevere with difficult maths activities and praise their persistence, even if they are unable to solve the problems correctly</td>
</tr>
<tr>
<td>• Continue to use Natural Maths Strategies within Mathematics lessons</td>
<td>• Show their learning in different ways</td>
<td>• Ask their children to share their maths homework and tell them about the strategies they are using to solve problems</td>
</tr>
<tr>
<td>• Develop a plan for improving children’s numeracy results across the school which involves staff, students &amp; parents and includes:</td>
<td>• Problem solve with others</td>
<td>• Speak positively about mathematics (even if they disliked it or found it difficult at school)</td>
</tr>
<tr>
<td>• A whole school approach to numeracy</td>
<td>• Check their answers before they hand up their work</td>
<td>• Play maths games with their children at home (ie cards, Battleships, Monopoly)</td>
</tr>
<tr>
<td>• Collecting data about student learning and using it to guide teaching &amp; learning programs</td>
<td>• Practice their rainbow facts &amp; times tables (a lot)</td>
<td>• Involve their children in routine activities such as shopping and cooking, so the children can see the importance of maths in real life</td>
</tr>
<tr>
<td>• Providing additional support to students who need it</td>
<td>• Do homework in a quiet space and try not to let themselves be distracted</td>
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<tr>
<td>• Trial new approaches to teaching to help support student learning</td>
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### How will we know that we have been successful?

- 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.
## 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?**

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<thead>
<tr>
<th>Teachers will:</th>
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<tr>
<td>• Support student ICT learning by building their own ICT skills through participation in professional development, coaching and mentoring activities.</td>
<td>• Practice typing with two hands (resting their fingers above the a s d f j k l and ; keys)</td>
<td>• Encourage their children to use electronic devices to help with learning tasks, sharing their ideas and publishing work</td>
</tr>
<tr>
<td>• Develop a three year ICT plan which involves staff, students &amp; parents and considers:</td>
<td>• Practice new skills until you remember them</td>
<td>• Talk with their children about safe &amp; sensible use of electronic devices.</td>
</tr>
<tr>
<td>• Safe, appropriate &amp; responsible use of ICT</td>
<td>• Learn to save their work in a place where you can find it</td>
<td>• Monitor their children’s use of social media and model appropriate behaviour when posting information online</td>
</tr>
<tr>
<td>• Learning priorities</td>
<td>• Make sure you are always cyber safe and think before you post – remember their digital footprint</td>
<td>• Make sure they have their children’s electronic login details and passwords so that they can monitor their on-line behaviour</td>
</tr>
<tr>
<td>• Resource allocation and management</td>
<td>• Stay focussed on their task and don’t toggle between games and work</td>
<td>• Report any cyber-bullying or inappropriate on-line behaviour to the “Office of the Commissioner of e-Safety”</td>
</tr>
<tr>
<td>• Investigate ICAS as a tool for gathering data about student skills in ICT (as a tracking &amp; monitoring strategy)</td>
<td>• Use ICT tools responsibly and respectfully</td>
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</tr>
</tbody>
</table>

How will we know that we have been successful?

• 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