

Site improvement plan 2019 to 2021

TORRENSVILLE

PRIMARY SCHOOL

harmony respect achievement

Torrensville Primary School

All of our students embrace learning to be successful in life.

Learning is based on an inquiry focus Reception to year 7. We aim to develop inquiring, knowledgeable and caring people who help to create a better world. Supporting this, students learn about 5 learner qualities that will help them now and in the future to be successful and confident: being creative, confident, successful, individual, active and informed.

We are a learning community that values...

harmony, respect and achievement



Creative Learners

Think Big Ideas
Are Inquirers
Set No Limits
Persist



Individual Learners

Have their own unique ideas
Know how they learn best
Learn with & from others



Active & Informed Learners

Are knowledgeable
Think globally
Care about others
Stand up for what they believe in



Successful Learners

Learn with others
Enjoy their learning
Listen to others carefully
Know how to improve



Confident Learners

Ask Questions
Have a Go
Take Risks
Are reflective



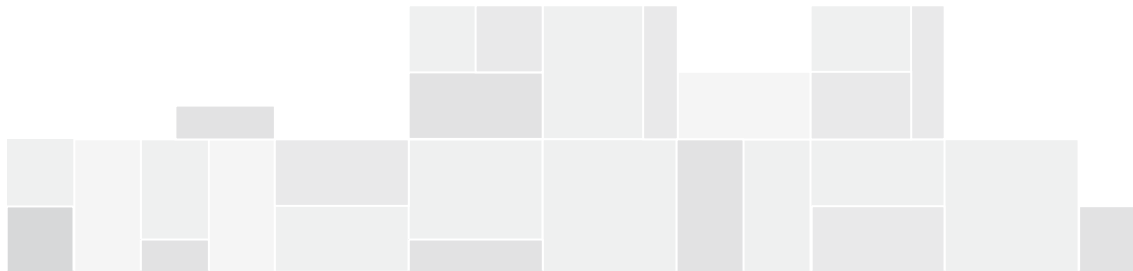
Government of South Australia

Department for Education

Plan summary

Goals	Targets	Challenge of practice
Maintain number of students in higher bands for reading from Year 3 to 7.	<p>4 (9%) Yr4 students to SEA, 2 (5%) Yr6 students to SEA 2 (4%) Yr4 students to Higher bands, 4 (11%) Yr6 students to higher bands ATSI- 2 (10%) students to SEA, 1 (5%) ATSI student to higher bands</p> <p>12 (4%)Yr5students to Higher bands, 2 (5%)Yr7 students to higher bands ATSI- 3 students (14%) to SEA</p> <p>ATSI- 2 (10%) students to SEA 1 (5%) ATSI student to Higher bands</p>	If we embed rigor in the interpretation and use of data there can be consistent goal setting and targeted learning for individual students. Then we will increase/maintain students in higher bands for reading.
Increase the number of Upper Primary students in higher bands for numeracy.	<p>2 (5%) Yr4 students to SEA, 3 (12%) Yr6 students to SEA 1 (2%) Yr4 students to Higher bands, 4 (11%) Yr6 students to higher bands ATSI- 2 students (10%) to SEA, move 1 (5%) to higher bands</p> <p>2 (5%) Yr5 students to SEA, 3 (12%) Yr7 students to SEA 1 (3%) Yr5 students to Higher bands, 4 (11%) Yr7 students to higher bands ATSI- 2 (10%) students to SEA, move 1 student (5%) to higher bands</p> <p>2 (5%) Yr6 students to SEA 1 (3%) Yr6 students to Higher bands ATSI- 2 (10%) students to SEA, move 2 (10%) to higher bands</p>	By having more precise professional development for all staff focusing on practice and pedagogy will increase the number of students in the higher bands for numeracy.

Increase number of Early Years students achieving SEA in reading and writing.	8 (15%) Yr2 students to SEA, 10 (26%) Yr3 students to SEA ATSI- 1 (5%) students to SEA	If we focus on grammar and vocabulary and have all staff participating in the Oral Language project we will then increase the number of students reaching SEA in reading and writing.
	7 (14%) Yr3students to SEA, 3 (8%) Yr4 students to SEA ATSI- 1 (5%) students to SEA	
	3 (6%) Yr4 students to SEA, 1 (3%) Yr5 student to SEA ATSI- 1 (5%) students to SEA	



Step 1

Analyse and prioritise



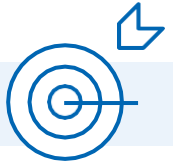
Analyse evidence of student learning and answer the question ‘What are our goals for improvement?’ Specify up to 3 goals and annual targets for student learning improvement in the table below.

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

Goals		Targets	
Goal 1	Maintain number of students in higher bands for reading from Year 3 to 7.	2019	4 (9%) Yr4 students to SEA, 2 (5%) Yr6 students to SEA 2 (4%) Yr4 students to Higher bands, 4 (11%) Yr6 students to higher bands ATSI- 2 (10%) students to SEA, 1 (5%) ATSI student to higher bands
		2020	12 (4%)Yr5students to Higher bands, 2 (5%)Yr7 students to higher bands ATSI- 3 students (14%) to SEA
		2021	ATSI- 2 (10%) students to SEA 1 (5%) ATSI student to Higher bands
Goal 2	Increase the number of Upper Primary students in higher bands for numeracy.	2019	2 (5%) Yr4 students to SEA, 3 (12%) Yr6 students to SEA 1 (2%) Yr4 students to Higher bands, 4 (11%) Yr6 students to higher bands ATSI- 2 students (10%) to SEA, move 1 (5%) to higher bands
		2020	2 (5%) Yr5 students to SEA, 3 (12%) Yr7 students to SEA 1 (3%) Yr5 students to Higher bands, 4 (11%) Yr7 students to higher bands ATSI- 2 (10%) students to SEA, move 1 student (5%) to higher bands
		2021	2 (5%) Yr6 students to SEA 1 (3%) Yr6 students to Higher bands ATSI- 2 (10%) students to SEA, move 2 (10%) to higher bands

Step 1

Analyse and prioritise



Goal 3	Increase number of Early Years students achieving SEA in reading	2019	8 (15%) Yr2 students to SEA, 10 (26%) Yr3 students to SEA ATSI- 1 (5%) students to SEA
		2020	7 (14%) Yr3students to SEA, 3 (8%) Yr4 students to SEA ATSI- 1 (5%) students to SEA
		2021	3 (6%) Yr4 students to SEA, 1 (3%) Yr5 student to SEA ATSI- 1 (5%) students to SEA

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 embed rigor in the interpretation and use of data there can be consistent goal setting and targeted learning for individual students. Then we will increase/maintain students in higher bands for reading.
Goal 2	By having more precise professional development for all staff focusing on practice and pedagogy will increase the number of students in the higher bands for numeracy.
Goal 3	If we focus on grammar and vocabulary and have all staff participating in the Oral Language project we will then increase the number of students reaching SEA in reading and writing.

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	Maintain number of students in higher bands for reading from Year 3 to 7.		
Challenge of practice	If we embed rigor in the interpretation and use of data there can be consistent goal setting and targeted learning for individual students. Then we will increase/maintain students in higher bands for reading.		
Actions	Timeline	Roles and responsibilities	Resources
Supporting teachers to improve the teaching of interpreting explicit information and interpreting by making inferences.	Term 1-3	Teachers to use 2018 PAT data to inform explicit teaching and learning. Teachers to use the Australian Curriculum and the Teaching for Effective Learning framework providing directions for pedagogy. Leaders to support teachers to make connections of new knowledge to existing knowledge.	PAT Teacher Resource from ACER Teaching and Learning Cycle Best Advice Papers Literacy First high-impact strategies Big Six Components of Reading Sheena Cameron- Reading Comprehension
Establish smaller group (PLCs) in like year levels to inquire into effective teaching strategies for deeper focus on areas of improvement that inform reading comprehension strategies before, during and after reading.	Term 1	Leadership to oversee PLCs. Teachers to take on responsibility to inquire into effective teaching practices that inform reading comprehension. Leaders to use data from observations of students and teacher talk to inform professional learning. Leaders will discuss goals and growth in Performance Development Plans.	Collegiate support & challenge. Time tabled opportunity for shared NIT. Teaching for Effective Learning framework Torrensville PS Literacy/English Commitment Agreement

Step 3

Plan actions for improvement



Setting goals/targets with students each term and focus on specific learning intentions & success criteria R-7.	Term 1-4	Leaders timetable release to discuss with peers to establish goals/targets using data. Teachers communicate learning intentions/success criteria /goals/targets with students and families. Teachers plan for opportunities to involve students in deeper interactions. Staff and students celebrating success.	Whole School Data (RR/Literacy Pro) Wabisabi resources
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Goal 1 continued			
Actions	Timeline	Roles and responsibilities	Resources
Total financial resources allocated			
Success criteria	Individual students setting goals. Students can articulate learning intentions and criteria for success. PAT R Comprehension scale scores improve with interpreting explicit information and interpreting by making inferences. Students maintain their level of learning in the higher bands throughout their primary years.		



Goal 2	Increase the number of Upper Primary students in higher bands for numeracy.		
Challenge of practice	By having more precise professional development for all staff focusing on practice and pedagogy will increase the number of students in the higher bands for numeracy.		
Actions	Timeline	Roles and responsibilities	Resources
Building teacher capacity in implementation of the 10 shifts of practice	Terms 1-3	Leadership facilitating/training Teachers to use the Australian Curriculum and the Teaching for Effective Learning framework providing directions for pedagogy. Teachers reading each chapter, using resources provided and sharing growth over a three week period for each shift of learning.	“Future-Focused Learning” book by Lee Watanabe-Crockett
Teacher release for personal/partner challenge of practice in extending number sense and mathematical thinking through mathematical investigations.	Terms 1-4	Teachers from pairs or triads to work through chapter activities from Wabisabi Learning. Learnings discussed during shared NIT lessons or staff meetings. Teachers will extend collaborative inquiry skills. Leaders will focus attention on pedagogical growth. Leaders will build a professional growth culture.	Wabisabi Learning Resources Timetabled shared NIT release. Best Advice Papers Numeracy First high impact strategies
All teachers focus on how each shift of practice improves teaching and learning in numeracy.	Terms 1-4	Teachers will trial and document shift of practice changes in numeracy lesson. Teachers to get feedback from students. Learning shared in PLCs. Teachers will use visual prompts and manipulatives. Encourage visual responses and include somatosensory activities.	Collegiate support & sharing Torrensville PS Numeracy/Mathematics Commitment agreement. Big Ideas in number Youcubed- Jo Boaler



		<p>Leaders will support teachers to conduct action research to address areas of pedagogical growth.</p> <p>Leaders will discuss goals and growth in Performance Development Plans.</p>	
<p>Shared staff meeting with LDAM partnership schools specifically looking at co-designing feedback that moves learning forward.</p>	<p>Terms 1-3 week 5 combined staff meetings</p> <p>Shared Pupil Free day in Term 3</p>	<p>Partnership leaders plan staff meetings and shared pupil free day.</p> <p>Facilitators assist with small group activities.</p> <p>Teachers developing action plans and implementing new learning.</p> <p>Leaders will build on to professional growth culture.</p>	<p>Department for Education Resources</p> <p>AITSL- Build a professional growth culture</p>



Goal 2 continued			
Actions	Timeline	Roles and responsibilities	Resources
Total financial resources allocated			
Success criteria	Students will be in the higher bands for numeracy and be able to articulate feedback given that moves their learning forward. Learning intentions are evident in classes and students are able to articulate their learning. More Higher Order thinking is evident and being used by students.		



Goal 3	Increase number of Early Years students achieving SEA in reading and writing.		
Challenge of practice	If we focus on grammar and vocabulary and have all Primary Years staff participating in Oral Language professional development we will then increase the number of students reaching SEA in reading and writing.		
Actions	Timeline	Roles and responsibilities	Resources
All Primary Years teachers participate in the Oral Language PD	Term 2-4	Leadership to organize professional development with Bronwyn Parkin. Teachers to implement/teach strategies with students Teachers to share journey with peers in PLC teams.	Bronwyn Parkin Sheena Cameron- Oral Language book
EALD/Special Ed teacher to provide intervention for Rec-1 students identified at risk from SPA- Screen of Phonological Awareness	Terms 1-4	Reading Support teacher/Early Years teachers to look at SPA data. EALD/Special Ed teacher to work with a group of 2x 6 students 3 x a week 20mins.	EALD/Special Ed teacher Sound Way- Program
Early Years Staff to use data from Year 1 phonic assessment to plan teaching and learning	Term1	Deputy Principal supporting Early Years PLCs to look at data and design planning.	Department of Education resources



Goal 3 continued			
Actions	Timeline	Roles and responsibilities	Resources
Total financial resources allocated			
Success criteria	Improvement of student oral language and vocabulary skills by using more technical language. Improvement with student phonological skills and decoding strategies. Increase in the number of students reaching SEA in reading (RR/Literacy Pro).		



Approved by principal

Name John McCade

Date 15.2.19

Approved by governing council chairperson

Name Dominic Stefanson

Date 15.2.19

Approved by education director

Name Sue George-Duif

Date 15.2.19