

Improvement plan for East Torrens Primary School

2019 to 2021

School name

East Torrens Primary School

Vision statement

To transform the collaborative work of staff by ensuring professional learning teams (PLT'S) support the school's capacity to focus on learning improvement as a shared endeavour.



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Department for Education

Plan summary

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

Goals	Targets	Challenge of practice
<p>Numeracy: To increase challenge and stretch for students at SEA and above in Numeracy for all year levels.</p>	Five more students in Year 3 will achieve SEA in the Upper Bands.	<p>As our data identifies; if we as teachers in Year 3 focus on 'Fluency', in Year 5 on 'Problem Solving' and in Year 7 on 'Higher Order Thinking Strategies'; then students will increase their achievement in number as measured by NAPLAN and confirmed by PAT-M data.</p>
	Five more students in Year 5 will achieve SEA in the Upper Bands.	
	Five more students in Year 7 will achieve SEA in the Upper Bands.	
<p>Literacy: Goal to increase the Vocabulary & Oral Language Proficiency for the Junior Primary Years</p>	50% of our students in Reception in 2019, will reach SEA Running Records Level 5 or above by the end of the year.	<p>As our data identifies; if we as teachers in the Junior Primary years focus on 'Phonological Awareness' and 'Oral Language Proficiency', our students will demonstrate increased reading development as measured by Running Records, phonics assessments and Yr 1 & 2 PAT-R data.</p>
	75% of our students in Year 1 in 2020, will reach SEA Running Records Level 13 or above by the end of the year.	
	90% of our students in Year 2 in 2021, will reach SEA Running Records Level 21 or above by the end of the year.	
N/A		N/A

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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	Numeracy: To increase challenge and stretch for students at SEA and above in Numeracy for all year levels.	2019	Five more students in Year 3 will achieve SEA in the Upper Bands.
		2020	Five more students in Year 5 will achieve SEA in the Upper Bands.
		2021	Five more students in Year 7 will achieve SEA in the Upper Bands.
Goal 2	Literacy: Goal to increase the Vocabulary & Oral Language Proficiency for the Junior Primary Years	2019	50% of our students in Reception in 2019, will reach SEA Running Records Level 5 or above by the end of the year.
		2020	75% of our students in Year 1 in 2020, will reach SEA Running Records Level 13 or above by the end of the year.
		2021	90% of our students in Year 2 in 2021, will reach SEA Running Records Level 21 or above by the end of the year.
Goal 3	N/A	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	As our data identifies; if we as teachers in Year 3 focus on 'Fluency', in Year 5 on 'Problem Solving' and in Year 7 on 'Higher Order Thinking Strategies'; then students will increase their achievement in number as measured by NAPLAN and confirmed by PAT-M data.
Goal 2	As our data identifies; if we as teachers in the Junior Primary years focus on 'Phonological Awareness' and 'Oral Language Proficiency', our students will demonstrate increased reading development as measured by Running Records, phonics assessments and Yr 1 & 2 PAT-R data.
Goal 3	N/A

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		Numeracy: To increase challenge and stretch for students at SEA and above in Numeracy for all year levels.		
Challenge of practice	As our data identifies; if we as teachers in Year 3 focus on 'Fluency', in Year 5 on 'Problem Solving' and in Year 7 on 'Higher Order Thinking Strategies'; then students will increase their achievement in number as measured by NAPLAN and confirmed by PAT-M data.			
Actions	Timeline	Roles and responsibilities	Resources	
Building a culture of staff collaboration for improvement - all teachers will engage with Tierney Kennedy in 2019 implementing strategies learnt and reinforced through their Professional Learning Teams.	Feb - Nov 2019 Scheduled workshops	Principal providing funding in budget for TRT release time. Numeracy lead teacher continues to guide and support staff in PLT's to use these strategies in their teaching practice.	<ul style="list-style-type: none"> - Financial (school budget - numeracy grant) - Campbell Partnership - paying for Tierney Kennedy - Learning Improvement Div. Guidebook in Numeracy (Primary Years) - Scope and Sequence documents 	
R-3 Project with Tierney Kennedy	Twice a term throughout 2019	Principal providing funding in budget for TRT release time. Numeracy lead teacher plans and facilitates Professional Learning Team meetings.	<ul style="list-style-type: none"> - Financial (school budget) - Time (PLT meetings) - Back to Front Maths and Webinars 	
Years 3, 4 & 5 Project with Campbell Partnership.	Twice a term throughout 2019	Principal providing funding in budget for TRT release time. Numeracy lead teacher plans and facilitates Professional Learning Team meetings.	<ul style="list-style-type: none"> - Financial (school budget) - Time (PLT meetings) - Back to Front Maths and Webinars 	

Step 3 continued

Plan actions for improvement



Goal 1 continued		Numeracy: To increase challenge and stretch for students at SEA and above in Numeracy for all year levels.	
Actions	Timeline	Roles and responsibilities	Resources
Year 6, 7 & 8 Project with Campbell Partnership.	Twice a term throughout 2019	Principal providing funding in budget for TRT release time. Numeracy lead teacher plans and facilitates Professional Learning Team meetings.	<ul style="list-style-type: none"> - Financial (school budget) - Time (PLT meetings) - Back to Front Maths and Webinars
PLT's will be funded for release (\$60k) and will meet 3 times per term plus staff meetings PLT's will be held in Week 3,5 & 8 in Terms 1-3. In Term 4 assessment data will be analysed on Data Day. Staff identified PLT Directions for 2019 are: Curriculum Planning and Assessment including introducing Student Voice into Curriculum Design	3 PLT meetings in Term 1, 2 and 3.	Numeracy lead teacher plans and facilitates Professional Learning Team meetings. Lead teacher to meet with leadership to summarise PLT progress after each session and plan next actions.	<ul style="list-style-type: none"> - PAT-M and Naplan data - Financial (school budget) - Time (PLT meetings) - Back to Front Maths and Webinars
Total financial resources allocated			2019 \$97,000 (including TRTs)
Success criteria	<p>Students will have the capacity to generalise mathematical concepts and procedures which can be applied to a wide variety of different situations including ones not yet encountered.</p> <p>Students will be developing their skills to articulate their next learning goal(s) in Mathematics.</p>		



Goal 2		Literacy: Goal to increase the Vocabulary & Oral Language Proficiency for the Junior Primary Years	
Challenge of practice		As our data identifies; if we as teachers in the Junior Primary years focus on 'Phonological Awareness' and 'Oral Language Proficiency', our students will demonstrate increased reading development as measured by Running Records, phonics assessments and Yr 1 & 2 PAT-R data.	
Actions	Timeline	Roles and responsibilities	Resources
Psychologist Liz Bowden and Speech Pathologist Alex Priest continue to advise and support appropriate testing and teaching strategies for students in Phonemic and Phonological Awareness.	Term 4 '18 - tests were completed ready for Term 1 '19.	Tests conducted by team Term 1 2019 Intervention teacher leads project with support from EALD teacher, leadership and Felixstow Support Services	<ul style="list-style-type: none"> - Felixstow Support Services - Boehm Concept Test - PASM (phonological awareness test)
JP Literacy PLT's and the Intervention teacher, to do skill mapping in PASM and Boehm tests.	Every five weeks during Terms 1 - 4	Intervention lead teacher plans and facilitates Professional Learning Team meetings. Intervention Lead teacher to meet with leadership team to summarise PLT progress after each session and plan further actions.	<ul style="list-style-type: none"> - Intervention Teacher 0.6 -(Early Years Funding Category 4 school) -Felixstow Support Services - Boehm Concept Test - PASM (phonological awareness test) - PLT's and after school staff sharing sessions
JP PLT's and leadership review data every five weeks to plan further interventions	Every five weeks during Terms 1 - 4	Lead teacher to facilitate	<ul style="list-style-type: none"> - Felixstow Support Services - Boehm Concept Test - PASM (phonological awareness test) - Running Record data

Step 3 continued

Plan actions for improvement



Goal 2 continued		Literacy: Goal to increase the Vocabulary & Oral Language Proficiency for the Junior Primary Years	
Actions	Timeline	Roles and responsibilities	Resources
JP PLT's through the 'Read it Again' program will identify students and put them into learning "waves" for intervention support or extension.	R - 1 classes common during the year	Intervention lead teacher to facilitate/support R-1 teachers in the weekly 'Read It Again' program.	<ul style="list-style-type: none"> - Intervention lead salary 0.6 - SSO funding - decodable readers - 'Read It Again' program and books
Total financial resources allocated			2019 \$20,000 approx.
Success criteria	<p>Students identified after 5 - 6 weeks in the program, will demonstrate an increase in their alphabet knowledge, high frequency words, phonemes and be able to apply phonic principles to unknown words.</p> <p>Baseline data collected in Term 4, 2018 will be used to formulate wave groups and measure value added of the intervention.</p>		

School improvement plan

Approvals



Approved by principal

Name Gael Little

Gael Little

Date 20/12/18

Approved by governing council chairperson

Name Kim Slattery

Date 20/12/18

Approved by education director

Diane Jackson

Diane Jackson

11 February 2019