

# Improvement plan for Tintinara Area School

2019 to 2021

School name

Tintinara Area School

Vision statement

Our goal is to develop independent learners, foster an understanding of growth mindsets and develop student confidence in applying skills to new contexts.

(to be revised)



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	Success criteria
Increase student achievement for all in mathematics, particularly in the number strand, in years 5 to 7	<p>For those students enrolled in year 5 in 2019, whose achievement bands were just below the PAT-M SEA in year 4, increase by 10% (1) the number of students achieving SEA in PAT-M (achieved/ not achieved)</p> <p>For those students enrolled in year 5 in 2019, an additional 10% (1) met the PATM SEA in year 4, will achieve SEA in PAT-M</p> <p>For those students enrolled in year 5 in 2019, 15% (2) more students will achieve the year 7 NAPLAN numeracy SEA than did in year 5</p>	If we develop a common evidence based approach we will teach place value, multiplicative thinking and design multiple-step mathematical problem-solving tasks (or investigations) using appropriate differentiation, then we will increase student achievement in mathematics, particularly in the number strand.	In observations and on work samples, we will see year 5 to 7 students increasing their ability to demonstrate relevant elements of the Australian Curriculum: When working mathematically, students demonstrate the appropriate application of fractions and decimals to solve problems or conduct inquiry
Increase student achievement in writing, particularly in years 7 to 9.	<p>All students should be able to achieve a C grade or better in a common moderated year 8 writing task. (achieved/ not achieved)</p> <p>All students should be able to achieve medium growth in the NAPLAN writing task.</p> <p>XX students who were below band 6 in year 7 NAPLAN in 2018 will achieve a C grade or better in a common moderated year 10 writing task.</p>	If we adopt a common approach across the school to develop a richer vocabulary through tier 1-3 words, improving construction of complex sentences, and teaching genres relevant to curriculum areas, we will increase student achievement.	Students will independently use scaffolds to draft, improve and elaborate on existing knowledge and ideas Students should be able to identify a good piece of writing. Students identify attributes of a good piece of writing use formal academic language appropriate to the subject with purpose and in the relevant genre Students can articulate necessary steps to improve writing
Increase student achievement in reading, years F to 2	<p>For the cohort enrolled in Foundation in 2019, 80% of students (9) will achieve SEA or above on the Running Records broadband scale. Aiming for level 7 or beyond (achieved/ not achieved)</p> <p>For the cohort enrolled in Foundation in 2019, 90% of students (10) will achieve SEA or above on the Running Records broadband scale in year 1. Aiming for Level 15 or beyond (phonics screening) *Phonics screening goal</p> <p>For the cohort enrolled in Foundation in 2019, 95% of students (11) will achieve SEA or above in year 2 on the Running Records broadband scale in year 2. Aiming for Level 23 or beyond</p>	<p>All early years team to attend phonics screen TND</p> <p>Increase student achievement in reading, years R to 2</p> <p>Challenge of Practice: If we develop a rigorous, systematic approach to teaching and assessing students' reading, based on the Big 6, then we will increase student achievement in reading in years F to 2. (Oral language, Phonological awareness, Letter sound knowledge (phonics), Vocabulary, Fluency, Comprehension)</p>	Students will be able to recognise the letters of the alphabet, high frequency words, phonemes and apply phonic principles to unknown words.



# Improvement plan for Tintinara Area School

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:

Shelley McInerney  
Review, Improvement and Accountability  
Phone: 8226 4297  
[Shelley.McInerney@sa.gov.au](mailto:Shelley.McInerney@sa.gov.au)

# 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 for all in mathematics, particularly in the number strand, in years 5 to 7	2019	For those students enrolled in year 5 in 2019, whose achievement bands were just below the PAT-M SEA in year 4, increase by 10% (1) the number of students achieving SEA in PAT-M (achieved/ not achieved)
		2020	For those students enrolled in year 5 in 2019, an additional 10% (1) met the PATM SEA in year 4, will achieve SEA in PAT-M
		2021	For those students enrolled in year 5 in 2019, 15% (2) more students will achieve the year 7 NAPLAN numeracy SEA than did in year 5
Goal 2	Increase student achievement in writing, particularly in years 7 to 9.	2019	All students should be able to achieve a C grade or better in a common moderated year 8 writing task. (achieved/ not achieved)
		2020	All students should be able to achieve medium growth in the NAPLAN writing task.
		2021	XX students who were below band 6 in year 7 NAPLAN in 2018 will achieve a C grade or better in a common moderated year 10 writing task.
Goal 3	Increase student achievement in reading, years F to 2	2019	For the cohort enrolled in Foundation in 2019, 80% of students (9) will achieve SEA or above on the Running Records broadband scale. Aiming for level 7 or beyond(achieved/ not achieved)
		2020	For the cohort enrolled in Foundation in 2019, 90% of students (10) will achieve SEA or above on the Running Records broadband scale in year 1. Aiming for Level 15 or beyond (phonics screening) *Phonics screening goal
		2021	For the cohort enrolled in Foundation in 2019, 95% of students (11) will achieve SEA or above in year 2 on the Running Records broadband scale in year 2. Aiming for Level 23 or beyond



## 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		Success criteria
Goal 1	If we develop a common evidence based approach we will teach place value, multiplicative thinking and design multiple-step mathematical problem-solving tasks (or investigations) using appropriate differentiation, then we will increase student achievement in mathematics, particularly in the number strand.	In observations and on work samples, we will see year 5 to 7 students increasing their ability to demonstrate relevant elements of the Australian Curriculum: When working mathematically, students demonstrate the appropriate application of fractions and decimals to solve problems or conduct inquiry
Goal 2	If we adopt a common approach across the school to develop a richer vocabulary through tier 1-3 words, improving construction of complex sentences, and teaching genres relevant to curriculum areas, we will increase student achievement.	Students will independently use scaffolds to draft, improve and elaborate on existing knowledge and ideas Students should be able to identify a good piece of writing. Students identify attributes of a good piece of writing use formal academic language appropriate to the subject with purpose and in the relevant genre Students can articulate necessary steps to improve writing
Goal 3	All early years team to attend phonics screen TND Increase student achievement in reading, years R to 2 Challenge of Practice: If we develop a rigorous, systematic approach to teaching and assessing students' reading, based on the Big 6, then we will increase student achievement in reading in years F to 2. (Oral language, Phonological awareness, Letter sound knowledge (phonics), Vocabulary, Fluency, Comprehension)	Students will be able to recognise the letters of the alphabet, high frequency words, phonemes and apply phonic principles to unknown words.

# 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 for all in mathematics, particularly in the number strand, in years 5 to 7		
Challenge of practice		If we develop a common evidence based approach we will teach place value, multiplicative thinking and design multiple-step mathematical problem-solving tasks (or investigations) using appropriate differentiation, then we will increase student achievement in mathematics, particularly in the number strand.		
Actions	Timeline	Roles and responsibilities	Resources	
All staff will be familiar with all numeracy guidelines, units, assessments and essential learnings via our whole of site SFD	T4 W8 2019 & T1 W0 2020	Principal & leadership team -schedule meeting -practice intro prior to SFD - Mike, Karen, Emma, Sylwia	Week 0 planner	
Whole of site Student free day undertake PP in: a.) Engaging lesson structures b.) Review scope & sequence c.) Develop planning documents	14th Feb	Principal - Schedule SFD Leadership team - map into 2020 schedule All teachers participate	Student free day Numeracy guide books Kathy Palmer numeracy consultant \$3500	
All staff will use a common numeracy related unit planning template which identifies the numeracy in their subject specific units.	1 per term Term 1 Term 2 Term 3 Term 4	Leadership team monitor IT support for One Note	template one note/IT support	



## Step 3 continued

## Plan actions for improvement



Goal 1 continued		Increase student achievement for all in mathematics, particularly in the number strand, in years 5 to 7	
Actions	Timeline	Roles and responsibilities	Resources
Consistent and common approach strategies/language/processes and assessment criteria to Investigations Develop consistent assessment task templates and rubrics for numeracy content	Identified staff Sem 1 Sem 1	Make a time for all staff to work on as a group 2020 (compliments lesson planning templates) Lead teacher - plan & facilitate meetings	Common style assignment example Australian Curriculum ACARA Numeracy progressions Scope & sequence
Total financial resources allocated			
Success criteria	In observations and on work samples, we will see year 5 to 7 students increasing their ability to demonstrate relevant elements of the Australian Curriculum: When working mathematically, students demonstrate the appropriate application of fractions and decimals to solve problems or conduct inquiry		

## Step 3 continued

## Plan actions for improvement



Goal 2	Increase student achievement in writing, particularly in years 7 to 9.		
Challenge of practice	If we adopt a common approach across the school to develop a richer vocabulary through tier 1-3 words, improving construction of complex sentences, and teaching genres relevant to curriculum areas, we will increase student achievement.		
Actions	Timeline	Roles and responsibilities	Resources
All teachers will have word walls and team meetings to review word wall use & consider student feedback. We will review the use of work walls using student feedback.	2020	All teachers P - 12 responsible for word walls Leadership to schedule review time and sharing practice opportunities at staff meeting	
Text type mapping - with Term planner	T1 2020	All teachers - Jacqui to implement Terms (what does this mean?) when to hit different text types	"Common text types across the curriculum" document  (where/ location?)



## Step 3 continued

## Plan actions for improvement



Goal 2 continued		Increase student achievement in writing, particularly in years 7 to 9.	
Actions	Timeline	Roles and responsibilities	Resources
Review and reflect on intervention program effectiveness	ongoing T4 2019 Term 2020	SSO's with leadership	Lindy/?? - continue to pre test Yr 3, 4/5 students in readiness for new yr
Grammar focus/meet to look and discuss to find a good grammar resource to build good foundations	Term 1 2020 by midway	Need to find a 'good' grammar resource - ECT will look into it	explicit grammar focus Literacy guarantee unit unit Jolly grammer
Whole school agreement teaching grammar			
Total financial resources allocated			
Success criteria	Students will independently use scaffolds to draft, improve and elaborate on existing knowledge and ideas Students should be able to identify a good piece of writing. Students identify attributes of a good piece of writing use formal academic language appropriate to the subject with purpose and in the relevant genre Students can articulate necessary steps to improve writing		

## Step 3 continued

## Plan actions for improvement



Goal 3		Increase student achievement in reading, years F to 2	
Challenge of practice	All early years team to attend phonics screen TND Increase student achievement in reading, years R to 2 Challenge of Practice: If we develop a rigorous, systematic approach to teaching and assessing students' reading, based on the Big 6, then we will increase student achievement in reading in years F to 2. (Oral language, Phonological awareness, Letter sound knowledge (phonics), Vocabulary, Fluency, Comprehension)		
Actions	Timeline	Roles and responsibilities	Resources
Early years teaching staff to review Heggarty resources to support the consistent teaching of phonics Possibly acquire & implement	T1	Early years team SIP teams Primary PLC meetings fortnightly	\$1000 for resources
Send home decodable readers - use leveled readers during G R  * Unpack	F - Term 2 1 - Term 1 2 - Term 1	Class teachers to send home - From class only not library	Review supply before Term 3 SPELD - Photocopy if often lost at home (remind parents)
Reading Records used to record home reading & promote with families. Starting with F & 1's	Term 1 2020 Term 2 - Foundation	Class teachers	Reading records - yellow



## Step 3 continued

## Plan actions for improvement



Goal 3 continued		Increase student achievement in reading, years F to 2	
Actions	Timeline	Roles and responsibilities	Resources
All teachers in the early years to be trained in Jolly Phonics to ensure consistent delivery of a synthetic phonics program	Term 1	Inc 2/3 teacher Tish to find a date	TRT days
Provide early years staff observations using Heggarty resources			
Total financial resources allocated			
Success criteria	Students will be able to recognise the letters of the alphabet, high frequency words, phonemes and apply phonic principles to unknown words.		

# School improvement plan

Approvals



Approved by principal

Mike Sadleir

A stylized handwritten signature in blue ink, appearing to read 'MS', enclosed in a rectangular box.

Approved by governing council chairperson

Adrian Wait

A handwritten signature in blue ink, appearing to read 'A Wait', enclosed in a rectangular box.

Approved by education director

Jim Michalanney

A handwritten signature in blue ink, appearing to read 'J. Michalanney', enclosed in a rectangular box.