

DECD

Site Improvement Plan

Tantanoola Primary School 2018

Our aim is to educate the whole child to have strong literacy and numeracy skills and to be able to operate socially for their own benefit and for the good of the community.

TANTANOOLA PRIMARY SCHOOL SITE IMPROVEMENT PLAN 2018

Simon Breakspear work

| PRIORITIES | TARGETS | STRATEGIES | EVALUATION MEASURES |
|---|--|--|---|
| <p>To improve the sophistication of student writing with a view to:</p> <ul style="list-style-type: none"> • A range of sentence starters • Increase vocabulary and description • Increased in number elaborate ideas <p>Vicki Bitzios working with us April 6th on SMARTAR goals in Writing</p> | <ul style="list-style-type: none"> • All students have a SMARTAR learning goal for WRITING • Learning sprints of no more than a 3 week turnaround • Analysis of writing samples indicate growth with respect to: <ul style="list-style-type: none"> • Vocabulary and description • Spelling • Punctuation • Elaboration of ideas • Students articulate what they have learnt and the purpose of their writing in their conversations about their SMARTAR goal • Students can identify areas for future growth in their learning • A specific question in the Opinion Survey indicates that families identify that the SMARTAR goal process is enhancing their child’s writing | <ul style="list-style-type: none"> • Explicit teaching to meet the Writing Achievement Standards at Years R,2,3,4,5,6,7 • <i>Short iterative learning sprints on identified learning improvement areas as an ongoing process to address learning improvement.</i> • Attend 7 Steps to Writing T&D • Attend Phil Beadle Writing T&D • Professional discussion on how to implement learning from these T&D opportunities • Model setting of SMARTAR Goals by teachers • Pedagogy reflects the student goals and their achievement • Provide explicit, challenging and supportive feedback • Continue with scheduled daily writing in the timetable • Structured processes taught to empower meaningful review of each other’s writing • Exploit real life opportunities for writing: seek audiences within the Tantanoola community • Produce a brochure of ideas for writing for families • Students to write to their parents to request their support to improve their writing | <ul style="list-style-type: none"> • Individual Learner Folders to tell each learner’s story of growth: each with an Individual Learning Plan and Learning Goals • Documented writing samples: 1 per term • Documented classroom observations and follow-up • Year level editing guides in use <p>Literacy and Numeracy First Funding \$1650 to pay for this training and development and resources</p> |

| PRIORITIES | TARGETS | STRATEGIES | EVALUATION MEASURES |
|---|--|--|--|
| <p>To focus on reading to learn rather than learning to read</p> | <ul style="list-style-type: none"> All students have a SMARTAR reading learning goal Opinion Survey question to identify that Families of children in Reception to Year 4 hear their child reading every day | <ul style="list-style-type: none"> Explicitly teach SMARTAR Goals methodologies Inform parents about the SMARTAR Goals supplication to their child’s reading and how they can support them to achieve their goals. Encourage library borrowing of non-fiction texts from our library and the Millicent Public Library with parents Actively encourage to seek out understanding of words and concepts when they see them in their reading Newsletter articles actively encouraging families to listen to their children read EVERY day Have a learning focus on general knowledge: sharing curious facts Promoting with our families the importance of developing general knowledge in their children and giving strategies on how to – provide specific questions to engage conversation. Explicit teaching of comprehensions strategies: <ul style="list-style-type: none"> Visualising Making Connections Predicting Inferring Skimming Scanning Self Questioning Monitoring Comprehension Synthesising Following SSR of nonfiction books, ask each student to share 2 facts from their reading Actively developing curiosity – questioning, predicting and simply wondering why “I wonder if” Purchase of additional fiction and nonfiction readers | <ul style="list-style-type: none"> Documentation in Individual Learning Folders Opinion Survey responses |
| <p>Early Literacy Improvement \$2113 Purchase more readers</p> | <p>At least 3 newsletter articles per term</p> <p>End of term General Knowledge Quiz indicates 50% increase from end of term 1 results</p> <ul style="list-style-type: none"> Documented evidence that Reception to Year 6 students read 1 in 3 non-fiction readers Running Records indicate that there is an increase in inferential understandings Students actively identifying and asking about words and ideas which they do not understand. | | <ul style="list-style-type: none"> Children choosing nonfiction texts from the Public Library General knowledge quiz at the end of each term |

