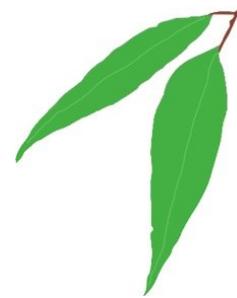


Tea Tree Gully Primary School

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School Improvement Plan 2020

Goal 1
Increase the number of R-3 students reading SEA or above
Target
For the cohort enrolled in Year 2 in 2020, 13 out of 22 students will achieve level 20 or above in Running Record
Challenge of Practice
If we provide an enriched language environment, using synthetic phonics and the Big 6 components of reading, then we will increase the number of R-3 students reading at SEA or above.
Actions
Teachers will plan and deliver a differentiated and enriched reading program to support all students Teachers will plan diverse and structured learning stations with an oral language (communication) and social skills focus to encourage and support the oral language program
Success Criteria
<ul style="list-style-type: none"> - When we listen to students reading they will be using knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. - When we observe students participating in PALS we will see them listening to others when taking part in conversations and using rich topic related vocabulary. - When we look at student work together we will see evidence of a variety of strategies when decoding when reading new and unfamiliar text. - When we review samples of students written work we will see evidence of more complex vocabulary. - When we work with students in guided reading sessions we will see that students are able to read and respond to text in greater detail

Goal 2
Maintain and increase the number of students achieving the high bands in NAPLAN Numeracy
Target
For the 2020 year 6 cohort 7 out of 22 will achieve in the upper bands in NAPLAN Numeracy
Challenge of Practice
If we provide opportunities for all students to have intellectual stretch through differentiated task design then we will maintain and increase the number of students achieving the high bands.
Actions
Teachers will plan and deliver differentiated A-E tasks that targets identified students Teachers will explicitly communicate learning intentions and success criteria and support students to develop a Growth Mindset
Success Criteria
<ul style="list-style-type: none"> - When we talk to students about learning intentions and success criteria we will hear evidence of students understanding of the topic/task they are engaged with and what is required to be successful at their level. - When we talk to students about their goals they will be able to identify their goal and next steps to achieve it. - When we talk with students about their progress we will hear evidence of productive struggle in terms of achieving their personal best. - When we look at student work together we will see evidence of students attempting more components of a multi step problem - When we ask students about their Maths tasks they will be able to articulate the processes and steps they used.