TEA TREE GULLY PRIMARY SCHOOL

Our Vision: Developing a passion and purpose for learning

2013-2014

Learning Improvement Plan

Our Priority: Teaching for Effective Learning with a specific focus on

Comprehension through Literacy, Numeracy and History

RESPECT  EXCELLENCE  RESPONSIBILITY  COLLABORATION
TEACHING FOR EFFECTIVE LEARNING

Our learning improvement plan is underpinned by the SA Teaching for Effective Learning Framework. It guides our designs for learning and decision making about our practice. We will use the following as the overarching elements to guide our work.

1.2 Develop deep pedagogical and content knowledge
   All professional learning to focus on comprehension and the English, Maths and History Australian curriculum.

1.3 Participate in professional learning teams
   Learning teams (TPLC) will focus on the Literacy for Learning Professional Learning Course Modules.

1.5 Discuss educational purpose and policy
   Review whole school Attendance Policy
   Literacy Big Six and Maths documents
   Start exploring and reviewing policy around the single intake model.

1.6 Design, plan and organise for teaching and learning
   Review school Maths procedures developing whole school scope, sequence and content coverage. Review and audit numeracy resources.

2.4 Challenge and support students to achieve high standards
   Wave 1 & 2 – all student’s learning needs will be identified & catered for within the classroom. Wave 3 – individual student short term learning plans supported.
   Targets set for high achieving learners using Torch and Pat Maths

3.1 Teach students how to learn
   Continue to improve teacher’s capacity to develop students thinking, problem solving and self-tracking.

TARGETS

At Tea Tree Gully Primary School we plan to continue to focus on improving our literacy and numeracy outcomes through providing a strong and targeted focus on comprehension. Therefore our student learning targets will focus on students’ individual Torch Comprehension scores, running records and the improvement of NAPLAN scores that show distance travelled.
## LEARNING PLAN FOR 2013 & 2014

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<th>What we will do</th>
<th>What we will see and hear</th>
<th>Indicators of success</th>
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| Continue to facilitate training & development around **comprehension** and the regional workshops and take part in the **Literacy for Learning** module course.  
(1.2 Develop deep pedagogical knowledge)  
(1.3 Participate in professional learning teams) | **Teachers will** implement a range of strategies to explicitly plan, teach and assess comprehension.  
**Teachers will** use learning team times to explore and discuss modules and undertake both class and homework linked to the course modules.  
**Teachers will** be using and discussing our Big Six whole school documents and will also review our one page writing document in line with the literacy for learning course.  
**Teachers will** be providing literacy learning opportunities that promote students’ ability to write texts from across the register continuum through their enhanced knowledge, confidence and skill development.  
**Students will** talk about and use a range of skills and strategies for reading comprehension and writing. | By November 2013, 95% of the identified targeted students in Wave 2 have achieved their Torch Comprehension score goals outlined in their learning plans. Also 85% of Wave 3 students have met their individual targets.  
By 2013 75% of year 3, 5 and 7 students achieve the regional NAPLAN targets of band 4, 6& 7 respectively.  
By 2014 we will start to see an upward improvement in the NAPLAN mean scores for writing.  
By the end of 2013 & 2014:  
- 90% of four term receptions reach running record 10;  
- 90% of year one students reach the running record of 20  
- 90% of year two students reach the running record of 26 |
| We plan to review our current **maths** policy & procedures based on T & D using Back to Front Maths and the Australian Curriculum. This will also lead to agreed whole school curriculum structures and processes. We plan to develop a clear scope and sequence for teaching Maths across all year levels. | **Teachers will** review and modify our current maths policy in line with the Australian curriculum and the Back to Front Maths resources.  
**Teachers will** be using Back to Front Maths resources.  
**Teachers will** familiarise themselves and use the national Maths curriculum for their planning and reporting. | A new policy and procedure document for the Maths curriculum has been written and endorsed by staff and Governing Council by the end of 2013.  
- By November 2013, 90% of identified targeted students in wave 2 have achieved the Pat Maths scale score target outlined in their learning plan. |
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| We will challenge and support students to achieve high standards.  
(1.5 Discuss educational purpose and policy)  
(1.6 Design, plan and organise for teaching & learning)  
(1.2 Develop deep pedagogical knowledge)  
(2.4 Challenge and support students to achieve high standards) | **Teachers will** be using the learning design framework to help us in aligning the content (i.e. the ‘What’) and TeFL methodology (i.e. the ‘How’).  
**Teachers will** set tasks with multiple entry and exit points to maximise each students learning and progress.  
**Students will** talk about what they are learning and begin setting learning targets for themselves. | **85% of wave 3 students have met their individual targets.**  
By the end of 2013 & 2014, 75% of year 3,5 and 7 students achieve the regional NAPLAN targets of band 4,6 and 7 respectively. |
| Staff will start to explore and unpack the new History curriculum. The Australian History curriculum will be reported on by all teachers by the end of 2013.  
(2.4 Challenge and support students to achieve high standards)  
(1.6 Design, plan and organise for teaching and learning) | **Teachers will** be using the learning design framework to help in aligning the content ‘What’ and TeFL methodology the ‘How’.  
**Teachers will** collect and use a wide range of individual student data to help inform their class procedures and explicit teaching.  
**Teachers will** scaffold each student’s progress with guidance, modelling, demonstrations and targeted feedback. | Units of work using the Australian Curriculum History curriculum are designed by teachers.  
Student achievement using the Australian Curriculum History will be reported on by teachers at the end of 2013. |
| Staff will review and make changes to our current attendance policy and procedures.  
Staff will start exploring the single intake model ready for implementation in 2014  
(1.5 Discuss educational purpose and policy) | **Teachers will** review our current attendance policy in line with a number of recent changes.  
**Teachers will** have a clear understanding of their roles in moderating attendance for their students and the use of attendance plans.  
**Teachers from school & kindergarten forming a learning team to discuss curriculum & resources.** | A new attendance policy has been developed and endorsed by school community.  
By the end of 2014 all year levels have an attendance rate greater than 93%.  
Our school and preschool are sharing programming ideas, assessment strategies and resources enabling a smooth 2014 transition. |
BACKGROUND INFORMATION TO SUPPORT

TEA TREE GULLY PRIMARY SCHOOLS LEARNING IMPROVEMENT PLAN

As a staff we will continue to have Comprehension as our major focus. Therefore everything we look at over the next two years we will look at through a comprehension lens.

Our school’s next challenge is to further develop our understanding of the Australian curriculum areas and how they are going to be implemented. Over the next two years we plan to use the Learning Design Framework to help us in aligning the ‘what’ and the ‘how’ of teaching and learning in the Australian curriculum.

The two curriculum areas that will have priority will be Maths and History. Later in 2014 we will also start to explore Geography.

In 2013 the staff have committed to undertake the Literacy for Learning Professional Learning Course. It is a six module professional learning course which supports schools to build literacy content and pedagogical knowledge. It is strongly aligned to literacy in the Australian curriculum particularly for learning area teachers in the primary years. This course provides strategies that teachers can use across the curriculum for effective planning and teaching. It underpins all its strategies with an understanding of the role of language and literacy in learning. This course has six modules that need to be completed and each module includes group discussions, focussed activities and readings.

For 2013 our TPLC time will be committed to the Literacy for Learning Course for our primary and middle years staff. A similar focus will occur for the Junior Primary staff but they will start to explore this with the single intake model in mind. We plan to include the kindergarten teachers for the first time to engage in this learning and sharing.

Wednesday professional development times will be devoted to understanding the ‘what’ the maths and history curriculum content and the ‘how’ – how do we teach this curriculum (SA TfEL) through using and understanding the Learning Design Framework? We plan to liaise with our school clusters Australian curriculum consultant and join in with our cluster training and development day focusing on Maths.

EVIDENCE – Will include student work samples, planned units of work, videos and photos, data sets, surveys etc.