

Murray Bridge North School

School Improvement Plan

(Incorporating the School Learning Improvement Plan)

2014-2019

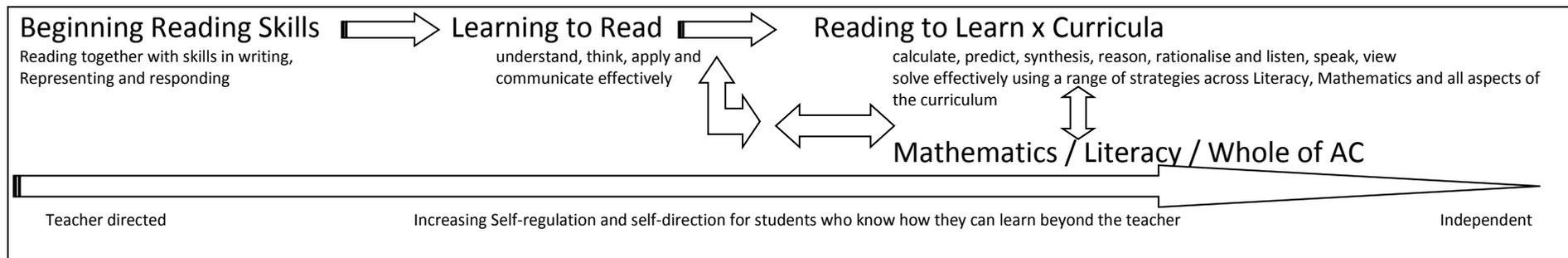
All children can learn
All teachers can teach
All children are entitled to a 'good education'
Children need to attend school daily and routinely on time

Respect trumps harmony
Pedagogy trumps curriculum

Anxiety limits learning - While we acknowledge that many of our children have challenges in their lives the school staff have a role is assisting students develop life skills, we also believe that nothing will empower a child more in their life than the ability to read and write.

Murray Bridge North School Improvement Plan (2014 – 2019)

Over time – 2014-2019, student abilities will develop sufficiently for us to move within the following sequences:

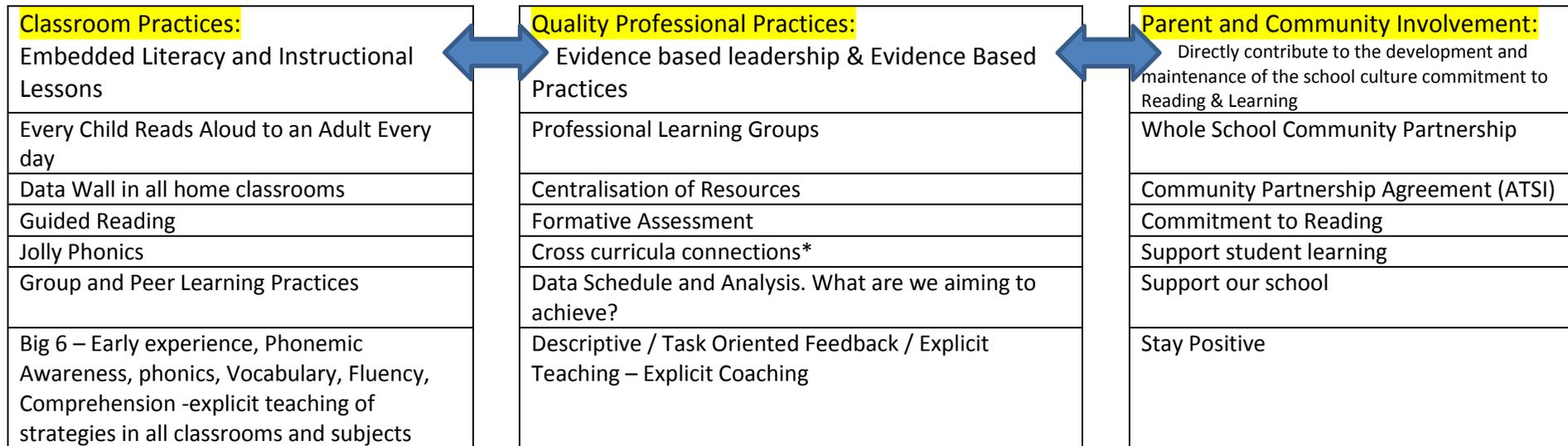


Report from the PLG's

Where does TfEL fit into our model of moving forward?

Murray Bridge North School Improvement Plan (2014 – 2019)

<p>It <u>Begins</u> with:</p> <p>The fundamental acquisition of skills in reading together with skills in writing, listening, speaking, viewing, representing, responding and doing Mathematics.</p>	<p>It <u>Becomes</u>:</p> <p>The ability to understand, think, apply and communicate effectively in all subjects and in a range of programs.</p>	<p>It <u>Extends to Become</u>:</p> <p>The ability to calculate, predict, synthesis, reason, rationalise and solve effectively using a range of strategies across Literacy, Mathematics and all aspects of the curriculum. Self-regulate and self-direct for students who know how they can learn beyond the teacher.</p>
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<p>*Integrated & differentiated curriculum</p> <ul style="list-style-type: none"> ➤ Learning to Read and Reading to learn ➤ Learning to Write and Writing to learn
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Strategy /practice	What does this mean? /What do we do in order to make this work?	Comment?
<p>Classroom Practices: Embedded Literacy and Instructional Lessons</p>	<p>Daily, sustained, planned, specific focus on Literacy Instruction.</p>	
<p>Every Child Reads Aloud to an Adult Everyday</p>	<p>Every Child Reads Aloud to an Adult Everyday – this is a minimum of 5 days per week for a period of around 10 minutes per night and applies to ALL students from Reception to Year 7.</p> <p>That is, in a 10 week term, 50 nights of reading aloud to an adult.</p> <p>Teachers are responsible for the readers / appropriate reading materials being sent home.</p> <p>Text selection is critically important:</p> <ul style="list-style-type: none"> ➤ Levelled readers – the reader that is sent home should be 1 or 2 levels below the student’s reading level – this is to allow the student to practice fluency. Higher levels and extension activities will be practiced with the teacher along with explicit teaching of comprehension strategies ➤ Appropriate topics to attract the child’s interest are important (especially in boy’s education). <p><u>What do we expect from the adult listening to the child read?</u> Conversation – what do you think will happen next, what does that mean, can you put what we have just read into your own words, can you remember another story where ..., do you remember when our family ... what do you think of this ... why?</p> <p>Reading practices are monitored through the student’s Communication Book or their Diary. Parents / Caregivers are asked to complete and sign the diary each day after reading Teachers will check and sign the communication book regularly and update class data wall weekly.</p>	<p>Ideally, in the evening as a routine.</p> <p>We know that sleep consolidates the learning, and the child’s brain is activated by the process of reading with and to an adult.</p> <p>Reading with a sibling is better than no reading at all.</p> <p>Read for House Points?</p> <p>The Communication Book or Diary is as much about personal organisation and communication, as it is about recording student reading. Sessions to teach parents?</p>

Strategy /practice	What does this mean? /What do we do in order to make this work?	Comment?
Classroom Practices: Embedded Literacy and Instructional Lessons	Daily, sustained, planned, specific focus on Literacy Instruction.	
Data Wall in all home classrooms	<p>A data wall is in relation to the expectation of nightly reading requirements.</p> <p>Teachers maintain a visual display in the room of children’s nightly reading. This ‘puts a face on the data’* allowing for a display of who is and who is not meeting the reading requirements. This allows for intervention, support and/or rewards.</p> <p><small>* Lyn Sharratt & Michael Fullan (2013)</small></p>	<p>Data wall updated and discussed with students weekly.</p> <p>How are we supporting students not reading regularly?</p>
Guided Reading	<p>Guided Reading is one part of the literacy program. It is a focused and direct teaching method where teachers can ensure children develop the skills and strategies to read independently.</p> <p>In Guided Reading: * Sessions are planned and are part of the Literacy Block * Groups are small (4-6 children) and children are at the same or similar Reading Level * Text selection is 1-2 levels higher than the students Take Home Reader * Reader Level is identified through a Running Record * Each child has a copy of the text.</p> <p>Guided Reading enables a teacher to: * Match children to appropriate texts * Develop effective reading skills and strategies * Observe, modify and correct reading strategies used by students * Develop comprehension and fluency</p>	

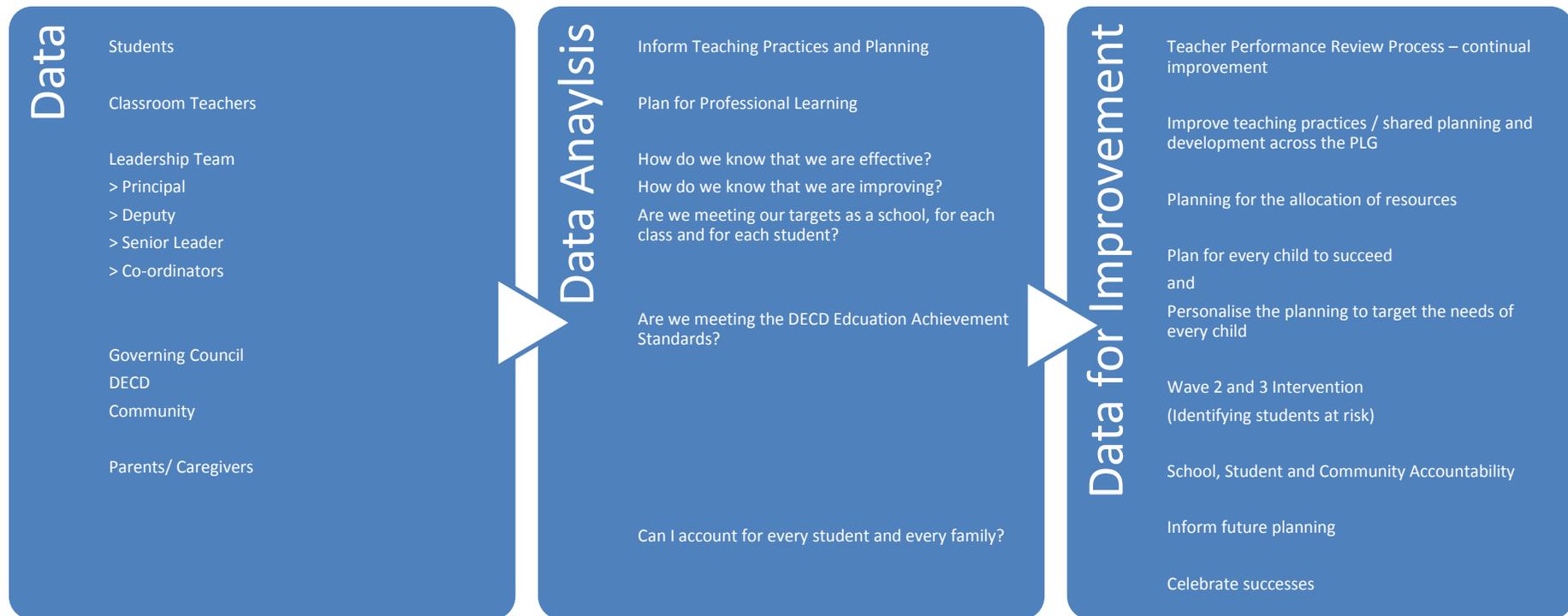
Strategy /practice	What does this mean? /What do we do in order to make this work?	Comment?
<p>Classroom Practices: Embedded Literacy and Instructional Lessons</p>	<p>Daily, sustained, planned, specific focus on Literacy Instruction.</p>	
<p>Jolly Phonics</p>	<p>Jolly Phonics Jolly Phonics is a Synthetic Phonics scheme that teaches students the alphabetic code.</p> <p>During their 1st term at school students are taught the 42 letter sounds and how to blend them into words. The program also includes irregular spelling of sounds and some sight words. After the 1st nine weeks, teachers are expected to work daily on: Alternative spellings, sight words, writing fluently and neatly, dictation of words and sentences, reading fluency and comprehension, and vocabulary building. The Jolly Phonics techniques are linked to and continue to be developed through the Jolly Grammar Program (Jolly Grammar Books 1, 2, 3, 4 & 5) taught in Years 1, 2, 3, 4, & 5</p>	
<p>Group and Peer Learning Practices</p>	<p>Students learn from each other Importance of changing groups frequently including mixed ability and levelled groups (not streaming) Daily 5 piloted in 2015. 2016 Daily 5 implemented. Jolly Phonics and Jolly Grammar are part of Daily 3 and Daily 5.</p>	
<p>Big 6* – Early experience, Phonemic Awareness, Phonics, Comprehension**, Vocabulary, Fluency***.</p> <p>* Deslea Konzer ** Christine Topfer *** Fountas & Pinnell **** Daily 5 ***** CAFE</p>	<p>Explicit teaching of comprehension strategies in ALL subject areas.</p> <ul style="list-style-type: none"> 2015 Exploring CAFÉ, Christine Topfer, QAR, Sheena Cameron, Ann Bayetto <p>PD on Comprehension to staff meetings and PLG's on comprehension – Beverley SJ, Michaela Matthews, Anne Jolly</p>	<p>Co-ordinators working with PLG's to support implementation of strategies. Staff meeting time.</p>

Strategy /practice	What does this mean? /What do we do in order to make this work?	Comment?
Quality Professional Practices:	Evidence based leadership & Evidence Based Practices Fidelity of Implementation across the site	
Professional Learning Groups = Shared professional learning	<p>Expected outcomes for PLGs:</p> <ul style="list-style-type: none"> ➤ Record and demonstrate student progress against the AC in all required teaching / learning areas – in significant detail and for every child (personalise). ➤ Document and demonstrate that multiple opportunities have been given to each child to achieve the expected outcome to the highest possible level (notionally to achieve the Verbs!) and the level which the child achieved – and subsequently the grade given. ➤ Documented pathway demonstrating that the standard achieved by the children is consistent with other judgments for other children across the school. 2016 consistency across the Partnership. <p>How might these outcomes be achieved by the PLGs? Examples:</p> <ol style="list-style-type: none"> 1. Develop and share specific strategies to achieve the ‘above’ outcomes – common approach. 2. Shared Planning of units of work, sharing teaching strategies, sharing problems and solutions. 3. Share strategies around the Formative Assessment Model. (D. Wiliam) 4. Moderate student work against the expected outcomes (DiAF Discussion Paper No: 2). 5. Plan to support the school LIP and SIP. 6. Data – analysis and interpretation. 7. Shared Professional Learning – needs to be specifically related to school priorities and plans. 8. Review student self-assessment format and approach. 	<p>Significant allocation of time</p> <ul style="list-style-type: none"> ➤ Meeting Monday after school until 4.00, allocated staff meeting sessions until 4.30 and coinciding NIT times (as far as possible). ➤ Minutes of the meetings are to be kept in the books provided. These are stored in the walkway in the admin area (see Gill).

Strategy /practice	What does this mean? /What do we do in order to make this work?	Comment?
Quality Professional Practices:	Evidence based leadership & Evidence Based Practices Fidelity of Implementation across the site	
Centralisation of Resources	School teaching / learning resources are managed centrally. Resources could be stored in individual rooms; all resources need to be available to all staff. Resources should be on the Asset Register and / or managed (recorded) through the Resource Centre, and returned regularly. Regular stock take of resources occurs.	
Formative Assessment Descriptive / Task Oriented Feedback* Explicit Teaching – Explicit Coaching * John Hattie & Greg Yates (2013) * Dylan William	Task oriented Feedback is a statement as to ‘what is needed to improve.’ ➤ The student (and the teacher) should know how they are progressing at multiple points during the lesson. Feedback (feed-forward) should be written. The teacher should: ➤ State the teaching / learning intention for the lesson at the beginning of the lesson –frequently revisit and revise in order to clarify during the lesson. ➤ Construct the success criteria for the work – enable student to know clearly what they are working towards (this may include providing and exempla).	Student work should be checked by the teacher at multiple points. Regular and constant checking of student progress, every 20 minutes or so, allows the student to recall and transfer learning from short to long term memory.
Whole school agreement on Maths lesson content	Ann Baker Natural Maths in every classroom <ul style="list-style-type: none"> • Mental computation • Problematized maths situations • Reflection Develop a whole school agreement on expectations of the structure of Maths lessons	PMP’s include discussion on how Natural Maths is being implemented. Staff involved in Ann Baker PD in-servicing staff in strategies and lesson structure.
Whole school agreement on mathematical language at each year level	<ul style="list-style-type: none"> • Identify Year level language expectations through PLG’s to develop whole site expectations 	Staff involved in Ann Baker PD working with PLG’s.

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Quality Professional Practices:	Evidence based leadership & Evidence Based Practices Fidelity of Implementation across the site	
Data Schedule and Analysis (What are we aiming to achieve?)	See Data Cycle	
Cross curricula connections	Learning to Read and Reading to learn Learning to Write and Writing to learn	

Data Cycle:



School Leadership

Quality Professional Practices:

Evidence based leadership & Evidence Based Practices

Our School Leadership Team:

- Principal, Deputy Principal, Senior Leader, AC Co-ordinator, Ac Co-ordinator, Literacy Coach, Innovations & ICT Co-ordinator, Student Counsellor

Each member of our School Leadership Team, should have an 'Action plan / inquiry based plan' to develop / improve a specific aspect of our school, in relation to the LIP, as part of their Performance Planning.

The 'Action plan / inquiry based plan' will be available to the staff and the school community.

Parent and Community Involvement:

Directly contribute to the development and maintenance of the school culture commitment to Reading & Learning

[To be managed by the Governing Council]

Community Partnership Agreement (ATSI)

Whole School Community Agreement

Commitment to Reading

Support student learning

Support our school

Stay Positive