



2016 MOUNT PLEASANT PRIMARY SCHOOL ENGLISH OPERATIONAL PLAN

IMPROVEMENT TARGETS

READING	WRITING	SPELLING	GRAMMAR AND PUNCTUATION
<ul style="list-style-type: none">• Improve student performance relative to 2015 in Year levels Pre-primary to Year 6 on CARS (Comprehensive Assessment of Reading Strategies) throughout 2016 and 2017.• Match or exceed the performance of like schools in Year 3 and Year 5 Reading based on NAPLAN results 2016 and 2017.	<ul style="list-style-type: none">• Increase the percentage of Year 3 and Year 5 students achieving in the top writing NAPLAN performance bracket relative to the 2015 cohort.• Match or exceed the performance of like schools in Year 3 and Year 5 NAPLAN results 2016 and 2017.	<ul style="list-style-type: none">• Maintain or increase the percentage of Year 3 students achieving in the top Spelling NAPLAN performance bracket relative to 2015 cohort.• Increase the percentage of Year 5 student achieving in the top Spelling NAPLAN performance bracket relative to 2015 cohort.• Match or exceed the performance of like schools in Year 3 and Year 5 NAPLAN results in 2016 and 2017.	<ul style="list-style-type: none">• Increase the percentage of Year 3 and Year 5 students achieving in the top Grammar and Punctuation NAPLAN performance bracket relative to the 2015 cohort.• Match or exceed the performance of like schools in Year 3 and Year 5 NAPLAN results 2016 and 2017.

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Whole-school planning			
<p>Curriculum Leader to support teachers to develop student skills, knowledge and understandings in English. The role of the English Curriculum Leaders will include:</p> <ul style="list-style-type: none"> • modelling, mentoring and coaching support to colleagues, including support to implement the <i>Australian Curriculum</i> content, capabilities and priorities; • development of resources, including resources to support the implementation of the <i>Australian Curriculum</i>; • delivery of professional learning, including professional learning to support the implementation of the <i>Australian Curriculum</i>; and • Management of the English Cost Centre. <p>English Curriculum Leader to report to the Principal.</p>	Curriculum Leader	Release Curriculum Leader from Classroom 1 day per week.	English Curriculum Leaders report to all staff each term in relation to the implementation of the English Operational Plan. Surveys each semester indicate that effective support to implement the <i>Australian Curriculum</i> is provided
Conduct CARS (Comprehensive Assessment of Reading Strategies) as set out in assessment schedule.	Class Teachers Line Managers	CARS student assessment books for PP- year 6	Whole school data accumulated from CARS to show progress from pre-tests T1W4 to Post-tests T4W3
<p>Use CARS data to inform planning and intervention using pre and post tests and benchmark tests throughout the year.</p> <p>Effectively translate assessment information into focused, differentiated instruction;</p>	Class Teachers Line Managers	<p>CARS student assessment books for PP- year 6</p> <p>Provide teachers with time for data review/discussion/collaborative planning.</p>	Teachers to use CARS assessments to guide planning of teaching/learning opportunities. Assessment, planning, teaching cycle is ongoing

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<p>Introduce STARS program to complement CARS assessment module. STARS explicit teaching lessons to target the 12 comprehension strategies.</p>	<p>Class teachers</p>	<p>Student STARS work books purchased through student requirements list.</p> <p>STARS posters outlining the 12 Reading Strategies to be displayed in all classrooms and Library</p>	<p>Teachers implement lessons following explicit direct instruction model set out in the program.</p> <p>Post- tests to show high student achievement on their respective levels.</p> <p>Teachers and students to use the language of the reading strategies in all reading contexts/activities.</p>
<p>UK Letters and Sounds program to be systematically implemented K-year 1</p>	<p>K-1 teachers English Curriculum Leader</p>	<p>Teachers Guide books, Multiple copies available through school library. Phase level boxes containing flash cards, wall frieze and various games available through school library.</p>	
<p>Soundwaves spelling program to be systematically implemented year 2-6</p>	<p>Class teachers English Curriculum Leader</p>	<p>Student work book purchased through Student Requirements List Posters and teacher resources available through the school library. Soundwaves online</p>	<p>Improvement in year 3 and 5 NAPLAN results. Student spelling ages to increase by at least 1 year based on spelling age test conducted in November each year.</p>
<p>Sentence/Paragraph of the day to be implemented systematically to address correct use of punctuation and grammar (word level and sentence level)</p>	<p>Class Teachers</p>	<p>Grammar Checklist, Punctuation Checklist (Located in MPPS English Connect Community)</p>	



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Intentional teaching of vocabulary	Class Teachers Curriculum leader	PL staff on strategies to improve vocab Soundwaves spelling program	Evidence of increased vocabulary in student writing. Improved Vocabulary scores in year 3 and 5 NAPLAN Writing.
Support implementation of the <i>Australian Curriculum</i> English <ul style="list-style-type: none"> • Provide staff with AC documents on USB • Support staff to utilise AC documents where necessary • Keep staff informed of changes to AC website and SCSA website • Provide staff with supporting documents such as <i>First Steps English Links to the Australian Curriculum</i> that provide an illustration of the broad links between the <i>Australian Curriculum</i> and the resource texts. 	Curriculum Leader Classroom teachers Specialist teachers Line Managers	AC documentation on Staff Connect Community Supporting documentation on Staff Connect Community.	Teachers to provide evidence of AC during performance management

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<p>Literacy Block Within timetable constraints, continue uninterrupted literacy blocks, 4 X 90 minute sessions per week, that include a focus on the Reading and Viewing, Writing and Speaking and Listening modes. Year 1-6 teachers to clearly articulate the modes on class timetables ensuring that the requirements of the <i>Curriculum, Assessment and Reporting (CAR) Policy</i> are met (i.e. 50% of time is devoted to literacy and numeracy). Literacy blocks:</p> <ul style="list-style-type: none"> • previewing the session; • print walk; warm up • modelled shared reading; • independent / guided reading, independent activities; • modelled shared writing; • independent writing; and • plenary/reflection of the session. 	<p>Class teachers Line Managers</p>	<p>Maintain reading resources levelled 1-30 Maintain Year level specific content based resources. Where possible have teacher support materials located with the reading resources.</p> <p>Continue Bug Club Subscription for 2015 to end in Year 3.</p>	<p>Class timetables indicate uninterrupted literacy blocks, English modes and meet the requirements of the <i>CAR Policy</i>. Teachers to produce evidence of literacy block at performance management meetings.</p>
<p>All teachers to give additional attention to areas identified by 2014, 2015 NAPLAN as cause for concern and explicitly teach content presented in identified items. (Best Performance) PP teachers to address areas/students identified in ON-Entry assessment</p>	<p>Class Teachers</p>	<p>CNAP -Best Performance NAPLAN Data</p>	<p><i>NAPLAN, On-entry</i> Summative report</p>
<p>Teachers to expose students to a range of question types</p>	<p>Class Teachers</p>	<p>CARS and STARS CNAP - Best Performance Previous NAPLAN papers DoE <i>Literacy Planner</i> to support preparation for <i>NAPLAN</i></p>	

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Teachers to improve the accuracy of student reporting data by: collecting valid and reliable assessment information over time across a range of contexts, including agreed whole-school practices as articulated in the Literacy Overview; using the Department's reporting exemplars; and through analysis of system performance information, including NAPLAN and the <i>On-entry Assessment</i> .	Class Teachers Line Managers	Use Brightpath	Whole school moderation data indicates a close alignment between teacher judgement and <i>NAPLAN</i> performance.
Maintenance of a whole-school data collection/assessment schedule.	Administration Curriculum leaders Class Teachers		Whole school data available and used to inform planning.
Learning Support Coordinator to support teachers to develop and implement Individual Education Plans (IEPs) and coordinate support from other agencies to assist in improving the literacy outcomes for students with complex needs.	LSC 0.2 FTE Class Teachers		IEPs have been implemented for students with complex needs. Performance is monitored through the achievement of individual targets.
Kindergarten teachers to lay the groundwork for the <i>Australian Curriculum</i> through intentional teaching of content based on the general capabilities of the curriculum, focusing on personal and social competence, and preparatory literacy capabilities. Teachers from Kindergarten to Year 2 to draw on the <i>Early Years Learning Framework (EYLF)</i> and accompanying educators' guide for pedagogical advice. Commence implementation of the National Quality Agenda for Early Childhood Education and Care.	K Teachers		Content in Kindergarten is based on the general capabilities of the <i>Australian Curriculum</i> K-2 practice is aligned to the <i>EYLF</i> . Implementation of the National Quality Agenda has commenced.
English Curriculum Committee representing the K-1, 2-4 and 5-6 phases of schooling to meet at least once each term to provide advice and support to the English Curriculum Leaders. Committee members to report to Cluster Teams.	Curriculum Leader English Committee	Allocated time for committee meetings	Activities of the English Curriculum Leaders and the English Committee are reported and discussed at Cluster/Staff Meetings