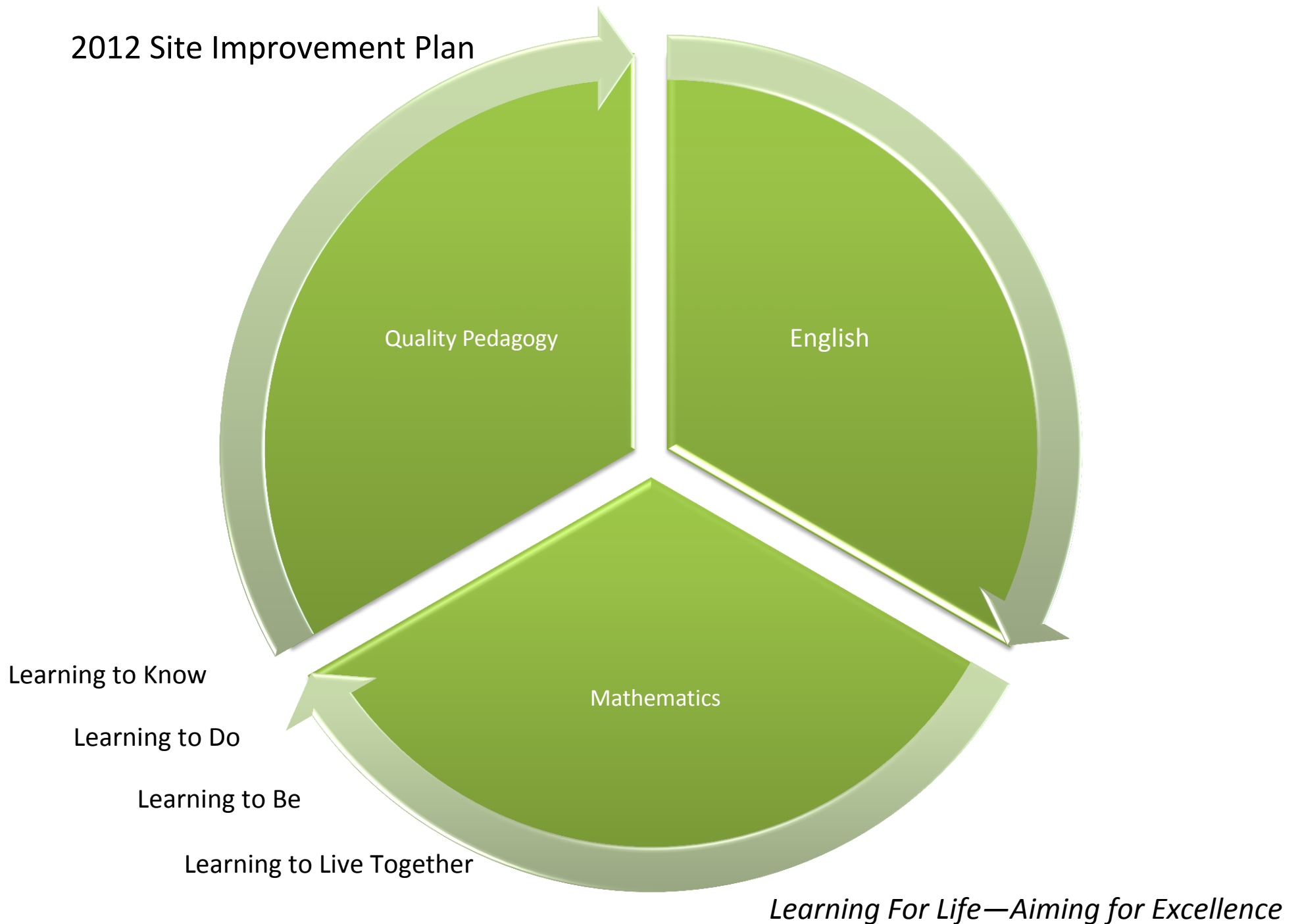


# MOUNT BURR PRIMARY

## 2012 Site Improvement Plan



## MBPS Site Improvement Plan 2012

### Inquiry Focus : What does the impact of teaching fluency and vocabulary have on reading comprehension?

Priorities: The <i>two</i> or <i>three</i> key areas for specific focus over the next 12 months, as determined from analysis of learner data and Self Review processes	Targets: Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate.	Strategies: The major actions that staff – teachers, SSO's, leaders – commit to do so that learners are supported at classroom level to achieve the Targets	Evaluation Measures: The data, evidence, processes and timelines to be used to monitor/measure/evaluate progress towards achievement of the Targets and/or effectiveness of Strategies
<b>Improvement Priority 1</b> ENGLISH Reading Comprehension and Fluency	<ul style="list-style-type: none"> <li>75% of students will achieve medium or upper growth for reading in NAPLAN</li> <li><i>Vocab target to be set after initial assessment</i></li> </ul>	<ul style="list-style-type: none"> <li>A focus on vocabulary               <ul style="list-style-type: none"> <li>How does the teaching of vocabulary and fluency increase students comprehension?</li> <li>Audit teaching of vocab – what do we do? Research-what does teaching of vocab look like?</li> </ul> </li> <li>Explicit teaching of Oral Language skills – scaffolding specific language Pre-School to Yr7</li> <li>Develop teaching strategies around each of the Big 6</li> <li>Develop the Daily 5</li> <li>Develop assessment strategies that will identify targeted intervention for students not reaching School Standards(as documented in Whole School Agreement to Literacy)</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN - measuring</li> <li>TROLL (Pre-School- year 1)- evaluating</li> <li>Oral Language Rubrics - evaluating</li> <li>OLA (Oral Language Assessment)—screening tool</li> </ul>
	<ul style="list-style-type: none"> <li>100% of students will be achieving chronological age or better in reading</li> </ul>	<ul style="list-style-type: none"> <li>Make decisions which assessments are whole class, small group, individual (Wave 1-3)</li> <li>Early intervention (Wave 3)</li> </ul>	<ul style="list-style-type: none"> <li>Informal Reading Inventory/Benchmarking - fluency read, 3 levels of comprehension</li> <li>With reference to the Limestone Coast Position Paper for Reading</li> </ul>
<b>Improvement Priority 2</b> MATHEMATICS	<ul style="list-style-type: none"> <li>Teachers will demonstrate (through Pro-Chats) a high level of confidence when using the Big Ideas in Number</li> </ul>	<ul style="list-style-type: none"> <li>Training in The Big Ideas in Number</li> <li>Participation in the Maths For All Program</li> </ul>	<ul style="list-style-type: none"> <li>Professional conversations with colleagues</li> <li>Peer Observations</li> <li>Student improvement in post teaching BIN Diagnostics Testing</li> </ul>
	<ul style="list-style-type: none"> <li>100% Teachers will be using The Big Ideas in Number to diagnose conceptual knowledge R-7</li> </ul>	<ul style="list-style-type: none"> <li>Develop a process for data collection that can be compared across the school – spreadsheets that identify key ideas within each mathematical concept that demonstrate student progress</li> <li>Develop a data schedule</li> <li>Identification of targeted teaching</li> </ul>	<ul style="list-style-type: none"> <li>Student Improvement BIN Diagnostics Testing</li> <li>Specific data analysis (pre-teaching and post-teaching) BIN Diagnostics Testing</li> </ul>
	<ul style="list-style-type: none"> <li>75% of Year 5 and 7 students achieving medium or high growth in numeracy in NAPLAN</li> </ul>	<ul style="list-style-type: none"> <li>Explicit teaching of analysis of mathematical questions</li> <li>Analysis of 2010 NAPLAN data to pinpoint specific Mathematical topics</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN results analysis</li> </ul>
	<ul style="list-style-type: none"> <li>100% of students will be at or above the NAPLAN National Mean Score</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of 2010 NAPLAN data to pinpoint specific Mathematics topics</li> <li>Explicit teaching of literacy in Maths (mathematical inferential based questions and technical language)</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN results analysis</li> </ul>

Priorities: The <i>two</i> or <i>three</i> key areas for specific focus over the next 12 months, as determined from analysis of learner data and Self Review processes	Targets: Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate.	Strategies: The major actions that staff – teachers, SSO's, leaders – commit to do so that learners are supported at classroom level to achieve the Targets	Evaluation Measures: The data, evidence, processes and timelines to be used to monitor/measure/evaluate progress towards achievement of the Targets and/or effectiveness of Strategies
<b>Improvement Priority 3</b> Creating safe conditions for rigorous learning that develops expert learners who personalize and connect learning experience.	<ul style="list-style-type: none"> <li>100% of students are effectively offering, receiving and acting on feedback as measured by checklist/rubric by the end of 2012</li> <li>100% of teachers are effectively offering, receiving and acting on feedback as measured by checklist/rubric by the end of 2012</li> </ul>	TfEL2.4 <ul style="list-style-type: none"> <li>Develop clear goals and standards for each student and the class</li> <li>Provides explicit guidance, models, demonstrations and feedback</li> </ul> TfEL 3.4 <ul style="list-style-type: none"> <li>Teaches students how to question and challenge others' thinking constructively</li> </ul> TfEL 4.3 <ul style="list-style-type: none"> <li>Creates opportunities for self assessment of performance in real contexts against agreed standards.</li> </ul>	<ul style="list-style-type: none"> <li>checklist or rubric that we develop</li> <li>Peer observations</li> </ul>

All students will be reading at an age appropriate level. All students will be writing at an appropriate year level standard and National Curriculum Standard.

Term 1		ENGLISH	Running Record (fluency—1 minute read [Year2-7], % accuracy, HHH comprehension questions) AS REQUIRED	Term 1	MATHEMATICS	On-going use of Mathletics program
Week 3	Data sample – baseline data collection <ul style="list-style-type: none"><li>Waddington Spelling (Year 2-7)</li><li>Waddington Reading (R-7)</li><li>Writing sample – marked against Stephen Graham Checklists (pre-teaching)</li><li>Phonological awareness (CPC, R/1)</li><li>TROLL (CPC)</li></ul>			Week 3	Mathletics year level testing (2-7) pre-teaching test Analysis of Mathletics testing	
Week 5	Writing sample - marked against whole school rubric PAT-R comprehension test R-7					
Week 9	Text type writing analysis Writing sample – marked against Stephen Graham Checklists (post teaching)					
Term 2				Term 2		
Week 3	Writing sample – marked against Stephen Graham Checklists (pre-teaching)			Week 3	BIN diagnostic testing Analysis of BIN diagnostic data	
Week 5	Running Record (fluency—1 minute read [Year2-7], % accuracy, HHH comprehension questions)					
Week 9	Writing sample – marked against Stephen Graham Checklists (post-teaching) Writing sample - marked against whole school rubric					
Term3				Term 3		
Week 3	Writing sample – marked against Stephen Graham Checklists (pre-teaching)					
Week 5	Running Record (fluency—1 minute read [Year2-7], % accuracy, HHH comprehension questions)					
Week 9	Writing sample – marked against Stephen Graham Checklists (post-teaching)					
Term 4				Term 4		
Week 3	Data sample – baseline data collection <ul style="list-style-type: none"><li>Waddington Spelling (Year 2-7)</li><li>Waddington Reading (R-7)</li><li>Waddington Reading</li><li>Running Record (fluency , % accuracy, HHH comprehension questions)</li><li>Writing sample – marked against Stephen Graham Checklists (pre-teaching)</li></ul>			Week 7	Mathletics year level testing (2-7) post-teaching test Anaylsis of Mathletics testing  Analysis of NAPLAN data	
Week 5	Writing sample - marked against whole school rubric Phonological Awareness (CPC and R/1) TROLL (CPC) PAT-R comprehension test R-7					
Week 8	Writing sample – marked against Stephen Graham Checklists (post-teaching) Running Record (fluency—1 minute read [Year2-7], % accuracy, HHH comprehension questions)					