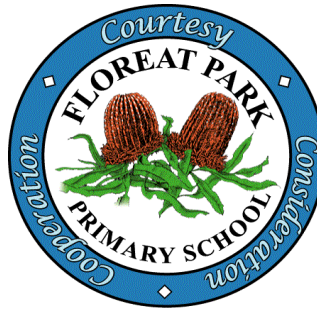


FLOREAT PARK PRIMARY SCHOOL



English Annual Operation Plan 2015

Courtesy, Consideration and Cooperation

At Floreat Park Primary School we are committed to
fostering attitudes of respect for the rights of
others, a cooperative and responsible
attitude and socially acceptable behaviour.

Our aim is to develop and maximise each student's potential academically, creatively, socially, emotionally and physically. There is a commitment at Floreat Park Primary School to develop the whole child in order that they become active, responsible members of the wider community.

English Targets 2015

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2015 – 2017 Floreat Park Primary School Business Plan Targets

NAPLAN progress and achievement

- Maintain or exceed year 5 students' literacy results compared to statistically similar schools (reading, writing, spelling, grammar and punctuation).
- Increase year 3 students' literacy results (writing, spelling, grammar and punctuation) compared to statistically similar schools.
- Maintain year 3 students' reading results compared to statistically similar schools.

Pre-primary On-entry assessment

- Literacy: by the start of year 1 students will achieve an average cohort score of 1.0 VELs

FOCUS AREA	Actions <i>You will see teachers:</i>	Evidence to support <i>You will see students:</i>	Resources <i>What resources are available?</i>
<p>Classroom Management</p> <ul style="list-style-type: none"> • Balanced Literacy Programs • Uninterrupted Literacy Learning Blocks • Literacy Teaching and Learning across curriculum areas • Scaffolding learning • Recognition of difference • Grouping of learners • Opportunities to observe and practise • Explicit teaching • Synthetic phonics • Differentiated curriculum 	<p><u>K-3 classes</u></p> <ul style="list-style-type: none"> • Explicitly teach phonics using a synthetic phonics program-Jolly Phonics, Jolly Grammar and PLD (Diana Rigg) • Explicitly teach phonemic awareness focussing on <ul style="list-style-type: none"> ➢ Letter, word, sentence awareness ➢ Rhyming awareness\production ➢ Initial sounds ➢ Blending/segmenting ➢ Phonemic manipulation • Use Diana Rigg pre-literacy test to identify students at risk and monitor progress. K-PP • Administer PP On-Entry assessment beginning of year. • Monitor SAER year 1-2 using On-Entry assessment beginning of the year. • Introduce phonetic approach to spelling using PLD Diana Rigg • Develop targeted intervention for students at risk falling below minimum standards (IEP based on school assessment). • Administer SA spelling test beginning semester one to identify students at risk in spelling and to monitor progress. Spellodrome test at the end of the year. 	<ul style="list-style-type: none"> • Developing phonemic awareness skills prior to year one. • Mastering essential literacy skills • Using knowledge of phonics to decode/encode print. • Meeting achievement standards for literacy as outlined in Australian Curriculum. • Demonstrating age appropriate VELs in On Entry testing. • Working individually, in small groups and as a whole class during literacy learning • Engaged in literacy learning across learning areas. • Systematically covering phonics as outlined in PLD (Diana Rigg), Jolly Phonics, Jolly Grammar. • Using ICT to support literacy learning. • Showcase their learning to parents at Parent Learning Journey Night. • Responding to targeted intervention. 	<ul style="list-style-type: none"> • Staff to administer spelling test for the whole school profile , WAPPA Sight Words, PP-3 • SA Spelling test PP-6 • Spellodrome spelling PP-6 • PAT-R Spelling 1-6 • PAT-R Reading Comprehension 1-6 • Synthetic phonics programs , Jolly Phonics, Jolly Grammar and PLD (Diana Rigg). • Australian Curriculum • Online resourced-DoE Portal • First Steps Writing resources • First Steps Reading Resources • Instructional Strategies • Decodable Readers DSF in PP, early Year 1, SAER year 2. • ICT Ipad apps, Reading Eggs, Bug Club Reading Program, Spellodrome, Study Ladder, Springboard e-Readers. Bug Club • Take home reading Sails, Springboard into Comprehension, etc. • Comprehension Boxes from year 1 • Reading Around Writing About 2-3 • Spectrum Spelling, Differentiation year 3 • Spelling Conventions 2-3

	<ul style="list-style-type: none"> • Uninterrupted block for literacy learning in each class (across year level where possible). • Explicitly teach correct pencil grip and letter formation.K-3 <p>4-6 classes</p> <ul style="list-style-type: none"> • Focus on teaching essential literacy skills assessed in NAPLAN including spelling, grammar, punctuation and reading strategies. • Use multi strategy approach to spelling Yr4-6, Spectrum Spelling and Extended Code, AC Scope and Sequence and First Steps writing. • Use Instructional Strategies to support literacy learning • Use ICT to enhance student learning, eg: Excel Test Zone, Spellodrome, Springboard eBooks • Continue to use norm referenced spelling tests (PAT-R and Spellodrome) Term 4 to update the whole school spelling profile to identify students at risk and monitor their progress. • Focus on metacognitive processes and strategies. 	<ul style="list-style-type: none"> • Engaged in Literacy learning across all learning areas • Working at appropriate developmental level. • Systematically covering content outlined in Australian Curriculum. • Mastering essential literacy skills. • Engage in critical and creative thinking. • Meeting Achievement standards in Australian Curriculum English. • Using a range of strategies to decode words (visual and phonetic) • Able to use a range of strategies to spell words (Yr 4-7) including; Syllabification Latin roots Spelling rules and patterns Base words-suffixes and prefixes Word building from base words Mnemonics • Using Instructional Strategies and 	<ul style="list-style-type: none"> • Workforce planning together PLCs <ul style="list-style-type: none"> • DSF School membership • Jolly Grammar • Staff to administer PAT-R Spelling and Comprehension tests for Whole school profile K-6. <ul style="list-style-type: none"> • Australian Curriculum. • Online resources-DoE portal. • Online and IWB resources; Springboard e-books Spellodrome , Excel Test Zone. Shared drive Language activities • First Steps Writing resources. • First Steps Reading resources. • I-pad Apps • Comprehension Box • Reading Box • Classic Literature Box • Dictionaries and Thesaurus • FPPS Year level , Junior, Middle and Upper Classroom Files . • “Beyond Monet” • DSF School membership. • Jolly Grammar. • NAPLAN support materials. • Shared drive resources Springboard Connections, Springboard into comprehension
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	<ul style="list-style-type: none"> • Continue to use the whole school spelling profile to monitor student progress. • Use common assessment tasks across year levels , to make consistent judgements against Achievement standards. • Use varied resources to improve reading and comprehension skills; Comprehension Box, Reading Box,Critical Learning. 	<p>cooperative learning in Literacy activities.</p> <ul style="list-style-type: none"> • Working on individual goals developed from analysis of data. • Using Information Technology to enhance learning and presentation of learning. • Using metacognitive processes to determine when and why to use particular writing and reading strategies. • Able to reflect on their own learning. • Use metalanguage associated with language conventions. 	<p>e- books.</p> <ul style="list-style-type: none"> • Assessment pointers SCASA PP-6 • Annotated work samples SCASA • CARS 12 Comprehension strategies
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FOCUS AREA	Actions <i>You will see teachers:</i>	Evidence to support <i>You will see students:</i>	Resources <i>What resources are available?</i>
<p>Instructional Approaches</p> <ul style="list-style-type: none"> • Consistent approaches • Evidence- based • Systematic practise • Explicit instruction • Focussed questioning • Focus on developing understanding rather than short term recall or memorisation of procedures. <ul style="list-style-type: none"> • Recognition of difference. • Use of data to inform and refine practice • Use of information and communication technologies • Inclusive practises 	<ul style="list-style-type: none"> • Consistent and systematic usage of FPPS Year level, Junior , Middle and Upper Files as a whole school teaching approach to language features. • Embed Spelling in all aspects of Literacy, with explicit links made between Reading and Writing. • View Spelling as an active thinking process. • Provide Spelling programs that are responsive to individual needs. • Provide children with spelling lists that include high frequency words, personal interest words and class focus words. • Explicitly model Spelling strategies • Use a phonetic approach to spelling from K-6. • Provide spelling programs that include a multisensory approach. • Provide opportunities for children to 	<ul style="list-style-type: none"> • Mastering essential Literacy skills. • Transferring their knowledge of spelling rules to other aspects e.g. writing. • Use a range of strategies to spell unfamiliar words. • Demonstrating knowledge about some English Language features. • Demonstrate the ability to correctly write high frequency words that are age appropriate. • Using Instructional and cooperative learning strategies effectively in Literacy activities. • Meeting Achievement Standards in Australian Curriculum English. • Using a range of spelling strategies when writing (phonics, patterns, syllabification, morphology, 	<ul style="list-style-type: none"> • Australian Curriculum • DoE portal resources • FPPS Year level Junior, Middle, Senior. • Dictionaries/ Thesaurus • IWB resources; Spellodrome, Bug club. • Grammar and language conventions Resources eg Jolly Grammar Shared drive Language activities <ul style="list-style-type: none"> • First steps Writing resources • First steps Reading Resources. • “Beyond Monet” • DSF School membership

	<p>make connections through discovery in spelling activities.</p> <ul style="list-style-type: none"> • Ensure spelling programs include the essential components of; <ul style="list-style-type: none"> - Phonemic awareness - Phonics - Letter patterns - Orthography - Syllabification - Morphology - Etymology - Vocabulary <p>Explicit teaching of Grammar skills and Punctuation</p>	<p>etymology)</p> <ul style="list-style-type: none"> • Using proof reading skills to edit their writing • Use age appropriate grammar and punctuation skills. • Students use dictionaries to improve vocabulary choices in writing, increase dictionary skills and make correct spelling choices. • Share progress and achievement with parents and caregivers e.g. Learning Journey evening. 	
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FOCUS AREA	Actions <i>You will see teachers:</i>	Evidence to support <i>'How are we going?':</i>	Resources <i>What resources are available?</i>
Monitoring and Assessment <ul style="list-style-type: none"> • Systematic monitoring and assessment • Evidence gathered- Whole school Spelling and Comprehension profile • Australian Curriculum Achievement Standards • AC Portfolio samples • Diagnosis • Use of data to focus instruction and address student needs. • Use of data to inform future planning at the classroom and school level. • Feedback to students. • SCASA 6 Assessment Principles. 	<ul style="list-style-type: none"> • Use analysis of NAPLAN data to inform Whole school planning. • Use NAPLAN data to inform planning for groups and individual students. • Through Performance management, demonstrate that data is used to inform planning. • Use strategies that are valid, educative, explicit, fair and comprehensive. • Use norm referenced assessments to update the whole school spelling profile. • Use Achievement Standards and SCASA pointers and annotated work samples to inform teacher judgements. • Use common assessment tasks to make consistent judgements in Year levels against achievement standards • Use assessment data to provide instruction at point of need. 	<ul style="list-style-type: none"> • Teachers engage in collaboration to make consistent judgements against Australian Curriculum achievement standards. • E.C will collate student profiles – whole school spelling and comprehension profiles. • DP will review and maintain SAER Register and files. • Teachers will provide intervention programs for at risk students. • DP will coordinate collection and monitoring of IEPs for identified SAER students. • Performance Management meetings to address Literacy targets for Business plan and demonstrate student literacy improvement. • Classroom teachers collaborate to provide effective intervention programs for at risk students (SAER and TAGS) 	<ul style="list-style-type: none"> • NAPLAN materials and data • A.C portfolio samples • SAER team to support teachers to address student needs • DET exemplars • SAIS data • On Entry Assessment data • My School Website • SCASA Judging Standards • PLD Diana Rigg Pre Lit resources • PAT-R Spelling and Comprehension tests • Spellodrome Spelling test • SA Spelling test

	<ul style="list-style-type: none"> • Engage in self- reflection of teaching practices. • Peer mentoring and coaching • Raise level of questioning- teachers and students e.g . Blooms , 4 roles of the Reader, higher order thinking skills, Framing questions. • Moderation in phase of learning PLC teams to support making consistent judgements. 	<ul style="list-style-type: none"> • Analyse longitudinal data on improved student outcomes. • A whole school approach to teaching spelling skills has been undertaken. 	
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