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:

<table>
<thead>
<tr>
<th>Beginning Reading Skills</th>
<th>→</th>
<th>Learning to Read</th>
<th>→</th>
<th>Reading to Learn x Curricula</th>
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</thead>
<tbody>
<tr>
<td>Reading together with skills in writing, representing and responding</td>
<td>understand, think, apply and communicate effectively</td>
<td>calculate, predict, synthesis, reason, rationalise and listen, speak, view</td>
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<tr>
<td>Mathematics / Literacy / Whole of AC</td>
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**Teacher directed**  Increasing Self-regulation and self-direction for students who know how they can learn beyond the teacher  **Independent**

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**Report from the PLG’s**

Where does TfEL fit into our model of moving forward?
# Murray Bridge North School Improvement Plan (2014 – 2019)

**It Begins with:**

The fundamental acquisition of skills in reading together with skills in writing, listening, speaking, viewing, representing, responding and doing Mathematics.

**It Becomes:**

The ability to understand, think, apply and communicate effectively in all subjects and in a range of programs.

**It Extends to Become:**

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.

## Classroom Practices:

- Embedded Literacy and Instructional Lessons
  - Every Child Reads Aloud to an Adult Every day
  - Data Wall in all home classrooms
  - Guided Reading
  - Jolly Phonics
  - Group and Peer Learning Practices
  - Big 6 – Early experience, Phonemic Awareness, phonics, Vocabulary, Fluency, Comprehension -explicit teaching of strategies in all classrooms and subjects

## Quality Professional Practices:

- Evidence based leadership & Evidence Based Practices
  - Professional Learning Groups
  - Centralisation of Resources
  - Formative Assessment
  - Cross curricula connections*
  - Data Schedule and Analysis. What are we aiming to achieve?
  - Descriptive / Task Oriented Feedback / Explicit Teaching – Explicit Coaching

## Parent and Community Involvement:

- Directly contribute to the development and maintenance of the school culture commitment to Reading & Learning
  - Whole School Community Partnership
  - Community Partnership Agreement (ATSI)
  - Commitment to Reading
  - Support student learning
  - Support our school
  - Stay Positive

*Integrated & differentiated curriculum

- Learning to Read and Reading to learn
- Learning to Write and Writing to learn
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<thead>
<tr>
<th>Strategy /practice</th>
<th>What does this mean? /What do we do in order to make this work?</th>
<th>Comment?</th>
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<tr>
<td><strong>Classroom Practices:</strong>&lt;br&gt;Embedded Literacy and Instructional Lessons</td>
<td>Daily, sustained, planned, specific focus on Literacy Instruction.</td>
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<tr>
<td><strong>Every Child Reads Aloud to an Adult Everyday</strong></td>
<td>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. &lt;br&gt;That is, in a 10 week term, 50 nights of reading aloud to an adult. &lt;br&gt;Teachers are responsible for the readers / appropriate reading materials being sent home. &lt;br&gt;Text selection is critically important: &lt;br&gt;- 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 &lt;br&gt;- Appropriate topics to attract the child’s interest are important (especially in boy’s education).</td>
<td>Ideally, in the evening as a routine. &lt;br&gt;We know that sleep consolidates the learning, and the child’s brain is activated by the process of reading with and to an adult. &lt;br&gt;Reading with a sibling is better than no reading at all. &lt;br&gt;Read for House Points?</td>
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<td>Data Wall in all home classrooms</td>
<td>A data wall is in relation to the expectation of nightly reading requirements. 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. *Lyn Sharratt &amp; Michael Fullan (2013)</td>
<td>Data wall updated and discussed with students weekly. How are we supporting students not reading regularly?</td>
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<td>Guided Reading</td>
<td>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. 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. 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</td>
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<td><strong>Jolly Phonics</strong></td>
<td>Jolly Phonics Jolly Phonics is a Synthetic Phonics scheme that teaches students the alphabetic code. 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 &amp; 5) taught in Years 1, 2, 3, 4, &amp; 5</td>
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<td><strong>Group and Peer Learning Practices</strong></td>
<td>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.</td>
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| **Big 6** – Early experience, Phonemic Awareness, Phonics, Comprehension**, Vocabulary, Fluency*** | Explicit teaching of comprehension strategies in ALL subject areas.  
- 2015 Exploring CAFÉ, Christine Topfer, QAR, Sheena Cameron, Ann Bayetto PD on Comprehension to staff meetings and PLG’s on comprehension – Beverley SJ, Michaela Matthews, Anne Jolly | Co-ordinators working with PLG’s to support implementation of strategies. Staff meeting time. |

* Deslea Konzer  
** Christine Topfer  
*** Fountas & Pinnell  
**** Daily 5  
***** CAFE
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| Professional Learning Groups = Shared professional learning | Expected outcomes for PLGs:  
- 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. | Significant allocation of time  
- 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). |
| | How might these outcomes be achieved by the PLGs? Examples:  
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.  
7. Shared Professional Learning – needs to be specifically related to school priorities and plans.  
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| **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 od resources occurs. | | |
| **Formative Assessment**  
**Descriptive / Task Oriented Feedback*** | 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. |
| **Explicit Teaching – Explicit Coaching** |  
* John Hattie & Greg Yates (2013)  
* Dylan Wiliam | | |
| **Whole school agreement on Maths lesson content** | Ann Baker Natural Maths in every classroom  
- 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** |  
- 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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<td>Data Schedule and Analysis (What are we aiming to achieve?)</td>
<td>See Data Cycle</td>
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Data Cycle:

Data
- Students
- Classroom Teachers
- Leadership Team
  - Principal
  - Deputy
  - Senior Leader
  - Co-ordinators
- Governing Council
- DECD
- Community
- Parents/ Caregivers

Data Analysis
- Inform Teaching Practices and Planning
- Plan for Professional Learning
- How do we know that we are effective?
- How do we know that we are improving?
- Are we meeting our targets as a school, for each class and for each student?
- Are we meeting the DECD Education Achievement Standards?
- Can I account for every student and every family?

Data for Improvement
- Teacher Performance Review Process – continual improvement
- Improve teaching practices / shared planning and development across the PLG
- Planning for the allocation of resources
- Plan for every child to succeed and
  Personalise the planning to target the needs of every child
- Wave 2 and 3 Intervention
  (Identifying students at risk)
- School, Student and Community Accountability
- Inform future planning
- Celebrate successes
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