

Improvement plan for Flinders View Primary School

2019 to 2021

School name

Flinders View Primary School

Vision statement

"Learning Together for a Better Future."

At Flinders View Primary School, we provide quality teaching and learning experiences that are inclusive and celebrate cultural identity. Positive relationships and high expectations drive our commitment to improving the learning outcomes for all.



Government
of South Australia

Department for Education

Plan summary

This table will be automatically populated to provide a summary of your plan.

Goals	Targets	Challenge of Practice	Success Criteria
<p>Increase number of students meeting SEA and above in Mathematics (Number) across F-7.</p>	<p>2019:</p> <ul style="list-style-type: none"> In 2019, 7/20 Year 1 students will achieve SEA in PAT M. In 2019, 8/22 Year 4 students will achieve SEA or above in PATM. In 2019 15/27 Year 5 students achieve SEA or above in PATM and NAPLaN. <p>2020:</p> <ul style="list-style-type: none"> In 2020, 13/21 (61.9%) of Year 2 students will achieve SEA or above in PAT-M. In 2020, 10/20 (50%) of Year 5 students will achieve SEA in NAPLaN. 1/10 to achieve in Higher Bands. In 2020, 10/23 (43.4%) of Year 6 students will achieve SEA or above in PAT-M. <p>2021:</p> <ul style="list-style-type: none"> In 2021, 14/21 of Year 3 students will achieve SEA or above in NAPLaN. In 2021, 11/20 of Year 6 students will achieve SEA in PAT-M. In 2021, 11/23 of Year 7 students will achieve SEA or above in NAPLaN. 	<p>If we explicitly teach place value and problem solving strategies through multiple opportunities to transfer these skills, then we will increase the number of students meeting SEA and above in maths (Years 3-5).</p>	<p>Students from R-7 will be able to:</p> <ul style="list-style-type: none"> <u>Use Trust the Count skills and understandings with increased fluency, flexibility and confidence.</u> <ul style="list-style-type: none"> Recognise, model, represent and order numbers to at least 10 000 – Year 3 ACMNA052 Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation – Year 3 ACMNA055 <u>Use Place Value skills and understandings with increased fluency, flexibility and confidence.</u> <ul style="list-style-type: none"> Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems – Year 3 ACMNA053 Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers – Year 6 ACMNA123 Investigate everyday situations that use integers. Locate and represent these numbers on a number line – Year 6 ACMNA124

			<ul style="list-style-type: none"> ○ Apply the associative, commutative and distributive laws to aid mental and written computation – Year 7 ACMNA151 ○ Compare, order, add and subtract integers – Year 7 ACMNA280 ○ Round decimals to a specified number of decimal places- Year 7 ACMNA156
<p>Increase number of students meeting SEA and above in Writing across F-7</p>	<p>2019:</p> <ul style="list-style-type: none"> • In 2019, 9/23 Year 2 students to achieve SEA or above using Success Criteria aligned with Australian Curriculum for 3 writing samples (imaginative, persuasive, informative). • In 2019, 4/18 Year 3 students to achieve SEA or above in NAPLaN. • In 2019, 5/27 Year 5 students to achieve SEA and 1/20 to achieve in higher bands in NAPLaN. <p>2020:</p> <ul style="list-style-type: none"> • In 2020, 9/23 (39%) of Year 3 students will achieve SEA in NAPLaN. 1/9 to achieve in Higher Bands. • In 2020, 6/16 (37.5%) of Year 4 students to achieve SEA or above using Australian Criterion Scale. • In 2020, 6/23 (26%) of Year 6 students to achieve SEA or above using Australian Criterion Scale. <p>2021:</p> <ul style="list-style-type: none"> • In 2021, 10/23 of Year 4 students will achieve SEA or above using the Australian Criterion Scale. • In 2021, 7/16 of Year 5 students to achieve SEA or above in NAPLaN. • In 2021, 8/23 of Year 7 students to achieve SEA or above in NAPLaN. 	<p>If we explicitly teach writing daily with a focus on automaticity (letter formation. Quantity of writing) then we will increase the number of students meeting SEA and above in Writing [R-7].</p>	<p>Students R-7 will be able to:</p> <ul style="list-style-type: none"> • <u>Form all letters of the alphabet (lower and upper case) with increased accuracy and automaticity.</u> <ul style="list-style-type: none"> ○ Write using clearly-formed joined letters, and develop increased fluency and automaticity - Year 4 ACELY1696 ○ Develop a handwriting style that is becoming legible, fluent and automatic- Year 5 ACELY1706 ○ Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods- Year 7 ACELY1727 • <u>Produce extended written texts (imaginative, persuasive, and informative) that meet the quantity of written work expected for their year level.</u> <ul style="list-style-type: none"> ○ Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features - Year 4 ACELY1694 ○ Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience- Year 5 ACELY1704 ○ Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual,

			and audio features to convey information and ideas- Year 7 ACELY1725
Increase number of students meeting SEA for Reading across F-7.	<p>2019:</p> <ul style="list-style-type: none"> In 2019, 100% of Reception students will reach SEA using PASM. In 2019, 5/18 Year 3 students will achieve SEA or above in PAT R and NAPLaN. In 2019, 6/27 of Year 5 students will achieve SEA or above in PAT R and NAPLaN. <p>2020:</p> <ul style="list-style-type: none"> In 2020, 4/18 (22.2%) of Year 1 students will achieve SEA or above in Reading Levels. In 2020, 9/16 (56.2%) of Year 4 students will achieve SEA or above in PAT-R. In 2020, 12/23 (52.1%) of Year 6 students will achieve SEA or above in PAT-R. <p>2021:</p> <ul style="list-style-type: none"> In 2021, 5/18 of Year 2 students will achieve SEA or above in Reading Levels. In 2021, 10/16 of Year 5 students will achieve SEA or above in NAPLaN. In 2021, 13/23 of Year 7 students will achieve SEA or above in NAPLaN. 	If we explicitly teach blending [R-2] and making connections (Text, self, world) [3-7]; then we will increase the number of students meeting SEA and above in Reading [R-7].	<p>Students R-2 will be able to:</p> <ul style="list-style-type: none"> <u>Blend sounds to decode words fluently when reading.</u> <ul style="list-style-type: none"> Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing- Year 2 ACELA1474 Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words – Year 2 ACELA1471 Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds- Year 2 ACELA1823 Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable- Year 2 ACELA1824 Understand that a sound can be represented by various letter combinations- Year 2 ACELA1825 <p>Students 3-7 will be able to:</p> <ul style="list-style-type: none"> <u>Comprehend texts with increased understanding of vocabulary, and ‘world-knowledge’.</u> <ul style="list-style-type: none"> Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning – Year 5 ACELY1702 Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources- Year 5 ACELY1703 Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses- Year 5 ACELT1610 Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts- Year 5 ACELA1512 Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text – Year 5 ACELY1701

			<ul style="list-style-type: none">○ Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose - Year 7 ACELY1721○ Use prior knowledge and text processing strategies to interpret a range of types of texts – Year 7 ACELY1722○ Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources – Year 7 ACELY1723○ Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences – Year 7 ACELY1724
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MASTER (Draft)

STEP 2:

Challenge of Practice	Success Criteria
<p>Goal 1: If we explicitly teach number sense sequentially using the Big Ideas in number then we will increase the number of students meeting SEA and above in mathematics R-7.</p>	<p>Students from R-7 will be able to:</p> <ul style="list-style-type: none"> • <u>Use Trust the Count skills and understandings with increased fluency, flexibility and confidence.</u> <ul style="list-style-type: none"> ○ Recognise, model, represent and order numbers to at least 10 000 – Year 3 ACMNA052 ○ Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation – Year 3 ACMNA055 • <u>Use Place Value skills and understandings with increased fluency, flexibility and confidence.</u> <ul style="list-style-type: none"> ○ Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems – Year 3 ACMNA053 ○ Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers – Year 6 ACMNA123 ○ Investigate everyday situations that use integers. Locate and represent these numbers on a number line – Year 6 ACMNA124 ○ Apply the associative, commutative and distributive laws to aid mental and written computation – Year 7 ACMNA151 ○ Compare, order, add and subtract integers – Year 7 ACMNA280 ○ Round decimals to a specified number of decimal places- Year 7 ACMNA156
<p>Goal 2: If we explicitly teach writing daily with a focus on automaticity (letter formation. Quantity of writing) then we will increase the number of students meeting SEA and above in Writing [R-7].</p>	<p>Students R-7 will be able to:</p> <ul style="list-style-type: none"> • Form all letters of the alphabet (lower and upper case) with increased accuracy and automaticity. <ul style="list-style-type: none"> ○ Write using clearly-formed joined letters, and develop increased fluency and automaticity - Year 4 ACELY1696 ○ Develop a handwriting style that is becoming legible, fluent and automatic- Year 5 ACELY1706 ○ Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods- Year 7 ACELY1727 • Produce extended written texts (imaginative, persuasive, and informative) that meet the quantity of written work expected for their year level. <ul style="list-style-type: none"> ○ Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features - Year 4 ACELY1694 ○ Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience- Year 5 ACELY1704 ○ Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas- Year 7 ACELY1725

STEP 2 (Continued...)

Goal 3:

If we explicitly teach blending [R-2] and making connections (Text, self, world) [3-7]; then we will increase the number of students meeting SEA and above in Reading [R-7].

Students R-2 will be able to:

- Blend sounds to decode words fluently when reading.
 - Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing- **Year 2 ACELA1474**
 - Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words – **Year 2 ACELA1471**
 - Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds- **Year 2 ACELA1823**
 - Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable- **Year 2 ACELA1824**
 - Understand that a sound can be represented by various letter combinations- **Year 2 ACELA1825**

Students 3-7 will be able to:

- Comprehend texts with increased understanding of vocabulary, and ‘world-knowledge’.
 - Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning – **Year 5 ACELY1702**
 - Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources- **Year 5 ACELY1703**
 - Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses- **Year 5 ACELT1610**
 - Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts- **Year 5 ACELA1512**
 - Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text – **Year 5 ACELY1701**
 - Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose - **Year 7 ACELY1721**
 - Use prior knowledge and text processing strategies to interpret a range of types of texts – **Year 7 ACELY1722**
 - Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources – **Year 7 ACELY1723**
 - Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences – **Year 7 ACELY1724**

Step 3: Action Plan for Improvement 2021 [MATHEMATICS]

Goal 1	Increase the number of students meeting SEA and above in Mathematics (Number).		
Challenge of Practice	If we explicitly teach number sense sequentially using the Big Ideas in number then we will increase the number of students meeting SEA and above in mathematics R-7.		
Actions	Timeline	Roles and Responsibilities	Resources
Develop students' sense of number by following the sequence provided in the ' <i>Big Ideas in number</i> ' with a focus on Trusting the Count and Place Value.	<p>2021</p> <p>Term 2, 4</p> <p>Term 1, 2, 3, 4</p> <p>Term 1</p>	<p>All teachers will:</p> <ul style="list-style-type: none"> • Use the developmental sequence of the Big Ideas in Number to plan for mathematical learning. • Include elements of the BIIN in their daily mathematical warm-ups • Explicitly teach the BIIN • Conduct BIIN diagnostic testing in Terms 2 and 4 (as per Assessment Guidelines) in the areas of Trust the Count (R-2) and Place Value (3-7). • All staff to use and analyse student data (including BIIN Diagnostic) to provide a differentiated approach to mathematics instruction and inform intervention processes (at Wave 1, 2, and 3 levels). • Work collaboratively with school-based Instructional Coach to work on developing teacher capacity and pedagogical practice. <p>Leaders will:</p> <ul style="list-style-type: none"> • Provide Professional learning re: The Big Ideas in Number to develop teacher understandings of this and its developmental sequence. • Provide opportunities for teachers to plan collaboratively and develop professional understandings around how this aligns with the Australian Curriculum (i.e. content and progressions). • Provide training in the Big Ideas in number diagnostic assessments and how to analyse their data to inform planning. • Employ an Intervention Specialist to identify students for whom intervention is urgent and put strategies in place to target and address their learning needs according to diagnostic data (Wave 3: Individualised Intervention). 	<p>BIIN Professional Learning Consultant x2 (Intro/ Specific breakout)</p> <p>Diagnostic Kits (TTC, PV)</p> <p>Peer Observations (Staff Release)</p> <p>Instructional Coach</p> <p>Intervention Specialist</p> <p>Numeracy Best Advice Papers</p> <p>Mathematical Teacher Reference x15</p> <p>DfE Scope and Sequence/ Progressions</p>

Success Criteria

Students from R-7 will be able to:

- Use Trust the Count skills and understandings with increased fluency, flexibility and confidence.
 - Recognise, model, represent and order numbers to at least 10 000 – **Year 3 ACMNA052**
 - Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation – **Year 3 ACMNA055**

- Use Place Value skills and understandings with increased fluency, flexibility and confidence.
 - Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems – **Year 3 ACMNA053**
 - Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers – **Year 6 ACMNA123**
 - Investigate everyday situations that use integers. Locate and represent these numbers on a number line – **Year 6 ACMNA124**
 - Apply the associative, commutative and distributive laws to aid mental and written computation – **Year 7 ACMNA151**
 - Compare, order, add and subtract integers – **Year 7 ACMNA280**
 - Round decimals to a specified number of decimal places- **Year 7 ACMNA156**

Step 3: Action Plan for Improvement 2021 [WRITING]

Goal 2	Increase number of students meeting SEA and above in Writing .		
Challenge of Practice	If we explicitly teach writing daily with a focus on automaticity (letter formation. Quantity of writing) then we will increase the number of students meeting SEA and above in Writing [R-7].		
Actions	Timeline	Roles and Responsibilities	Resources
Teachers to incorporate daily writing activities to enable learners to practise and build automaticity (stamina).		<p>All teachers will:</p> <ul style="list-style-type: none"> • Provide opportunities for students to write daily (for different purposes). • Explicitly teach Handwriting daily (moving from letter formation, word structure, sentence structure). • Work collaboratively with school-based Instructional Coach to work on developing teacher capacity and pedagogical practice. <p>Teachers in the Early Years will...</p> <ul style="list-style-type: none"> • Explicitly teach Handwriting in alignment with phonics scope and sequence (teach letter name, sound and grapheme in unison). • Provide students with aids for writing (as required) tri-grip pencils, pencil grips etc... • Explicitly teach writing behaviours (how to sit, hold pencil, position body). • Use multiple media to record writing (pencils, finger paints, crayons, textas) and activities such as tracing, filling in the blank (missing word) from a familiar sentence etc... • Provide students with necessary anchor charts (alphabet charts, word lists etc.) • Scribe with students sentences to accompany their drawing or learning activities. <p>Teachers in the Primary Years will...</p> <ul style="list-style-type: none"> • Timetable daily writing warm-ups which focus on increasing students writing stamina and automaticity. • Provide multiple opportunities for students to write in all Learning Areas (i.e. Encourage note-taking about learning area topics; Complete graphic organisers to consolidate or summarise learning; write articles for school newsletter; written responses to reading) 	<p>Peer Observations (Staff Release)</p> <p>Instructional Coach</p> <p>Literacy Best Advice Papers</p> <p>DfE Scope and Sequence/ Progressions</p> <p>Professional Learning: Stephen Graham</p>

		<p>Leaders will...</p> <ul style="list-style-type: none"> • Make daily writing a focus of Performance Development Meetings with staff (all learning areas). • Provide access to school-based Instructional Coach to work on developing teacher capacity and pedagogical practice (NIT, PLC, release- as required). 	
<p>Teachers explicitly teach at least two extended written texts per term to develop text, grammar and vocabulary knowledge.</p>		<p>All teachers will:</p> <ul style="list-style-type: none"> • Explicitly teach text-types as per FVPS Literacy Agreements (Text-type map) • Explicitly teach text-types including social purpose; audience; structure; min of two language features (at sentence level to enable students to develop complexity in their writing) • Use agreed school Writing Success Criteria (Pre and Post testing) • Assess students writing as per FVPS Assessment and Reporting Guidelines (including whole-school mapping of spelling assessment; pre and post testing for imaginative, persuasive and informative text; 2x cold writes- using Australian Criterion Scale); and include these sample as part of the students 'English Portfolios'. • Differentiate the writing process, so that more capable learners can write with less support while others are provided with small group workshops/instruction. • Work collaboratively with school-based Instructional Coach to work on developing teacher capacity and pedagogical practice. + • Establish active VCOP walls in all classrooms and feature this in classroom writing practices. <p>Teachers in the Early Years will...</p> <ul style="list-style-type: none"> • Introduce writing through sequencing activities and oral retells • Model how to write texts using think aloud and joint construction <p>Teachers in the Primary Years will...</p> <ul style="list-style-type: none"> • Build content and vocabulary of the topic through oral language, and reading and viewing prior to writing. • Model think aloud during modelled writing to show how to make decisions about planning (what do I need to do next?), evaluating progress (Does this make sense?); 	

		<p>reinforce writing confidence (I really like that sentence); and developing persistence (I'm nearly finished!)</p> <p>Leaders will...</p> <ul style="list-style-type: none"> • Provide external consultancy re: the explicit Teaching of Text-Types (SFD) • Provide access to school-based Instructional Coach to work on developing teacher capacity and pedagogical practice (NIT, PLC, release- as required). 	
			Total Financial Resources Allocated
Success Criteria	<p>Students R-7 will be able to:</p> <ul style="list-style-type: none"> • <u>Form all letters of the alphabet (lower and upper case) with increased accuracy and automaticity.</u> <ul style="list-style-type: none"> ○ Write using clearly-formed joined letters, and develop increased fluency and automaticity - Year 4 ACELY1696 ○ Develop a handwriting style that is becoming legible, fluent and automatic- Year 5 ACELY1706 ○ Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods- Year 7 ACELY1727 • <u>Produce extended written texts (imaginative, persuasive, and informative) that meet the quantity of written work expected for their year level.</u> <ul style="list-style-type: none"> ○ Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features - Year 4 ACELY1694 ○ Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience- Year 5 ACELY1704 ○ Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas- Year 7 ACELY1725 		

Step 3: Action Plan for Improvement 2021 [READING]

Goal 3	Increase number of students meeting SEA for Reading .		
Challenge of Practice	If we explicitly teach blending [R-2] and making connections (Text, self, world) [3-7]; then we will increase the number of students meeting SEA and above in Reading [R-7].		
Actions	Timeline	Roles and Responsibilities	Resources
<p>Teachers prioritise a daily differentiated, timetabled reading program to integrate and explicitly teach the Big Six Components of Reading across the year levels (including a strong program of synthetic phonics).</p>		<p>All teachers will:</p> <ul style="list-style-type: none"> • Prioritise a daily, timetabled, reading program that integrates and explicitly teaches the Big Six Components. • Include Reading Warm-ups as part of their daily reading program. • Analyse and action student data to provide differentiated reading instruction in accordance with FVPS Literacy Agreements- Explicit Instruction (Wave 1: Whole-class) and Guided Reading (Wave 2: Small-Group). • Work collaboratively with school-based Instructional Coach to work on developing teacher capacity and pedagogical practice. • Work collaboratively with Literacy Improvement Division (LID) consultant to improve explicit teaching of: <ul style="list-style-type: none"> ○ Phonics and phonemic awareness (with a focus on blending/segmenting) - <i>Reception- Year 2.</i> ○ Comprehension Strategies (with a focus on ‘Making Connections’) – <i>Year 3-7.</i> <p>Teachers in the Early Years will:</p> <ul style="list-style-type: none"> • Explicitly teach synthetic phonics daily, using a consistent and repetitive classroom routine. • Follow the phonics sequence as outlined in the FVPS T&L Guide. • Use decodable readers to provide students with multiple practised opportunities to connect phonics learning and texts. • Explicitly teach blending and segmenting (reading and writing) with a focus on multiple exposures. <p>Teachers in the Primary Years will...</p>	<p>Peer Observations (Staff Release)</p> <p>Instructional Coach</p> <p>Intervention Specialist</p> <p>Literacy Best Advice Papers</p> <p>DfE Scope and Sequence/ Progressions</p>

	<ul style="list-style-type: none"> • Explicitly teach comprehension strategies (<i>including 'Making Connections'-text to text; text to self; text to world</i>) by incorporating the 'I do, we do, you do' process. • Model fluent reading and the prosody of English Language by following the FVPS 'Reading for Enjoyment- class text sequence' to ensure students are exposed daily to modelled reading opportunities from a variety of authors. • Expose students to a variety of text-types through Guided Reading (Wave 2: Small-group instruction) - <i>multiple exposures</i>. <p>Leaders will:</p> <ul style="list-style-type: none"> • Provide time for teachers to work to collaboratively with like-years colleagues and instructional coaches through Non-Instructional Time (NIT), PLCs, teacher release etc... • Provide Speech Pathologist to work with students (Wave 3) and Early Years Teachers (developing teacher capacity) around correct articulation and pronunciation of spoken sounds (i.e. lip, tongue placement etc.). • Employ an Intervention Specialist to identify students for whom intervention is urgent and put strategies in place to target and address their learning needs according to diagnostic data (Wave 3: Individualised Intervention). 	
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Total Financial Resources Allocated

<p>Success Criteria</p>	<p>Students R-2 will be able to:</p> <ul style="list-style-type: none"> • <u>Blend sounds to decode words fluently when reading.</u> <ul style="list-style-type: none"> ○ Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing- Year 2 ACELA1474 ○ Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words – Year 2 ACELA1471 ○ Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds- Year 2 ACELA1823 ○ Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable- Year 2 ACELA1824 ○ Understand that a sound can be represented by various letter combinations- Year 2 ACELA1825 <p>Students 3-7 will be able to:</p> <ul style="list-style-type: none"> • <u>Comprehend texts with increased understanding of vocabulary, and 'world-knowledge'.</u> <ul style="list-style-type: none"> ○ Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning – Year 5 ACELY1702
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- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources- **Year 5 ACELY1703**
- Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses- **Year 5 ACELT1610**
- Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts- **Year 5 ACELA1512**
- Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text – **Year 5 ACELY1701**
- Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose - **Year 7 ACELY1721**
- Use prior knowledge and text processing strategies to interpret a range of types of texts – **Year 7 ACELY1722**
- Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources – **Year 7 ACELY1723**
- Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences – **Year 7 ACELY1724**

School improvement plan

Approvals



Approved by principal

Name:

Date:

Name:

Date:

Name:

Date:

MASTER (Draft 1)