Melrose Primary School 2016 Site Improvement Plan (SIP):

Priority 1: Achieve Higher Standards of Learning in English and Maths:

Strategy 1: Track and monitor every learner’s growth in the following ways:

Collect and analyse student data and respond by planning the next steps of learning in teaching strategies and also develop goals in student’s individual learning plans (ILPs).

Strategy 2: Review student’s progress at least twice a term with students using their ILPs.

Strategy 3: Involve students in ongoing discussions about their learning and progress through reviewing and assessing their work and data with them. Provide explicit feedback.

Strategy 4: Use the DECD SEA (Standards of Education) as an expectation of where student’s learning needs to be progressing towards or as a guide to higher levels of achievement.

DECD SEA:

Running Records:

Reception: Level 5 or above
Year 1: Level 15 or above
Year 2: Level 21 or above

NAPLAN Literacy and Numeracy Proficiency Bands:

Year 3: Band 3 or above
Year 5: Band 5 or above
Year 7: Band 6 or above

Progressive Assessment Tests (PAT):

PAT-R Comprehension Scale Score: PAT Maths Scale Score:
Year 3: 100 or above Year 3: 110 or above
Year 4: 110 or above Year 4: 115 or above
Year 5: 115 or above Year 5: 120 or above
Year 6: 120 or above Year 6: 124 or above
Year 7: 124 or above Year 7: 125 or above

Australian Curriculum Achievement Standards:

Years 1-7: Students achieve the Level C or above in each of the Australian Curriculum learning areas.

Reception: Students achieve satisfactory achievement of the Foundation Achievement Standard in each learning area.

An Intervention Program is organised for students not achieving the standards.
2016 Site Improvement Plan (SIP):

Priority 2 for MP/UP class:

Teachers will explicitly teach and focus on the areas of weakness that have been identified through analysis of NAPLAN Literacy and Numeracy results, PAT-R Comprehension and PAT Maths results and school based formative assessments.

Literacy areas that need development:

- Punctuation
- Grammar
- Planning writing pieces in specific genres eg recount, persuasive, narrative
- Reading Comprehension in particular regard to inference (something that is implied and not easy to understand)

Numeracy areas that need development:

- Quick recall of basic number facts
- Working out problems involving more than one step (problematised activities) by providing challenge and facilitating meaningful collaboration and dialogue
- Explicitly teach the language of Maths using the Secret Code and Anchor Charts

Priority 2 for JP class:

Teachers will explicitly teach and focus on the areas of weakness that have been identified through analysis of school collected data and Running Records.

Literacy areas that need development:

- Planning writing pieces, in particular recount, narrative and procedure
- Hand writing, in particular correct formation of letters
- Reading, in particular sight words, decoding, vocab and comprehension
- Punctuation, related to year level expectation using the Jolly Phonics program
- Spelling of tricky words

Numeracy areas that need development:

- Basic recall of number facts
- Learning and using the Secret Code to solve maths problems
- Provide challenges
- Facilitate meaningful collaboration and dialogue
EXPLICIT STRATEGIES to ACHIEVE our SIP:

- Educators are expected to use their initiative and connections to find the resources they need to successfully teach the concepts that students are struggling with in order to advance learning and reach higher standards.

- When beginning a lesson learning intentions will be made clear to the students.

Formative and Summative Assessment:

- It is expected that educators will continually use formative assessment strategies to understand where their students’ next steps in learning are. It is expected that students will be involved in a summative assessment task after a unit of work has been taught.

Strategies to improve students’ reading comprehension:

- Educators will explicitly teach and plan learning activities using the Sheena Cameron comprehension strategies. Students will be involved in ongoing collaborative dialogue and discussions. Posters detailing these strategies will be displayed in the classroom.

These are:

- Building vocabulary knowledge
- Activating prior knowledge
- Predicting
- Visualising
- Making connections
- Self monitoring
- Summarising
- Skimming
- Synthesising

Strategies to improve students’ punctuation and editing skills in writing:

- Explicit teaching and explicit feedback

- Classroom posters, checklists and other resources to support students understand correct use of punctuation.

Strategies to improve student’s maths skills:

- It is expected that educators will understand the MPS Whole School Agreement and use the resources attached to this document. Refer to attachment.
MELROSE PRIMARY SCHOOL - WHOLE SCHOOL AGREEMENT FOR THE
TEACHING OF MATHEMATICS

Rationale: Research shows that highly developed numeracy and literacy capabilities strongly contribute to the social, economic and physical wellbeing of individuals. Children who are able to apply mathematical understanding and communicate effectively in a range of contexts especially economic, technical, scientific and social, are best placed to succeed in education and in life.

At Melrose Primary School all educators have agreed to provide high quality practice when teaching mathematics. Maths programs need to be sequential and well planned. Students need to be given the opportunity to learn collaboratively when they are involved in problem solving, applying processes and strategies, asking questions and interpreting and explaining their understanding of mathematical concepts. Students need to be given time to reflect on their learning in order to understand what they already know and what they need to know in the future, as their learning journey unfolds.

Educators will:

- Teach, assess and report using the Australian Curriculum and Achievement Standards in Maths.
- Utilise the Ann Baker (Natural Maths) strategies and planning guidelines to plan Maths lessons.
- Concentrate on a particular Maths concept over the duration of a week for consolidation of learning.
- Provide open ended questions that develop the four proficiencies of fluency, problem solving, reasoning and understanding.
- Display the Secret Code strategies, anchor charts and word walls for vocab and terminology knowledge.
- Provide a range of concrete Maths materials.
- Engage and intellectually challenge students and build on their prior knowledge and skills.
- Use the TfEL Framework as the pedagogical guide to teaching.
- Differentiate learning and provide intervention support for students who need extra tutoring.
- Develop ongoing goal setting strategies and help students understand what the next step in the continuum of their Maths learning is.
- Timetable, a Maths Block of an hour’s duration in the morning period after recess.
- Assess students using a range of ongoing formative and summative assessments identified in the Assessment Schedule and Assessment Practices and Methods Guidelines.
- Use baseline data to track students progress - (SENA (JP), PAT M (Years 2-7) and NAPLAN (Years 3,5,7) to determine future programming and teaching emphases.
- Use ICT resources to inspire and consolidate learning, in particular the Mathletics program.