Currambine Primary School Operational Plan – English and Maths Operational Plan – 2020

Business Plan Targets

By 2022, Year Three and Five students will perform at or above the NAPLAN Like school average in Reading.

By 2022, Year Three and Five students will perform at or above the NAPLAN Like school average in Writing by a margin of ten points or more.

By 2022, Year Three and Five students will perform at or above the NAPLAN Like school average in Spelling by a margin of ten points or more.

By 2022, Year Three and Five students will perform at or above the NAPLAN Like school average in Punctuation and Grammar.

By 2022, Year Three and Five students will perform at or above the NAPLAN Like school average in Mathematics.

Strategies/Actions	Resources	Timeline	Personnel	Evaluation
ENGLISH				
READING All Year Levels implement the Five Pillars Three Waves approach to Literacy Instruction. Implement approaches describe in the Business Plan 2020-22 including;	Staff Induction Booklet	Ongoing	All Staff	MIS Reading Data Class Level Reading Data
• Implement the formative assessment tools developed in 2019 including KRAT, phonemic awareness and phonic screening tool and Pro-literacy Lexiles into Year Three. • Build connected Reading practice from Year Three through Six by:	Assessment Resources	Ongoing	K-3 staff	
- Implementing the PAVES fluency approach into Year Three, Four, Five and Six,	PAVES Tool	Ongoing	Yr 3-6 Staff	
- Implementing the STARS and Literacy Pro program into Year Three.	STARS			

• Build connected Reading practice from Kindergarten to Year Two by;
  - Implementing consistent Phonics screening in Pre-Primary through to Year Two.
  - Explore and expand I Get It comprehension to Year Two Reinvigorate I Get Tt K- 1. Provide professional learning to support staff
  - Investigate reading growth tools using the On Entry Assessment from Pre-Primary to Year Two.
 	
Kindergarten to Year Two
	I Get It
	On Entry Tool
	School Based screeners
		Ongoing	PP-2 Staff	

Kindergarten will add inferencing to the reading strategies being addressed each term and relate to themes being taught with the use of stimulus pictures.	I Get It	Ongoing	K Staff	
Pre-Primary will implement On Entry earlier in the Year to access data as early as possible. This will be followed by screening in Year One and Two using the On Entry reading tool to track student growth and provide formative data.	On Entry tool	Ongoing	PP Staff	
Pre Primary to specifically focus on more-able students with text reading and responding to questions fully with focus on literal and inferential (QAR) through the process of guided reading.		Ongoing	PP Staff	
Pre Primary will fully implement the 'I Get It Program, fully implemented into Year One and possibly extended into Year Two.	I Get It	Ongoing	PP to Yr 2 Staff	
Year One will utilise big books with the students focus on three levels of questioning with links to QAR model	QAR	Ongoing	Yr 1 Staff	
Year Two to include author three Levels of questioning (QAR), guided reading to have a stronger focus on character analysis, plot and author craft. Identify more-able students to support comprehension with short passages so the lesson focuses on skill development.		Ongoing	Yr 2 Staff	

Raz-kids will be removed from guided reading and run as a homework program. Year Two will review past texts and apply knowledge with more difficult questions Year Three to Six Year Four to Six will include novel treatment with more challenging tests into the Guided Reading program, in particular target student outside the top 20% who can be reasonably be expected to achieve at this level. A strong focus on metalinguistic questions is an area of focus as is inferential questioning. Year Three and Four will centre the Guided Reading program on the QAR model with a strong focus on author craft (Meta-linguistic) questions and think and search (inferential) questions. Reading warmups for all Year Levels should include a focus on explicit concept definition and application of strategies with regular opportunities for application. Guided Reading for all should include opportunities to explore vocabulary in texts with a particular focus on determining meaning	QAR	Ongoing Ongoing Ongoing Ongoing	Yr 3-6 Staff Yr 4/5 Staff Yr 3-6 Staff Yr 3-6 Staff	
WRITING All Year Levels implement the Five Pillars Three Waves approach to Literacy Instruction. Implement approaches describe in the Business Plan 2020-22 including;	Staff Induction Booklet	Ongoing	All Staff	MIS Writing Data Class Level Writing Data

- Implement Joint Action Routines in Kindergarten with a focus on vocabulary development and oral narrative skills.		Term One	K staff	
- Implement Colourful Semantics to support early sentence writing in Kindergarten and Pre-Primary. Consider transitioning program into Year One.		Term One	K / PP Staff	
- Implement a consistent whole school editing approach based on the CHIMPS model from Pre-Primary to Year Six.	CHIMPS Resources	Term One	All Staff	
- Modify the Writing Scope and Sequence document to include further detail around Genre structure at Year Two, Four, Five and Six.				
- Create Genre slides to use in warmups which have consistent meta language and visuals. The process will commence with narrative and persuasive texts.	Genre Slides	Term One	All Staff	
Kindergarten to Year Two				
Kindergarten classes will offer daily writing every day from the commencement of Semester Two.		Semester Two	K Staff	
Ensure Kindergarten children are writing sounds on whiteboards during warmups.		Term Two	K Staff	
Provide training for all staff on the Use of the I Tell It icons at Pre Primary, consider staff in Kindergarten and Year One who may join this training.	I Tell It Resources	TBA	Selected ECE staff	
Pre–Primary will conduct Year Level writing moderation tasks to build shared understandings of practice and standards and formative responses.		Ongoing	PP Staff	
Revisit writing programs at Year One with reference to the Year Two program with the aim of building stronger connections and progression for the students.		Ongoing	Yr 1-2 staff	

Year Two will review writing program with specific reference to the NAPLAN writing guide,	NAPLAN Marking Guide	TBA	Yr 2 Staff	
Enhance mini writing activities with consistent self-talk and meta-language across K to 2.		Ongoing	K-2 staff	
Year Two will timetable more opportunities for writing.		Ongoing	Yr 2 staff	
Year Two will have a stronger focus modelling structure and moderating the same text over the PLC with the aim of building shared understandings of practice and standards and formative responses.		Ongoing	Yr 2 Staff	
Year Three to Six Year Three to Six PLCs will continue to target students for specific instruction of various writing concepts and tools and to support identied groups including children need to be extended or remediated.		Ongoing	Yr 3-6 staff	
Year Three to Six PLCs will continue to focus providing children with opportunities to produce text in a digital context with a set time duration. This will occur at least once a fortnight.		Ongoing	Yr 3-6 Staff	
Year Three to Six PLCs will implement a sentence of the day process to model, punctuation and grammar concepts and sentence enhancement concepts.		Ongoing	Yr 3-6 Staff	
Year Three to Six PLCs will introduce the moderation of writing pieces at Year Level PLCs build shared understandings of practice and standards and formative responses.		Ongoing	Yr 3-6 Staff	
Year Three to Six PLCs will ensure warmups reflect the editing guide and provide opportunities to apply this skill.		Ongoing	Yr 3-6 Staff	
Ensure the use of rubrics and product goals are used to provide students with specific clear expectations of writing success.		Ongoing	Yr 3-6 staff	

Year 3-6 PLC to review the NAPLAN marking Guide to identify key teaching points to support explicit writing instruction.		Ongoing	Yr 3-6 staff	
SPELLING All Year Levels implement the Five Pillars Three Waves approach to Literacy Instruction. Kindergarten to Year Two	Induction Booklet	Ongoing	All Staff	MIS Spelling Data Class Level Spelling Data
Kindergarten staff will maintain a strong focus on the blending and segmenting with real words and nonsense words.		Term Two	K Staff	
Pre Primary Staff will implement simple dictation with a focus on words connected to the sounds treated during the week and Fry Words to provide opportunities to apply spelling knowledge.		Term Two	PP Staff	
Adjusts the Pre-Primary home spelling resource to expose students to more words that reflect the target sounds.	PP home Spelling Resources	Ongoing	PP Staff	
The Year One PLC will continue to the focus on the ng sound and start dictation in Term One to support the application of spelling strategies.			Yr 1 Staff	
The Year Two PLC will continue dictation to support the application of spelling knowledge form commencement of the school year.			Yr 2 Staff	
Introduce the Year Two spelling script across Pre-Primary and Year One.	Spelling Script	Ongoing	PP – Yr 2 Staff	
Year Three to Six				
The Year Three to Six PLCs will develop consistent self-talk across the grades for the application of spelling knowledge.	Spelling Script	Ongoing	Yr 3-6 staff	
	Warmups	Ongoing		

Year Three to Six PLCs will adjust warm-ups to reflect the application of skills noted in assessment including selecting the correctly spelt word from four choices, and identifying spelling errors in context. Enhance the warmups form Year Three to Six to ensure explicit practice of spelling concepts in the scope and sequence including rules, homophones. Ensure spelling warmups are done briskly but often. Year Three to Six PLCs will limit the words taught each day to between three and five.	Warmups	Ongoing Ongoing	Yr 3-6 staff Yr 3-6 staff Yr 3-6 staff	
PUCTUATION AND GRAMMAR All Year Levels implement the Five Pillars Three Waves approach to Literacy Instruction. <u>Kindergarten to Year Two</u> The Kindergarten PLC will focus on the use of boundary punctuation and word spacing in daily writing. Children will be exposed to the concept of commas, question marks and exclamation points through warmups. The Pre-Primary PLC will focus on explicit teaching punctuation as highlighted the writing scope and sequence with applied practice using mini-whiteboards. The Year One PLC will look at other team programs to identify areas to enhance their own program in this space, the enhanced program will include treating the use of question marks and exclamation marks, concept definition around abstract nouns and teaching children a greater range of connectives.	Induction Booklet Writing Scope and Sequence	Ongoing Ongoing Ongoing Ongoing	All staff K Staff PP staff Yr 1 staff	MIS P&G Data

The Year Two PLC will focus on a daily grammar warmup with apply questions that reflect the types used in assessments, having a clear explicit teaching focus in grammar each week with follow-up grammar booklet for follow up practice. Year Three to Six Continue to use punctuation and grammar warmups regularly with adjustments to reflect apply slides that reflect assessment tasks in NAPLAN and EMTS. Follow up warmups and explicit instruction with differentiated practice booklets to support deliberate practice and retrieval practice. Explore options across Year Three to Six to use Bump It Up Walls in grammar.	Booklet Resources Online resources	Ongoing Ongoing Ongoing TBA	Yr 2 staff Yr 3-6 staff Yr 3-6 staff Yr 3-6 staff	
HANDWRITING Pre-Primary to have a stronger focus on base line and spacing in their program. Continue the focus on speed loops and joins in Year Three and Four and transitioning to cursive writing in Year Four through Six.		Ongoing Ongoing	PP staff Yr 3-6 staff	

MATHEMATICS

Strategies/Actions	Resources	Timeline	Personnel	Evaluation
All Year Levels implement the Five Pillars Three Waves approach to Literacy Instruction. Implement approaches describe in the Business Plan 2020-22 including; • Enhance the modelling of self-talk by teachers during the demonstration process of the Explicit Direct Instruction Model. • Trial content block reporting to parents from Kindergarten to Year Six.	Induction Booklet	Ongoing Ongoing	All staff All staff	MIS Maths Data One Minute Mental Maths Data Classroom Level Checklist data
Kindergarten to Year Two Pre-Primary to adjust a higher level of challenge programs to reflect the strong performance of children completing the Kindergarten program.	PLC Learning programs	Term One	PP staff	
Pre–Primary and Year One PLCs to review their mathematics programs against the school scope and sequence to ensure that the appropriate levels of challenge are being included in the program and that programs align to the scope and sequence.	Maths Scope and Sequence	Term One	PP –Yr 1 staff	
A chance program will be developed to be delivered within the Pre-Primary Program.		Term One	PP staff	
Build stronger consistent self-talk across PLCs in the lower grades including; Ding, Ding, caching place value self-talk Address self-talk around money, time, fractions, Part – Part – Whole	Self-Talk scripts	Ongoing	K-Yr 2 staff	

Develop laminated cards as a tool to record self-talks.				
Explore the KSAR problem solving model to develop consistent meta-language and structures across multiple year levels.		Term One	PP – Yr 2 staff	
Initiate discussion around the teaching of mental maths strategies and consistent processes and practices from PP to Year Two to create a more connected and tiered approach.		Term One	PP – Yr 2 staff	
PP to Year Two PLCs when delivering maths through EDI include planned, higher order, challenging questions. Give consideration to seating plans that allow less able students to sit with more-able students to hear correct feedback and positive self-talk models.		Ongoing	PP to Yr 2 staff	
PPP to Yr 2 will develop consistent Pre and post assessment for mathematics Units.		Ongoing	PP to Yr 2 staff	
Year Three to Six				
The Year Three to Six PLCs will work on developing consistent meta-language and process in the use of the KSAR problem solving model across the top end of the school.	KSAR Model	Term One	Yr 3-6 staff	
Explore self-talk steps around teaching digital and analogue time from Years One to Three to enhance mastery of this concept.		Term Two	Yr 3-6 staff	
Build concept self-talk steps across a broad range of concepts by sharing the talk and building consistency across the senior years.		Ongoing	Yr 3-6 staff	
Conduct a mental maths Ninja contest in Term Two across the school.		Term Two	Yr 1-6 staff	
Designate Week Ten in each term for the review of content treated across the term that requires further explicit instruction and review.		Ongoing		
Offer mini-lessons as a key approach to differentiation in the area of mathematics as an ongoing part of the lesson structure.		Ongoing	Yr 3-6 staff	

Ensure maths warmups contain application slides that reflect the type of tasks seen in NAPLAN and EMTS mathematics for Number, Measurement, Geometry, Statistics and Probability.	Warmups	Ongoing	Yr 3-6 staff	
Ensure there are clear connections to real life applications in measurement units of work in the shared modelling phase of instruction.	Warmups	Ongoing	Yr 3-6 staff	
When teaching data interpretation and analysis ensure the KSAR Model is applied to support this process across all year levels. Ensure a stronger focus on data interpretation across Years Three to Six.	KSAR	Ongoing	Yr 3-6 staff	
Build a scope and sequence of data structures and graph types for students to be exposed to across the school. Consider the curriculum, assessment tasks and the school context when building the scope and sequence.	Data / Graph Scope and Sequence	Term one	G Smith	
The Year Six PLC should ensure a strong focus on numerical repetitions of probability and higher order statistical concepts such a mean, mode, median and range are included in the program. Interrogate the Year Seven Curriculum to identify key concepts.	WA Curriculum	Ongoing	Yr 6 staff	