

Currambine Primary School English and Maths Operation Plan - 2022

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.

ENGLISH

Strategies/Actions	Resources	Timeline	Personnel	Evaluation
<p><u>READING</u></p> <p>All Year Levels implement the Five Pillars Three Waves approach to Reading Instruction</p> <p>Implement approaches described in the Business Plan 2020-22 including;</p> <ul style="list-style-type: none"> • Implement the formative assessment tools developed in 2019 including KRAT, phonemic awareness and phonic screening tool and Literacy Pro into Year Three. • Build connected Reading practice from Year Three through Six by: <ul style="list-style-type: none"> - Implementing the PAVES fluency approach into Year Three, Four, Five and Six; - Implementing the STARS and Literacy Pro program into Year Two and Three. 		<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All Staff</p> <p>K-3 staff</p> <p>Yr 3-6 staff</p>	<p>MIS Reading Data</p> <p>Class Level Reading Data</p>

<ul style="list-style-type: none"> • Build connected Reading practice from Kindergarten to Year Two by; <ul style="list-style-type: none"> - Implementing consistent Phonics screening in Pre-Primary through to Year Two; - Reinvigorate I Get It in Kindergarten through to Year One. Provide professional learning to support staff. - Investigate reading growth tools using the On-Entry Assessment from Pre-Primary to Year Two. • Action reading improvement strategies identified through the Centre for Excellence in the Explicit teaching of Reading including; <ul style="list-style-type: none"> - Repeated Reading - Clear sequence of reading lessons – Pre-Primary to Year Six. 		Ongoing	PP-2	
<p><u>Kindergarten to Year Two</u></p> <ul style="list-style-type: none"> • Analysis of data determined the follow actions to be undertaken for Kindergarten to Year Two to enhance student achievement in Reading; <ol style="list-style-type: none"> a. Increase exposure to online assessment experience using eBoards – PP- Year 2. b. Continue using Nearpod / Forms / Study Ladder to build online test literacy in Year One and Two c. Continue the use of decodable readers in K- to Yr 1inclass and as home readers. d. Continue the use of Multi -Lit and explore grouping and rotation structures to target a broader range of children e. Year Two to use at Year level STARS Book 	Metalanguage chats Literacy expectations	Ongoing	Yr 5-6 staff	
<p><u>Year Three to Six</u></p> <ul style="list-style-type: none"> • Analysis of data determined the following action to be undertaken for Year Three to Six students to enhance student achievement in Reading; <ol style="list-style-type: none"> a. Implement effect size calculations for Reading Fluency and STARS Comprehension in Years Three to Six. 		Ongoing	K-2 staff Yr1 - 2 staff K-1 staff PP - 1 Staff Yr 2 staff Yr 3-6 Yr 3-6 staff	

<ul style="list-style-type: none"> b. Year Five Six to work a level up in STARS, Year Three - Four will use the at year level text. c. Year Four to Six will implement the metalinguistics aspect of the scope and sequence for Reading with text engagement tasks. d. Elements of the metalinguistic scope and sequence with be integrated with QAR Language in Yr Five and Six 		Ongoing	Yr 4-6 staff	
		Ongoing	Yr 5-6 staff	
		Ongoing		

<p><u>WRITING</u></p> <p>All year levels will implement the Five Pillars, Three Waves approach to writing instruction.</p> <p>Implement processes and strategies described in the Business Plan 2020-22 including;</p> <ul style="list-style-type: none"> • Implement joint action routines in Kindergarten with a focus on vocabulary development and oral narrative skills. • Implement colourful semantics to support early sentence writing in Pre-Primary. • Implement a consistent a whole school editing approach using CHIMPS. <p><u>Kindergarten to Year Two</u></p> <ul style="list-style-type: none"> • Analysis of data determined the following actions to enhance student achievement in writing; <ul style="list-style-type: none"> a. Continue Colourful Semantics in PP and Year One b. Implement 3 to 4 30-minute writing sessions a week into the Literacy block in PP to Yr 2 c. Kindy will continue to model and scaffold sentence of the day d. PP program to include dictation involving the writing scaffolding sentences. e. Explore options for Seven Steps and Talk for Writing as tools to enhance writing performance. 		Ongoing	Kindy staff	NAPLAN Writing Yr 3-5
		Ongoing	PP staff P-6 staff	Ewrite Yr 4-6
		Ongoing	P-6 staff	School based writing checklists
		Ongoing Ongoing	PP -Yr 1 PP - 2 staff	
	Ongoing Ongoing	K Staff PP staff		
			English Maths Committee	

<p>f. Develop a sentence writing plan with errors to develop error hunting and editing skills PP to Yr 2.</p> <p>g. K and PP to review On Entry writing requirements to enhance classroom instruction.</p> <p>h. Explore the writing scope and sequence around oral and written genre.</p>		<p>Ongoing</p> <p>Term One</p>	<p>PP – 2 staff</p> <p>K PP Staff</p> <p>English Maths Committee</p>	
<p><u>Year Three to Six</u></p> <ul style="list-style-type: none"> • Analysis of data determined the following actions to enhance student achievement in writing; <ul style="list-style-type: none"> a. Continue to offer daily writing opportunities in Year Three to Six b. Increase opportunities for timed writing in a digital context in Year Three to Six c. Yr Three to Six to explore the Alan Peat sentence materials to enhance student sentence structure. d. Ensure very explicit concise product goals are provided in writing to enhance the growth of male students. 		<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Yr 3-6 Staff</p> <p>Yr 3-6 staff</p> <p>Yr 3- staff</p> <p>Yr 3-6 staff</p>	

PUNCTUATION AND GRAMMAR

All year levels will implement the Five Pillars, Three Waves approach to instruction in Punctuation and Grammar.

Kindergarten to Year Two

- Analysis of data determined the following actions to enhance student achievement in Punctuation and Grammar;
 - a. Continue to use CHIMPS PP-2 to develop editing skills
 - b. Warmups to include learning parts of speech and NAPLAN and EMTS Style application questions in Year One and Two
 - c. Dictation sentences to be continued in PP to Year Two
 - d. Grammar booklets and Sentence of the Day to be used in Year Two
 - e. Can EMTS be completed online in 2022? Explore options for this outcome.

Year Three to Six

- Analysis of data determined the following actions to enhance student achievement in punctuation and grammar;
 - a. Year Three will use sentence of the day and implement a grammar warmup reflecting the model used in Year Two
 - b. Year Five will build a model reflective of the approach in Year Two that reflects the expectations in the scope and sequence.

Ongoing

All staff

NAPLAN
Punctuation and
Grammar Yr 3-5
EMTS Language
assessment PP
to Yr 6

Ongoing

PP-2 staff

Ongoing

Yr 1-2 staff

Ongoing

PP-2 staff

Ongoing

Yr 2 staff

Yr 1-2

Term One

Yr 3 Staff

Term One

Yr 5 staff

SPELLING

All year levels will implement the Five Pillars, Three Waves approach to spelling instruction.

Kindergarten to Year Two

- Analysis of data determined the following actions to enhance student achievement in spelling;
 - a. Continue with the Hegarty Program K-1 – K to further refine scope and sequence in PA area.
 - b. Spelling script model with dictation to continue in Year One and Two.
 - c. Year Two warm up to include application slides that reflect test items from NAPLAN and EMTS assessment.
 - d. PP to have and explicit focus on B/D letters
 - e. Homophones to be included in the program and noted in the Spelling scope and sequence
 - f. Year One to group sounds and teach together in 2022
 - g. A focus on extending to top level students in PP to Yr 2

Year Three to Six

- Analysis of data determined the following actions to enhance student achievement in spelling;
 - a. Including homophones in the Spelling scope and sequence and include this content in warm up slides
 - b. Explore the use of the Diana Rigg Placement test to support interventions in the senior primary

Ongoing
Ongoing

K-1 staff
Yr 1-2staff

NAPLAN
Spelling Yr 3 & 5

EMTS Spelling
Yr 1-6

Class level
Spelling and
Dictation

Year level
Spelling
Inventory Tool

Ongoing

Yr 2 staff

Ongoing
Ongoing
Ongoing
ongoing

PP staff
PP -2 staff
Yr 1 staff
PP-2 staff

Ongoing

Yr 3-6 staff

Ongoing

Yr 6 staff

<p><u>HANDWRITING</u></p> <p>Implement a ruling up, handwriting and presentation standards document.</p> <p><u>Kindergarten to Year Two</u></p> <ul style="list-style-type: none"> Implement South Australian Handwriting from Kindergarten to Year One -Kindy Pre Primary form 2022 Implement NSW Cursive writing in Year Two in 2024 <p><u>Year Three to Six</u></p> <ul style="list-style-type: none"> Continue to focus on speed loops and joins in Year Three and Four and all students in Year Five and Six using NSW cursive writing from 2025 <p><u>MATHEMATICS</u></p> <ul style="list-style-type: none"> Implement the Five Pillars, Three Waves approach to the teaching of Mathematics throughout the school. Ensure effective tiering of mathematics to support differentiation through mini-lessons. Ensure the use of self-talk during the modelling stage of the explicit direct teaching lesson structure. Trial content block reporting from Pre-Primary to Year Six. Review the use of diagnostic tasks – P-6 in the English, Maths Committee. <p><u>Kindergarten to Year Two</u></p> <ul style="list-style-type: none"> Analysis of data determined the following actions to enhance student achievement in Mathematics; <ol style="list-style-type: none"> K to add explicit teaching of writing numbers into program and share prompts with all classes PP – Yr 2 	<p>Posters for classes</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All Year Levels</p> <p>P-1 staff</p> <p>Yr 2 staff</p> <p>Yr 3-6 staff</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>G Smith English Maths Committee</p> <p>K staff</p>	<p>NAPLAN Mathematics Yr 3 & 5</p> <p>EMTS Mathematics Yr PP-6</p> <p>Content Block Checklists</p>
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<ul style="list-style-type: none"> b. Review the results of the on-entry assessment and consider adjustments to the learning program. c. PP will continue the switch and learn model and include test literacy slides in warmups d. Year One to continue new warmups each fortnight and the use of 'animal' maths once or twice a week. Investigate opportunities for the use of a mental maths booklet and small group interventions. e. Continue the focus on mental maths at Year Two and consistently make time to use the 'Big' mental maths book. 		Ongoing	K staff	
		Ongoing	PP staff	
		Ongoing	Yr 1 staff	
		Ongoing	Yr 2 Staff	
<p><u>Year Three to Six</u></p>				
<ul style="list-style-type: none"> • Analysis of data determined the following actions to enhance student achievement in Mathematics; 				
<ul style="list-style-type: none"> a. Yr 3 will include teaching four and six times tables as part of the mental maths program. 		Ongoing	Yr 3 staff	
<ul style="list-style-type: none"> b. Implement a Year Three to Six mental maths competition. 		Ongoing	Yr 4 staff	
<ul style="list-style-type: none"> c. Year Four to include aspects of the Year Three warmups into their warmups. 		Ongoing	Yr 5 staff	
<ul style="list-style-type: none"> d. Year Five and Six to have a stronger focus on KSAR and CUBE and include test literacy items in warmup slides. 		Ongoing	Yr 6 staff	
<ul style="list-style-type: none"> e. Year Five will enhance their maths warmups include application slides with a test literacy focus and ensure effective spaced learning to revisit concepts. 		Ongoing		
<ul style="list-style-type: none"> f. Year Six will include the introduction of mental maths fluency booklets, a focus on test literacy in application warmups slides and the use of KSAR. 		Ongoing		