Campbell Primary School English Operational Plan K-6 2020

Curriculum Leaders : Jenny Marshall and Beth Moorman **Committee Members :** Lynne Bates, One teacher from each year level-TBC	Budget: $6000 Budget Code: D5005 Budget Managers: Jenny and Beth

Business Plan Literacy Targets
- Maintain high levels of progress from On-Entry to Year 3.
- Increase the percentage of students who achieve moderate to very high progress in Year 3 and 5 stable cohort in reading and writing
- Stable Cohort Year 3 and 5 to achieve at or above like schools in achievement and strive to achieve higher progress than like schools in all areas.
- High levels of achievement and progress are evident from Year 5 to Year 7 NAPLAN results

Operational Targets
- Reading-For 85% of Wave 1 students (excluding SEN and IEP students) to achieve levels outlined below by the end of the year.

Year Level	Mid-year range	2019	2020
		85 % of Wave 1 students (Not SEN & IEP students) to achieve by end of year:	*85 % of Wave 1 students (Not SEN & IEP students) to achieve by end of year:*
Kindergarten		Module 7 of Cracking the Code Phonological Awareness	Module 7 of Cracking the Code Phonological Awareness
Pre-Primary	1~3	Level 5~8	Level 5~8
Year 1	10~12	Level 14~16	Level 14~16
Year 2	16~18	Level 20~22	Level 20~22
Year 3	22~23 Lexile 400~ 500	Level 24~25 Lexile 600 and above	Level 24~25 Lexile 600 and above
Year 4	Lexile 600~650	Lexile 700 and above	Lexile 700 and above
Year 5	Lexile 700~750	Lexile 800 and above	Lexile 800 and above
Year 6	Lexile 800 - 850	Lexile 900 and above	Lexile 900 and above

(Typical lexile growth is 75 – 150L in one year)

Business Plan Use of Resources - Targeted to maximise achievement
- English Coaches (P-2 and 3-6)
- Student Assessment (On-Entry, PM Benchmarking, Literacy Pro Lexile Testing, CLAN, PAT, NAPLAN)
- Case Management
- Professional Learning time aligned with Core Agreements (PLC Meetings, Whole School Meetings, Internal Assemblies)
- Seven Steps to Writing Success online

Professional Knowledge		Professional Practice		
Standard 1 Know students and how they learn.	**Standard 2** Know the content and how to teach it.	**Standard 3** Plan for and implement effective teaching and learning.	**Standard 4** Create and maintain supportive and safe environments.	**Standard 5** Assess, provide feedback and report on student learning.

BP	Core Agreements	Monitoring
Quality Teaching Purposeful Pedagogy – Supportive & Challenging Connects to experiences	**Outcomes:** Plan, implement and review with colleagues the effectiveness of English teaching and learning programs to develop students' knowledge, understanding and skills. Select and apply effective teaching strategies to develop literacy knowledge, skills, problem solving and critical and creative thinking. English will be focused on for two hours per day and reflect the <u>Beliefs and Effective English Practices at Campbell PS.</u> English Literacy Block will include the explicit teaching of reading/viewing, writing, speaking and listening. Implement the iStar Pedagogical Framework – Refer to supporting document Use **'Seven Steps to Writing Success'** as a framework for teaching narrative, persuasive and informational writing **K, PP, Year 1** • To use the storygraph to sequence known and created texts • To explicitly use the 'Seven Steps' language e.g. 'Sizzling Start, Exciting Ending' • Oral into writing using the Seven Steps framework: Plan for Success, Sizzling Start, Tightening Tension, Exciting Ending/ Ending with Impact • Use of manuals and online resources to support teaching and learning • WALTs, WILFs, WAGOLLs clearly outlined to students and common across year levels **Years 2-6** • Explicit use of the storygraph for analysis and planning of narrative, persuasive and informational writing • Explicit teaching of each of the seven steps for narrative, persuasive and informational writing • Use of manuals and online resources to support teaching and learning • WALTs, WILFs, WAGOLLs clearly outlined to students and common across year levels Use **First Steps Writing** resource; punctuation, sentence structure and spelling Grammar - explicitly taught with opportunities to apply in writing (as per CPS Grammar Scope and Sequence)	10 hours per week timetabled PLC Planning Documents PLC Agendas and Minutes Visible iStar (Learning intentions, success criteria and WAGOLLs) PLC Intervention Plans Performance Development Class Walkabouts Peer/Classroom Observations

Quality Teaching — Purposeful Pedagogy – Supportive & Challenging — Connects to experiences	**Outcome:** Develop teaching and learning programs using comprehensive knowledge of curriculum, assessment and reporting requirements. **Guided Reading Whole School Connected Practice** WALTs and WILFs clearly displayed in Guided Reading area and referred to within reading sessions (common across year level) Texts used during guided reading at students' instructional level, Years 1-6 - 70% of the time on non-fiction texts Exposure, explicit teaching and consolidation of the First Steps reading strategies as per the CPS First Steps Reading Strategies Sequence. Reading strategies will be taught using a variety of text types and revised regularly. Testing as per 'CAR Policy' and 'CPS Assessment Schedule' in reading; use results to group students for Guided Reading (PM Benchmarks/ Literacy Pro). Students encouraged to complete Lexile Quizzes regularly. Independent Activities to include opportunities to practice and apply the taught comprehension strategy	PLC Planning Documents PLC Agendas and Minutes Visible iStar (Learning intentions, success criteria and WAGOLLs) PLC Intervention Plans Performance Development Class Walkabouts Peer/Classroom Observations

BP	Core Agreements	Monitoring
Learning Environment Effective, safe, caring and inclusive	**Outcome:** Differentiate the curriculum to cater for all student learning needs. Group students in Guided Reading in line with their instructional reading level, <u>or with a common need or strategy focus</u>. Use a variety of lesson and text types to engage all students. Case Management team to identify targeted students to classroom teachers to assist in differentiating the curriculum. Provide targeted intervention via withdrawal groups to identified students to improve outcomes. **Outcome:** Develop productive learning environments across the school that engage all students Creation of Intervention Plans to identify targeted students and differentiate the curriculum. Environmental print to be jointly constructed with teacher and students and to focus on learning needs. Anchor charts to be co-constructed with students and explicitly referred back to. **Lesson structure to include explicit purpose and reflection** iStar framework – refer to supporting document	Intervention Plans and Data On-Entry PP Term 1 NAPLAN 3/5 Term 2 PM & Lexile Pro Testing Terms 1, 2, 3, 4 PAT Term 4 Performance Development
Use of Resources Targeted to maximise achievement	English cost centre to target areas of need and monitored closely. Equitable access across all year levels to resources. - Use of online resources - Literacy Pro - Literacy Pro Library - Read Theory - Typing programs from Year 2 onwards Literacy Pro data to support teachers to review teaching practices and student achievement. Use internal and external data to improve teaching practice. Alignment of Online Budget to Special Needs and SAER students. EAs for Literacy Blocks, Guided Reading, Cracking the Code, MiniLit and Case Management groups.	Budget expenditure Staff feedback to English Committee Usage reports Reviewed Intervention Plans to reflect data

Professional Engagement		
Standard 6 Engage in professional learning.		**Standard 7** Engage professionally with colleagues, parents and the community.

Leadership Pedagogy and Collaboration	**Outcomes:** Engage in professional learning to target the professional needs of the school. Engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice as well as the educational outcomes of students. Curriculum Leader coaching and in-class support. Build capacity in staff through Professional Learning Communities, coaching conversations and peer observations. • Guided Reading • Literacy Pro • Seven Steps to Writing Success • PM Benchmarking L3 / Senior teachers assigned co-ordinating roles: • Special events co-ordinator (including Book Week) • Holiday Reading Challenge co-ordinator <u>Connected practice evident across classes in year levels</u>.	Professional Learning Records Meeting Minutes Performance Development Class / Peer Observations Feedback from Coaching
Relationships/Partnerships Between staff, community & students	**School Level:** • Whole school events to promote reading-assemblies, Book Week and Book Fairs. • English Committee Meetings - Year level representative to feedback to their teams • Collaboration and moderation time allocated in staff and year level meetings. **Community** • Reading workshops for parents - PP & Year 1 "Listening to your child read", Year 3 Literacy Pro • Opportunities for parents to be invited into classes to participate in Literacy activities. • Student access to Literacy Pro and Literacy Pro library to support reading at home. • Parent/Caregiver meetings to set goals for improvement or extension for SAER/GATE students. • Author in Residence workshops. • Teachers and parents actively promote and encourage students to take part in the Holiday Reading Challenges. • Facebook and website information to engage the family in literacy development of their child.	Student, Staff, Parent Surveys Agendas/Minutes Attendance Registers IEP/GEPs Participation statistics