

**VISION:** At Munno Para Primary School we provide quality teaching and learning programs for all students through encouraging, respect, responsibility and opportunities for success. Our students learn in a safe and caring environment. Students at Munno Para Primary School develop the skills for life long learning in an ever changing world.

## MUNNO PARA SITE IMPROVEMENT PLAN LITERACY

**VALUES:**  
Respect  
Responsibility  
Success

### Professional learning

#### **Professional learning to build teachers' capacity in:**

- Spelling and word knowledge including phonological awareness
- Curriculum coherence in writing and reading
- Classroom management instructional practices to provide safe orderly learning environments
- Providing quality feedback to students on their learning

### Assessment & planning

#### **Consistent approach to assessing and planning by:**

- Utilising assessment, planning and teaching cycle in writing with a common focus across learning teams using First steps planning model – narrative term 1
- Collecting and using data on student achievement to inform planning
- Planning differentiated tasks depending on individual or group needs

### Implementation and evaluation

#### **Coherent school approach to using assessment to inform planning enacted in the classroom by:**

- Implementing uninterrupted focused literacy teaching and learning (minimum of 100 mins per day) with some in class support with ancillary staff and key teaching staff
- Trialing, sharing, reflecting, adapting in learning teams to improve writing instruction
  - Evaluating effectiveness of improvement approach

<p><b>Priorities:</b> Supporting improved literacy achievement in writing :</p> <ul style="list-style-type: none"> <li>■ R – 2: Spelling</li> <li>■ 3 – 7: Punctuation, Grammar, Paragraphing</li> <li>■ R – 7: Sentence Structure</li> </ul>	<p><b>Targets:</b> Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</p>	<p><b>Key Strategies:</b> The key actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets</p>	<p><b>Evidence and Evaluation:</b> The processes, data and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and implementation of Strategies</p>
<p>Implement uninterrupted focused literacy teaching and learning (minimum of 100 mins per day) with some support staff</p>	<p>100% staff providing a minimum of 100 mins per day of focussed literacy lessons.</p>	<p>Agreement on role of SSO's - clear delineation between time for NEP's and in class literacy support.  Class teachers responsible for all students including developing and monitoring NEP students  Special Ed role - develop model where Special Ed teacher works alongside teachers.  Dedicated learning team planning time to implement First Steps writing model</p>	<p>Self review – Focus on Learning Term 2  Audit teachers' timetables  Observation data</p>
<p>Learning team planning to develop and implement coherent literacy curriculum in writing</p>	<p>See over page for literacy targets.</p>	<p>Utilise SACSA planning documents and review and assess student learning in grammar and punctuation  Assessing for learning - teachers take a pre test of students independent writing, analyse &amp; identify teaching points, model, co-construct, guided writing scaffolding, independent writing on set topic developed by year level teams, shared analysis to measure growth. Identify and set targets for groups of students Term 1 – years 3 to 7 in narrative</p>	<p>NAPLAN writing analysis (September) to measure students growth yrs 3 – 7  Learning programs will show coherence amongst the learning teams.</p>
<p>Develop teacher understanding of spelling and word knowledge</p>	<p>100% teachers trained in THRASS and implementing it in their daily learning programs.</p>	<p>Professional development in THRASS as a strategy to complement teaching and learning in spelling  Trial strategies in classrooms and share with planning teams  Develop knowledge and implement in classrooms phonological awareness</p>	<p>Audit to gather base line data on teachers' knowledge of spelling</p>
<p>Further develop and consolidate safe and accountable classrooms for learning</p>	<p>100% staff trained in ECM and IS and implementing it in their daily practice.</p>	<p>Develop teachers' instructional strategies through ECM – induction for new teachers and practice and consolidation for others  Agree on data collection tools and timelines  Facilitate learning teams to collate and analyse data  Use data to inform future planning  Use Editor's Code, CHIMPS, Proof reading strategies</p>	<p>Pre and Post Surveys Workshop feedback  Targets will be set in learning teams and published.</p>
<p>Collect and use data on student achievement to inform the assessment, teaching and learning cycle</p>	<p>Each learning team to utilise data analysis to identify different learner needs and set targets accordingly. R – 3 Data collection – First Steps/SACSA Doc 4 – 7 NAPLAN Data – cut off markers</p>	<p>Use data to inform future planning  Use Editor's Code, CHIMPS, Proof reading strategies</p>	<p>Audit to gather baseline data on use of codes.</p>
<p>Developing teacher capacity and a common language to provide specific feedback to students on their learning</p>	<p>100% teachers will use the codes for providing feedback for their students – First Steps.</p>	<p>Use Editor's Code, CHIMPS, Proof reading strategies</p>	<p>Audit to gather baseline data on use of codes.</p>

The tables below set out targets for the period 2009 – 2012. There will be annual monitoring of progress against targets and there will also be revision of targets on an annual basis. The targets have been set to follow the student cohorts at Munno Para Primary School. The targets set in red are projected targets as we do not yet have baseline data for these students.

By 2012 there will be a 9% improvement in reading, writing, grammar and spelling mean scores. These targets have been set in conjunction with the NAR reading, writing, grammar and spelling mean scores, however they have set in improvement of 6%.

#### 2009-2010

	Year 3		Year 4		Year 5		Year 6		Year 7	
	Baseline	Target	Baseline	Target	Baseline	Target	Baseline	Target	Baseline	Target
Grammar & Punctuation		360.1	349.7	360.1	385.3	396.8	435.4	448.4	443.0	456.29
Reading		356.6	346.3	356.6	382.0	393.4	431.6	444.5	462.9	476.7
Spelling		328.3	318.8	328.3	387.4	400.0	430.4	443.3	447.3	460.7
Writing		381.2	370.1	381.2	420.2	432.8	447.2	460.6	441.3	454.5

#### 2010-2011

	Year 3		Year 4		Year 5		Year 6		Year 7	
	Baseline	Target	Baseline	Target	Baseline	Target	Baseline	Target	Baseline	Target
Grammar & Punctuation		370.9		396.8	360.1	370.9	396.8	408.7	448.4	461.8
Reading		367.2		393.4	356.6	367.2	393.4	405.2	444.5	457.8
Spelling		338.1		400.0	328.3	338.1	400.0	412.0	443.3	456.6
Writing		392.6		432.8	381.2	392.6	432.8	445.7	460.6	474.4

#### 2011-2012

	Year 3		Year 4		Year 5		Year 6		Year 7	
	Baseline	Target	Baseline	Target	Baseline	Target	Baseline	Target	Baseline	Target
Grammar & Punctuation		382.0		408.7		461.8	370.9	382.0	408.7	420.9
Reading		378.2		405.2		457.8	367.2	378.2	405.2	417.3
Spelling		348.2		412.0		456.6	338.1	348.2	412.0	424.3
Writing		404.3		445.7		474.4	392.6	404.3	445.7	459.0