

## *Millicent North Primary Plan 2013*

### PRIORITY: TO IMPROVE READING INSTRUCTION AND STUDENT ACHIEVEMENT IN READING

<b>Target</b>	100% of teachers are analysing reading data and using the data to inform teaching practice in 2013
<b>EXPECTATIONS:</b> <ul style="list-style-type: none"> <li>• Teachers will analyse reading data twice per term for students not reading at chronological age</li> <li>• Data analysis and planning will be evident in teacher programs</li> <li>• Guided reading groupings are based on data analysis</li> </ul>	
<ul style="list-style-type: none"> <li>• In Week 0, all teachers participate in site based professional learning- Running records and Big 6 to improve consistency</li> <li>• Teachers using the agreed data schedule.</li> <li>• Teachers trained to use Wrap and (PATR tests optional) as required</li> <li>• Teachers are trained in running records as required</li> <li>• Running Records data at the Instructional level will be recorded on EDSAS. Teachers will record School data at the Independent level.</li> <li>• Twice a term analyse data from Barometer children to measure and record progress.</li> <li>• All students will be matched to text – instructional level</li> </ul>	
<b>Target</b>	88% of students reading at or above chronological age 10% of students in each level (3,5,7) achieving in the upper band of NAPLAN (Reading) A positive growth in the school mean score for reading in Year 3/5/7 (2011 – Year 3 – 342 Year 5 – 437 Year 7 - 516)
<b>EXPECTATIONS:</b> <ul style="list-style-type: none"> <li>• Students who are not reading at chronological age are receiving targeted intervention (by teacher and SSO if time is available)</li> <li>• Targeted intervention is specific to individual reading difficulties</li> <li>• Targeted intervention programs will be developed, recorded and implemented by all classroom teachers</li> </ul>	
<ul style="list-style-type: none"> <li>• Teachers will identify students reading below chronological age using benchmarks, WRAP or other reading assessments as required.</li> <li>• Teachers will analyse a running record every 5 weeks for all students reading below CA, to diagnose the problem and inform the explicit teaching.</li> <li>• Teacher will document identified students and the intervention program clearly in their weekly program.</li> <li>• Teachers will work with Senior Leader to develop individual programs for students at risk of not achieving CA as required</li> <li>• Teachers will use Guided Reading to explicitly teach the strategy/strategies to correct identified problem.</li> <li>• Teachers will use Guided Reading/Book Clubs to challenge and extend more capable students.</li> <li>• Teachers will analyse site/class/individual reading data, at 5 week intervals, to inform future direction for all explicit teaching.</li> <li>• Teachers will include data analysis and conclusions in teacher programs.</li> <li>• Teachers 3-7 will assess all students ( above RR Level 30) using WRAP (Assess to identify instructional level – explicit teaching using age appropriate texts)</li> <li>• Site will clearly mark on year planner dates for testing and data entry.</li> </ul>	

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<b>Target</b>	100% of teachers implementing a whole site approach to reading in 2013.
<p><b>EXPECTATIONS:</b></p> <ul style="list-style-type: none"> <li>• Teachers will implement a minimum 300min Literacy Block per week.</li> <li>• Teachers will include all agreed components of Literacy Block: Daily 5- Read to self, read to someone, listen to reading, word work, work on writing</li> <li>• Teachers will use data to inform their teaching.</li> <li>• MNPS will provide/source Training and Development to support teachers develop the skills/knowledge required.</li> <li>• MNPS will use Professional Development meetings to help teachers identify required skills/knowledge.</li> <li>• MNPS will use TfEL and "Teachers observing Teachers" framework to provide feedback on identified teaching focus.</li> </ul>	
<ul style="list-style-type: none"> <li>• Leadership will provide and/or source Professional Learning to support teachers develop the skills/knowledge in teaching reading.</li> <li>• Leadership will use Performance Development meetings to help teachers identify skills/knowledge as a focus for improvement.</li> <li>• MNPS will use TfEL and "Teachers observing Teachers" framework to provide feedback on identified teaching focus.</li> <li>• Teachers will participate in Performance Development meetings - 2 per year</li> <li>• Teachers will demonstrate the application of new skills and/or knowledge</li> <li>• Early Years Reading Support Teacher will provide classroom and teacher support</li> </ul>	
	Minimum Instruction Time.
<ul style="list-style-type: none"> <li>• Literacy 300 mins/week</li> <li>• Numeracy 300 mins/week</li> <li>• Science R-2 90 mins/week</li> <li>• Science 3-7 120 mins/week</li> </ul>	