WHOLE SCHOOL APPROACH TO IMPROVED LEARNING OUTCOMES
Focus on improving learning outcomes for all students

- **SSI Recommendations**
- **School Self Review**

**What does the data show?**

**Develop a Site Improvement Plan**

**Support teachers to collect, analyse and use a range of diagnostic assessment tools to support differentiation and extension of student’s learning**

**100 Day Action Plans**

**Establish a ‘Student Intervention Team’ and intervention processes which ensure targeted learning intervention and support**

**Facilitate ongoing professional learning in TESMC to ensure R-7 literacy learning and statements are embedded into practice**

**Promote opportunities for parents to be better informed of the Australian Curriculum and involved in authentic student learning**
Key Recommendations

1. Developed in consultation with all stakeholders
2. Included Baseline Data and SMARTA Targets
3. Focused on improving learning outcomes
4. Focused on high quality teaching and support

Priority One: Literacy

2011 Baseline Data:
- 0% of Reception students at Reading Records level 8
- 0% of Yr1 students at Reading Records level 20
- 27% of Yr2 students at Reading Records level 24
- NAPLAN Data
- 0% of Yr5 students in the top 2 Proficiency Bands for Reading (Region 21.8%)
- 13.9% of Yr7 students in the top 2 Proficiency Bands for Reading (Region 20.0%)
- 22.2% of Yr5 students in the top 2 Proficiency Bands for Writing (Region 16.9%)
- 26.7% of Yr7 students in the top 2 Proficiency Bands for Writing (Region 22.1%)
- 23.1% of Yr7 students achieved 'Upper Growth' in Reading (State 26%)

SMARTA Targets:
- (To be further refined through NAPLAN Question Analysis)
- Running Records Data
- 78% of Reception students to achieve Running Records level 8 after 4 terms
- 79% of Yr1 students to achieve Running Records level 20 after 8 terms
- 80% of Yr2 students to achieve Running Records level 24 after 12 terms
- NAPLAN Data
- 25% of students to achieve the top 2 Proficiency Bands for Reading in years 3-7 by 2013
- 30% of students to achieve the top 2 Proficiency Bands for Writing in years 3-7 by 2013
- 26% of Yr-5 and Yr-7 students achieve 'Upper Growth' in Reading by 2013

**Strategies** (Leaders will...)

<table>
<thead>
<tr>
<th>BAF PRIORITY 1 - Leading Improvement</th>
<th>Outcomes (Teachers will...)</th>
<th>Indicators (Students will...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Support teachers to collect, analyse and use a range of diagnostic assessment tools to support differentiation, intervention and the selection of strategies</td>
<td>Undertake student assessment as per whole-school assessment schedule</td>
<td>Participate in a range of assessment tasks and reflect on learning and the learning of their peers in meaningful ways</td>
</tr>
<tr>
<td>2. Support intervention processes which ensure targeted learning intervention and support</td>
<td>Analyse student achievement data and evidence its diagnostic use in planning and teaching</td>
<td>Set learning goals and monitor their own progress towards known learning targets</td>
</tr>
<tr>
<td>3. Support the establishment, review and implementation of NAPLAN, ILPs and IEPs</td>
<td>Monitor student achievement data to track the progress of student learning</td>
<td>Show improved progress towards learning targets</td>
</tr>
<tr>
<td>4. Establish clear strategies to support student learning</td>
<td>Prepare supporting evidence to inform intervention team discussions</td>
<td>Improved learning evidenced in literacy and numeracy data</td>
</tr>
</tbody>
</table>

**Strategies** (Leaders will...)

<table>
<thead>
<tr>
<th>BAF PRIORITY 2 - Quality Teaching and Learning</th>
<th>Outcomes (Teachers will...)</th>
<th>Indicators (Students will...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Facilitate ongoing professional development in TESMC to ensure R-T literacy learning and teaching statements are embedded into practice</td>
<td>Undertake the 5 module TESMC course</td>
<td>Students will show improved ESL Scales results of at least one scale each calendar year</td>
</tr>
<tr>
<td>2. Develop deep pedagogical knowledge</td>
<td>Collaborative planning and implementation of units of work</td>
<td>Students will demonstrate improvement between pre-testing and post-testing writing tasks</td>
</tr>
<tr>
<td>3. Engage in professional learning communities</td>
<td>Staff use a consistent teaching and learning cycle for planning</td>
<td></td>
</tr>
<tr>
<td>4. Facilitate ongoing professional development in TEL with a focus on Domain 2 - Create safe conditions for learning</td>
<td>Collect and analyse ESL data for all students</td>
<td></td>
</tr>
<tr>
<td>5. Develop deep pedagogical knowledge</td>
<td>Implement whole-school statements about the delivery of teaching &amp; learning strategies from the TELSMC course</td>
<td></td>
</tr>
</tbody>
</table>

**Strategies** (Leaders will...)

<table>
<thead>
<tr>
<th>BAF PRIORITY 3 - Quality Teaching and Learning</th>
<th>Outcomes (Teachers will...)</th>
<th>Indicators (Students will...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Facilitate ongoing professional development in TESMC to ensure R-T literacy learning and teaching statements are embedded into practice</td>
<td>Undertake the 5 module TESMC course</td>
<td>Students will show improved ESL Scales results of at least one scale each calendar year</td>
</tr>
<tr>
<td>2. Develop deep pedagogical knowledge</td>
<td>Collaborative planning and implementation of units of work</td>
<td>Students will demonstrate improvement between pre-testing and post-testing writing tasks</td>
</tr>
<tr>
<td>3. Engage in professional learning communities</td>
<td>Staff use a consistent teaching and learning cycle for planning</td>
<td></td>
</tr>
<tr>
<td>4. Facilitate ongoing professional development in TEL with a focus on Domain 2 - Create safe conditions for learning</td>
<td>Collect and analyse ESL data for all students</td>
<td></td>
</tr>
<tr>
<td>5. Develop deep pedagogical knowledge</td>
<td>Implement whole-school statements about the delivery of teaching &amp; learning strategies from the TELSMC course</td>
<td></td>
</tr>
</tbody>
</table>
STRATEGY (Leaders will)
Facilitate ongoing professional learning in TESMC to ensure R-7 literacy learning and statements are embedded into practice

OUTCOMES (Teachers will)
- All staff undertake the 9 module TESMC course
- Collaboratively plan and implement units of work
- Staff use a consistent teaching & learning cycle for planning
- Collect and analyse ESL data for all students and evidence it’s diagnostic use in planning and teaching
- Implement whole-school statements about the delivery of teaching & learning strategies from the TESMC course

INDICATORS (Students will)
- Students will show improved ESL Scales results of at least one scale each calendar year
- Students will demonstrate improvement between pre-testing and post-testing writing tasks

FLOW ON EFFECTS
- Establishment of TESMC PLC
- Development of site specific Teaching and Learning Cycle
- Staff sharing units of work at specific staff meetings
- 2013 planning using student data and ESL Consultant support
BPS Teaching and Learning Cycle

Learning Area: Descriptive Language
Unit Name: Christmas Pageant

INTRO
- Connect to prior knowledge
- Develop simple concept map of Christmas
- Read stories & watch Pageant

I DO
- Discuss the purpose of a description
- Technical vocab - topical words
- Circumstances - position, order, time (first, next, later)

- Put up tree, decorate, label items
- Introduce descriptive vocab, using Christmas pictures as cues
- Field Words - topic words

- Noun Groups - eg a tree, a big tree, a big green tree, a big green shiny tree
- Describing words - what it looks like, sounds like, feels like

- Different groups constructing their own sentence using a float or other Christmas picture
- Oral description

YOU DO
- Label a picture
- Write a simple sentence using simple describers

WE DO
- Develop jointly constructed descriptions of Christmas items
- Focus on language features - describers
- Labelling pictures

Teaching and Learning Cycle
Descriptive Language
Learning Area: English Narrative
Unit Name: ‘How to write a good story’

**INTRO**

- **Class Discussion** - what different formats can a story be in, e.g., film, book, TV show, script, oral, comic

**I DO**

- Write a high quality text example for each structural part of narrative
- **Deconstruct** a short example texts: five elements of a simple problem/resolution narrative - opening, build-up, dilemma, events, resolution.

<table>
<thead>
<tr>
<th>Structure</th>
<th>Ingredients</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write an opening</td>
<td>Identify elements/ingredients</td>
<td>Write an opening</td>
</tr>
<tr>
<td>Write a build up</td>
<td>Write examples of good story</td>
<td>Write a build up</td>
</tr>
<tr>
<td>Write a dilemma</td>
<td></td>
<td>Write a dilemma</td>
</tr>
<tr>
<td>Write the events</td>
<td></td>
<td>Write the events</td>
</tr>
</tbody>
</table>

**YOU DO**

- **Final Assessment:** Write a 5-8 page narrative including all required structural & elements of a good story

**WE DO**

- Identify elements from checklist in each part of narrative

---

**Teaching and Learning Cycle**

- **Narrative**

---

**5 Narrative Parts**

- OPENING
- BUILD UP
- DILEMMA
- EVENTS
- RESOLUTION/ENDING
## BPS Teaching and Learning Cycle

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| **Lesson 1** | READ example of a story **OPENING** - introducing characters  
BRAINSTORM what makes a good opening  
CREATE a checklist to help students writing |  |
| **Lesson 2** | Model & class deconstruct story opening - 'ACTION OPENING' |  |
| **Lesson 3** | Synonyms for Said |  |
| **Lesson 4** | Make This Writing More exciting 1 - Re Write opening "Spot Runs AWAY" |  |
| **Lesson 5** | Dictogloss - read a story (Spot Ran Away)  
Pick 10 key words (what makes a good keyword?)  
Pick 7 keys words  
Pick 5 words  
Re write the story even better than the one you heard. |  |
| **Lesson 6** | READ example of a story **BUILD UP**  
BRAINSTORM what makes a good build up to the dilemma  
CREATE a checklist to help students writing  
Write a **BUILD UP** |  |
| **Lesson 7** | Describing how it was said - adding detail to speech |  |
| **Lesson 8** | Deconstruct **BUILD UP**, Re write 'Make this writing more exciting 2' |  |
| **Lesson 9** | Adding detail to the setting turning words into descriptive sentences |  |
| **Lesson 10** | READ example of a story **DILEMMA** - introducing characters  
BRAINSTORM what ingredients makes a good dilemma  
CREATE a checklist to help students writing |  |
| **Lesson 11** | Punctuation Dictation - dictate and write on |  |
| **Lesson 12** | READ example of a story **REACTION/EVENTS** - introducing characters  
BRAINSTORM what makes interesting events after the dilemma  
CREATE a checklist to help students writing  
Write a series of events |  |
| **Lesson 13** | READ example of a story **RESOLUTION / ENDING** - introducing characters  
BRAINSTORM what ingredients make a great ending  
CREATE a checklist to help students writing  
Write 3 alternate endings for your story |  |
**STRATEGY (Leaders will)**

Support teachers to collect, analyse and use a range of diagnostic assessment tools to support differentiation and extension of student’s learning

**OUTCOMES (Teachers will)**

- Undertake student assessment as per whole-school assessment schedule
- Analyse student achievement data and evidence it’s diagnostic use in planning and teaching
- Monitor student achievement data to track the progress of students’ learning and to inform intervention and extension

**INDICATORS (Students will)**

- Participate in a range of assessment tasks and reflect in their learning and the learning of their peers in meaningful ways
- Set learning goals and monitor their own progress towards known learning targets

**FLOW ON EFFECTS**

- Development of BPS Learner Achievement Database (LAD)
- Development of BPS Assessment and Reporting Framework
- Development of BPS Data Schedule
Supports the collation and analysis of learner achievement data at the whole-school, cohort and individual student level.

Individual student Summary Reports are able to be generated. They assist intervention and support programs as well as the monitoring of progress.
## BPS Assessment and Reporting Framework

### R-7α

**TERM 1**
- 3-way Interviews
- Acquaintance nights

**TERM 2**
- Running Records
- SPAT
- Oxford Sight Words
- Waddington's
- PAT Comprehension (Year 2)

**TERM 3**
- Running Records
- SPAT
- Oxford Sight Words

**TERM 4**
- Running Records
- PAT Comprehension (Year 2)

### R-2α

**Writing**
- ESL Scales

**Spelling**
- Westwood

**Mathematics**
- PAT Maths (Year 2)
- I can do Maths (Rec - Yr 1)

### 3-7α

**Reading**
- PAT Comprehension
- Running Records (Yr 3-4)
- PAT Vocab (Year 4-7)

**Writing**
- ESL Scales

**Spelling**
- Westwood

**Mathematics**
- PAT MATHS

---

This data is collated to monitor student progress and direct teaching practice.
# BPS 2012 Data Schedule

## Brompton Primary School Data Schedule 2012

### DECD Requirements:

- **English:**
  - Jake R-1
  - Sam R-1
  - Judy 2/3
  - Lesley 3/4
  - Robyn 4/5
  - Sam 5/6

- **Maths:**
  - Jake R-1
  - Sam R-1
  - Judy 2/3
  - Lesley 3/4
  - Robyn 4/5
  - Sam 5/6

### School Requirements (Ma 3-4 T1 & T4):

- **I Can Do Maths**:
  - Jake R-1
  - Sam R-1

- **PAT Maths**:
  - Judy 2/3
  - Lesley 3/4
  - Robyn 4/5
  - Sam 5/6

- **PAT Reading Comp**:
  - Judy 2/3
  - Lesley 3/4
  - Robyn 4/5
  - Sam 5/6

- **PAT Vocabulary**:
  - Judy 2/3
  - Lesley 3/4
  - Robyn 4/5
  - Sam 5/6
**STRATEGY** (Leaders will)
Establish a ‘Student Intervention Team’ and intervention processes which ensure targeted learning intervention and support

**OUTCOMES (Teachers will)**
- Trial the intervention processes and procedures
- Prepare supporting evidence to inform intervention team discussions
- Liaise with service providers / support staff as required
- Support the establishment, review and implementation of NEPs, ILPs, and IEPs
- Modify program / strategies to support student learning
- Monitor the progress of students identified at risk

**INDICATORS (Students will)**
- Show improved progress towards learning targets
- Improved learning evidenced in literacy and numeracy data

**FLOW ON EFFECTS**
- Attendance Policy incorporated into SRT process
- All SWD, ATSI and ESL students monitored at each SRT meeting
- Implemented Regional SRT process with all service providers
- Implementation of MiniLit and MultiLit
**SRT Flow Chart**

**BROMPTON PRIMARY SCHOOL**
Student Review Team Referral Process

**Pre-Meeting Process**
- Check student file for previous reports, referrals, assessments etc
- Print 'Student Summary Report' from Brompton PS LADS
- Discuss concerns with parents/caregivers and document these discussions
- Complete SRT Referral forms providing as much detail as possible
- Submit SRT Referral for to Senior Leader by wk2 or wk6

*SRT meetings are scheduled for wek6 & wk12 each term (Regional Office Service providers attend week 7 meeting)*

**Meeting Process**
- All SWD, ATSI and ESL students to be reviewed at each meeting
- Examine all documents and discuss the needs of the student
- Document or review the Student Intervention Plan
- Document 'agreed actions' for distribution to parents and staff
- A Support Services Referral Form (SSRF02) may be lodged if appropriate

**Post-Meeting Process**
- Implement agreed actions developed at the SRT meeting
- Document anecdotal notes related to student’s learning
- Inform parents of student’s progress
- Request a follow-up SRT meeting if required
STRATEGY (Leaders will)
Promote opportunities for parents to be better informed of the Australian Curriculum and involved in authentic student learning

OUTCOMES (Teachers will)
• Publish term overviews to parents which are aligned to the Australian Curriculum and the Achievement Standards
• Newsletter articles outlining the Australian Curriculum
• Establish and maintain on-going learning focussed communication via 3-way interviews x2, Acquaintance Night, Term Overviews, newsletter article and the re-development of Brompton Primary School website.

INDICATORS (Students will)
• Talk to others about their learning and how they learn best
• Use their strengths to support the learning of others
• Communicate and demonstrate their learning regularly with community via various forums

FLOW ON EFFECTS
• Governing Council apply for PIE Grant
• Engaging parent and community involvement initiative
BROMPTON PRIMARY SCHOOL

Parent/Family Involvement Survey

Please circle your response. You can circle more than one.

Name: ___________________________ Child(ren): ___________________________ Teacher: ______________

1. Would you be interested in being a part of “Engaging Parent/Community Involvement” Working Party?
   YES  NO

2. Please list any special interests and/or strengths that you might have that could contribute to the development of future school workshops/programs e.g., IT, cooking, gardening, Art, etc.
   __________________________________________________
   __________________________________________________
   __________________________________________________

3. I would like to be included in the planning and implementation of some school events.
   YES  NO
   How would you like to be involved?
   __________________________________________________
   __________________________________________________
   __________________________________________________

4. I would like to volunteer at the following parent volunteer opportunities?
   Sports Day  Breakfast Program
   Daily Classroom Reading  Mon  Tue  Wed  Thu  Fri
   Gardening  Governing Council
   Cooking  Reading Support
   Book Making  Swimming/Aquatics
   Father’s and Mother’s Day Sale  Library
   Any other ideas?
   __________________________________________________
## 100 Day Site Improvement Action Plan - 2012

### Strategy: TESMC Professional Development

<table>
<thead>
<tr>
<th>Term Four</th>
<th>Strategy</th>
<th>Who is Responsible</th>
<th>By When</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Staff to share unit plan at staff meeting (5 min sharing sessions) - Sam</td>
<td>Class teachers / Mirjana</td>
<td>Staff meeting wk3</td>
</tr>
<tr>
<td>4.2</td>
<td>Staff to share unit plan at staff meeting (5 min sharing sessions) - Soul</td>
<td>Class teachers / Mirjana</td>
<td>Wk?</td>
</tr>
<tr>
<td>4.3</td>
<td>Staff to share unit plan at staff meeting (5 min sharing sessions) - Sharon</td>
<td>Class teachers / Mirjana</td>
<td>Wk?</td>
</tr>
<tr>
<td>4.4</td>
<td>Staff to share unit plan at staff meeting (5 min sharing sessions) - Judy</td>
<td>Class teachers / Mirjana</td>
<td>Wk?</td>
</tr>
<tr>
<td>4.5</td>
<td>Staff to share unit plan at staff meeting (5 min sharing sessions) - Lesley</td>
<td>Class teachers / Mirjana</td>
<td>Wk?</td>
</tr>
<tr>
<td>4.6</td>
<td>Staff to share unit plan at staff meeting (5 min sharing sessions) - Robyn</td>
<td>Class teachers / Mirjana</td>
<td>Wk?</td>
</tr>
<tr>
<td>4.7</td>
<td>Development of Whole School Statements for 2013</td>
<td>Class teachers / Mirjana</td>
<td>Wk?</td>
</tr>
<tr>
<td>4.8</td>
<td>Development of Whole School Statements for 2013</td>
<td>Mirjana</td>
<td>Staff meeting wk9</td>
</tr>
<tr>
<td>4.9</td>
<td>Development of Whole School Statements for 2013</td>
<td>Mirjana</td>
<td>Staff meeting wk9</td>
</tr>
<tr>
<td>4.10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 100 Day Teacher Action Plan

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>STRATEGY</th>
<th>PROFESSIONAL LEARNING</th>
<th>IMPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Implement the Australian Curriculum</td>
<td>Professional Development</td>
<td>Investigate the Australian Curriculum website and plan a unit of work in mathematics using the Backwards Planning Model</td>
<td>Will need to undertake further training. Will use Backwards Planning Model. Will modify my planning formats.</td>
</tr>
<tr>
<td></td>
<td>Current Practice</td>
<td>Investigate alternative planning formats based on the Australian Curriculum</td>
<td>Will connect with other colleagues</td>
</tr>
<tr>
<td></td>
<td>Professional Development</td>
<td>Attending Professional Development session at Primary Mathematics Association</td>
<td>Incorporate learning into Mathematics program</td>
</tr>
<tr>
<td>2. TESMC Professional Development</td>
<td>Current Practice</td>
<td>Visit Cowandilla Primary School to work shadow Jill McFadden, Yr-3 teacher</td>
<td>Incorporating examples of best practice into pedagogical practice.</td>
</tr>
<tr>
<td></td>
<td>Professional Reading</td>
<td>Complete readings from TESMC Course</td>
<td>Build knowledge and capacity to provide all students with high quality teaching</td>
</tr>
<tr>
<td>3. Promote opportunities for parents</td>
<td>Professional Development</td>
<td>Attend PMA session about involving parents in the maths curriculum</td>
<td>Implement strategies into practice to involve parents in students’ maths learning. Increase parent participation in maths learning in the classroom and at home.</td>
</tr>
<tr>
<td></td>
<td>Current Practice</td>
<td>Establish and participate in a Professional Learning Community about parent involvement using an inquiry question to develop understanding</td>
<td></td>
</tr>
<tr>
<td>4. Personal Learning (Optional)</td>
<td>Professional Reading</td>
<td>Read John Hattie research about effect size on student learning</td>
<td>Incorporate effect size learning into pedagogy</td>
</tr>
<tr>
<td>Visible Learning and Effect Sizes</td>
<td>Professional Development</td>
<td>Attend Visible Learning Conference</td>
<td>Build understanding and capacity to use strategies with high effect sizes in practice</td>
</tr>
</tbody>
</table>

---

**100 Day Action Plans are developed by staff. These directly aligned with the Site Improvement Plan and detail each staff member’s Personal Learning Plan.**
Expected gain between years 3-5 is 78 points.

**Mean Score Gains Yrs 3-5**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>126.6</td>
</tr>
<tr>
<td>Reading</td>
<td>96.0</td>
</tr>
<tr>
<td>Writing</td>
<td>77.5</td>
</tr>
<tr>
<td>Grammar</td>
<td>138.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>93.9</td>
</tr>
</tbody>
</table>

Expected gain between years 5-7 is 52 points.

**Mean Score Gains Yrs 5-7**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>16.2</td>
</tr>
<tr>
<td>Reading</td>
<td>63.4</td>
</tr>
<tr>
<td>Writing</td>
<td>21.5</td>
</tr>
<tr>
<td>Grammar</td>
<td>48.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>76.1</td>
</tr>
</tbody>
</table>