

SITE LEARNING PLAN-LITERACY 2015

Priorities for 2015:

Maintain and consolidate understanding and practice of the AL teaching sequence and scaffolded pedagogy

Develop a consistent and purposeful spelling program across the school

Align teacher practice with the Australian Curriculum

RESOURCING

What resources will we utilise to support our literacy program?

People

- Deputy Principal in literacy leadership role
- Literacy Coordinator providing support for all classroom teachers
- Special Education teacher 1 day a week
- Aboriginal Education Teacher 4 days a week
- Literacy Focus Group

Wave 1: All classroom based teachers trained in the AL pedagogy

Wave 2: SSOs, AERT, SSOs trained in the Listening to Children Read strategies

Wave 3: Special Education Support Programs

Funding

Literacy budget line for:

- release, professional development, resources and data analysis

Professional Development Foci

- Accelerated Literacy and spelling

Assessment

- Assessment tools
- Scheduled literacy assessment and data analysis of reading, spelling and writing (3 sources/triangular assessment) for targeted students

Other

- CBPS Literacy Agreement
- Australian Curriculum

CHANGES IN THINGS LEARNERS DO

How will we see students learning in an active literacy classroom?

Literate Orientation

- Engage in literacy lessons
- Act like a literate learner and have a common language to talk about literacy
- Develop and transfer literacy skills and knowledge across the curriculum and into real life contexts

Reading

- Understand inferences in written and multimodal texts
- Children making connections- text-self, text-world and text-text

Spelling

- Engaging in explicit spelling lessons using phonological, visual, morphemic and etymological strategies as appropriate

Writing/Oral Language

- Show their learning in multiple ways (spoken, written, multi-modal)
- Students construct a range of texts according to the AC and across all learning areas
- Develop and transfer literacy skills and knowledge across the curriculum and into real life contexts

CHANGE IN THE THINGS TEACHERS DO

What will our pedagogy look like in an active literacy classroom?

Wave 1

- Whole school practice using CBPS Literacy Agreement, AL, TfEL
- 300 minutes of literacy learning per week
- Explicit teaching of literacy across all curriculum areas
- All staff understand students' developmental stage of spelling and explicitly teach spelling utilising the spelling strategies of phonological, visual, morphemic and etymological
- Teams designing and planning the learning using the Australian Curriculum and CBPS Literacy Agreement
- Regularly gather and analyse data to inform teaching and learning

Wave 2 & 3

- explicit and appropriate intervention for below level achievement standard utilising teachers and SSOs (expand on SSO role)

TARGETS

Improvement in learning outcomes, what will we measure, how will we know?

Running Record Levels :Rec Level 5, Yr 1 Level 15, Yr 2 Level 25, Yr 3

- 75% of students in middle and upper growth
- 75% of students reading at age appropriate level

LEXILES Levels: Yr 3 330L-700L, Yr 4 445L -810L, Yr 5 565L -910L, Yr 6 665L -1000L, Yr 7 735L- 1065L

- 75% of students in middle and upper growth
- 75% of students reading at age appropriate level

NAPLAN –Reading, Writing, Grammar & Spelling

- 75% of students at or above National Minimum Standard for their year level
- 75% Yr 5 & 7 students in middle or upper growth for reading over two years

	<ul style="list-style-type: none"> • 75% of Year 5 & Year 7 students achieving in the middle and upper growth in reading across two years <p><i>ATSI Students</i></p> <ul style="list-style-type: none"> • 75% of students at or above National Minimum Standard for their year level • 75% of Year 5 & Year 7 students achieving in the middle and upper growth in reading compared with DECD ATSI Students <p><u>PAT-R</u></p> <ul style="list-style-type: none"> • 75% of students performing at Stanine 4 or above <p><u>Spelling</u></p> <ul style="list-style-type: none"> • 75% of students at or above age level for spelling <p><u>EALD Writing targets</u></p> <table data-bbox="1131 502 2072 598"> <tr> <td>Yr 1 level 5</td> <td>Yr 4 level 8</td> <td>Yr 7 level 11</td> </tr> <tr> <td>Yr 2 level 6</td> <td>Yr 5 level 9</td> <td></td> </tr> <tr> <td>Yr 3 level 7</td> <td>Yr 6 level 10</td> <td></td> </tr> </table> <ul style="list-style-type: none"> • 75% of students at or above target level for their year level 	Yr 1 level 5	Yr 4 level 8	Yr 7 level 11	Yr 2 level 6	Yr 5 level 9		Yr 3 level 7	Yr 6 level 10	
Yr 1 level 5	Yr 4 level 8	Yr 7 level 11								
Yr 2 level 6	Yr 5 level 9									
Yr 3 level 7	Yr 6 level 10									
<p><u>Assessment tools, monitoring, further action:</u> Monster Spelling, One Word (Single Word) Spelling assessment, Lexiles, Running Records Intervention for students not achieving Benchmarks – Reading recovery, Rainbow Reading, Phonics First, Reading Dr.2012 2, In class SSO support</p>										

Children and Young People are at the centre of everything we do