

Gulfview Heights Primary School- Literacy Operational Plan 2016-2018

Key Objective: Improve Literacy Learning Outcomes for ALL learners, with a focus on increasing the percentage of students who attain DECD SEA, increasing the number of students who attain achievement in the top 2 bands and retaining them in the higher bands as they progress through their schooling years.

A whole school approach for teaching and learning is maintained through the daily Literacy Block.

Targets:	Key Strategies:	Evidence and Evaluation:
<p>Percentage of students attaining DECD NAPLAN Standard – Five Year Percentage Trend 2011-15 Year 3 - 84% Year 5 - 80% Year 7 - 75%</p> <p>2015 Percentage Year 3 -100% Year 5 - 95% Year 7 - 88%</p> <p>Percentage of students attaining achievement in Top 2 Bands – Five Year Percentage trend 2011-15 Year 3 -49% Year 5 - 21% Year 7 - 18%</p> <p>2015 Percentage Year 3 - 60% Year5 - 29% Year 7 - 22%</p> <p>Increase the percentage of students attaining DECD running record standard of Educational achievement 2015 Percentage Year 1 – 62% Year 2 – 68%</p> <p>Increase the percentage of Year 5 students who achieved in the upper 25% of all students in the state in Reading from their year 3 assessment – 11% 2015</p> <p>Increase the percentage of Year 7 students who achieved in the upper</p>	<p>Effective Teaching and Pedagogy</p> <ul style="list-style-type: none"> • Provide challenge for all learners. Develop a clear and focused whole school approach to intellectual challenge. • Collect and respond to evidence of students' knowledge and understanding. Monitor and adjust learning at the school, class and individual level (3 Waves of intervention) using a range of strategies and intervention programs • Identify learning goals by authentically involving students in setting specific, measurable, attainable, realistic and time-bound goals for personal learning and achievement. Students identify success criteria and teachers share assessment and reporting procedures with students. Teachers have documented individual learning goals/targets and strategies for intervention and support. • Build fluency from conceptual understanding in all classes R – 7 through the daily literacy block. The literacy block reflects a balanced implementation of the 6 Essential Components of Reading instruction (Big 6), Guided Reading, Jolly Phonics, Jolly Grammar and Genre writing. Opportunities to build fluency through practise are offered across the curriculum. • Literacy block encompasses modelled, shared and guided approaches to the teaching of literacy skills. • Provide a rich learning environment that promotes vocabulary and oral language development. • Oral language experiences and reflection time provide opportunities for students to work collaboratively, build vocab and share dialogue. • Investigate an assessment tool for monitoring and assessing independent readers. • Review & implement the scope and sequence for the teaching of text types. • Use digital technologies to connect and support authentic literacy practices. Further professional learning for the use of iPads and other learning technologies. • Use the online PAT Resource Centre to support teaching & learning and assessment practices • Use the Preschool indicators and key elements to provide continuity of learning in the Early Years. Make direct links to Australian Curriculum & Early Years Learning Framework • Use the Literacy Continuum- Australian Curriculum to support planning across the curriculum. • Accommodations for Special Education, GOM ESL & Aboriginal students (all students at risk) are documented and monitored through NEPs and ILPs. • Monitor student understanding and progress through a range of formative assessment practices. <p>Improvement Planning and Review</p> <ul style="list-style-type: none"> • Australian Curriculum Assessment tool used to inform teaching and flexible learning group structures across learning communities. It is also used to establish distance travelled for individual students. • NAPLAN data is analysed annually and is used to inform on areas that a greater emphasis be placed upon from one year to the next. • PAT Reading comprehension is implemented in years 3-7 with data used to inform reading practices. • PAT Spelling is implemented in years 3-7 with data used to inform spelling programs. • PAT Grammar and Punctuation is implemented in years 3-7 with data used to inform grammar programs. • Phonological Awareness data is collected for years R-3 and students at risk to guide teaching of the Big 6. • Teacher perception data gained through annual operational plan review processes. • Implement rigorous evaluation processes that monitor the impact of intervention processes. 	<ul style="list-style-type: none"> • Student perception Audits/ TFEEL Compass (Partnership Review findings) • Australian Curriculum Assessment tool (Achievement Standards and Content descriptors for each year level) is used to determine students reaching year level standards. • Documented and revised learning goals • NAPLAN data • PAT Comprehension, Spelling, Grammar and Punctuation data • Classroom Walkthroughs & observations by leadership staff • Colleagues observe Literacy Block and provide feedback. • A-E grades based on Australian Curriculum achievement standards in accordance with Federal Government requirements. <ul style="list-style-type: none"> • Data for Special Education, GOM, ESL & Aboriginal students shows growth • Documentation of Wave 3 Intervention (Individual Learning Plans / NEPs) shows student growth • Students Develop Termly Learning Goals • Performance Development discussions

<p>25% of all students in the state in Reading from their year 5 assessment – 13% 2015</p> <p>Increase the percentage of students attaining the DECD scale score requirements for PAT-R 2015 Percentage Year 3 – 77% Year 4 – 66% Year 5 – 87% Year 6 – 66% Year 7 – 70%</p> <p>Increase the percentage of students attaining an A or B grade in English. 2015 Percentage: Year 1 – 16% Year 2 – 23% Year 3 – 26% Year 4 – 7% Year 5 – 46% Year 6 – 45% Year 7 – 44%</p> <p>100% of teachers show a growing confidence in teaching Literacy (Reading Comprehension and Oral Language strategies), evidenced by improvement in self-assessment rubric</p> <p>100% of staff implement a Literacy block encompassing Reading, Writing, Spelling, Oral language component using a range of shared, guided, modelled approaches</p>	<h3>Effective Leadership & Building Staff Capacity</h3> <ul style="list-style-type: none"> • Staff use Learning Teams to analyse data sets, moderation and to make decisions regarding assessment tools, successes and future directions. • Literacy Coordinator appointed to oversee implementation of DECD Literacy Strategy. • An R-7 balanced dedicated Literacy Time is maintained. • SSOs document progress with their identified Intervention Support Students, and participate in the review & development of individual student goals. • Teachers are provided with opportunities for reflection regarding their own learning for Literacy teaching. They indicate areas of need and interest for professional development through this process. • Site Self review processes are implemented annually to analyse Literacy outcomes & review practices. • Collectively revisit site vision & moral purpose to build a direct link to Literacy practices. • Whole school Literacy and Running Record agreements and Assessment expectations are revisited and updated accordingly. • Organise staff share to facilitate collaborative planning and resource sharing- learning and assessment. 	<ul style="list-style-type: none"> • Annual Review of Operational Plan with all teaching staff • Sharing of Literacy programs in Learning Team meetings • Performance Development discussions • Annual review of professional learning conducted through site self-review processes
	<h3>School Community Partnerships</h3> <ul style="list-style-type: none"> • Seek parent and community feedback regarding the Literacy Block. (Audit??) • Information regarding Literacy teaching and learning is communicated through the school newsletter. • Opportunities are provided to showcase Literacy learning (Literacy & Numeracy week – Amazing Race). • Annual training for volunteers in reading skills. • Parent information sessions for new families- What does GHPS Literacy Block encompass? • Teachers explicitly share adjustments made for individual students. 	<ul style="list-style-type: none"> • Family Audits • Governing Council Education Committee meetings • NEP/ILP Meetings • Parent/ teacher interviews

Key:



Recommendations / key strategies for action through teacher feedback & site self-review processes



Recommendations / key strategies for action from External School Review processes