

**Site Learning Plan 2013**

**Priority**

Literacy: Improvement in student's skill development and engagement in reading.

**Key Findings**

**Strengths**

*NAPLAN*

Met our targets in 2012 Reading 33 Year 5's Above NMS 30 Year 7's Above NMS

READING 2010 year 3 92% 2012 Year 5 97% WRITING 2010 year 3 89% 2012 Year 5 97% SPELLING 2010 year 3 87% 2012 Year 5 97%

GRAMMAR AND PUNCTUATION 2010 Year 3 84% 2012 Year 5 97%

READING 2010 year 5 83% 2012 Year 7 90% WRITING 2010 year 5 88% 2012 Year 7 95% SPELLING 2010 year 5 78% 2012 Year 7 90%

GRAMMAR AND PUNCTUATION 2010 Year 5 80% 2012 Year 7 92%

Over all year 3,5 and 7 students were significantly above the region state and national average in reading.

*Running Records*

All targeted students improved their Running Record levels.

PAT R 3-7 students reaching above average stanines

Comprehension 2011 20% - 2012 24% Vocab 2011 22% - 2012 32%

*EALDL scales:*

Understanding genre structure

Use of Homophones has and complex sentences in upper levels has improved.

Sense of audience improving.

Tense and articles improving

**Growth areas**

Didn't meet our targets in Grammar for 2012 ie: 33 Year 5's Above NMS and 30 Year 7's in Band 7 or above

PAT R 3-7 students reaching above average stanines.

Year 3 writing, Grammar and spelling

Year 5 writing and grammar

EALD scales: Grammar and spelling

LITERACY Priority	Strategies	How	Evidence	Targets
Improvement in student's skill development and engagement in reading.	<ul style="list-style-type: none"> <li>Development of a training and development program in pedagogies to support National Curriculum implementation</li> <li>Develop agreed R-7 literacy agreements for the whole school approach (WSA)</li> <li>Audit reading resources to match current research</li> <li>Incorporate understandings for the ICT's scope and sequence into our teaching and learning planning.</li> </ul>	<p>As a result of training consistent practices and associated resources needed will be documented:</p> <ul style="list-style-type: none"> <li>6 modules in Literacy for learning R-7</li> <li>Explicit teaching and the deconstruction of the teaching and learning cycle.</li> <li>Development of scripts lessons scaffolds to reinforce meta-language and daily explicit lessons, with a focus in spelling and grammar. (incorporating oxford and Jolly Phonics/grammar)</li> </ul> <p>Whole School Agreement completed and ratified, incorporating critical literacy. Moderation of students writing using the EALD levels, to identify intervention plans. Use the western area genre scope and sequence planners and align literacy to inquiry units.</p> <p>Continue making connections with Kindy and use of consistent assessments from Kindy</p> <p>Targeted initiatives to promote parent understanding of our teaching and learning practices:</p> <ul style="list-style-type: none"> <li>Jolly Phonics, grammar</li> <li>Importance of comprehension not just decoding.</li> </ul> <p>Purchase non-fiction information texts for take home and class based reading.</p> <p>Skills audit completed, T&amp;D coordinated R-7 All teachers have Ipads, associated training and development training for Ipads. Continuum completed Team unit planning incorporates e learning tools</p>	<p>Increased percentage of students interpreting and analysing features of language when reading and viewing.</p> <p>Staff knowledge of functional grammar and the Aust English curriculum increases.</p> <p>Student's use of functional grammar and associated terms is more prevalent.</p> <p>An increase in the number of students using e-learning tools.</p>	<p><i>NAPLAN</i> 2013 Spelling 5's 90% at or above NMS 7's 10% at or above NMS Grammar 5's 93% at or above NMS 7's 98% at or above NMS</p> <p><i>Running Records</i> 2013 92% of year 2 students will increase by 3 or more levels. Targeted year 3 students will progress by 2 RR levels. (11 children)</p> <p><i>Reading Age</i> 94% of year 7 students will be at their reading age</p> <p>EALD Scales Targeted students will increase by 1 or more ESL scale</p> <p>Increase the number of students 3-7 reaching the <b>above average</b> stanines in Pat Reading assessments. 2011 versus 2012 data: Spelling 24 - 33 Comprehension 20 - 26 Vocab 22 - 42</p>