### 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, TIEL
- 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
Children and Young People are at the centre of everything we do

- 75% of Year 5 & Year 7 students achieving in the middle and upper growth in reading across two years

**ATS1 Students**
- 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 ATS1 Students

**PAT-R**
- 75% of students performing at Stanine 4 or above

**Spelling**
- 75% of students at or above age level for spelling

**EALD Writing targets**
- Yr 1 level 5
- Yr 2 level 6
- Yr 3 level 7
- Yr 4 level 8
- Yr 5 level 9
- Yr 6 level 10
- Yr 7 level 11
- 75% of students at or above target level for their year level

**Assessment tools, monitoring, further action:** 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