## Gulfview Heights Primary School
### Literacy Improvement Plan 2013-2015

**Improve Literacy Learning Outcomes for ALL learners, with a focus on BIG SIX - Oral Language & Comprehension.**

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Targets: Evidence</th>
<th>Key Strategies:</th>
<th>Evidence and Evaluation:</th>
</tr>
</thead>
</table>
| Early Years – Improvement in Oral Language & Reading Comprehension skills (Essential elements of the BIG SIX) | 5% annual increase in the number of students achieving school targets (in line with DECD / Regional targets) for Running Records  
- Reception increase from 28% to 43%  
- Year 1 increase from 29% to 44%  
- Year 2 increase from 54% to 69%  
End of Term Running Record data collected at the end of each term indicates progress for ALL students. | **Focus on Learning**  
Literacy Teaching in all classes R – 7 reflects a balanced implementation of the 6 Essential Components of Reading Instruction – BIG SIX (Literacy block time)  
Guided Reading sessions are implemented daily during Literacy block time  
Implement the new Australian English Curriculum and report against National Standards  
Develop an R-7 scope & sequence of writing skills & genres specific to year level & text type in line with Australian Curriculum  
All R-3 classes are implementing daily Jolly Phonics lessons. All Yr 1/3 class are implementing Jolly Grammar lessons.  
All Yr 3-7 classes are implementing aspects of Jolly Phonics & Jolly Grammar for students ‘at risk’.  
Implementation of an R-2 Oral Language focus program. Foster an inquiry learning process to identify effective oral language practices 3-7.  
Formative Assessment practices are implemented R-7 during & beyond the Literacy block time | Classroom Walkthroughs & observations are conducted regularly by leadership and feedback provided  
All students are experiencing at least 1 guided reading session/wk – record keeping including checklists / anecdotal records  
Opportunities for teachers to observe colleagues ‘Guided Reading’ session and provide feedback  
Rec - Recount sample collected and analysed in term 1 & 4. Analysis of writing samples using Checklists.  
Yr 1-7 Genre writing sample collected in Term 1 & 4. Analysis of samples using writing Rubrics.(Genre determined on an annual basis)  
Jolly Phonics dictation & letter /sound knowledge tested regularly throughout term  
Observations of Oral Language practices  
Students develop & review termly literacy learning goals. |
| Improvement in writing skills, with particular emphasis on non fiction genre writing. | 5% annual increase in the number of students achieving their respective year level proficiency - (Phonological Awareness Screen – NAR Speech)  
- Reception increase from 40% to 55%  
- Year 1 increase from 58% to 73%  
- Year 2 increase from 80% to 95%  
End of Year PA screen data collected indicates progress for ALL Reception-2 students. | | |
| Oral Language (Carmel Crevola) | Base line data to be collected in term 1 2013 for establishing future targets (Common assessment tool to be decided upon) | | |
| Primary Years – Improvement in Oxford sight words | **Make Data Count**  
Multiple Measures Data is used to inform practice  
Running Records Data collected and analysed to support planning for all students R-7 until Level 30. Learning Teams analyse all data sets to set establish | | |
| | **Data for Special Education, GOM, ESL & Aboriginal students shows growth**  
**Documentation of Wave 3 Intervention (Individual Learning Plans / NEP’s) shows** |
| **Reading Comprehension Outcomes Year 3-7, with particular emphases on ‘Making Connections’ and ‘Inferencing’** | 5% annual increase on base line data collected in term 1 2013
Reception – 100 words
Year 1 – 200 words
Year 2 – 300 words
Year 3 – 404 words | targets/goals for individual students at risk
School wide data collation tool is implemented to support collection & access of information from one year to next (EDSAS?) | student growth
Performance Development discussions – Teachers have documented individual learning goals/targets and strategies for intervention & support |
| **Fluency**
By end of year 1 60 words /min
By end of year 2 – 90/100 words /min
In years 3-6 – 100/120 words / min | Investigate fluency assessment ie. timed reading / learning A-Z site | **Shared Leadership**
Staff use Learning Teams to evaluate aspects of their Literacy Programs with particular attention to *Balance, Differentiation, Pedagogy and Learner Improvement Data*
Class walkthroughs and observations are conducted with a specific focus eg. Guided reading, oral language | Sharing of Literacy programs in Learning Team meetings
Performance Development discussions |
| **Westwood 2004 Spelling Test**
% of students are within their spelling age range. Baseline data to be collected in term 1 2013 for establishing future targets | 5% annual increase in the percentage of students achieving above DECD Mean for NAPLAN Reading
- Year 3 from 65% to 80%
- Year 5 from 33% to 48%
- Year 7 from 30% to 45% | 5% annual increase in the percentage of students achieving above DECD Mean for NAPLAN Writing
- Year 3 from 81% to 96%
- Year 5 from 44% to 59%
- Year 7 from 38% to 53% | Professional Practice Rubric (Comprehension Focus) completed in term 4 annually
Annual review of professional learning conducted through site self review processes |
| **5% annual increase in the percentage of students achieving above DECD Mean for NAPLAN Writing**
- Year 3 from 81% to 96%
- Year 5 from 44% to 59%
- Year 7 from 38% to 53% | 5% annual increase in the percentage of students achieving above DECD Mean for NAPLAN Reading
- Year 3 from 65% to 80%
- Year 5 from 33% to 48%
- Year 7 from 30% to 45% | 5% annual increase in the percentage of students achieving above DECD Mean for NAPLAN Writing
- Year 3 from 81% to 96%
- Year 5 from 44% to 59%
- Year 7 from 38% to 53% | Annual Review of NEP’s / ILP’s shows student growth & achievement of individual goals
Performance Development discussions |
| **Attend to Culture / Professional Learning**
Reading Support Teacher provides individual classroom support and professional learning in Oral Language & Comprehension
Opportunities for staff to meet collaboratively in Learning teams & carry out peer observations in Guided Reading & Literacy practices linked to | | | |
| Students achieving in the top 2 bands for NAPLAN Reading  
Year 3 from 50% to 65% Band 5 or above  
Year 5 from 11% to 26% Band 7 or above  
Year 7 from 17% to 32% Band 8 or above  
5% annual increase in the number of students achieving in the top 2 bands for NAPLAN Writing  
Year 3 from 69% to 84% Band 5 or above  
Year 5 from 11% to 26% Band 7 or above  
Year 7 from 13% to 28% Band 8 or above  
| Model of ‘Instructional Rounds’  
Opportunities for staff to partake in moderation process around writing samples  
Teachers attend Regional ‘Train the trainer’ sessions on Comprehension & share during staff meeting spotlight sharing session.  
Opportunities for staff to access websites & resources during staff meeting time eg. Literacy Secretariat, NAR Comprehension site & links  
| All teaching staff are using common assessment tool for assessing & reporting writing development in line with National Standards  
Staff feedback / Learning Team reflections  
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| PAT-R Comprehension  
5% overall increase in the number of students achieving Stanine Levels 6-9 (average / above average) for their respective year level, for all Yr 3-7 students  
2012 Base Line data  
Year 3 – 74%  
Year 4 – 58%  
Year 5 – 15%  
Year 6 – 57%  
Year 7 – 22%  
| Think Systemically / DECD & Regional Priorities  
Establish & communicate clear learning achievement standards and outcomes in line with DECD / Regional Office  
Staff attend Regional ‘Train the Trainer’ workshops and share learning with colleagues through Learning Teams  
| Review site targets / goals annually  
Staff ‘Professional Practice’ rubric shows improvement in agreement levels  
|  
| Writing Assessment – Rubric  
NAPLAN Marking Rubric / Writing checklist  
| Setting Directions / Continuous Improvement  
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 agreements & assessment expectations are revisited and updated accordingly eg. Guided Reading expectations  
| Conducted annually in term 4 in accordance with DIAF principles.  
Inform the emergent planning process and update of literacy Operational plan annually ie. revisit strategies  
|  
| PAT-R Comprehension  
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Year 7 – 22%  
| Listening & Respond – Parent / Community Support  
Opportunities for parents to engage with Literacy program through annual Parent Workshops on ‘Reading’, Annual expo, Open Mornings  
Intervention Reading program implemented by trained volunteers & SSO’s  
Annual training for all volunteers in Reading skills  
| Annual Parent Satisfaction surveys shows improvement in agreement levels.  
Reading level data for students ‘at risk’ shows improvement.  
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