

Priority Plan 2012/2014 - READING FOCUS

Target Outcome	Strategies/Actions	Timeline/Staffing	Resources/Funding	Evaluation/Monitoring
<p>Australian Curriculum - English implemented PP-7</p>	<ul style="list-style-type: none"> • Development of whole school timeline for implementation of the English learning area. • Create display area in staffroom for AC updates, available PD, key documents and planning tools. • Provide teachers with PD in AC organisation, content and implications for planning, teaching and assessment. • Provide teachers with hard copies of key documents and set up folders on the Roseworth Directory to contain updates and planning templates. • <i>Introduce a common set of planning documents to be used by all teachers</i> 	<ul style="list-style-type: none"> • DP - Started T4 2011, re visited for new staff T1 2012. • AC display maintained by DP • <i>DP/Literacy team</i> 	<ul style="list-style-type: none"> • School Funded DP - Curriculum position. • DP to attend Australian Curriculum PD • <i>QSA documents and Geraldton planners</i> 	<ul style="list-style-type: none"> • Disciplined dialogue in collaborative meetings will highlight the extent of implementation in each class. • By the end of 2012 all teachers will be planning and teaching using the AC content relevant to their year level.
<p>Develop a Whole School approach to teaching literacy skills in a developmentally appropriate manner</p>	<ul style="list-style-type: none"> • Further develop expertise in the Literacy Committee. Identify strengths in new staff. • Audit of teacher beliefs and practices in relation to Reading and Oral language, make adjustments to Strategic Plan based on information from surveys. • Teachers to use Literacy Planning Guide in 2012 as a self reflection tool. Incorporate into PM in 2013. • PD provided (at point of need) in core Reading strategies: Guided Reading, 4 Roles of the Reader and Running Records. • PD for all staff on Literacy Hour format. <i>Revise structure to incorporate WAPPA headings (iSTAR)</i> Revisit explicit teaching of paragraph and punctuation skills. • Review effectiveness of current DI Spelling program and source alternative if required. • PD for ECE staff in 'Let's Decode'-explicit teaching of early phonics • <i>Develop a scope and sequence K-7 for the explicit teaching of sight words</i> • <i>Ensure ALL staff are explicitly teaching sight words from their allotted lists. Change from Salisbury to Oxford list.</i> • Whole staff PD Words Their Way. Develop a scope and sequence of single sounds, blends and digraphs. 	<ul style="list-style-type: none"> • DP-T1 • DP/All staff – T1 <i>2012/2013</i> • ECE staff T2 • K-7 T4 27/10/2012 • DP T4 	<ul style="list-style-type: none"> • DP/All staff-survey sheets • Lorraine Hammond ECU • 7 x days TR • Christine Hayes-Pearson (WTW) \$2000+\$50 • Text D.Konza \$250 • <i>Oxford Word List resources.</i> 	<ul style="list-style-type: none"> • Planning documents presented to and accepted by whole staff. • Evidence of whole school programs operating in class rooms. • Sharing of 'Best Practice' during Block Meetings.

	<ul style="list-style-type: none"> • Ensure all staff have an in depth understanding of the importance of explicitly teaching the 'Big 6' (Foundation skills in learning to read) Purchase additional copies of 'Teaching Children with Reading Difficulties –D Konza 			
Maximise the effectiveness of program delivery across the English curriculum.	<ul style="list-style-type: none"> • Provide adequate support staff to enable developmental grouping of students in literacy. • Timetable EA's to assist with morning reading in JP class rooms. • Re organise Reading Resource room to assist teachers in selecting appropriately levelled reading material. • Purchase additional Guided Reading and 4 Roles of the Reader material for MP/UP (2012) • Purchase additional GR and 4 Roles of the Reader material for JP (2013) • Purchase spelling resources to cater for SAER in PP-Yr3 (Reading Eggs interactive reading program) • Support PP home literacy initiative with additional funding from Literacy budget for take home 'Brain Box' kits. 	<ul style="list-style-type: none"> • DP T1 • C Ferguson/L Scott -T1/4 • DP T2 • PP teachers 	<ul style="list-style-type: none"> • Additional funds from English budget for boxing and labelling \$4000 • Reading Books \$7000 • 3xTR days • \$320 Reading Eggs L1/2 • \$300 	<ul style="list-style-type: none"> • Identification of SAER and TAGS • Copies of Collaborative and Block meetings retained for accountability.
Increase student competency in comprehending mathematical word problems.	<ul style="list-style-type: none"> • Develop teacher understanding and processes to explicitly teach Mathematical Literacy: <ul style="list-style-type: none"> - Audit groups to establish the extent of poor literacy as a blocker to success in mathematics (naked and dressed questions) - Compile lists of mathematical terminology used in On Entry and NAPLAN tests. - Support teachers to create Maths Word Walls (demonstrate examples). - Explicitly teach strategies to assist in comprehending mathematical word problems (support provided in collab meetings). 	<ul style="list-style-type: none"> • DP/Class Teachers – Collab meetings • All staff-Block Meetings T3 • All staff 	<ul style="list-style-type: none"> • Teacher made tests. DP to collate data 	<ul style="list-style-type: none"> • Disciplined dialogue with all teachers to discuss impact of results on teaching. • Visual evidence of Word walls. • Re test 'naked and dressed questions in term 4 using similar process.
Development of a whole school assessment schedule and data collection format to enable a comprehensive view of performance in target modes.	<ul style="list-style-type: none"> • Investigate and trial suitability of common assessment tasks in Reading and Spelling (YARC, WTW, BURT SAST). • Develop assessment resource files for teachers to include all necessary testing materials for ease of administration. • Revise Agreed Reporting Schedule. 	<ul style="list-style-type: none"> • DP/ ESL Teacher/ Literacy Team 	<ul style="list-style-type: none"> • Purchase YARC \$350 • Purchase WTW resources. Approx \$4000 	<ul style="list-style-type: none"> • Student profiles kept up to date.

<p>Develop competency based benchmarks across all areas of literacy</p>	<ul style="list-style-type: none"> Literacy Team to set targets for priority areas of Reading and Spelling. Update Student Literacy Profiles to include new assessments and AC requirements. All teachers to include running records as part of their assessment process to identify independent readers. Purchase additional Benchmark Reading Assessment Kits (Pearson) Best Performance Analysis of 2012 NAPLAN data 	<ul style="list-style-type: none"> Literacy Team Class Teachers \$800 Best Performance 	<ul style="list-style-type: none"> PM/ Alpha Assess Kits \$1300 	<ul style="list-style-type: none"> Achievable school targets set. Student profiles to be passed on to following teacher.
<p>Collect up to date, accurate data to identify SAER.</p>	<ul style="list-style-type: none"> NAPLAN On Entry SOCS EDUCHECK SAST YARC (every second year) PM Benchmark Kit / Alpha Assess BURT 	<ul style="list-style-type: none"> DP/ESL Teacher / All Teachers as per Agreed Reporting Schedule 	<ul style="list-style-type: none"> Agreed Reporting Schedule 	<ul style="list-style-type: none"> Student Profiles to be passed on to following teacher.
<p>Provide intensive support to ESL and struggling readers.</p>	<ul style="list-style-type: none"> Provide specialist input at point of need in line with staffing formula and current funding initiatives. ECU Literacy Coaching. Wildcats Readers Theatre Roseworth Readers – Peer Tutor Reading Purchase Phonic Reader Sets(DSF) 	<ul style="list-style-type: none"> Increase ESL Teacher time Pru Smith ECU Wildcats ESL Teacher 	<ul style="list-style-type: none"> SSP \$500 	<ul style="list-style-type: none"> Effective documented plans
<p>Promote books and reading as fun.</p>	<ul style="list-style-type: none"> Book Week activities. Literacy Week Young Writer's Workshops School based reading competition 	<ul style="list-style-type: none"> T Carter/ Literacy Team Fremantle Literature Centre/ A Seymour All Staff 	<ul style="list-style-type: none"> Prizes \$500 Book Week Performance \$1600 \$400 \$200 	<ul style="list-style-type: none"> Photographic record of events