

JOHN HARTLEY SCHOOL
Literacy Site Improvement Plan- 2017

STRATEGIC PRIORITIES	ACTIONS	2016 TARGETS														
<ul style="list-style-type: none"> To improve learning outcomes in Literacy 	<p><u>Literacy Program R-7</u> Whole site focus consists of the continuity & development of strong foundations in the Big Six: Oral Language, Phonological Awareness, Phonics, Vocabulary, Fluency, Comprehension. Establish & maintain a consistent Literacy session with components of teaching reading, spelling, grammar, punctuation, comprehension, listening & speaking, vocabulary & writing development Guided reading groups across the site. Year R-7 ongoing planning & programming using Australian Curriculum, Early Years Learning Framework & Teaching for Effective Learning Framework. Purchasing of relevant teaching & learning resources. Encourage community involvement and understanding of Literacy through parent engagement and participation. Eg Before School Reading Club & Playgroups</p>	<p>Reading Levels: An improvement of 10% of students achieving Standard of Educational Achievement. (SEA).</p> <table border="1" data-bbox="1360 282 1839 483"> <thead> <tr> <th>Year Level</th> <th>SEA</th> </tr> </thead> <tbody> <tr> <td>End of Rec</td> <td>Level 5+</td> </tr> <tr> <td>End of Year 1</td> <td>Level 13+</td> </tr> <tr> <td>End of Year 2</td> <td>Level 21+</td> </tr> <tr> <td>Year 3</td> <td>Standard 4+ Lexile 500-800</td> </tr> <tr> <td>Year 5</td> <td>Standard 6+ Lexile 700-1000</td> </tr> <tr> <td>Year 7</td> <td>Standard 7+ Lexile 850-1100</td> </tr> </tbody> </table>	Year Level	SEA	End of Rec	Level 5+	End of Year 1	Level 13+	End of Year 2	Level 21+	Year 3	Standard 4+ Lexile 500-800	Year 5	Standard 6+ Lexile 700-1000	Year 7	Standard 7+ Lexile 850-1100
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<ul style="list-style-type: none"> To improve the consistency & continuity of Literacy practices Pre school – Year 7 	<p>Planning in teams & collaborative work informing consistency in programming & assessment. <u>Training & Development</u> Relevant PD for quality teaching & learning: Big Six, Jolly Phonics, Café/Daily 5, Running Records. Pre- school staff planning and programming using the Early Years Learning Framework (EYLF) and Literacy Indicators.</p>	<p>Differentiation of Curriculum:</p> <ul style="list-style-type: none"> Staff planning and implementing ACARA Implementing effective teaching strategies using TfEL Framework Using Pre-school Literacy indicators and EYLF to assess and report on student learning and development Using the EYLF to guide practice and report against the learning outcomes 														
<ul style="list-style-type: none"> To improve the consistency of data collection & analysis across the site 	<p>Teachers utilize JHS Running Record guide to complete consistent & accurate data. Continue to update and revisit Students to begin reading Literacy Pro once reading level 30 has been achieved. All staff implementing a range of assessments which support analysis and planning for learning. These include: Running Records, Screening of Phonological Assessment (SPA), EALD levels, Westwood (SA Spelling Test), Oxford Word Plus, NAPLAN, Pat-Reading & Oral Language Assessment JHS Assessment Guide based on DECD core assessment document to be used consistently by all teachers.</p>	<p>New staff trained in Running records and Jolly Phonics PAT-R: An improvement of 20% of students achieving Standard of Educational Achievement</p> <table border="1" data-bbox="1457 906 1743 1045"> <thead> <tr> <th>Year Level</th> <th>SEA</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>95+</td> </tr> <tr> <td>4</td> <td>106+</td> </tr> <tr> <td>5</td> <td>112+</td> </tr> <tr> <td>6</td> <td>118+</td> </tr> <tr> <td>7</td> <td>120+</td> </tr> </tbody> </table> <p>An improvement of students achieving the Standard of Educational Achievement in NAPLAN and Running Records.</p>	Year Level	SEA	3	95+	4	106+	5	112+	6	118+	7	120+		
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<ul style="list-style-type: none"> To use analysed data effectively to guide planning & programming for a differentiated curriculum 	<p><u>Intervention</u> Student intervention supported by teachers and SSO's. Students on NEP's consist of a focus on individual learning goals & assessment data within a small group environment. Programs include Reading Recovery Strategies (Racing Car program), Mini-Lit & the Multi-Lit. AET support for ATSI students to improve literacy goals EALD teacher supporting students & assigning levels with teachers Data used to measure improvement through analysis of NAPLAN, Running Records & Intervention Programs as well as accommodating for differentiation of the curriculum.</p>	<p>EALD teacher planning teaching & assessing Genre & Text Types in small group context, following EALD Language & Levels document.</p> <p>To provide different entry points for student learning.</p>														