

# Clovelly Park Primary School Site Improvement Plan 2016-2018

## LITERACY

| KEY FOCUS AREAS   | PRIORITIES   | TARGETS  | STRATEGIES   | BUDGET   | EVALUATION  |
|---|--|--|--|--|---|
| <b>Student Learning</b><br>Achievement, Growth, Equity, Challenge and engagement  | <ul style="list-style-type: none"> <li>Develop powerful learners within and across cohorts</li> <li>Develop congruence re effective pedagogies for individuals and groups</li> <li>Investigate digital literacies and multi modal texts</li> <li>Common understanding of reading level assessment processes</li> </ul> | <ul style="list-style-type: none"> <li>Consistent patterns of growth are evident within and across cohorts</li> <li>Every student is engaged and challenged at their appropriate level</li> <li>Students have access to relevant resources</li> <li>Consistency of process in teachers administering reading levels</li> </ul> | <ul style="list-style-type: none"> <li>Implement interim assessment tools for writing, as per NAPLAN persuasive and narrative assessments</li> <li>Expand documentation of effective practice using multi modal approach</li> <li>Training staff to ensure a consistent approach of using PM and DRA to assign reading levels</li> </ul> | <ul style="list-style-type: none"> <li>Review current multi modal resources , develop 3 year budget plan to expand collection</li> </ul>   | <ul style="list-style-type: none"> <li>Documentation, resources valued and used in every class</li> <li>Students identify what best supports them as learners and articulate their goals</li> </ul>   |
| <b>Effective Teaching</b><br>Australian Curriculum- learning areas, general capabilities, cross-curriculum priorities<br>Effective pedagogy- TfEL, formative assessment, inquiry, differentiation | <ul style="list-style-type: none"> <li>Common language, literacy agreements embedded within literacy block</li> <li>Writing Scope and sequence is embedded across school</li> <li>EALD levels continue to be assigned for all learners and targets set</li> </ul>  | <ul style="list-style-type: none"> <li>Transition within and across cohorts is supported by common agreements</li> <li>NAPLAN writing results show ongoing improvement</li> <li>Students set and review specific personal literacy goals</li> </ul>  | <ul style="list-style-type: none"> <li>Teachers use GRR reading/ writing model daily</li> <li>Individual student reading and writing conferences</li> <li>Students develop automaticity and fluency across a range of written genres</li> </ul>  | <ul style="list-style-type: none"> <li>Release for IELC mentor teachers to work with mainstream to allocate lang and lit levels</li> </ul> | <ul style="list-style-type: none"> <li>Broader spread of A-E is evident in across all curriculum areas with specific focus on increase in % of students achieving at A and B</li> <li>Whole school literacy agreement</li> <li>Staff survey and feedback re: literacy scope and sequence</li> </ul> |
| <b>Effective Leadership</b><br>Australian Professional Standards for Teachers, Building capacity - teachers and leaders   | <ul style="list-style-type: none"> <li>Teachers have access to effective pedagogical approaches</li> <li>Develop culture of mentor teachers at JP , MP, UP, IELC to support identified staff</li> <li>Maintaining Literacy Planning</li> </ul>   | <ul style="list-style-type: none"> <li>Consistent and appropriate teaching strategies are implemented and support students' literacy achievement</li> <li>Oral language to be embedded as integral part of literacy content, process and product</li> </ul>  | <ul style="list-style-type: none"> <li>Release mentor teachers to support colleagues to implement effective teaching strategies to improve literacy achievement APST 2.5</li> <li>Review literacy level process to ensure consistency of data across school</li> </ul>   |  | <ul style="list-style-type: none"> <li>Literacy team to Monitor and evaluate the implementation of teaching strategies within and across cohorts APST 2.6</li> <li>IELC parent feedback ****</li> </ul>   |
| <b>Improvement Agenda</b><br>Analysis and use of data including monitoring, evaluation and self-review to inform teaching and improve practice  | <ul style="list-style-type: none"> <li>Data sets used for 10 weekly literacy team meetings</li> <li>Teachers use Mark -iT and ACER to manage data and inform instruction</li> </ul>  | <ul style="list-style-type: none"> <li>Effective analysis of data informs group and individual progress</li> <li>Students individual and group needs are consistently met</li> </ul>   | <ul style="list-style-type: none"> <li>Maintain class literacy team meeting, review data and pedagogy every 10 weeks</li> <li>Students are an integral part of their own data conversations</li> </ul>   | <ul style="list-style-type: none"> <li>Release literacy teams to meet equivalent 1 day / yr /class \$9,000</li> </ul>                      | <ul style="list-style-type: none"> <li>Assessment agreements are consistently implemented</li> <li>NAPLAN reading and Writing results</li> <li>Student buy in - perception data</li> </ul>  |
| <b>School Community Partnerships</b><br>Student influence, Parent partnerships, Marion Inland, wider community  | <ul style="list-style-type: none"> <li>Develop partnerships with parent groups</li> <li>Survey community to ascertain specific support required inc interpreters</li> </ul>  | <ul style="list-style-type: none"> <li>Parents care able to engage in their child's schooling in a powerful way</li> </ul>   | <ul style="list-style-type: none"> <li>Run sessions for families by language / culture group</li> <li>Open mornings / demo classes</li> </ul>  | <ul style="list-style-type: none"> <li>Interpreters</li> <li>Morning teas</li> <li>Teacher release</li> </ul>                              | <ul style="list-style-type: none"> <li>Parents surveys implemented to indicate that their needs are being met</li> <li>Ask parents where to next .....</li> </ul>   |