

Koonibba Aboriginal School – Literacy Plan 2017

Site Priorities: *Consolidate the Literacy Program ensuring that there is continued growth in student achievement*

DIAF Area: Focus on Learning

- Strategic Priority:
- To continue to use the Literacy Block and Literacy Agreements
- To display data on wall, review Literacy data, reflect on student performance in relation to Literacy Block.
- To continue to work on all areas of the Big 6.
- Differentiate the needs of our students in JP, MP and UP classes through ILPs and student voice.

Priorities <i>These are the agreed “big picture” results that have been identified through analysis of data</i>	Targets <i>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</i>	Strategies <i>The key actions that staff – teachers, SSOs, leaders – commit to do, so that learners are supported at classroom level to achieve the Targets</i>	Evaluation Measures <i>The processes, data and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets (how will we know?)</i>
<ul style="list-style-type: none"> • The Big 6 • Oral Language • Phonological Awareness • Phonics • Spelling • Reading comprehension • Writing • Achieve or exceed benchmarks stated in ILPs 	<ul style="list-style-type: none"> • Establish differentiated benchmarks for student’s ILPs and report against these. • Students reading at developmentally appropriate levels • Staff to continue to review warm ups. • Continue to provide more writing opportunities for students. 	<p>Structured Learning Focus</p> <ul style="list-style-type: none"> • Staff work collaboratively to develop, maintain and refine warm ups. • Staff to use IWBs and other resources to support warm ups. • Special focus on home talk and school talk (talk types) acknowledging all positive communicate and modelling correct forms. • Literacy learning in all curriculum areas supplement whole school literacy agreements. • Staff to work with principal and peers to keep skills current and reflect on current practices and improve writing lesson component of Literacy 	<ul style="list-style-type: none"> • Principal and peers to observe and feedback to staff about their warm ups focussing on: timing, consolidation of learning, engagement of class and sequence. • Analyse data from Running Records, PASM, PAT-R, OWL words, Waddingtons, anecdotal information and records to see whether their warm ups are having any impact on students class work and levels in testable areas. • Update and sequence warm ups to

	<ul style="list-style-type: none"> ● Continue peer and line manager observations that include disciplined dialogues (1 per term). ● JP to explicitly teach reading comprehension in term 1 as a topic ● To have regular meetings around Literacy performance and effective teaching practices ● JP studnets using Jolly Phomics and A Sound Way to meet the big 6 requirements in Phonics and Phonological Awareness. ● To improve reading comprehension skills through guided reading process which in turn should lift NAPLAN results. ● Students to write more descriptively. ● 	<p>Block.</p> <ul style="list-style-type: none"> ● Access PDs to support staff improving their knowledge and skills in this area. ● Differentiate student skills into small groups so that learning is scaffolded to specific needs on students. ● Review current Literacy Block to ensure it has JP, MP and UP foci. ● Continue Spelling Mastery in the UP class and implement in the MP class when required. ● Continue to keep children up-to-date with their levels after testing. ● Celebrate differentiated high achievements through newsletter, assembly and awards. ● Continue guided reading program and purchase new resources as required. 	<p>appropriate learning for students when learning is mastered.</p> <ul style="list-style-type: none"> ● Analysis of individual learning plan achievements at the end of each term using student achievements. ● PASM test for year 1s in term 4 to identify Phonological Awareness growth.
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