

Annual Operational Plan 2017 DRAFT - TfEL – Engagement & Achievement - Literacy

Priority	Strategies/Action	Timeline/ Responsibility	Baseline Data	Target/s	Student Outcome																								
Continue to develop and improve teacher pedagogy for teaching of spelling R-7.	<p>Teacher pedagogy through quality professional development – e.g. Words Their Way training for all staff Years 4-6 in Week 0, 2017.</p> <p>Sharing of practice in Year level meetings.</p>	<p>Literacy Coordinator</p> <p>Teachers</p> <p>Term 1</p>	<ul style="list-style-type: none"> Jolly Phonics is implemented R-3 Year 4-6 using 'Words Their Way' Year 7: currently using individual teacher programs for vocabulary extension Agreements were put in place in 2016. NAPLAN 2015 - % of students in top two bands: <table style="font-size: small; margin-left: 20px;"> <tr> <td>WRITING:</td> <td>SPELLING:</td> <td>GRAM & PUNCT:</td> </tr> <tr> <td>Year 3 – 62%</td> <td>Year 3 – 65%</td> <td>Year 3 – 67%</td> </tr> <tr> <td>Year 5 – 40%</td> <td>Year 5 – 37%</td> <td>Year 5 – 51%</td> </tr> <tr> <td>Year 7 – 54%</td> <td>Year 7 – 55%</td> <td>Year 7 – 60%</td> </tr> </table> NAPLAN 2016 - % of students in top two bands: <table style="font-size: small; margin-left: 20px;"> <tr> <td>WRITING:</td> <td>SPELLING:</td> <td>GRAM & PUNCT:</td> </tr> <tr> <td>Year 3 – 59%</td> <td>Year 3 – 61%</td> <td>Year 3 – 65%</td> </tr> <tr> <td>Year 5 – 26%</td> <td>Year 5 – 38%</td> <td>Year 5 – 51%</td> </tr> <tr> <td>Year 7 – 35%</td> <td>Year 7 – 42%</td> <td>Year 7 – 47%</td> </tr> </table> NAPLAN Spelling results have fallen at Year 3 and 7 and held stable at Year 5 from 2015 to 2016. 	WRITING:	SPELLING:	GRAM & PUNCT:	Year 3 – 62%	Year 3 – 65%	Year 3 – 67%	Year 5 – 40%	Year 5 – 37%	Year 5 – 51%	Year 7 – 54%	Year 7 – 55%	Year 7 – 60%	WRITING:	SPELLING:	GRAM & PUNCT:	Year 3 – 59%	Year 3 – 61%	Year 3 – 65%	Year 5 – 26%	Year 5 – 38%	Year 5 – 51%	Year 7 – 35%	Year 7 – 42%	Year 7 – 47%	<p>R-7 teachers demonstrating shared understanding and consistent approach to teaching spelling.</p> <p><i>NAPLAN Targets for 2017:</i> Year 3 - 70% of students in top two proficiency bands Year 5 - 40% of students in top two proficiency bands Year 7 - 50% of students in top two proficiency bands</p>	<p>Improvement in whole-school end-of-year spelling results.</p> <p>Improvement in NAPLAN results, especially in 'like school' comparisons and student growth for spelling.</p>
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Successfully integrate whole-school agreements for the explicit teaching of reading strategies (guided reading) R-7.	<p>Whole school teacher professional development around teaching guided reading from R-7 in Term 2, Week 2 with Dr Alison Davis.</p> <p>Develop and tighten expectations around teaching pedagogy of guided reading</p> <p>Teachers monitor, refine and improve guided reading programs</p>	<p>Coordinator</p> <p>Literacy Team</p> <p>Ongoing</p> <p>Literacy Coordinator</p> <p>Ongoing</p>	<ul style="list-style-type: none"> NAPLAN 2016 - % of students in top two bands: <table style="font-size: small; margin-left: 20px;"> <tr> <td>READING:</td> </tr> <tr> <td>Year 3 – 58%</td> </tr> <tr> <td>Year 5 – 52%</td> </tr> <tr> <td>Year 7 – 50%</td> </tr> </table> NAPLAN Reading results have fallen at Year 3 and 7 and held stable at Year 5 from 2015 to 2016. All teachers have trialled and implemented a reading program in 2016. Classroom observations of upper primary classrooms have been conducted by the Principal Di Fletcher in Term 3, 2016. 	READING:	Year 3 – 58%	Year 5 – 52%	Year 7 – 50%	<p>Improvements in teacher understanding and teaching guided reading programs in classrooms.</p> <p>With improved systems for the explicit delivery of reading strategies, we are striving for improved NAPLAN Reading results in 2017 for Years 3, 5 and 7.</p> <p><i>NAPLAN Targets for 2017:</i> Improvement to have 60% of Years 3, 5 & 7 students achieving top two proficiency bands in reading.</p> <p><i>PAT R Scale Score Targets:</i> Rec – 88.0 Yr 1 – 100.0 Yr 2 – 109.0 Yr 3 – 116.0 Yr 4 – 126.0 Yr 5 – 132.0 Yr 6 – 136.0 Yr 7 – 142.0</p>	<p>Improvement in NAPLAN results, especially in 'like school' comparisons and student growth for reading at all Year levels.</p> <p>Continued growth and improved of PAT R results at all year levels.</p>																				
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	With support and consultation of the Literacy team, develop and document the agreement for staff	Literacy Coordinator Literacy Team Draft Term 1 Review Term 2 Ongoing	<ul style="list-style-type: none"> Staff, in year groups, have agreed on basic elements of whole school agreements and all teachers have trialled guided reading in 2016. 	Develop and implement agreements with teachers R-7.	
	Classroom support and observations of guided reading programs for new teachers to Magill School	Literacy Coordinator Term 1/2	<ul style="list-style-type: none"> Observations have proven invaluable to improve teaching practices in 2016. 	New teachers continue to develop professional pedagogy in guided reading.	
Continue the process of moderation in writing to improve consistency in the teaching of writing across the school.	Use EALD levelled work samples in Year groups to gain idea of what writing at that year level should look like.	Literacy Coordinator Literacy Team EALD Team Year Levels	<ul style="list-style-type: none"> EALD levelling process is used consistently by staff R-7. Staff have a consistent understanding and agreement around the process and levels assigned to student work samples. 	Consistent understanding and approach to assessment of writing R-7	Early identification of students with special learning needs, resulting in improved literacy outcomes.
	In year groups, teachers compare writing samples to agree on 'high, middle and low' level student work in the writing genres narrative and argument to gauge commonalities and likeness for writing at that year level.	Literacy Coordinator Literacy Team EALD Team Year Levels	<ul style="list-style-type: none"> Currently, no whole-school writing text-type assessment is conducted and tracked yearly EALD levelling takes place twice annually NAPLAN Writing, Spelling, Grammar & Punctuation data tracked 	Writing Assessment data to be recorded and tracked	Consistency in teacher judgement and reporting around writing and moderation.
	Professional conversations around the moderation process lead to improvements in professional pedagogy	All teaching staff	<ul style="list-style-type: none"> Moderation and professional conversations leads to improvements in teaching pedagogy, teachers assessment and outcomes for students 	Clear targets for teachers, students and parents around writing.	
Develop whole-school continuum maps around functional grammar and language features to be covered at each year level.	Develop continuum maps to assist class teachers with areas to be covered at each year level in terms of functional grammar and language features.	Literacy Coordinator Literacy Team EALD Team Ongoing with a plan to complete by the end of 2017.	<ul style="list-style-type: none"> No whole-school agreements are currently in place for what is to be taught and covered at particular year levels in terms of functional grammar and language features. Jolly Grammar, linked to Jolly Phonics, already agreed on and being taught in the Junior Primary. 	Improved pedagogy, competence and understanding of all teachers.	Improved student understanding of functional grammar and language features at each year level.
Refine and revise whole-school genre maps	Review and refine whole-school genre maps to ensure consistency of delivery of text types across year levels R-7.	Literacy Coordinator Literacy Team EALD Team All staff Completion in Term 2	<ul style="list-style-type: none"> Current whole-school genre maps are inconsistent and lack clarity Requires review and revisiting of documentation during P.D. staff meetings by all teachers in year groups to ensure consistency across year groups 	R-7 teachers demonstrating shared understanding of whole-school genre map to ensure a consistent approach is taken when teaching different writing genres.	Improved consistency of teaching writing genres will improve student's ability to address criteria.