

SCHOOL PLAN - 2013

School Priority Area: LITERACY

Intended Outcomes: IMPROVE LITERACY RESULTS

Target 1: Increase % of students achieving greater than or equal to expected growth in Y3-5 in reading to 78% in 2013 (from 67% in 2012)

Strategies	Indicators	Time Frame	Responsibility	Resource Allocation & Funding source
<ul style="list-style-type: none"> Provide staff with time for shared programming and evaluation of guided reading programs to share staff expertise and promote consistency. 	<ul style="list-style-type: none"> All staff express confidence in teaching guided reading effectively. Class programs demonstrate consistency in language, structure and approach to Guided Reading. 	Ongoing	Principal	<ul style="list-style-type: none"> TPL budget \$500 ½ day per teacher per semester \$2000 SDD – Term 1, 2 hours Curriculum meetings as needed
<ul style="list-style-type: none"> Access Staff training in curriculum differentiation in reading to ensure that individual needs, are met, targets set and monitored. 	<ul style="list-style-type: none"> Class programs, reflect curriculum differentiation. Student tracking data demonstrated that <u>all</u> students are making progress Students express satisfaction that their needs are being met in guided reading lessons. 	Terms 1 & 2 (T * D) ongoing monitoring	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Professional Learning Budget \$500.
<ul style="list-style-type: none"> Use some LAST time to support staff in providing differentiated curriculum in reading with a particular focus on comprehension. 	<ul style="list-style-type: none"> LAST working in classes, team teaching to build teacher capacity Staff express confidence in providing differentiated curriculum in reading. 	Ongoing	<ul style="list-style-type: none"> Class Teachers LAST 	<ul style="list-style-type: none"> LAST time.
<ul style="list-style-type: none"> Evaluate current resources available for guided reading and purchase new ones as needed, with a particular focus on digital and multi media texts. 	<ul style="list-style-type: none"> Programs, parent, teacher and student feedback indicated that guided reading program is operating effectively. K-6 with sufficient, quality resources, including ICT. 	Ongoing	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Literacy budget as needed \$2000 P & C

<ul style="list-style-type: none"> Continue to implement system for monitoring and rewarding “at risk” students who do not consistently participate in home reading program. 	<ul style="list-style-type: none"> All students K -6 participating in home reading program. “At risk” students monitored weekly, participating in program and receiving recognition for progress. 	Ongoing	<ul style="list-style-type: none"> LAST Class Teachers 	<ul style="list-style-type: none"> LAST time
<ul style="list-style-type: none"> Naplan style (multiple choice) questions. Included as part of comprehension programs. Skills for answering explicitly taught. 	<ul style="list-style-type: none"> Students familiar with and competent at, answering multiple choice questions. Students experiencing difficulty with comprehension receiving additional support from LAST. 	Ongoing	<ul style="list-style-type: none"> Class teachers 	
<ul style="list-style-type: none"> Implement intensive reading program in Kindergarten to develop early reading skills. 	<ul style="list-style-type: none"> Kindergarten students in separate reading group, receiving intensive reading program, including Jolly Phonics. K/1 teacher focussed on intensive Year 1 program in guided reading time. 	Ongoing	<ul style="list-style-type: none"> LAST (Co-ordinate) K/1 teacher Extra teacher 	<ul style="list-style-type: none"> Literacy budget \$3500 term
<ul style="list-style-type: none"> Access T & D and staff sharing time as required to upskill staff in integrating technology into reading programs. 	<ul style="list-style-type: none"> Teachers confident in integrating technology into reading programs. Technology used consistently in reading time, particularly to remediate and extend. 	Ongoing	<ul style="list-style-type: none"> Principal Class Teachers 	<ul style="list-style-type: none"> Professional Learning Budget \$500 Curriculum meetings as required.
<ul style="list-style-type: none"> Monitor staff skills and student results in an ongoing manner to ensure that LAST role is flexible and responsive to emergant needs in school. 	<ul style="list-style-type: none"> LAST program demonstrates flexibility in catering for emerging needs. Staff skills and confidence improving. 	Ongoing	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> LAST allocation
<ul style="list-style-type: none"> Access T & D to familiarise staff with new English syllabus, prepare for implementation in 2014. 	<ul style="list-style-type: none"> Staff undergo training (Online modules, courses presented by DEC, school based training) to become familiar with new syllabus. Staff express confidence and readiness to implement new syllabus in 2013. Sharing/collaborative learning takes place with other small schools in Galgabba Group. 	Ongoing	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Professional Learning budget as required. Extra SDD Term 2 2013.

