LITERACY ACTION PLAN 2015 FOR (ST JOSEPH’S TWEED HEADS)

QUANTITATIVE DATA
NAPLAN Highlights
Year 3:
- Reading – 48% in Bands 5 & 6
- GP – 44% in Bands 5 & 6
- Girls Reading – 18.4 above State girls

Year 5:
- Reading – 40.6% in Bands 7 & 8
- Spelling 59.4% in Bands 7 & 8
- 60% of students reached expected growth in Writing

Year 3 Areas of Concern
- Writing - 46% of students in bottom 3 bands
- Spelling – 30% of students in bottom 3 bands
- GP – 32% in bottom 3 bands
- Writing - 44.3 drop in school mean 2013-2014
- GP – 34.2 drop in school mean 2013-2014
- Boys Reading – 45.2 below Diocesan boys
- Boys GP – 44.5 below Diocesan boys

Year 5:
- Writing - 14.7% below NMS
- Writing – only 18.8% in Bands 7 & 8

ACER PAT Data
- Refer to School Data in Drive

QUALITATIVE DATA
Highlights
Year 3
- Girls - Reading achieved higher than Diocesan, State & National

Year 5
- Spelling continued growth & above CSO & State
- Strong student growth in Reading
- Girls spelling significantly higher than boys, Diocesan, State and National

Areas of Concern
Year 3
- Trend data on the decline for all areas – all lower than Diocesan and State

Year 5
- Boys – writing, reading, grammar & punctuation significantly lower than girls
- Only approximately half of the students reached expected growth in Reading, Spelling and GP

ACER PAT Data
- K-6 Reading Comprehension – students struggling with different levels of comprehension
- Vocabulary – students on IPs for Language achieved low stanines

WHOLE SCHOOL AGREED FOCUS
- Implementing the BOSTES English Syllabus.
- Focus on Responding and Composing by incorporating rich literature (using the Conceptual Framework planning model).
- Tracking and monitoring using the Literacy Continuums and Early Learning Plans.
- Development of Learning Intentions and Success Criteria.
- Development of Assessment for, as and of learning

STRATEGIES TO ACHIEVE AGREED FOCUS
- Regular PLC meetings to address the four critical questions in the English area.
- School-based & CSO PD opportunities.
- Use the existing trained Best Start and Early Learning Plan teachers to deliver Professional Development to the rest of the staff.
- Grade PLTs to disseminate Assessment data to inform teaching and learning needs, flexible groupings, differentiated instruction.
- LOP/LOC to model and support designing Assessment rubrics and criteria (Lane Clark model).
- LOP to use Gradual Release model to support staff with Learning Intentions and Success Criteria.
- Peer 2 Peer Curriculum/Pedagogy
- Explore digital-based pedagogies to support teaching, learning and assessment using school & student i-pads

EVALUATION OF IMPLEMENTED STRATEGIES
- Ongoing analysis of PAT Comprehension, Vocab and Grammar, NAPLAN results.
- Common assessment tasks completed across grades and criteria used to moderate A-E achievement levels.
- Use of Assessment for, as, of visible in learning spaces.
- Sharing of Assessment rubrics and criteria in PLTs.
- Ongoing recording of individual progress through Benchmarking.
- Monitoring the use of integrated ICT skills in Literacy
- Programs monitored by Principal and Assistant Principal checking for Outcome/Content links.
- Monitoring and recording of all students’ literacy progress in achieving Kindergarten, Year 1, Year 2 and Year 3 continuum cluster markers.
- Monitoring the use of Readers throughout K-6.
- Monitoring the use of Homework readers ‘Reading Bugs’ and their associated comprehension tasks.
- Individual class teacher’s responsibility to update and maintain data on Drive