LITERACY ACTION PLAN 2015 FOR ST MARY’S GRAFTON

QUANTITATIVE DATA

NAPLAN Yr5
- 61.5% less than expected/did not meet expected growth for Reading, Writing and Spelling; 38.5% less than expected/did not meet expected growth for Grammar and Punctuation. 13% Reading, 40% Spelling.

eWrite Yr6
- 54% students achieved below expectation in Punctuation in Sentences.

eWrite Yr5
- 62% students achieved below expectation in Punctuation in Sentences.

Yr 3
- 54% at proficiency Reading, 63% at proficiency Writing and Spelling, 71% at proficiency Grammar and Punctuation.

Assessment For, Of and As Learning indicates 28.5% in ES1, 12.7% in S1, 11% in S3 students have not met expectations for Reading.

25% ES1, 2% S1, 8% S3 students have not met expectations for Writing.

10% ES1, 2% S1, 0% S3 students have not met expectations for Speaking and Listening.

Spelling Developmental Continuum indicates targeted students are showing growth. Students in higher spelling stages require more growth to be shown.

WHOLE SCHOOL AGREED FOCUS

- Embed Whole School agreed practice towards Literacy by utilising the CSO Literacy Session Framework.

- Explicit teaching of Comprehension.

- Explicit teaching of Punctuation.

- Whole school utilising and plotting students on the Literacy Continuum and K-4 on the ELP (Early Learning Plan).

STRATEGIES TO ACHIEVE AGREED FOCUS

- Use of writing samples to support Cluster movement on ELP and movement along the Literacy Continuum.

- Strengthen the use of Words Their Way tool by utilising varied strategies and activities to engage learners.

- P2P Environment and P2P Curriculum plus LOP L&NST modelling best practice to support pedagogy.

- Professional learning in regards to Comprehension.

- Forward planning units using gathered data during PLT’s.

- ELP continuum to extend to and be embedded in Stage 2.

- Professionalism towards teacher organisation and focus on an agreed Time on Task.

- eWrite used to encourage and motivate students using digital text production.

- Correlate Spelling data wall with Literacy Continuum.

- Continue PAT testing, eWrite and comprehension.

QUALITATIVE DATA

- P2P data – further development on elements of the CSO English session eg guided reading, session times etc. and further instruction to microskills.

- STAR program – Target students who are not showing growth in Tier 1 differentiation.

- Best Start – There may be a need for Pre-Lit and Multi-Lit for students who are not showing growth with Tier 2 intervention.

- Early Learning Plan (ELP) and Literacy Continuum – Target students who are not showing growth in Tier 1 differentiation. Following Tier 2 intervention from Best Start data it is evident that targeting students on higher Cluster Levels early on allows for rapid movement along Clusters.

- Teachers indicate students have a deficit in regards to Comprehension.

- Teachers indicate, ELP and Literacy Continuum Levels for Writing needs to be further developed.

- Teachers indicate there needs to be a focus on transference of spelling knowledge into all aspects of Literacy.

EVALUATION OF IMPLEMENTED STRATEGIES

- CLF – A culture of learning that builds capacity to deepen, insight and aligning.

- A learning community built on strong partnerships that empower and collaborate.

- A curriculum that equips the contemporary learner.

- Engaging, adaptive environments that engage the learners.

- Pedagogy designed to empower the learner.