



JAMESTOWN COMMUNITY SCHOOL
 SITE LEARNING IMPROVEMENT PLAN **2017**

Focus: LITERACY Improved Reading and Writing

Strategic Priority	Outcome to be achieved	Strategies (including how we will know.)
<p>To develop quality teaching practises that support improved student achievement in Reading and Writing</p>	<p>Outcome 1: To further embed the changes trialled in 2016.</p>	<ul style="list-style-type: none"> A. Determine a minimum frequency for Running Records testing. Incorporate this into the Literacy Agreements and then monitor to ensure the frequency is maintained across the R-6. B. Develop consistency between classes as to how the take home readers are used. Parents then will have a clearer understanding of how the process works to reduce confusion. C. Train R -6 SSO staff in Running Records so that consistency and additional support can be given in a uniform way. (Term 1 2017) D. Focus on the different levels of Reading Comprehension questions so that student understanding is reinforced from R – 6. All staff. E. Continue Whole School Buddy Reading program. 7-12 teachers to explore the types of questioning with older students so that they too use the different levels of comprehension. F. Continue the use of Take Home reader record books so as to enable tracking with what is happening at home as well as at school. G. Parent awareness is expanded upon with regular Newsletter articles that look to empower parents to support the reading program.

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**Outcome 2:
To develop an R-12 understanding of how teachers can support skill development in Reading Comprehension and Writing Text types across the school.**

- H. Use specific grants to support identified students with individualised programs of support with reading. The programs are monitored and changed according to progress being made.
- I. Revisit Guided Reading practices R – 6 to examine consistency with how they are being used and to further develop teacher skills.
- J. Conduct trials of a number of computer based reading support programs (on line) to determine if these can support all or targeted groups of students. (Sunshine Readers, Reading Eggs etc)
- A. **SFD 31 March** Focus of the day is on ‘all staff being teachers of Literacy.’ Involves School Support Officers and teachers looking at the acquisition of Reading skills.
- B. Provide all staff with an understanding of different levels of Reading Comprehension and the importance of the questions we ask as part of assessment of student understanding. (Barrett’s Taxonomy of Reading Comprehension.)
- C. Staff working R-6 explore a common approach to teaching literacy to supplement the WRAP program. The agreed to support package is Sheena Cameron’s approach. All staff will use this approach across R-6 including SSOs working with small groups.
- D. Examining text types to look at a common way of providing feedback to students based around the NAPLAN marking guides. This will apply from R – 12 will all staff using the same format for feedback.

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**Outcome 3:
To analyse our data sets for Reading and Writing and determine a plan for future growth and development of student skills.**

- E. Developing common language (specific vocab) in discreet learning areas for the use by students as they travel through the year levels. (ie Design and Tech / PE / Science)
 - F. Regularly monitor the R-12 use of both Reading Comprehension and Writing feedback across the year. Whole staff sharing of approaches and successes.
 - G. Develop a genre map and timetable for R-10 and have all Learning Areas contribute samples of student writing based on specific text types across the year
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- A. To fully analyse the question by question results from NAPLAN and Pat R to see if we have been able to change the general scores around comprehension.
 - B. Use the data to determine the strengths and weaknesses of our student co-horts and to plan intervention support for 2018.
 - C. To investigate the areas of weakness and develop staff awareness around these resulting in action plans for specific interventions in 2018.
R- 12 approach to be supported by all learning areas.