

Modbury P-7 School Literacy SIP 2016—2019

Literacy Philosophy

Literacy is about reading, writing and speaking in a variety of ways. It's about students feeling empowered about themselves as literacy learners. As 21st Century learners, students need to be able to think deeply and have opportunities to communicate in a variety of ways. At Modbury School, students will be provided with experiences to develop a passion for Literacy where ideas, thoughts and opinions are communicated creatively.

Outcomes

Students will:

Become literate as they develop knowledge, skills and dispositions to interpret and use language confidently in their everyday life.

Be able to read, write and speak with passion, purpose and for pleasure to become powerful learners.

Targets

PAT R and RR

Increase in the school percentage of correct answers to questions that include inference and interpreting.

Increase in the school percentage of correct answers to questions related to punctuation.

Data shows a trend increase in the % of students achieving at the DECD SEA stanine level (Standard of Education Achievement) or above in their year level.

EALD

Increase in the percentage of students gaining one or more levels per year.

EALD scales will be used to assess and inform all students writing with a focus on punctuation, noun groups and pronoun use.

Increase in the school percentage of correct answers to questions related to punctuation.

NAPLAN– Writing, Spelling, Grammar and Punctuation

Shows a trend increase in the percentage of students achieving the NMS (National Minimal Standard) in writing, spelling and Grammar and Punctuation.

Shows a trend increase in the percentage of students in the medium and upper progression rates in the year 5 and 7 results.

NAPLAN– Reading

Shows a trend increase in the percentage of students achieving the DECD SEA expected achievement (%)*

Shows a trend increase in the percentage of students attaining higher bands

NEP

Students will meet individual SMART goals as per individual NEP

Year 3 2016 - NAPLAN

	% students who achieved NMS*		
	2014	2015	2016
Writing	84	86	74
Spelling	95	82	68
G and P	84	77	68

NMS* - National Minimal Standard

Year 5 2016—NAPLAN

	% students who achieved NMS*		
	2014	2015	2016
Writing	77	78	74
Spelling	86	78	74
G and P	91	78	89

2016 progress:
Upper 8%, Medium 62%, Low 31%

Year 7 2016 - NAPLAN

	% students who achieved NMS*		
	2014	2015	2016
Writing	83	72	94
Spelling	78	72	94
G and P	83	78	100

2016 Progress: Upper 14%, Medium 57%, Low 29%

Year 3- NAPLAN READING

Higher Band attainment (%)			Demonstrated DECD SEA expected achievement (%)*		
2014	2015	2016	2014	2015	2016
35	37.5	56.3	75	75	75
*2016 Standard of educational achievement					

Year 5- NAPLAN READING

Higher Band attainment (%)			Demonstrated DECD SEA expected achievement (%)*		
2014	2015	2016	2014	2015	2016
34.8	41.7	26.3	74	79	63
*2016 Standard of educational achievement					

Year 7- NAPLAN READING

Higher Band attainment (%)			Demonstrated DECD SEA expected achievement (%)*		
2014	2015	2016	2014	2015	2016
50	31.3	35	81	75	70
*2016 Standard of educational achievement					

Running Records 2016

Percentage of children achieving the DECD SEA in Running Records
DECD SEA Year 1=Level 13
DECD SEA Year 2=Level 21
DECD 2016 data has NOT been made available as at 27/3/2017

	2014	2015
Year 1's	72%	44%
Year 2's	62%	65%

Leadership

Leadership will resource through PLCs, release, professional & performance development, observations and mentoring opportunities for staff to:

- Build teacher capacity to design learning tasks that increase intellectual stretch and the use of inquiry based approaches.
- Analyse student data to make decisions about resourcing and directions for professional development.
- Identify individual teacher performance goals that link to school data and SIP.
- Develop whole school literacy agreements.
- Implement Results Plus, TfEL and BitL strategies.
- Communicate the Modbury Partnership Action plan with staff.
- Use Student Voice to promote, direct and motivate learners to become passionate about literacy.

Staff

Staff will work collaboratively in PLCs, professional development and in partnership with parents and students to:

- Design learning tasks based on data which include intellectual stretch and inquiry based approaches.
- Use critical questioning.
- Implement individual teacher performance goals that link to school data and SIP.
- Track and monitor every learner by using data to set individual goals based on strengths and areas of development.
- Apply the whole school Literacy Agreement.
- Use TfEL, Results Plus and the BitL tool to inform, plan, reflect and make changes to practise.
- Recognise and make whole school links for transition points.
- Develop authentic student voice forums to promote, direct and motivate learners to become passionate about literacy.

Students

Students will:

- Have and seek opportunities to speak in front of others.
- Know their strengths and use these to build on their areas of development.
- Seek learning opportunities outside of the classroom.
- Challenge themselves and persist with all learning.
- Identify ways to encourage own and others' learning.
- Seek feedback from peers, teachers and other community members.
- Use 'Austin's Butterfly' for feedback.
- Identify own mistakes and build on them.
- Develop a growth mindset and try new things.
- Use different strategies and think flexibly.