



School Context

The student profile at North Ainslie is a complex one because of its cultural and linguistic diversity. Twenty-five to thirty-five per cent of the students in any mainstream classroom are from English as Additional Language/Dialect (EAL/D) backgrounds. Five per cent of students in K-6 classrooms are Aboriginal and Torres Strait Islander.

The North Ainslie Literacy Plan is guided by the philosophy of the International Baccalaureate (IB) Primary Years Program, the IB language scope and sequence (reference) and the Australian English Curriculum (reference). It is also guided by the school improvement plan.

Definition of Literacy

Literacy conventionally refers to reading, writing, speaking, viewing, and listening effectively in a range of contexts. In the 21st century, the definition of literacy has expanded to refer to a flexible, sustainable mastery of a set of capabilities in the use and production of traditional texts and new communications technologies using spoken language, print and multimedia. Students need to be able to adjust and modify their use of language to better meet contextual demands in varying situations.

THE PURPOSE

The primary purpose of this literacy plan is to ensure that all teachers are implementing a consistent and explicit approach to literacy instruction to enable our students to reach their potential, in line with the goals of the Australian English Curriculum and the North Ainslie School Plan 2011-2014. (Please refer to the *North Ainslie School Plan 2011-2014* in the appendices section for the strategic priorities relating to literacy.)

It is also the purpose of this plan to ensure that formative and summative assessment of student progress takes place and that this is regularly monitored and reflected on. The early identification of children's specific literacy needs and appropriate intervention are priorities.

| AREAS OF STRENGTH | AREAS FOR DEVELOPMENT |
|--|--|
| <p>Celebrate and sustain – NAPLAN 2012</p> <p>Year 3 Reading mean score outcomes significantly above state Writing, spelling and grammar mean scores above state 69% of students in proficiency bands of development for reading</p> <p>Year 5 Reading and grammar mean scores above state Reading growth highest in state/region LBOTE student highest growth in reading and spelling for the region</p> | <p>Investigate further</p> <p>Year 3 Monitor performance of girls in spelling Monitor LBOTE students in spelling and grammar</p> <p>Year 5 Improve writing and spelling outcomes for boys and LBOTE students</p> |
| <p>Daily guided reading An emphasis on literal and inferred meaning in text Inquiry</p> | <p>Australian curriculum Inquiry</p> |

In relation to student performance the school goals are to:

- achieve the predicted ETD NAPLAN targets in reading, writing, spelling and language conventions
- achieve continual improvement in the percentage of students achieving expected growth; and
- achieve system benchmark reading levels:

| Year level | Mid Year Range | End of Year Range |
|------------|----------------|-------------------|
| K | 1-3 | 5-8 |
| 1 | 10-12 | 14-16 |
| 2 | 16-18 | 20-22 |
| 3 | 21-23 | 24-26 |
| 4 | 26-28 | 28-30 |
| 5 | 30+ | 30+ |
| 6 | 30+ | 30+ |

**all levels with sound literal and inferred understanding*

PROCEDURES

The Inquiry Based Classroom

Language and literature provide a vehicle for inquiry. The love and enjoyment of language through the integration of literature into student inquiry is an indicator of good practice in a PYP classroom.

Teachers and students should enjoy using language, appreciating it both functionally and aesthetically.

Wherever possible, teachers will commit to teach language and literacy skills through the relevant, authentic context of the units of inquiry.

Teachers will also commit to implement the following through dedicated daily two hour literacy blocks:

| | Reading and viewing | Writing and creating texts | Speaking and listening |
|----------------------|---|--|---|
| Learning experiences | Guided reading Shared reading Cooperative reading Independent reading Buddy reading Viewing multimodal texts | Guided writing Modelled writing Shared/interactive writing Guided writing Independent writing Word study and word sorts | Asking questions to clarify Expressing opinions Listening to and responding orally to texts and others Responding to and creating texts Pair, group and class discussions Oral presentations and retells |
| Tools | First Steps Reading (second edition) | First Steps Writing (second edition) Words Their Way BEE Spelling Spelling Journals | Rostrum Circle Time Inquiry |
| Curriculum | Australian English Curriculum IB Languages Scope and Sequence North Ainslie Program of Inquiry | | |

Personalised Plans

In term one, students formulate three goals with input from their parents and class teachers. These goals should be academic and social. One goal must be a literacy goal.

Teaching and Learning

Teachers will commit to regularly assess students, evaluate programs and plan appropriate interventions with the literacy co-ordinator and executive team.

Teachers will also commit to collaboratively plan literacy programs with their teaching team on a regular basis.

Assessment and Reporting

GradeXpert is the school tool for recording PM Benchmarks, NAPLAN results, PIPS, A-E, the Language Proficiency Rating for EAL/D students and other important student achievement data in relation to literacy. Records on GradeXpert must be kept up to date. (Please view the *North Ainslie Primary School Assessment Policy 2012*)

North Ainslie Primary Assessment Schedule

| Reading and viewing | Writing and creating texts | Speaking and listening |
|---|---|---------------------------------|
| Running record and comprehension assessment April, June, September, November | EAL/D assessments February, August Bee Spelling February, July, November A-E English Rubric highlighted July, November Capacity Matrix pre/post | Rostrum class and school finals |

The School Leadership Team will commit to:

- provide the literacy plan for all staff members and engage in regular consultation and collaborative review processes
- provide regular professional development regarding the literacy plan and its implications for classroom practice
- promote the sharing of best practice through a flexible staff meeting timetable
- use the coaching model to embed consistent practice in the teaching of literacy
- provide fortnightly collaborative planning sessions for each teaching team
- provide specialist intervention in the form of a year 1 “Reading Recovery” program and years 2-6 Scaffolded Literacy program; and
- provide access for all teachers to school identified resources and programs:
 - First Steps Reading (second edition)
 - First Steps Writing (second edition)
 - Words Their Way
 - BEE Spelling
 - Quality Teaching Model

References

ACT Education and Training Directorate – Reading Benchmark Guidelines 2012
Teachers’ Guide to Assessment

Appendices