### Link to 3 year Action Plan

#### A. Build the capacity of our students to learn better:
- Develop Dispositions & Capabilities (Literacy, Numeracy, Critical & Creative thinking)

#### B. Build the capacity of our staff:
- Professional Knowledge
- Professional Practice
- Professional Engagement

#### C. Build a culture of continuous improvement

#### D. Develop our school systems

### 2018 Literacy improvement elements.

- **A.**
  - Students know how to improve their literacy and there are common approaches (wave 1 interventions)
  - Students know their literacy data, set targets, monitor their literacy knowledge (wave 2 and 3 interventions).

- **B.**
  - Staff learn how to teach literacy; there is a course for all staff
  - Staff agree to several high gain strategies
  - Staff implement these strategies with the assistance of peers and leaders
  - Staff are monitored for high gain strategies and supported where necessary

- **C.**
  - Student literacy is monitored at the student, class, faculty, year level, whole school and family level
  - Data analysis drives interventions, supports and celebrations
  - Collaborative practices are evident in faculty implementation, analysis and interventions

- **D.**
  - PGHS staff develop and apply a site literacy agreement

### Outcomes (Targets) & Responsibility

<table>
<thead>
<tr>
<th><strong>Who</strong></th>
<th><strong>Targets</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong></td>
<td>Students, supported by learning coaches.</td>
</tr>
</tbody>
</table>
  - NAPLAN Literacy (Reading) Growth 25/50/25%; SEA from 47% to 60%; Yr8 PAT-R 37% to 50% above 130, Yr8 disability 27% to 50% above 130 |
  - 5 Year 8-10 Aboriginal students moved up 10% in PAT- R, 35 identified students achieve 10% improvement in PAT- R by December |
  - 100% of students achieve SACE literacy component in Stage I. |
  - Students report they know how to improve their literacy, 100% set literacy goals, 80% report they achieved their literacy goals, 25% increase in the number of books read for pleasure |
| **B.** | teachers, led by Nick and the Literacy team |
  - Staff training has occurred in terms 1 and 2 for all staff; all staff report they have a greater ability to teach literacy by Sept. |
  - Staff have discussed and agreed upon the wave 1 interventions that all teachers will use to improve literacy. |
  - High gain strategies are agreed and documented by July and implemented in semester 2. There is a 90% uptake by Dec and strategies to ensure 100% by June 2019. |
| **C.** | Martin, Nick, respective Leaders |
  - Sequenced data sets are requested, are analysed at respective meetings and actions arise; ILPs, and minutes show evidence of monitoring and actions. Targets (above) are met |
  - Students not meeting SEAs are identified and have received interventions |
| **D.** | Literacy team, Nick |
  - PGHS has a site Literacy Agreement, agreed to by staff and implemented for all year levels. |
**SIP Focus area:** A - Build the capacity of our **students** to learn Better: Develop Dispositions & Capabilities (Literacy, Numeracy, Critical & Creative thinking)  
**Team Leader:** Ingrid & Nick  
**Focus:**  
Students know how to improve their literacy and there are common approaches  
Students know their literacy data, set targets, monitor  

**Our belief:** Students should have the knowledgeable about their own literacy learning; their current level, what they need to learn next and strategies for improvement.  
- Reference TfEL Domains 3 and 4.1 and 4.2  
- Use of DECD Wave interventions

<table>
<thead>
<tr>
<th>What will we do?</th>
<th>Implementation</th>
<th>Accountability</th>
<th>Timelines, reporting</th>
</tr>
</thead>
</table>
| → Student Learning Plans across the school | - Staff PD on Student Learning Plans  
- Google Classroom created for ILPs and rolled out via Home Group Teachers  
All students have an SLP by end of 2018 that includes information on:  
- Where they’re up to (results/grades)  
- What they’re aiming to achieve by year’s end  
- Strategies to achieve these  
- Keeping/highlighting exemplary work samples | AP professionally develop staff for implementation HG teachers are | Term 1:  
- YLC PD  
- Whole staff PD  
- All students create their SLP shells  
- SMART goals initialed |
| → Students use their data for literacy improvement | Aspects of the literacy continuum to be unpacked by students to assess where they are at. Aspects of PAT-R and NAPLAN are understood and strategies for improvement are implemented. | AP with YLCs to train HG teachers | Term 2:  
- All students enter report results and highlight literacy.  
- ...and interim grades |
| → Interim reporting across 8 to 12 with parent/teacher follow up | Students receive data on their end of term and mid-term (interim) report grades to inform them of their learning journey and compare with their targets. | AP/DP/YLC with HG teachers | Term 4:  
Explicit role within Yr 8/9 round tables |

**Targets**  
Who: Students, supported by learning coaches (Home group teachers)  
- NAPLAN Literacy (Reading) Growth 25/50/25%; SEA from 47% to 60%; Yr8 PAT-R 37% to 50% above 130, Yr8 disability 27% to 50% above 130  
- 5 Year 8-10 Aboriginal students moved up 10% in PAT-R, 35 identified students achieve 10% improvement in PAT-R by December (Wave 1 Interventions)  
- 100% of students achieve SACE literacy component in Stage I.  
- Students report they know how to improve their literacy, 100% set literacy goals, 80% report they achieved their literacy goals, 25% increase in the number of books read for pleasure
### SIP Focus area: B - Build the capacity of our staff

**Focus:** Staff learn how to teach literacy; there is a course for all staff; Staff agree to several high gain strategies

**Team Leader:** Nick & Literacy Team

**Our belief:** Staff have the knowledge and skills to assess their students’ literacy needs and plan, explicitly teach, and review their strategies.

- Reference APST: Standards 1, 2, 3, 5 and 6

### What will we do?  |  Implementation  |  Accountability (Students at, above and below benchmarks clearly identified with clear strategies for classroom teachers to use for improvement)  |  Timelines
---|---|---|---
→ Literacy staff development course including: High gain strategies (within Literacy agreement); Data use: analysis / strategies / implementation, Differentiation in the classroom  | Wave 3 Interventions
   - Targeted intervention from non passes in AC English/Low NAPLAN SEA/Low PAT-R data
   - Range of strategies employed  | Whole year literacy development via three key instruments: Whole staff PD; Faculty PD; PLCs
   - Faculty Leaders
     - Professional Development is provided to faculty leaders; faculty leaders lead the faculty’s literacy development through the year, inclusive of; setting targets; data analysis; deconstructing curriculum’s literacy requirements; creating improvement strategies - high gain strategies; monitor and review; individual teacher support
   - Line Managers
     - Ensure teachers’ literacy foci on PDPs are appropriate, inclusive of PD
   - Teachers
     - Take ownership of their own learning and set clear targets for student literacy improvement. Use of Action Research and PDP’s, as tools for development  | Terms 1 and 3
→ Track, monitor and respond to every learner’s growth (Wave 1 intervention)  | Data collection, analysis and effective use
   - Analysis of all PAT, NAPLAN AC and SACE data sets
   - Leaders guide processes for effective data use
   - Teachers use data effectively to ‘know their students’  | Leaders
   - Analyse data sets; Incorporate clear data target into Faculty Plans (e.g. 100% of students in Stage 1 Literacy) will achieve a C or above; Set clear targets in their PDPs; Identify students for intervention and growth; Lead faculty professional development
   - Teachers
     - Use data-sets effectively; Know their students’ level and needs; Differentiate for students according to needs
     - Identify literacy demands in curriculum
     - Set clear (data) targets in PDP
     - Professionally develop with literacy foci  | Terms 1 & 2

**(Targets)**
- Staff training has occurred in terms 1 and 2 for all staff; all staff report they have a greater ability to teach literacy by Sept
- Staff have discussed and agreed upon the wave 1 interventions that all teachers will use to improve literacy.
**SIP Focus area:** C - **Build a culture of continuous improvement**

**Team Leader:** Martin & Nick

**Focus:**

*Student literacy is monitored at the student, class, faculty, year level, whole school and family level*

*Data analysis drives interventions, supports and celebrations*

*Collaborative practices are evident in faculty implementation, analysis and interventions*

---

**Our belief:** Teachers, equipped with strategic skills, resources and time for student improvement will necessitate change to progress students.

<table>
<thead>
<tr>
<th>What will we do?</th>
<th>Implementation</th>
<th>Accountability</th>
<th>Timelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>→ Wave 1 Interventions</td>
<td>PAT training for all English/EALD/Hums teachers as well as other targeted staff</td>
<td>Literacy-rich faculty leaders</td>
<td>Term 2</td>
</tr>
<tr>
<td>→ Wave 2 Interventions implemented to support students in most need</td>
<td>EALD &amp; NAP support - each EALD teacher has 0.5 lines to support each EALD class and conduct ESL scaling to gather data/learn about their student’s ability</td>
<td>Leaders - EALD (AP) and Interventions (DP)</td>
<td>Terms 1-4</td>
</tr>
<tr>
<td></td>
<td>- Literacy Intervention group</td>
<td>- Process created to ensure: 1) Students are being followed up and developed by EALD and Interventions teachers in a strategic, timely, purposeful manner, focussed on literacy stretch</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PGHS data calendar and process is utilised and refined, including timely analysis and targets set and reviewed.</td>
<td>EALD/NAP/Interventions teachers:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Use data to target students and set learning targets</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Use formative for improvement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interim reports are distributed in a timely fashion HG teachers.</td>
<td>Faculty leaders</td>
<td>Terms 2-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Lead data conversations at meetings with clear improvement goals articulated</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Line managers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Ensure teachers’ PDP highlight literacy data and targets</td>
<td>Terms 2-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PLCs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sharing and feedback (for improvement) of unit plans/task sheets</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>High yield strategies are shared and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student learning coaches (HG teachers)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- are trained to supporting student growth with report data</td>
<td></td>
</tr>
</tbody>
</table>

( Targets): Sequenced data sets are requested, are analysed at respective meetings and actions arise; ILPs, and minutes show evidence of monitoring and actions. Targets
**SIP Focus area:** D - Develop our school **systems**

**Team Leader:** Nick & Literacy Team

**Focus:**
PGHS staff develop and apply a site literacy agreement

<table>
<thead>
<tr>
<th>Our belief</th>
<th>Continuous improvement cycles of PGHS systems necessitate endurable frameworks for growth.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What will we do?</strong></td>
<td></td>
</tr>
<tr>
<td>Staff develop common understanding of literacy needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff develop common strategies (Wave 1) that can improve each literacy learner in their classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**(Targets)** PGHS has a site Literacy Agreement, agreed to by staff and implemented for all year levels.