

2PGHS 2018 SIP Focus area: Literacy [SUPPORTING DOCUMENTS](#)

(Audience: Staff and External Leaders)

Link to 3 year Action Plan	2018 Literacy improvement elements.	Outcomes (Targets) & Responsibility
<p>A. Build the capacity of our students to learn better:</p> <p>Develop Dispositions & Capabilities (Literacy, Numeracy, Critical & Creative thinking)</p>	<ul style="list-style-type: none"> • 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). 	<p>Who; Students, supported by learning coaches.</p> <ul style="list-style-type: none"> • 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
<p>B. Build the capacity of our staff:</p> <p>-Professional Knowledge</p> <p>-Professional Practice</p> <p>-Professional Engagement</p>	<ul style="list-style-type: none"> • 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 	<p>Who; teachers, led by Nick and the Literacy team</p> <ul style="list-style-type: none"> • 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.
<p>C. Build a culture of continuous improvement</p>	<ul style="list-style-type: none"> • 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 	<p>Who; Martin, Nick, respective Leaders</p> <ul style="list-style-type: none"> • 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
<p>D. Develop our school systems</p>	<ul style="list-style-type: none"> • PGHS staff develop and apply a site literacy agreement 	<p>Who; Literacy team, Nick</p> <ul style="list-style-type: none"> • 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](#)

What will we do?	Implementation	Accountability	Timelines, reporting
→ Student Learning Plans across the school	<ul style="list-style-type: none"> Staff PD on Student Learning Plans Google Classroom created for ILPs and rolled out via Home Group Teachers <p>All students have an SLP by end of 2018 that includes information on:</p> <ul style="list-style-type: none"> 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 on: Professional Knowledge; Professional Practice; Professional Engagement
Team Leader: Nick & Literacy Team

Focus: *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

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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 - <i>high gain strategies</i>; monitor and review; individual teacher support Line Managers <ul style="list-style-type: none"> Ensure teachers' literacy foci on PDPs are appropriate, inclusive of PD Teachers <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 Terms 2 and 3

- (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.

- 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.

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.

What will we do?	Implementation	Accountability	Timelines
→ Wave 1 Interventions	PAT training for all English/EALD/Hums teachers as well as other targeted staff	<u>Literacy-rich faculty leaders</u> - Encourage and follow-up all staff to professionally develop in PAT as a resource to strategically plan and explicitly teach targeted students through differentiation	Term 2
→ Wave 2 Interventions implemented to support students in most need	- EALD & 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 - Literacy Intervention group	<u>Leaders - EALD (AP) and Interventions (DP)</u> - 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 <u>EALD/NAP/Interventions teachers:</u> - Use data to target students and set learning targets - Use formative for improvement	Terms 1-4
→ Strategic use of Faculty and PLC meetings for literacy data analysis, strategies, implementation and review	PGHS data calendar and process is utilised and refined, including timely analysis and targets set and reviewed.	<u>Faculty leaders</u> - Lead data conversations at meetings with clear improvement goals articulated <u>Line managers</u> - Ensure teachers' PDP highlight literacy data and targets <u>PLCs</u> - Sharing and feedback (for improvement) of unit plans/task sheets - High yield strategies are shared and	Terms 2-4
→ Student Learning Plans are used to set targets, review, and strategise for improvement	Interim reports are distributed in a timely fashion HG teachers.	Student learning coaches (HG teachers) - are trained to supporting student growth with report data	Terms 2-4

(Targets): 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

SIP Focus area: D - Develop our school systems

Team Leader: Nick & Literacy Team

Focus: PGHS staff develop and apply a site literacy agreement

Our belief	Continuous improvement cycles of PGHS systems necessitate enduring frameworks for growth.		
What will we do?	Implementation	Accountability	Timelines
Staff develop common understanding of literacy needs	Literacy continuum analysed and used for learner improvement by teachers and students.	<u>Literacy Team</u> <ul style="list-style-type: none"> - Work through staff and PD sessions to highlight research and lead literacy dialogue and planning <u>Faculty Leaders</u> <ul style="list-style-type: none"> - Ensure that cycles of literacy improvement are apparent on one year plans - Continue analysis and use of the Lit Continuum for learner growth <u>Teachers</u> <ul style="list-style-type: none"> - Trained and use continuous improvement model for literacy growth 	Terms 1 & 2
Staff develop common strategies (Wave 1) that can improve each literacy learner in their classes	<ul style="list-style-type: none"> ● PGHS Common Task Sheets utilised ● PGHS Unit Planner agreed upon and utilised ● PAT resource is used ● NAPLAN lesson starters used in English and EALD classes ● Common strategies utilise school wide, visibly and consistently 	<u>Faculty Leaders</u> <ul style="list-style-type: none"> - Ensure all staff have all unit and task sheets, documented, published to students in a timely fashion - Ensure documentation addresses learning criteria and made fit-for purpose <u>Teachers</u> <ul style="list-style-type: none"> - Ensure documentation is completed and accessible by students, peers and leaders. - Ensure professional responsibility of using visible literacy tools (word-walls, exemplars, clear achievement standards etc) - Use formative assessment to give timely and effective feedback for literacy improvement - Continue to use Staff, Faculty and PLC time to discuss best-practice, review pedagogies, plan for improvement and improve teacher quality 	Terms 1-4 Term 2-4 Terms 2-4

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