## GWANDALAN PUBLIC SCHOOL 2012

### SCHOOL IDENTIFIED PRIORITY: LITERACY

#### OUTCOMES
- Increased levels of literacy achievement for every student in line with State and Regional Plan targets.
- Diminished gap in literacy achievement between Aboriginal and Torres Strait Islander students and all students.
- Improved mean scores for both Year 3 and Year 5 students in all areas of NAPLAN by increasing the percentage of students achieving at or above proficiency.
- Increase the percentage of Year 5 students achieving greater than or at expected growth.

#### TARGETS
- Improved student achievement in literacy as identified in NAPLAN and Kindergarten to Year 2 benchmark.
- Diminished gap in literacy achievement between Aboriginal students and all students.
- Improved mean scores for both Year 3 and Year 5 students in all areas of NAPLAN through increased percentage of students achieving at or above proficiency.
- Increased percentage of Year 5 students achieving greater than or equal to expected growth.
- Increase K-2 student achievement in literacy:
  - 75% of Kindergarten children will achieve an independent reading level of RR Level 6 or higher.
  - An improvement of 13% to raise the percentage of Year 1 students achieving an independent RR Level of 16 or higher by the end of Year 1 to 75% in line with Regional targets.
  - An improvement of 5% of Year 2 students achieving an independent reading level of RR26 or equivalent or higher by the end of Year 2 to raise the percentage to 85%.
- All Aboriginal students to achieve at or above National Minimum Standard, ie. moving students at least two skill bands.
- Increase the percentage of Year 3 students achieving Bands 2 or higher by 2.1% each year from 93.7% in 2011 to 100% in 2014.
- Increase the percentage of Year 5 students achieving Band 4 or higher by 2% each year from 96% in 2011 to 98% in 2014.
- Increase the percentage of Year 5 students achieving greater than or at expected growth by 5% each year from 61.7% to 76.7%.

#### INDICATORS

<table>
<thead>
<tr>
<th>CURRICULUM DELIVERY</th>
<th>TIMEFRAME</th>
<th>RESPONSIBILITY</th>
<th>FUNDING SOURCE/BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff will continue to implement AL K-6</td>
<td>2012</td>
<td>All Staff</td>
<td>Literacy Budget to purchase additional resources to support implementation of AL program</td>
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<tr>
<td>All staff will demonstrate an understanding of the English K-6 syllabus through quality teaching and learning programs that cover all syllabus outcomes, lesson delivery and assessment.</td>
<td>2013</td>
<td>All Staff led by Stage Supervisors</td>
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<tr>
<td>Implement State K-6 Literacy Policy to guide teaching in schools to improve student literacy achievement</td>
<td>2014</td>
<td>Literacy Target Team</td>
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<tr>
<td>Scope and Sequences for teaching of aspects in English will be reviewed</td>
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**SCHOOL IDENTIFIED PRIORITY:** LITERACY

- In consultation with STL team teachers will continue to examine practice in guided and shared reading and writing to further develop comprehension skills
- Focus on Talking & Listening, especially grammar and vocabulary to underpin reading and writing.
- Continue Multilit program with identified students using parent volunteers and trained teachers
- Continue to train parents in Multilit

### Assessment and Monitoring
- Extend use of Literacy continuum from K-4, entering student data from K-2 in line with Best Start assessment periods
- Student placement on continuum passed on to teacher for following year.
- Collect and analyse individual, class, grade and school data using BEST START, Rest, Running Records, PAT tests to identify individuals needing support and teaching focus
- Analyse school and DEC data (SMART data) to determine strengths and concerns

### Teacher Professional Learning
- Continue Professional Development of teachers in Accelerated Literacy
- AL Mentors attend AL Network meetings each term
- Train teachers in NAPLAN Persuasive text marking
- K-2 teachers attend Best Start Network meetings
- Staff to prepare for implementation of National Curriculum

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Our 2011 NAPLAN results revealed:

**In Reading:**
93.8% of our Year 3 students achieved at or above National Minimum Standard, 23% of our Year 3 students achieved at proficiency. 56% of our students were in the middle two bands. Our mean was 385.2. There was a 5 scaled points decline on 2009 data and a 6 scaled points decline on 2010 data. The NSW DEC mean for 2011 was 415.6 which indicated that we were 30.4 scaled points below. The Hunter Central Coast Region mean was 408.4 which indicated that we were 23.2 scaled points below. Our Target was not achieved.

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### Budget
- Literacy budget to employ Speech Pathologist/teacher to assess students and to assist teachers with programming 4 days @ $360
- $6000.00
- 8 days @ $360
- 2 days @ $360

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**LITERACY**
96% of our Year 5 students achieved at or above National Minimum Standard, 17% achieved at proficiency, 59.6% of our students were in the middle two bands. Our mean was 471.9. There was a 3 scaled points decline on 2009 data and a 1 scaled point decline on 2010 data. The NSW DEC mean for 2011 was 489.0 which indicated that we were 17.1 scaled points below. The Hunter Central Coast Region mean was 482.6 which indicated that we were 10 scaled points below. Our Target was not achieved.

61.7% of our Year 5 students achieved greater than or equal to expected growth in Reading. The average growth for the NSW DEC schools was 74.02. Our growth was 86.6 which indicated that we were 12.2 scaled points above. Our Target was achieved.

In Writing:
93.8% of our Year 3 students achieved at or above National Minimum Standard, 17% achieved at proficiency. 59.6% of our students were in the middle two bands. Year 3 Boys are 7 scaled scores above state average in the test aspect of Writing. Our mean was 365.4. The NSW DEC mean for 2011 was 422.4 which indicated that we were 57 scaled points below. The Hunter Central Coast Region mean was 415.2 which indicated that we were 49.8 scaled points below.

90% of Year 5 students achieved at or above National Minimum Standard, 14% achieved at proficiency. Our mean was 466.1. The NSW DEC mean for 2011 was 492.7 which indicated that we were 12.6 scaled points below. The Hunter Central Coast Region mean was 478.6 which indicated that we were 12.5 scaled points below.

In spelling:
94% of our Year 5 students achieved at or above National Minimum Standard, 24% of our students achieved at proficiency. 58% of students were in the middle two bands. There has been a 4.5% increase in the students achieving Band 8 since 2009. Our mean was 491.2 which indicated that we were 11.5 scaled points below. The Hunter Central Coast mean was 491.2 which indicated that we were 11.5 scaled points below.

In Grammar and Punctuation:
87.2% of our Year 3 students achieved at or above National Minimum Standard, 23.4% of our students achieved at proficiency. 46.8% of students were in the middle two bands. Year 3 girls have improved by 34 scaled scores from the 2010 data in the test aspect of Grammar & Punctuation. Our mean was 366.3. The NSW DEC mean was 422.9 which indicate that we are 56.6 scaled points below. The Hunter Central Coast mean was 410.1 which indicated that we were 43.8 scaled points below.

94% of our Year 5 students achieved at or above National Minimum Standard, 24% of our students achieved at proficiency. 58% of students were in the middle two bands. There has been a 4.5% increase in the students achieving Band 8 since 2009. Our mean was 479.7. The NSW DEC mean was 500.7 showing that we are 21 scaled points below. The Hunter Central Coast mean was 491.2 which indicated that we were 11.5 scaled points below.

66% of our Year 5 students achieved greater than or equal to expected growth. The average growth for the NSW DEC schools was 82.65. Our growth was 103 which indicated that we were 20.35 above.
**Our Aboriginal students’ NAPLAN results revealed:**

**In Reading:**
In Year 3 all of the three Aboriginal students achieved at or above National Minimum Standard, with one student achieving at proficiency.
In Year 5 all of the three Aboriginal students achieved at or above National Minimum standard, with one student achieving at proficiency.

**In Writing:**
In Year 3, all Aboriginal students achieved in the middle two bands.
Two of the three Aboriginal students in Year 5 achieved at proficiency and the other student achieved in Band 3.

**In spelling:**
In Year 3 one Aboriginal student achieved below National Minimum Standard, one achieved in Band 3 and the third student achieved at proficiency.
Two of the three Aboriginal students in Year 5 achieved in the middle two bands and the other student achieved at proficiency.

**In Grammar & Punctuation:**
Two of the three Aboriginal students in Year 3 achieved below National Minimum standard and the third student achieved at proficiency.
Two of the three Aboriginal students in Year 5 achieved at proficiency and the other student achieved Band 4.

**Multilit students**
Students involved in the Multilit program have increased on average by four levels by the end of the intervention and have increased an average of three further levels since the completion of the intervention.

Students in Year 5 included in the Multilit program have achieved at or above National Minimum Standard. Individual student growth data in Reading indicates that 80% of matched students included in Multilit achieved greater than expected growth in NAPLAN Reading.

**Our Kindergarten to Year 2 Reading Recovery text level results for 2011 revealed:**
In Semester 2, 2011, 64% of Kindergarten children achieved Level 6 or higher i.e. the end of Kindergarten benchmark (TARGET NOT ACHIEVED). 36% of Kindergarten children achieved below Level 6.

In Semester 2, 2011, 80% of Year 1 students achieved Benchmark Level 16 or higher i.e. the end of Year 1 benchmark. (TARGET ACHIEVED). 0% of Year 1 children achieved Level 6 or lower i.e. the end of Kindergarten benchmark or lower.

In semester 2, 2011, 67% of Year 2 students achieved Reading Recovery Levels of 26 or higher i.e. the end of Year 2 benchmark. (TARGET NOT ACHIEVED). 9% of children achieved Level 16 or lower i.e. the end of Year 1 benchmark or lower.