

# EDEN HILL PRIMARY SCHOOL

## WHOLE SCHOOL LITERACY PLAN



### SCHOOL MISSION STATEMENT.

To ensure the students of Eden Hill Primary School develop a love of language and learning delivered through best possible practice that enables early identification and intervention so that all students will reach their potential.

Focus on essential literacy skills, and strengthen the teaching of phonics, grammar and reading comprehension.

### SCHOOL LITERACY BELIEFS.

#### Learning

- Children learn at different rates, in different ways and will demonstrate varying degrees of success.
- Children learn best in a happy, caring, safe environment when they have a good rapport with their teacher, experience success and have good self esteem; are confident to take risks; view learning as enjoyable and value literature.

#### Instruction

Organisation of programs for effective instruction should:

- Expose children to a variety of planned teaching strategies which are focused, explicit and incremental e.g. modeling, explicit teaching, demonstration, questioning and immersion.
- Expose children to a variety of texts e.g. narrative, informational, procedure, and poetry.
- Provide challenging, integrated experiences in listening, speaking, reading, writing and viewing by developing the use of language as a tool for learning across the curriculum.

#### Assessment

- Teachers to observe and collect data in the key areas of English in line with the whole school literacy plan.
- Assessments will be: reliable, valid, educative, explicit, fair, comprehensive.
- Ensures diagnostic assessment drives instruction.
- A variety of instruments/methods should be used – observation checklists, standardized tests, common assessment tasks.
- Include the opportunity for children to be involved in self reflection, self assessment/monitoring and goal setting.

#### Reporting

- Should be meaningful to children, parents and other educational professionals.
- Should recognize effort as well as achievement.
- Progress should be reflected through longitudinal data.

#### Working as a collaborative team

- Literacy team given time to meet on a regular basis as per [Literacy and Numeracy Team document](#)
- Using SDD to meet with learning teams and develop plans for the future.
- Staff collaborate within cells as per [Cell Group Organisation document](#)

## Eden Hill Primary School Whole School Literacy Plan – Key Strategies



<b>Leadership, Coordination, Resourcing and Professional Learning</b>	<ul style="list-style-type: none"> <li>▪ Cell Leaders/Collaborative Planning Day (1per term)</li> <li>▪ Curriculum Coordinator</li> <li>▪ Student Services Coordinator</li> <li>▪ Literacy Teams meeting each term to support teachers in implementation of the Australian Curriculum and identify whole school focus areas</li> <li>▪ Common DOTT for collaborative planning</li> </ul>	<ul style="list-style-type: none"> <li>▪ First Steps</li> <li>▪ Regular revisiting and reviewing of Literacy Plans</li> <li>▪ Class time allocation 50% Literacy and Numeracy</li> <li>▪ Establishment of Literacy Blocks for Junior, Middle and Upper Primary years</li> <li>▪ Cost Centre Managers/Literacy resources continually upgraded</li> </ul>
<b>Home/School Link</b>	<ul style="list-style-type: none"> <li>▪ Parent Meetings with class teachers</li> <li>▪ Reporting Packages</li> <li>▪ Formal Reports</li> <li>▪ Student Diaries</li> </ul>	<ul style="list-style-type: none"> <li>▪ Home readers</li> <li>▪ Parent helpers in classrooms</li> <li>▪ Daily homework</li> <li>▪ Work Samples in Newsletter</li> </ul>
<b>Intervention</b>	<ul style="list-style-type: none"> <li>▪ IEP's &amp; GEP's</li> <li>▪ First Steps Diagnostic Tasks</li> <li>▪ Student Services Coordinator</li> <li>▪ Inclusive Schooling</li> <li>▪ Mini Lit/Multi Lit program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence for Reporting Files</li> <li>▪ Investigation of NAPLAN data for identification of students</li> <li>▪ Targeted classroom support (EA)</li> </ul>
<b>Monitoring and Assessment</b>	<ul style="list-style-type: none"> <li>▪ Diagnostic Tasks and Assessments                             <ul style="list-style-type: none"> <li>▪ SoundWaves diagnostic test</li> <li>▪ On Entry Assessment</li> </ul> </li> <li>▪ NAPLAN Tears 3 and 5</li> <li>▪ Formal Reporting against Western Australian Curriculum</li> <li>▪ Yr 2, 4, 6 Acer PAT-Reading Online Testing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher Judgement</li> <li>▪ Performance Growth and Development Management of Staff</li> <li>▪ Evidence for Reporting Files</li> <li>▪ Student Profiling</li> <li>▪ Common Writing, spelling reading and viewing tasks across school and cells for moderation.</li> </ul>
<b>Standards and Targets</b>	<ul style="list-style-type: none"> <li>▪ 85% of students achieve a 'C' grade or above in Semester 2 Reports</li> </ul>	<ul style="list-style-type: none"> <li>▪ NAPLAN Results—School Mean above Australian Mean</li> <li>▪ Increase % of students in top 20%</li> </ul>
<b>Classroom Management and Instructional Strategies</b>	<ul style="list-style-type: none"> <li>▪ Use of <a href="#">Western Australian Curriculum planning documents</a></li> <li>▪ 50% of class time for Numeracy and Literacy</li> <li>▪ Integration of Literacy across learning areas</li> <li>▪ Sound Waves - Whole School Program</li> <li>▪ First Steps Language Strategies and Key Understandings</li> <li>▪ Common Assessment tasks and moderation within cells.</li> <li>▪ Providing a print rich environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Daily writing – Think and Write Strategy</li> <li>▪ Daily reading</li> <li>▪ Weekly editing tasks</li> <li>▪ Use of Eden Sight Words</li> <li>▪ Whole school Public Speaking Competition</li> <li>▪ NAPLAN preparation and practice</li> <li>▪ Integration of Interactive White Boards into teaching</li> </ul>
<p><b>Boys and Writing</b> Since 2013 our NAPLAN Data shows significant difference between girls and boys writing results with the boys performing below girls in year 3 and this discrepancy growing by year 5. The following strategies have been identified by the Curriculum Leadership Team to address these concerns</p>	<p><b>Whole School Strategies.</b></p> <ul style="list-style-type: none"> <li>▪ Stronger focus on Daily Writing with the 'Think and Write' strategy being included in year level plans.</li> <li>▪ School developed <a href="#">editing checklist</a> for use across all year levels and inclusion of weekly editing task in English plan.</li> <li>▪ Using past NAPLAN writing stimulus and practising within NAPLAN time limits. Year 2 and 4 in Term 4 and Years 1 and 3 in Term 1. Resources on <a href="#">S/Drive</a></li> </ul>	