

**2018 – 2020 BCS Literacy Improvement Plan (Draft – Version 2) 3/04/2018**

<b>PRIORITIES:</b>	<b>STRATEGIES:</b>	<b>TARGETS:</b>	<b>EVIDENCE &amp; EVALUATION MEASURES:</b>
<p>Develop and implement an evidence-based and school-wide approach to the explicit teaching of reading starting with oral language and comprehension.</p>	<p>All students to be offered a minimum of 180 minutes per week of explicit literacy core lessons.</p> <p>Track and monitor student progress in literacy to strengthen student’s literacy capabilities in all aspects in their learning by providing a shared understanding of literacy to inform differentiation teaching practice, communicate clear learning goals with students to ensure literacy is more visible and to determine ‘where to next’ when planning teaching for whole classes, groups of learners and individual students.</p> <p>Upskill staff through PLTs and PD on <b>differentiated learning</b> and the big six essential elements (<b>Oral Language</b>, Phonemic Awareness, Phonics, Fluency, <b>Vocabulary Knowledge</b> and <b>Comprehension</b>) for the explicit teaching of literacy.</p> <p>Employ a 0.4 Speech pathologist to assist in identifying students with speech disorders and to coach teachers on strategies and resources to improve literacy outcomes for students.</p> <p>Intensive Support Program to offer students 1:1 support within the classroom, withdrawn from the class and in the community.</p> <p>Implementation of student/school data program (Access) to assist with collecting and analysing data.</p>	<p>Teachers to develop high level skills to teach, track and monitor student’s literacy using the AC Literacy Continuum.</p> <p>Literacy goals to be explicit in Choice Subject Learning and Assessment Plans.</p> <p>Use Professional Learning Teams (PLTs) to upskill teachers and implement high impact reading programs that are underpinned by the big six essential elements with a specific focus of oral language, phonemic awareness and comprehension.</p>	<p>Students to demonstrate more than one year’s growth for one year’s learning.</p> <p>CELF 4 pre-screening test</p> <p>Fontas and Pinnel</p> <p>A to Z Reading Resources.</p> <p>Reading records/logs &amp; Reading Boxes</p> <p>Administer Diagnostic (KTEA II) testing to support evaluation and planning for all students (each semester).</p>

