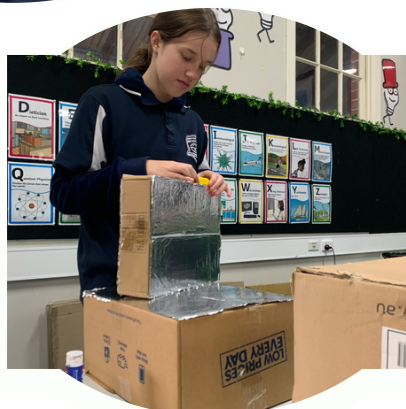# YOUR CHILD; OUR FOCUS

## Literacy Plan
## 2023-2027

MAKING A DIFFERENCE
THROUGH QUALITY EDUCATION
AND SUPPORTING STUDENTS WELLBEING



# Donnybrook District High School

## Knowledge and Progress

We aspire to deliver an innovative and creative curriculum, in a nurturing learning environment, where students are inspired to become self-motivated and confident learners who value literacy.

We believe that every student, with our support, can unlock their learning potential. We know when teachers know themselves, their students, the curriculum and use evidence-based instructional strategies they have a high impact on student wellbeing, engagement and achievement.

In using our Agreed Approach, teachers will plan, teach and assess ensuring that every student has well established literacy skills to become their own teachers and successful lifelong learners.



# Targets

- ··The progress of our stable cohort in Year 3, 5, 7 and 9 in NAPLAN Reading, Writing, Spelling and Grammar and Punctuation is equal to or above like schools, each year.

- ·All years will achieve at or above the nationally agreed standard in NAPLAN Reading, Writing, Spelling and Grammar and Punctuation.

- ·The percentage of students who achieve in the bottom 20% in NAPLAN Reading, Writing, Spelling and Grammar and Punctuation is equal to or below like schools, each year.

- ·The percentage of students who achieve in the bottom 20% in NAPLAN Reading, Writing, Spelling and Grammar and Punctuation will decrease, each year.

- ·The percentage of students reaching NAPLAN Band 8 by Year 9 will increase, each year.

- ·The percentage of students in the top 20% in NAPLAN Reading, Writing, Spelling and Grammar and Punctuation will be equal to or above like schools, reflective of an upwards trend in whole school results and improvements to extension opportunities.

- 95% of students will improve by one 1 stanine between Semester 1 and Semester 2 PAT-L Data assessments.

- ·95% of students participating in MiniLit and MacqLit Reading Intervention Programs will improve their WARL/WARP Score between Semester 1 and Semester 2.

- ·The percentage of students in the bottom quartile for reading, based on WARL/ WARP Testing, reduces year on year.

- ·PLD Placement Tests show the proportion of students at or above the expected level for their age increases, each year.

- ·Brightpath Moderation shows consistent judgements on the level of student achievement. (Appendix: Progress Targets for each year level)

- ·PLCs use data and other evidence to demonstrate differentiation and monitor impact.

# FOCUS AREAS
## 2023-2027

**CONSISTENCY OF APPROACH**

**CURRICULUM AND KNOWLEDGE**

**PLANNING AND ASSESSMENT**

**SCAFFOLDING AND RESOURCING**

# Consistency of Approach

- At least four uninterrupted literacy blocks per week.

- Explicit teaching linked to Learning Intentions.

- Use of the plan, teach, assess cycle in all classrooms.

- Whole-school common assessments to inform planning and interventions.

- Explicit feedback is used to improve student outcomes.

- Differentiation based on student's academic progress and social-emotional needs.

- Literacy and numeracy integrated across learning areas.

- English programs are designed with consideration of student diversity, safety and wellbeing.

- Parent and carers are regularly informed of student progress and are involved in their pursuit of literacy success.

## Supporting Documents

-Teaching Assessment Schedules

# Curriculum and Knowledge

## What you will see

- Daily phonemic and phonological awareness in all K-3 classrooms.

- Systematic Synthetic Phonics taught with fidelity using InitialLit and PLD Literacy, including the explicit teaching of non-decodable High Frequency Words.

- Tier 2 and Tier 3 Vocabulary is explicitly taught.

- Reading instruction and assessment aligned to best practice, with teachers beginning to implement the Science of Reading.

- Writing is explicitly modelled and taught.

- Grammar is explicitly taught with ongoing opportunities to apply and use.

- Handwriting instruction using South Australia Print in every primary school classroom.

- Ongoing implementation of MiniLit and MacqLit for students requiring reading intervention.

- Students can transfer knowledge from English into other Learning Areas, including subject specific writing styles.



## Supporting Documents

-Explicit Writing Guidelines

-South Australian Print Outline/Examples

-MiniLit and MacqLit program outlines

# Planning and Assessing

## What you will see

- Each PLC has a consistent Literacy block.

- Students have challenging learning goals and their success is celbrated.

- Students are provided with engaging and relevant learning opportunities.

- Whole-school common assessments are completed in a timely manner, to inform planning, including interventions

- PLCs use moderation and assessment data to inform planning.

- Student voice is used to drive future planning, self-efficacy and autonomy.

- Students have the agency to demonstrate their learning in a range of formats.



## Supporting Documents

-PLC Literacy Blocks

- Teaching Assessment Schedule

# Scaffolding and Resourcing

## What you will see

- The DDHS Literacy Committee includes representatives from each PLC and will develop a yearly plan to target priority areas.

- Staff have access to Professional Learning opportunities that link to the Business Plan and help build the capacity of other staff through sharing in PLCs.

- Handover of student data is used to inform teacher planning.

- Learning environments have print-rich displays and reflect student agency.

- Targeted peer observations to support teacher development.

- Frameworks and procedures are developed and in place to support teachers and students.

- Resources are available for all teachers to successfully implement whole school programs.

- Additional resource requirements are identified by PLCs and assessed by the Literacy Committee.



## Supporting Documents

-List of professional learning opportunities

-Literacy frameworks and procedures

-List of available resources