Key Overarching Learning Outcome
1. Students use language to understand, develop, and communicate ideas and information and interact with others.

Learning Area Strands

**Language** – Knowing about the English language and how it works
(eg: grammar at whole text, sentence and word levels, vocabulary, spelling, punctuation, sound-letter knowledge)

**Literature** – Understanding, appreciating, responding to, analysing and creating literature
(specifically literary texts including novels, plays, film, poetry, short stories etc classic and contemporary, world, Asian, Aboriginal and Torres strait islander texts)

**Literacy** – ability to understand and produce the English language accurately, fluently, creatively, critically, confidently and effectively (comprehension, analysis, writing, speaking, participation in discussion, handwriting, editing etc)

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<th>Outcomes/Targets</th>
<th>Strategies</th>
<th>Resources</th>
<th>Evaluation</th>
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<tr>
<td>Outcome #1</td>
<td>All class teachers will differentiate the curriculum for lower and higher achieving students in their class through the development and implementation of appropriate planning (eg: classroom programs, IEPs/GEPs). &lt;br&gt; The school will provide targeted support for those students not expected standards (eg: National Minimum Standard, Top 20%) through: &lt;br&gt; • Additional SAER Support &lt;br&gt; • Additional PL for staff in supporting SAER students &lt;br&gt; • School based TAGS programs</td>
<td>Staffing : 1.2 SAER EA 0.3FTE SAER Coord. 0.2FTE LSC 0.1FTE SAER Mtgs</td>
<td>Regular SAER review mtgs including: &lt;br&gt; • IEPs/GEPs &lt;br&gt; • Identified/selected students</td>
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### Outcomes/Targets

**Outcome #2**

Students are provided with high quality teaching and resources to support the achievement of the reading standards, vocabulary, comprehension and contextual understanding as expected in the Australian Curriculum and NAPLAN.

**Target**

To demonstrate improvement in reading standards, vocabulary, comprehension and contextual understanding results by matching or bettering the school’s mean to that of ‘like’ school’s mean.

### Strategies

To support this outcome, teachers will explicitly teach and model good reading practices using the following whole school strategies:

- First Steps Procedures and Strategies
- Fortnightly Literacy Focus
- Guided Reading
- Use of Australian Curriculum Scope and Sequence
- Jolly Phonics in K-2
- Jolly Grammar in 2-7
- Involvement in Better Beginnings Family Literacy Program (K/PP – S.Bruse)
- The use of the NAPLAN planner to prepare students in Yrs 3, 5 & 7.
- The use of previous NAPLAN resources to prepare students in Yrs 2, 4 & 6

To support these strategies, teachers will be provided with:

- Relevant professional learning in the above strategies.
- Support with implementing the above strategies.
- Increased literacy resources to ensure the school has sufficient materials to support a Whole School (K-7) approach to literacy.

### Resources

A variety of Reading Resources including:

- Reading Series:
  - Rigby Literacy (4-7)
- New Resources (refer attached Literacy Resource Planner)
- The Australian Curriculum Resources
- Jolly Learning Resources
- Better Beginnings Resources
- A wide selection of home readers.
- Various teacher resources (eg: First Steps Resources).
- School Library Books
- CAL Software
- Reading Exemplars
- Support Staff:
  - SAER Coordinator
  - Literacy Coordinator
  - Admin Team
  - Teaching Peers
  - Support Staff (eg: EAs)
  - External Consultants

### Evaluation

- Annual review of NAPLAN data.
- Annual review of PP On-Entry Testing data.
- Annual review of SAIS data.
- Annual review of SAER program.
- Annual review of Literacy Operational Plans
- In School Moderation Processes
- School survey of Parents, Student and Teachers.
- Staff Performance Management
- South Australian Spelling Test
- BM Benchmarks

### Budget Areas

- English - $5,000
- Lit/Num Reserve – $14,000
- D2705 Staff Develop’t - $5000
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| **Outcome #3**   | To support this outcome, teachers will explicitly teach and model good writing practices using the following strategies:  
  - Writing activities including all writing genres.  
  - Daily Writing (Diary, Journal etc)  
  - Explicit teaching of Victorian Modern Cursive suitable to year level.  
  - Cursive writing introduced in Yrs 3&4 and maintained in Yrs 5-7  
  - Use of Australian Curriculum Scope and Sequence  
  - The use of the NAPLAN planner to prepare students in Yrs 3, 5 & 7.  
  - The use of previous NAPLAN resources to prepare students in Yrs 2,4 & 6.  

To support these strategies, teachers will be provided with:  
- Relevant professional learning in the above strategies.  
- Support with implementing the above strategies.  
- Increased literacy resources to ensure the school has sufficient materials to support a Whole School (K-7) approach to literacy. | A variety of resources including:  
- Writing Exemplars  
- A range of teaching resources to assist with writing programs  
- Charts and posters on Writing genre and procedures  
- The Australian Curriculum Resources | As for Reading Outcome #2 |

**Target**  
To demonstrate improvement in writing standards by matching or bettering the school’s mean to that of ‘like’ school’s mean.
## SPELLING

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| Outcome #4       |  To support this outcome, teachers will explicitly teach and model good spelling practices using the following:  
  - Jolly Phonics in K-2  
  - Jolly Grammar in 2-7  
  - Daily Spelling Activities  
  - Dictation  
  - Use of Australian Curriculum Scope and Sequence  |  A variety of resources including:  
  - Jolly Phonics Resources  
  - Charts and posters  
  - Dictionaries/Thesauraus  
  - Various Online Resources  
  - Various Board Games  
  - The Australian Curriculum Resources  |  As for Reading  |

**Target**  
To demonstrate improvement in spelling standards matching or bettering the school’s mean to that of ‘like’ school’s mean.

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## GRAMMAR & PUNCTUATION

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| Outcomes #5      |  To support this outcome, teachers will explicitly teach and model good grammar and punctuation practices using the following strategies:  
  - Jolly Phonics in K-2  
  - Jolly Grammar in 2-7  
  - Regular grammar activities  
  - Use of Australian Curriculum Scope and Sequence  |  A variety of resources including:  
  - A range of teaching resources to assist with grammar and punctuation programs  
  - Charts and posters  
  - Various Online Resources  
  - Various Board Games  
  - Jolly Grammar  
  - Posters and Charts  
  - The Australian Curriculum Resources  |  As for Reading  |

**Target**  
To demonstrate improvement in grammar & punctuation standards by matching or bettering the school’s mean to that of ‘like’ school’s mean.

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**Budget Areas**  
As for Reading Outcome #2