Glenbrook Public School
Literacy Focus Areas 2014

**Target 12/14:** 65% of Year 3 students in the top 2 bands in writing with 40% gaining the top 2 bands in Year 5.
70% of students in Year 3 gaining the top 2 bands with 50% of Year 5 gaining top 2 bands in reading. (non OC year)
60% of students in Years 3 and 5 gaining the top 2 bands in spelling.

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<th>Indicators</th>
<th>Strategies</th>
<th>Responsibility</th>
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<th>Resource Allocation</th>
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| Consistent whole school approach to literacy sessions with a focus on supporting students with comprehension. | • Continuation of professional learning that will support teacher engagement using the new syllabus. Stage based teams to look at comprehension strategies to include within daily literacy sessions. Professional learning workshops focusing on planning and programming comprehension.  
• Revision of Super Six Reading strategies and plot students on the continuum for growth throughout the year. Developing learning plans for comprehension that meets student needs.  
• Applying Newman's approach to working with comprehension.  
• Modelled lessons in literacy that focus on specific strategies required in order for students to make meaning when reading. Teacher professional learning viewing modelled literacy lessons demonstrating effective literacy strategies. | Karen May  
Stage Supervisors  
Karen May  
Teachers/LAST  
Karen/ Graeme  
Karen May | Term 4  
Term 4  
Term 4  
Term 1 and ongoing | Professional Learning sessions  
Professional Learning sessions  
Stage Team Meetings  
TPL Funds (Releasing Teachers) |
<table>
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<tr>
<th>Teachers using a variety of strategies and using spelling guide when programming spelling to include all aspects. Consistent whole school approach evident.</th>
<th>• Ensure that the current school spelling guide includes phonics and the aspects of phonemic awareness and relate to the continuum (PLAN). Plot student growth in phonics and monitoring growth. Targeting spelling list and class activities to the needs of students</th>
<th>Karen May LAST Stage Supervisors</th>
<th>Term 1 Term 1 (K-2) By Term 3</th>
<th>Professional Learning Sessions</th>
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| Consistent whole school approach to literacy sessions with a focus on extending students working above their stage level. | • Provide opportunities for teachers to view modelled literacy lessons to be included into Teacher Professional Learning.  
• Opportunities for teachers (K-6) to demonstrate effective literacy strategies that achieve success in the classroom.  
• Stage meetings to provide time to share quality (writing) work samples. Sharing effective strategies.  
• Quality writing published and shared. | Karen May K-6 Teachers Stage Supervisors David | Term 1 Ongoing Semester Two | TPL funding Professional Learning sessions |