### Literacy and Numeracy Improvement Overview

#### Whole-school Strategies

School Literacy data reveals reading accuracy and comprehension as an area where students are underachieving
- Focus on reading - daily explicit reading instruction
- Specific teaching of comprehension strategies
- Guided Reading
- Use of “Reading Eggs” in junior grades.

School Numeracy data reveals number as an area where students are underachieving
- Focus on Numeracy (Number) using FSiM strategies – progress monitored using number continuum
- Use of the Brian Tickle strategies to develop number concepts and mental manipulation strategies.

### Teaching and Learning Support

#### Roles in implementation of focus strategies:

**School Leaders**
- Organise collaborative Yr Level Planning, including budget to release teachers for planning
- Develop electronic proformas for monitoring data.
- Analyze data to effectively plan priorities
- Develop PD and coaching plan.
- Allocate additional resources for each term in consultation with staff.

**Teachers**
- Track and graph class reading fluency and comprehension using PM Benchmarks and Probe Reading Assessment.
- Track and graph class spelling inventories against spelling stages.
- Track and graph class mathematics concepts.
- Implement daily guided reading and modelled reading.
- Implement daily focused explicit teaching of reading.

**Specialist Teachers**
- Provide coaching and modelling in all focus strategies.
- Provide supplementary and intensive teaching in response to data and collaboratively developed staff priorities.
- Manage the processes for special provisions, including teaching students and teachers to use them.

**Support Staff**
- Teacher Aides to be used in a team approach to developing reading strategies.
- Teacher Aides to be trained in the use of assistive technology and in supporting students to access it.

**Parents/Community**
- Parents invited to participate in the Year 1 and 2 reading programmes.
- Use of parent volunteers in reading programs.

### Supplementary Teaching Strategies

*Teachers identify current students who are not achieving desired outcomes through access to the regular classroom instruction through data collection and observation.*
- Classroom instruction differentiated to provide effective learning opportunities for all students.
- “At Risk” students presented at Differentiation Committee meetings- further strategies developed - effectiveness reviewed after determined interval- further referral to SSS committee if required.
- STLaNs involved in supplementary teaching of groups of students in consultation with the classroom teacher.

### Intensive Teaching Strategies

All groups collaborate to ensure gifted and talented students have stimulating environments, are encouraged to pursue excellence and that the child has appropriate ongoing opportunities.
- Using real world contexts in digital learning environments to extend reading accuracy and comprehension and number sense skills.
- Identify students achieving above National Minimum standards, and consider classroom assessment data.
- Differentiation Committee in school prioritises students for intensive teaching support in one or more curriculum areas.

ST(LaN) provides support for students to become aware of their gifted capabilities and preferred learning styles and pursue excellence, master new knowledges and skills, and actively seek to become independent learners.

### Accountability

Accountabilities are recorded and reported in:
- Regular classroom monitoring – recorded in data collection each semester
- Classroom monitoring of reading levels and numeracy skills

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Redbank Plains State School is a co-educational school that delivers quality educational programs for students (Prep-Year 7) from Redbank Plains, Redbank, Goodna, Bellbird Park, Collingwood Park, Riverview, Gailes and Camira. Our school continues to grow in enrolments as the area’s residential housing is developed. The major population subgroups represented in our area are Pacifica and Aboriginal and Torres Strait Islanders.
### Data Overview Primary

<table>
<thead>
<tr>
<th>Data</th>
<th>Current</th>
<th>3 Year Target</th>
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<tbody>
<tr>
<td>% students meeting Year 1 expectations literacy</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>% students meeting Year 1 expectations numeracy</td>
<td>66%</td>
<td></td>
</tr>
<tr>
<td>% students meeting minimum standards Yr 3 National Test – literacy</td>
<td>63.2%</td>
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<tr>
<td>% students meeting minimum standards Yr 3 National Test – numeracy</td>
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<tr>
<td>% meeting minimum standards Yr 5 National Test – literacy</td>
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<tr>
<td>% meeting minimum standards Yr 5 National Test – numeracy</td>
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<tr>
<td>% students meeting minimum standards Yr 7 National Test – literacy</td>
<td>68.9%</td>
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</tr>
<tr>
<td>% students meeting minimum standards Yr 7 National Test – numeracy</td>
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<tr>
<td>% students working to Year Level expectations (C) P-3 English</td>
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<tr>
<td>% students working to Year Level expectations (C) P-3 Mathematics</td>
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</tr>
<tr>
<td>% students working to Year Level expectations (C) 4-5 English</td>
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</tr>
<tr>
<td>% students working to Year Level expectations (C) 4-5 Mathematics</td>
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<tr>
<td>% students working to Year Level expectations (C) 6-7 English</td>
<td>70%</td>
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<tr>
<td>% students working to Year Level expectations (C) 6-7 Mathematics</td>
<td>65%</td>
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<tr>
<td>Total number of students not meeting expectations (C rating, at or above minimum standards for lit/num)</td>
<td>156</td>
<td></td>
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</tbody>
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### School Literacy Improvement Focus

- The explicit teaching and assessing of reading and reading comprehension strategies.

### School Numeracy Improvement Focus

- The teaching and monitoring of number sense development.

### School Priorities

- Priorities for the improvement of literacy/numeracy teaching and learning include:
  - **Organisation**
    - Collaborative year level planning.
  - **Pedagogy & Professional Development**
    - Coaching and modelling for teachers in teaching and assessing reading.
  - **The teaching of Reading**
    - Adaptation of English C2C’s
    - Daily 30 minute explicit teaching of reading
  - **The teaching of Number Sense in Mathematics**
    - Adaptation of Mathematics C2C’s
    - Brian Tickle strategies
  - **Assessment & Monitoring**
    - Refer to the school wide assessment policy
    - Probe, PM Benchmark, PAT Reading, PAT Maths, Early Literacy
    - School wide data collection
    - Programs recorded on One School in Support Provisions for each student receiving learning support.
  - **Strategic Resourcing**
    - Literacy Coach
    - STLAN