



Purnululu Aboriginal Independent Community School

Whole School Plan – English

Revised January 2016

Rationale			
<p><i>To improve the literacy outcomes of students at Purnululu Aboriginal Independent Community School (PAICS) and provide teachers with agreed direction and requirements for planning and delivery of English lessons.</i></p>			
English Outcomes			
Reading	Writing	Speaking & Listening	Viewing
<p>Students read a wide range of SAE texts with purpose, understanding and critical awareness.</p>	<p>Students write in SAE for a range of purposes and in a range of forms using conventions appropriate to audience, purpose</p>	<p>Students listen to SAE with purpose, understanding & critical awareness in a wide range of situations. When speaking, students understand what is meant by code-switching and learn when to do so between Kriol/home language and SAE</p>	<p>Students view a wide range of visual SAE texts with purpose, understanding and critical awareness.</p>
PAICS Literacy Profile			
<p>PAICS predominately provides education to Gija people. PAICS students speak many languages other than English in their home. These may include, but are not limited to; Gija and Kriol. Many students speak dialects of English, including Aboriginal English. Many adults, parents/carers in the PAICS community are literate and fluent in code-switching between Kartaia English (Standard Australian English) and Home Languages (Kriol, Gija, Aboriginal English etc). PAICS students often speak Home Languages whilst at school. This is not discouraged but teachers are expected to model Kartaia English and use explicit methods to distinguish the difference between the languages to assist students in becoming fluent in code-switching.</p>			
Beliefs and Understandings about Literacy			
<p>We believe students learn best when:</p> <ul style="list-style-type: none"> • There are high expectations for language learning in Kartaia English • There is a consistent, whole school approach 			

- EAL/D strategies and approaches are recognised as imperative to all Literacy teaching and learning
- The importance of oral language development unique to Kriol speakers learning Kartiya English is recognised, as described by the code-switching staircase in *Making the Jump*
- Explicit Literacy teaching occurs.
- Students actively participate in their learning goals, as set by themselves, their community and their teachers.
- Teachers, parents and students are given explicit success criteria and opportunities for reflection
- The classroom environment is supportive and encourages risk-taking
- Staff meetings are made available for staff to collaborate and to understand data, determine targets and plan strategies

Strategies for Developing School/Community Partnership

- Open days
- Annual revision of School/Community Partnership and Strategic Plan
- Fortnightly visits to Warmun Language Centre
- Newsletters
- Books in Homes programme
- Better Beginnings programme
- Special events – Literacy and Numeracy week
- Display of learning samples in the Common Area

School and Class Organisation

- Main Literacy Block – first session (8:30 – 10:30); additional literacy to be determined by each classroom teacher in consultation with Principal.
- Class organisation 2016: Early Years (K-1), Junior Primary (2-4), Upper Primary (4-7), *No high school students enrolled.
- Individual Education Plans (IEPs) for all students. These should be updated at the beginning of each school year, and as required in the IEPs (recommended every semester).
- Management of literacy resources to be responsibility of classroom teachers and AEWs and overseen by the principal.
- Classroom support provided by AEWs. External support from AISWA Literacy Consultants.
- At least one full-time AEW in each classroom to support literacy as directed by the teacher, priority support given to Early Years class.

Leadership, Coordination and Professional Learning

- Literacy improvement plan to be led and coordinated by the Literacy Coordinator, in consultation with Principal.
- The role of AEWs in supporting students' literacy learning include:
 - Teaching students, usually in small groups, as determined by and in consultation with the classroom teachers
 - Translating Kariya English spoken by the teacher into Kriol for students to ensure maximum understanding
 - Being there for students if they are scared to speak up to non-Kriol speaking teachers
 - Share ideas with the teacher and contribute to class literacy planning
 - Help the teacher to monitor students' progress in literacy by watching the students working and discussing observations with the teacher
 - Supporting students so they understand school way, in order to maximise the learning time in literacy and minimise disruptions

Agreed Whole School Approaches to Literacy Teaching

PLANNING

Teachers must plan a minimum of 1.5 hours per day (7.5 hours per week) of explicit literacy learning.
Teachers must include the following planning content in their term planning submissions.

- Australian Curriculum Yearly Overview Template for AICS Literacy (appropriate years attached)
- Yearly Outline of curriculum intentions
- Weekly Overviews
- Assessment Schedule and Tasks
- Contextual Statement with information specific to class cohort

Key resources to be used in teaching and learning of English:

SHARP Reading
Words Their Way
Making the Jump
Jolly Phonics
Fry's Word List
First Steps in Literacy

PM Benchmark Readers
Guided Reading Kits
Lighting the Literacy Fire by Jill Eggleton
The Writing Book by Cameron and Dempsey
South Australian Handwriting

Key Pedagogical Approaches: Walker Learning and Indigenous Literacy Strategy

ASSESSMENT

Each term, teachers must update the Literacy Profiles for each student. These profiles include;

Early Years (non-readers)

Marie Clay

- Letter ID
- Concepts About Print
- Hearing and Recording

Phonemic Awareness

WA Listening and Speaking Progress Maps

ESL Writing Bandscales

Early Years (Readers)

Independent Reading Level (PM Benchmark)

WA Listening and Speaking Progress Maps

ESL Writing Bandscales

PROSE Comprehension Tool

Student Progress Tracking – at the end of each term, teachers update the Individual Student tracking Sheet for English.

REPORTING

Reporting - Teachers will write reports against the Australian Curriculum (and currently WA Curriculum Framework) at the end of each semester. Reports are given to parents at parent/teacher interviews so results can be discussed and explained in person.
In 2016, the current report format will be revised in consultation with the PAICS community.

Priority Improvement Areas in 2016

Improvement	Resources/Budget	Professional Learning	Evaluation and Timelines
Pedagogy in the Early Years	Walker Learning Resources purchased. Budget extended for Early Years to stock up suitable resources and materials to successfully implement Walker Learning.	Teachers and AEWs in Early Years and Middle Years will be trained in Walker Learning, theory and a study tour.	End of Term 1 – review of implementation and success of transition into WLA. End of Term 2 – analyse student Literacy and Numeracy data against progress made in 2015.
Code-Switching	Hire Anna Crane, Linguist and experienced Gija language tutor for 1.5 days per week.	Anna to work alongside Sophia and teaching staff to develop code-switching strategies and learning experiences for all students. Anna and AEWs to deliver weekly Gija Language lessons for each class.	Term 1 – development of strategies and introduction of code-switching concepts across the school. Term 2 – implementation of Gija language program. Ongoing review.

Please see attached documents for examples of planning and tracking tools.

Literacy Block Daily Timetable (with key resources)

LEARNING AREA	UPPER PRIMARY	JUNIOR PRIMARY	KEY RESOURCES
Handwriting	5-10mins	10-15mins	<i>South Australian Handwriting.</i>
Shared reading	10mins	10mins	<i>Lighting the Literacy Fire.</i>
Independent task/Guided reading groups	20mins	20mins	
Spelling	15mins	15mins	<i>Words their Way.</i>
Writing- Explicit teaching	10mins	10mins	<i>First Steps The Writing Book.</i>
Shared/Independent writing	20mins	20mins	
SAE- Grammar	5mins- Explicit 15mins- Activity	5mins Explicit 15mins- Activity	<i>Making the Jump.</i>
Speaking and listening Look for opportunities to incorporate in day and/or specific activities and games.	15mins	15mins	
Reflection	5-10mins	5-10mins	
<i>Timing is a recommended guide only. Teachers are to use their own discretion based on students' needs.</i>			

Sharp reading- 15mins every day after lunch

LEARNING AREA	EARLY YEARS	KEY RESOURCES
	<i>"Letter of the Day"</i>	
Handwriting	<i>30mins</i>	
Spelling	<i>20mins</i>	<i>Jolly Phonics</i>
Alphabet	<i>5mins –Explicit 15mins guided</i>	
<i>Writing- Investigative play based structured stations with goals</i>	<i>30mins</i>	<i>Essential Elements of literacy. EYLF and Australian curriculum. Inquiry Based Play.</i>
<i>Reading</i>	<i>Read minimum 10 books a day. (5mins per book) Teaching points: explicit links to print, letters vs. words, initial sounds.</i>	
<i>Timing is a recommended guide only. Teachers are to use their own discretion based on students' needs.</i>		