

# Indulkana Aangu School – SIP, 2021 (final 7/02)

## Vision Statement:

***Aangu munu piranpa tjungu warkarira ninti tjitji tjuta.***

(Anangu and piranpa working together to help all our children in their learning.)

We will do this through providing a culturally responsive, safe, rigorous and challenging learning environment with high expectation relationships that support our Aangu students to reach their potential and be strong in both worlds.

## Site Improvement Plan – Indulkana Anangu School – Reading 2021

<b>Goal 1:</b> Increase student achievement in reading R – 12 through responsive pedagogies	
<b>Challenge of Practice:</b>	If we provide a consistent and explicit approach to the teaching of reading then we will see an increase in reading achievement across the site.
<b>Targets</b>	All students with regular attendance years 4 – 12 will increase two reading levels per term.

Actions	Timeline	Roles and Responsibilities	Resources
<p>Teachers analyse PAT-R and reading data to inform student next steps.</p> <p>Educators develop questioning skills for reading comprehension in the 3 areas, Literal, critical and inferential and collect evidence of competency.</p>	ongoing	<p>Teachers - all students have an individual reading goal.</p> <p>Leadership - support identified teacher to access PD on using the data.</p> <p>Leadership put comprehension strategy focus in bulletin for whole school approach.</p> <p>Literacy/Numeracy Coach to support staff with PD and coaching</p> <p>Line Mangers - PD plans with SIP focus</p> <p>Educators to participate and become proficient in using questioning techniques as a part of the Literacy Cycle.</p> <p>Lit/Num coach investigate reading comprehension assessment for whole school to track student skill development</p> <p>AE's trained in questioning techniques in English and First Language</p>	<p>PD - PAT - team (OARS) and running records - Literacy/Numeracy coach Plink</p> <p>Focus data teacher to provide PD to staff onsite.</p> <p>Accessing the OARS website.</p> <p>Literacy/Numeracy Coach Big 6</p> <p>Sheena Cameron</p> <p>DfE resources</p> <p>Literacy Cycle - Ann Morrice</p> <p>First Steps</p> <p>Comprehension assessment</p> <p>Skill development checklist devised by Lit/Num coach.</p>

<p>Develop community and student engagement in reading through the library, contextual book making and Pitjantjatjara/Yankunytjatjara lessons</p> <p>To embed CRP writing routines across the site R-12.</p>	<p>Term 2 onwards</p>	<p>Lit/Num coach collects evidence of educator's competence in questioning.          Focus teacher to be decided in 2021          AE's to develop book making section in library and help promote community access.          Use social media platforms to promote and publish books through          FLMD co-ordinator - Trish Singer - Lessons and testing of sight words. Support of Lit/Num Coach is planning lessons using the Literacy Cycle framework          Developing texts with students for library and guided reading packs - FLMD/AE's, families and Educators.          Committee to oversee development of cataloguing etc to make it functional/sustainable</p> <p>Literacy/Numeracy Coach to support and mentor staff x1 visit per term          Ann Morrice site visits x1 per term and Teams meetings in between visits.          Leadership to support and monitor          Encourage participation of AE's in planning cycle through timetabled co-planning.</p>	<p>Buy appropriate resources for book making          Ramp access for steps - DfE          Community events x1 per term focus on reading          Making short videos on reading to upload onto social media          Book mark          Snap fish          Pitjantjatjara sight words lists for all students.          AE - PD to suit individual needs.          ALNF, CERT 3, etc.</p> <p>Ann Morrice - Literacy Cycle          First Steps Continuums and books          DfE writing resources          ACARA          Sheena Cameron          Britannica online</p>
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**Success Criteria:** When we talk to students about their reading they will express their respond using higher level comprehension strategies to show their understanding and knowledge of texts.

<b>Goal 2:</b> To re-engage our secondary students in reading through a targeted and explicit reading program	
<b>Challenge of Practice:</b>	If we implement a rigorous, systematic, synthetic approach to teaching and assessing students' reading we will see an increase in student achievement and engagement in reading
<b>Targets:</b>	To increase disengaged year 8-10 student attendance by 60% through a targeted and explicit reading program based on MacqLit implementation.

<b>Actions</b>	<b>Timeline</b>	<b>Roles and Responsibilities</b>	<b>Resources</b>
Training and supporting educators in the MacqLit reading program for targeted intervention 4-12.	Week 3, term 1	Focus teacher (Brittany) to organise training and resources. Monitor through PD meetings with Leadership and FLO Youth Worker and FLO teacher AE's to support Youth Worker and teachers in supporting students to attend and participate in school.	Online training x2 days for MacqLit and required resources. Focus teacher and MacqLit resources both online and personnel. running record data and PAT results attendance data
Identify student needs through InitialLit/MacqLit testing and assessment folders and develop diagnostic screening for intervention R-12.	Term 1, ongoing	Secondary teachers, AE's and FLO staff monitor and assess students. Personalised Learning teacher with identified students. Review data x2 a term. NETT Team to support re-engagement of students.	MacqLit resources Assessment folders Diagnostic Screening tool running records, PAT results and running records NETT Team
Embedding phonological awareness R-12 using "One	Beginning term 2	All staff R-12 to implement in guided reading. Brittany to provide resources and staff meeting	InitialLit resources, SPELD, PreLit, MacqLit

<p>Minute activities” resource as an expectation in whole guided reading, R-12</p> <p>To access all curriculum areas using the Literacy Cycle.</p>	<p>Term 1, ongoing</p>	<p>time set aside to share progress, thoughts and ideas and where to next. Develop assessment, monitoring and tracking system.</p> <p>Ann Morrice - Literacy Cycle working with staff and supporting Lit/Num Coach Literacy/Numeracy Coach working with staff</p>	<p>‘One Minute Activities’ resource</p> <p>Literacy Cycle - Ann Morrice First Steps Sheena Cameron Britannica online for Lit Cycle</p>
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**Success Criteria:** If we implement an evidence based reading program that explicitly develops students in decoding texts and comprehension skills we will increase the number of students in the higher bands of reading and maintain student retention.

<b>Goal 3:</b> Increase student achievement in reading through embedding the InitialLit synthetics reading program	
<b>Challenge of Practice:</b>	If we embed a contextual, rigorous, systematic synthetic phonics approach to teaching and learning we will see an increased competency in phonics, decoding and comprehension in reading R-4
<b>Target:</b>	All students attending in 4 week blocks will increase phonological competencies by at least 50%

<b>Actions</b>	<b>Timeline</b>	<b>Roles and Responsibilities</b>	<b>Resources</b>
As part of our Literacy Data collection overview we need to include data representation for InitialLit	<i>End of term 1, ongoing</i>	Score link - adding data to score link and whole school assessment agreements and assessment folders ICT staff - Hugo and Adam Multi-Lit online and personnel On-site focus teacher - Brittany and Leadership.	Score link program- adding data to score link and whole school assessment agreements and assessment folders ICT staff - Hugo and Adam Multi-Lit online and personnel onsite focus teacher InitialLit data and screening tools
Further target whole school guided reading, to have a strong phonological awareness approach.		Leadership staff and InitialLit focus person to organise groups from screening. Educators to run guided reading sessions. FLMD co-ordinator to run x2 weekly lessons per term.	InitialLit screening tool guided reading packs decodable readers running record data
Using InitialLit screener to further target intervention groups and teaching points	Week 5, term 1	Focus teacher to support educators to implement screening of students. Personalised Learning teacher to work with identified students.	InitialLit screener Training from Personalised Learning Co-ordinator. Focus Teacher

Training new teacher in the InitialLit program and implementation with students.	Week 3, term 1	InitialLit training online - focus teacher to organise. JP teacher to mentor and support new primary teacher Leadership monitor as part of SIP review and PD	Online x2 days training for InitialLit. InitialLit resources and decodable readers and big books.
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**Success Criteria:** Students will be able to recognise the letters of the alphabet, high frequency words, and phonemes and apply phonic principles to unknown words and begin reading decodable texts.

resources allocated	Total financial \$60,000
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