

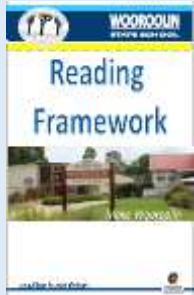
Wooroolin State School – 2018 READING SNAPSHOT

'All students can be successful readers'

Whole School

At Wooroolin State School the whole-school approach for the teaching of reading links to the school's pedagogical framework and demonstrates:

- an explicit improvement agenda that informs high quality teaching practice by all teachers in the teaching of reading
- data-based targets and timelines
- a wide range of evidence-based teaching practices that suit the particular needs of students and the demands of the curriculum



TARGETS & TIMELINES

Assessment & Data

The school gives high priority to school-wide analysis and discussion of systematically collected data on student achievement. Teachers analyse student data regularly to inform improvement to guide teaching and prompt early intervention for improvement.

Sight Word Benchmarks P-3

Year	Phonics	Spelling	Reading	Writing
P1
P2
P3

Reading Standards Prep—Year 3

Year	Phonics	Spelling	Reading	Writing
Prep
Year 1
Year 2
Year 3

Year	Phonics	Spelling	Reading	Writing
...

Early and Ongoing Intervention

... (text continues) ...

At-Risk Case Management Approach to Monitoring Student Progress

... (text continues) ...

Planning & Pedagogy

The school has a shared view of reading and reading instruction, as well as a commitment to the reading improvement agenda for all students and this is evident in school curriculum and assessment plans. Teachers use high quality evidence-based teaching practices focused on success for every student. They differentiate experiences that address the unique needs of students, to further develop reading and writing across the curriculum in a safe, supportive and challenging environment.

INCLUSION & DIVERSITY FRAMEWORK

WHOLE SCHOOL READING PLAN

READING COMMITTEE MEETINGS

CASE MANAGEMENT TEMPLATE

Literacy continua P-3

Year	Phonics	Spelling	Reading	Writing
P1
P2
P3

Capacity Building

The school operates as an effective professional learning community with a culture of continuous professional improvement through classroom-based learning, mentoring and coaching arrangements. There is an expectation that all teachers will be committed to the continuous improvement of their own teaching and will be focused on developing the necessary knowledge and skills to improve reading for all students.

KONZA'S 'BIG SIX'

- Oral Language:** Oral language is the basis for reading and writing and is a critical aspect of all communication. It involves spoken language through developmental phases that build understanding of oral communication for social interaction and learning.
 - It may be receptive or expressive and includes:
 - the ability to listen actively and respond appropriately
 - formal and less formal understandings of vocabulary
 - making connections between verbal and non-verbal knowledge to talk about the world and
 - building language for thinking and critical reasoning.
- Phonological and Phonemic Awareness:** Phonological awareness is a child's awareness of the individual sounds in spoken language and the relationships between sounds and letters and syllables.
- Fluency:** Fluency is a form of automaticity for understanding and using the alphabetic principle. It allows a child to read with ease and accuracy. It is a key component of reading fluency and is essential for reading to learn.
- Comprehension:** Comprehension is the ability to understand and use what is read or heard to attain a purpose. It is the ability to understand and use what is read or heard to attain a purpose. It is the ability to understand and use what is read or heard to attain a purpose.
- Reading Comprehension:** Reading comprehension is the process of constructing meaning from a text by using a range of strategies and resources.

WSS is part of the 'LEADING LEARNING INITIATIVE'



Feedback

The school provides professional feedback to support teachers to understand their practice and lift the quality of instruction. Teachers provide on-going targeted feedback to support student understanding of achievement and inform individual reading learning goals.

2018 - GOALS & TARGETS

Goal	Target	Start	End	Progress
...

COACHING & FEEDBACK MODEL