| Outcomes | Targets | Strategies | Monitoring/ Evaluation | Year 2014-2016 | Resourcing ($)
|----------|---------|------------|------------------------|----------------|----------------
| **Curriculum** | All teachers are using the Australian Curriculum to plan learning programs | • Implement and adapt an English overview explicitly outlining specific focus areas across each year level.  
• Explore the use of effective planning formats for the Australian Curriculum.  
• Begin to use the Achievement Standards and work samples on the AC website to determine student achievement.  
• Explore 2013 focus through Language, Literature and Literacy individually and as a whole staff. [http://www.australiancurriculum.edu.au/]  
• All staff to base planning in focus areas on whole school English resources and guides developed by all staff. | Teachers use of plans through discussions and observation.  
Understanding of achievement standard which is evident in assessments and report grade. | Class Teachers | Grammar Overview
| **Pedagogy** | English plan in grammar and phonics are implemented and explicitly taught across the school. Evidence of strategies being implemented and shared across the school through class visits, students work and staff curriculum meetings. | • Daily Literacy Block to include reading, writing, phonics/spelling and oral language. Staff & Students aware of explicit teaching focus for each lesson.  
• Guided Reading to occur a minimum of 4 times a week and focussed on areas of need based on ongoing assessment of students.  
• Explicitly teach students grammar concepts ensuring concepts are reinforced and focus is imbedded. [http://det.wa.edu.au/k12resources/detems/portal/]  
• Implement an explicit synthetic phonics program that is consistent across all classes. [http://www.youtube.com/watch?v=UqUqzNFCXrU]  
 [http://www.phonicsinternational.com/ ]  
• Explicitly teach reading strategies to develop reading comprehension as outlined in school overview using FS strategies [http://det.wa.edu.au/stepsresources/detems/navigation/first-steps-literacy/?oid=MultiPartArticle-id-13602018]  
• Differentiated learning to occur in all sessions to cater for student levels.  
• Writing sessions to be based on a whole school approach. (James Ferguson)  
• Effective use of ICT incorporated into English program  
• Cooperative learning strategies utilised to develop specific skills.  
• Constructive, meaningful feedback to be provided on each lesson focus in the form of marking, rubrics, comments, goal setting, etc.  
• Home reading program to occur across all year levels. | Explicit focus in each lesson evident in planning, workbooks and conversations with students.  
Differentiated learning evident in planning and classroom practice. | Class Teachers | Access to FS books on line and through class sets.  
Assess to Grammar Magic, Oxford Grammar Books  
Assess and adapt James Ferguson writing strategies
| **Assessment** | Use of whole school and class data to drive planning cycle. NAPLAN – achievement is at or close to Aus school mean. | • On-Entry Assessment to be administered for Pre-primary to year 2 in Term 1 and data analysed to inform classroom planning. Follow-up assessment to occur in Term 4 for identified students.  
• Whole school English assessment completed as outline in year booklets and correlated to set whole school targets and provide handover.  
• Ongoing valid class and individual assessments to guide classroom planning and support whole school information.  
• IEP’s and/or Literacy Net profiles used to support SAER documented plans.  
• Use PM Benchmark reading/comprehension assessments for narrative text types.  
• Whole school moderation of writing to occur each year. | PP – Yr 2 On entry assessment.  
SAER & IEP plans and data  
Class assessments supporting whole school data  
Ongoing Formally record according to MIS. | Class Teachers | English assessments/file  
PM Bench Marks Other Text Forms
| **Professional Development** | Teachers use strategies gained from PL in their teaching and learning program. | • Professional learning in synthetic phonics program ‘Phonics International’ to all staff with a specific focus on ECE.  
• Professional learning in Australian Curriculum  
• Professional Learning in whole school writing process | Curriculum Meetings and SDD | Class Teachers & Admin | Staff notified of relevant PD. |