



Plympton International College

普林顿国际学校

Centre of Excellence

DEVELOPING EXPERT LEARNERS - TfEL Domain 3

AUSTRALIAN CURRICULUM: ENGLISH

**Literacy Agreement at Plympton International College R-6**

Our shared vision is for all students is to receive a high quality teaching and learning experience in literacy to enable them to become articulate powerful global citizens and to be able to express their thoughts, feelings and values, as well as decipher, respond to and appreciate the thoughts, feelings and values of others. This will occur through a bilingual education approach.

**CONTINUITY OF LEARNING**

**Quality Teaching**

- Teachers engage in a **whole school approach** to literacy learning with a **shared language** regarding teaching and learning in order to meet the learning needs of our students
- Teachers engage in **agreed programs** reflecting both current curriculum expectations (as per the Australian Curriculum) and current pedagogical practices as outlined in the Teaching for Effective Learning document
- Teachers engage in Professional Development to support the **meaningful and effective** implementation of PIC programs in order to successfully deliver quality literacy teaching and learning programs for all students
- Teachers **engage meaningfully** in staff meetings, pupil free days and planning sessions to deliver effective programs to build the literacy skills of all PIC students
- Teachers implement **a daily literacy block** which integrates the three English strands: Language, Literature and Literacy and includes a bilingual approach.
- Teachers use strategies to maximise students' participation and engagement including **create safe conditions for learning, develop expert learners, personalise and connect learning (TfEL framework)**.
- Teachers use reflection, feedback and formative assessment linked to explicit learning intentions

**Quality Curriculum**

- Our school practices are consistent with the Australian Curriculum Achievement Standards and DECD requirements R-6
- A minimum of 300 minutes per week of literacy is taught through a structured Literacy Block.
- The General Capabilities and Cross Curriculum priorities as documented in the Australian Curriculum are meaningfully incorporated in to planning for teaching and learning
- Literacy General Capability is integrated across learning areas
- Programming and planning aligned with the Australian Curriculum including the **Language and Literacy Levels, Jolly Phonics/Grammar and Words Their Way resources are utilised to plan for teaching and learning of our diverse student cohort**

**The Australian Curriculum: English aims to ensure that students:**

- learn to listen, to read, view, speak, write, create and reflect on increasingly complex spoken, written and multi-modal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language to communicate and develop an ability to express feelings, convey information, form ideas, facilitate interaction with others, and persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to make meaning
- develop an appreciation of literature <http://www.australiancurriculum.edu.au/>

**Biliteracy in the bilingual program**

- Teachers develop a shared language and understanding for biliteracy as the development of strong literacy in Chinese and English.
- Teachers implement a 'two-track' approach to biliteracy where Chinese and English are used side by side for parts of the day/parts of lessons.

**Curriculum implications:**

- The Chinese language and literacy learning in the bilingual program mirrors as closely as possible the Australian Curriculum: English so that similar concepts and knowledge can be transferred between the two languages – enabling translanguaging experiences.
- The Chinese language and literacy learning is complemented with a focus on the language needed for learning across an integrated curriculum for HASS, The Arts and Health and Physical Education.
- The bilingual curriculum includes multiple opportunities to connect Chinese language learning through bilingual instructions, explanations, demonstrations, and physical activity on a daily basis.

Quality Curriculum (What we teach)				
Australian Curriculum	Supporting Approaches	Biliteracy	Resources to support curriculum	Educator Accountability
<p><b>English</b></p> <ul style="list-style-type: none"> <li>Language</li> <li>Literature</li> <li>Literacy</li> </ul> <p><b>General Capabilities</b></p> <ul style="list-style-type: none"> <li>Literacy</li> <li>Numeracy</li> <li>Personal and Social</li> <li>Ethical Understanding</li> <li>ICT</li> <li>Critical &amp; Creative Thinking</li> <li>Intercultural Understanding</li> </ul> <p><b>Cross-Curriculum Priorities</b></p> <ul style="list-style-type: none"> <li>Aboriginal and Torres Strait Islander Histories &amp; Cultures</li> <li>Asia and Australia's engagement with Asia</li> <li>Sustainability</li> </ul>	<p><b>BIG 6</b></p> <ul style="list-style-type: none"> <li>Oral Language</li> <li>Phonemic Awareness</li> <li>Phonics</li> <li>Fluency</li> <li>Vocabulary</li> <li>Comprehension</li> </ul> <p>Refer to DECD Best Advice Series</p> <p><b>EALD</b></p> <ul style="list-style-type: none"> <li>Language and Literacy Levels</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Australian Curriculum Genre Map (refer to DECD Genre Map)</li> </ul>	<ul style="list-style-type: none"> <li>Chinese language and literacy learning in the bilingual program mirrors as closely as possible the Australian Curriculum: English</li> <li>Chinese language and literacy learning is complemented with a focus on the language needed for learning across an integrated curriculum for HASS, The Arts and Health and Physical Education</li> </ul>	<p><b>Jolly Phonics</b> – Reception</p> <p><b>Jolly Grammar</b> (Spelling &amp; Grammar)– Yr 1 &amp; 2</p> <p><b>Jolly Grammar</b> (grammar) – Yr 3-6</p> <p><b>Words Their Way</b> (spelling – Yr 3-6)</p> <p><b>Daily 5 CAFÉ</b> Reception – Yr 6</p> <p><b>Bilingual:</b></p> <p>UniSA Bilingual and Chinese curriculum materials R-6</p> <p><i>Biliteracy development in the bilingual program</i> paper by UniSA curriculum developers</p> <p>Mehisto, P, 2012, <i>Excellence in bilingual education a guide for school principals</i>. 5th ed. Cambridge, United Kingdom: Cambridge University Press. <b>pp. 50-53</b></p>	<p><b>Teaching &amp; Learning Programs</b> are designed using Australian Curriculum, incorporate TfEL and collaborative planning.</p> <p>A <b>Dedicated Literacy Block</b> comprised of 60 minutes of uninterrupted time will occur each day.</p> <p><b>Bilingual program dedicated:</b></p> <ul style="list-style-type: none"> <li>Chinese oral literacy block comprised of <b>30 minutes</b> to conclude each day.</li> <li>Explicit Chinese character development comprised of <b>10 minutes</b> each day.</li> </ul>
Quality Teaching (How we teach)				
Data Agreements	Differentiation	Intellectual Stretch	Structured Literacy Block	Educator Accountability
<p>Student progress is monitored through the collection and analysis of data.</p> <p><b>This data will be used monitor progress against the SEA and inform teaching:</b></p> <p><b>NAPLAN</b> – Years 3, 5 &amp; 7</p> <p><b>PAT R</b> – Year 3 onwards</p> <p><b>Running Records</b> – Reception, Year 1 &amp; 2 and as required from Year 3.</p> <p><b>This data will be used to inform future teaching and learning:</b></p> <p><b>Words Their Way</b></p> <p><b>A-E grades</b></p> <p><b>EALD</b> – all EALD students R-12.</p> <p><b>Refer to Appendix 1</b></p> <p><b>Staff will input data into Sentral at times allotted in Appendix 1.</b></p>	<p>Effective Teaching is designing learning so that all learners access all areas of the Australian Curriculum.</p> <p><b>Wave 1:</b> Whole class explicit instruction</p> <p><b>Wave 2:</b> Classroom programs based on individual student needs – small group, individualised instruction.</p> <p><b>Wave 3:</b> Targeted, intervention programs for at risk students.</p> <p><b>Refer to Appendix 2</b></p> <p><b>EALD support</b></p> <ul style="list-style-type: none"> <li>- SSO and Teacher support</li> </ul> <p><b>AB ED support</b></p> <ul style="list-style-type: none"> <li>- SSO and Teacher support</li> </ul>	<p>Educators will seek to improve their pedagogy to engage and intellectually stretch all learners.</p> <p>Students are encouraged and supported to identify personal goals.</p> <p>Students are supported to direct their own learning including:</p> <p>What do I need to learn?</p> <p>How will I learn it?</p> <p>What will I use to develop my understanding?</p> <p>How does this apply to other learning situations?</p>	<p>Minimum 300 mins per week with a Literacy Block structure based on the Daily 5 CAFÉ.</p> <p><b>Refer to Appendix 3</b></p> <p><b>Biliteracy:</b></p> <p><b>Bilingual pedagogies, including:</b></p> <p>Translanguaging: systematic use of code-mixing/code-switching (students switch back and forth between Chinese and English).</p>	<p><b>Professional Development</b> is undertaken by all staff and leaders to ensure they have up to date and relevant knowledge of Quality Teaching and Quality Curriculum.</p> <p><b>Professional Learning Teams</b> are established and all teachers are expected to actively participate and share learning. The focus on PLTs is on reflective practice to improve student learning. Teams are expected to</p> <ul style="list-style-type: none"> <li>Collect, share and analyse data</li> <li>Develop consistent practice and language</li> </ul> <p>Design learning that ensures continuity and consistency for students and is reflective of the Australian Curriculum</p>

Appendix 1  
Literacy Assessment Data Schedule

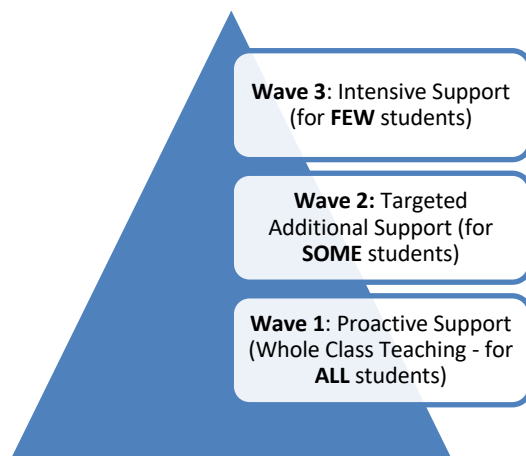
Assessment Tool	Aspect of Literacy									Year level when data is collected				
	Oral lang.	Print knowledge	Phonological Awareness	Phonics and word knowledge	Vocab	Fluency	Comp.	Writing	Spelling	Rec	Yr1	Yr 2	Yr 3	Yr 4-7
Concepts of Print (Term 1, Week 3)		✓								✓				
SPAT R (Term 1, Week3)			✓							✓				
Phonics Check (Term 2, Week 5/Term 4, Week 1)				✓						✓	✓			
Running Records (see below)				✓		✓	✓			✓	✓	✓	✓	✓
Westwood Spelling (Test A, Week 3 Term 1, Test B, Week 3 Term 4)									✓				✓	✓
Literacy Pro (Week 3 Term 1, Week 9 Term 3)					✓		✓						✓	✓
PAT R Reading (September)				✓	✓		✓					✓	✓	✓
NAPLAN (Yr3, 5 & 7) (May)					✓		✓	✓	✓				✓	✓
EALD Scaling (Term 1, Term 2)	✓				✓			✓	✓	✓	✓	✓	✓	✓

Running Records								
	T1, Wk 4	T1, Wk 9	T2, Wk 4	T2, Wk 9	T3, Wk 4	T3, Wk 9	T4, Wk 3	T4, Wk 8
Seen text	✓		✓	✓	✓		✓	✓
Unseen text		✓				✓		

## Appendix 2

### Differentiation

We use the Waves of Intervention Model to support all learners at Plympton International College. We enable learners to continually improve and achieve learning goals by providing intensive and targeted teaching and learning, utilising the TfEL Framework, data analysis and the Australian Curriculum.



#### Wave 1: Proactive Support:

##### **Whole Class Teaching for ALL students**

All teachers design differentiated learning experiences and assessment tasks to engage, challenge and support **ALL** students to achieve or exceed the SEA standards. Teachers will use data to inform teaching through effective planning and evaluation of their teaching programs.

We have common approaches to the teaching of literacy; including a Literacy Block incorporating whole class explicit instruction and the Daily 5 Café (refer to Appendix 3 for structure of Daily 5 Café), which supports the planning and assessment of learning. All classes will have an uninterrupted daily 60 minute Literacy Block, with NIT scheduled outside these times.

#### Wave 2: Targeted Additional Support:

##### **Support for SOME students**

Teachers use assessment data and evidence to provide quality targeted teaching through short term intervention strategies that are time bound, for an identified need.

This intervention could involve additional or different instruction to support student(s) to achieve their learning goals. Intervention could involve teachers and SSOs working with an individual child or identified groups of children with similar needs.

#### Wave 3: Intensive Support:

##### **Support for FEW students**

Teachers provide quality intensive teaching using evidence to support a small number of students that require ongoing intensive support and negotiated accommodations to achieve individual goals. Students requiring support will be identified through the school data collection process and teacher observations.

Intervention needs are discussed at an Internal Review Team Meeting held with the Special Education Teacher, Well-being Coordinator and the Assistant Principal. When it is identified the student requires interventions beyond Wave 1

and 2, referrals will be made firstly to DECD Support Services and secondly to offsite organisations such as AUTISM SA and the required ongoing intensive support will be determined. Intervention could involve SSO support (R – 3) or QUICKSMART Literacy (4-6).

All students receiving intervention have an Individual Education Plan (IEP) and/or Negotiated Learning Plan (NEP), and this is completed on a common pro-forma across the school. IEPs and NEPs are developed collaboratively by all or a combination of the following people - teachers, special education teacher, wellbeing coordinator and assistant principal, as well as parents and students. The classroom teacher is expected to differentiate the classroom program to engage and support these students to achieve their individual learning goals.

R-2 students (Junior Primary) receive targeted SSO support at least twice per week as planned for by the class teacher.

EALD (R-6) students receive 2 small group sessions of intensive support from a teacher each week. Students are withdrawn from classes after the literacy block in the morning has been completed.

Quicksmart intervention sessions for students Years 3-6 happen in pairs 3 times per week for students involved in the program.

## Appendix 3 - Structured Literacy Block

### Example of a Daily 5 Structure



#### **Components of the Daily 5 CAFÉ**

#### **Comprehension, Accuracy, Fluency, Expanding Vocabulary.**

The Daily 5 offers students the following five choices of activities to work independently toward personal literacy goals:

**Read to Self** – taught 3 ways (read words, read pictures, retell)

**Work on Writing** – explore different writing topics, need to keep writing exciting

**Read to Someone** – be a good reading buddy, check for understanding

**Listen to Reading** – use of technology, tasks based on listening to reading.

**Word Work** – can practice phonics skills, vocabulary, sight words, develop understanding of how English works.

#### **Important aspects:**

**Explicit teaching** – 5-7 mins of targeted teaching for whole class.

**Independent Practice** – 20 mins of independent practice in one of five choice above.

**Guided Teaching Groups** – During independent practice, teacher works with a small group on a targeted area. Could be reading instruction (guided reading), writing, spelling).

**Continual assessment to inform practice** – teacher building a picture of where students are at and targeting this in explicit lessons.

**Developing independent/expert learners** – through independent practice. Need to develop stamina.