

**Developing Performance Plans** 

CAPACITY BUILDING

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Instructional Leadership

## **Durack State School Strategic Improvement AGENDA**



## **MINILIT & MACQLIT**

- Evidenced based, early Literacy program -• effective model for teaching reading
- Provides reading instruction for struggling readers - at risk students
- Practical, explicit and systematic
- On-going monitoring through regular assessment
- MINILIT Year 1 & 2 (80 lessons)
- Text reading, story book reading
- Use positive teaching strategies to develop phonemic awareness - learning to blend and segment
- Emphasis on building thorough sound letter correspondence
- Align letters and sounds with introduction of high frequency words
- MACQLIT Y3-6 (122 lessons)
- Focus on phonics, or word identification, supported by connected reading text to ensure skills are generalised to reading
- Build vocabulary and comprehension skills
- Reinforced reading program to build fluency

## **Story Bridge**

- 1. Make Links between home language and English.
- 2. Build a core vocabulary of tier 1 words
- 3. Use Core Vocab to
  - Answer questions and speak in sentences
  - Retell stories taught in class
- Develop phonological awareness and 4. concepts about print
- Team work Teachers, Teacher-Aides Speech, HOC, Pathologist, Master Teacher,
- Embedded program in literacy block
- Literature based differentiated approach
- **Coaching and Support**

## **VOCAB SOS – Whole Class Robust Vocabulary Instruction**

- Research shows that children who hear and use fewer words require explicit and targeted instruction
- Our bilingual population means that many children have limited exposure to English outside school
- Vocabulary development is one of the highest predictors of academic success and literacy learning
- We need a daily program that is high impact and integrated into other key learning areas

- Daily lessons: as part of literacy block runs year round in years 1-3 1.
- Explicit teaching of tier 2 vocabulary with high curriculum mileage 2.
- 3. Intentional revision of words learned each week/term
- 4. Strong contextual base: use of 'sensational sentences' encouraged
- 5. Supported transfer: students rewarded for hearing or using 'power words' when talking/writing
- 6. Build a core vocabulary of tier 1 words
- 7. Use Core Vocab to answer questions. and speak in sentences and retell stories taught in class
- 8. Develop phonological awareness and concepts about print

## **School Vision DATA DRIVEN** Mision: To aneon has students to strive to reach their potential **Improving Student Outcomes**

#### **Explicit Instruction**

## **Prep Phonics Program**

Our Prep Phonics program provides a consistent and balanced approach to the teaching of phonics instruction that includes:

- Integrated components of Jolly Phonics, MINILIT and Words Their Way
- Explicit teaching of letter sound and symbol using warmups, letter/sound sorts and interactive whiteboard resources
- Use common language, actions, set scope & sequence, lesson delivery
- Targeted segmenting and blending hand actions from MINILIT
- Consolidated phonological awareness skills through the Prep Oral Language Program – Story Bridge

The Phonic program includes:

- Daily warm up using familiar sounds
- Daily blending and segmenting practice
- Introduce 3 letter sounds per week
- Daily handwriting and letter formation practise
- Identify and use letter sounds in reading, writing and follow-up activities

# **RESEARCH BASED** Story Club

Oral language screener for all Preps, 'red flags' prioritises understanding & using language in home and/or English receive small group intervention. Focussing on:

- Active listening
  - Developing vocabulary around familiar class stories - people, actions, places, times, objects
  - Answering questions about class texts using target vocabulary
  - Improve sentence structure, focusing on increased length and complexity
  - Putting sentences together to retell a familiar class story

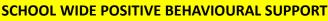
## **Extension Programs**

Improving our Upper 2 Bands through Identification of students and on going monitoring. Programs include:

- ٠ Robotics and coding
- Research and debating
- After school robotics program
- Maths challenge coaching
- Distant Ed extension online literacy
- Indigenous online learning
- Maths Challenge
- Robotics and coding competition

**On Task Behaviour** 

Lunchtime extension programs



**Shared Values** 

High Expectations