### Hampstead Primary School Site Learning Plan 2010

**Our reality**  
*Data that informs our planning*

<table>
<thead>
<tr>
<th>Strategies that will lead / result in improvement</th>
<th>Goals</th>
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| Oral Language (OL)  
% of students achieving an age appropriate standard in oral language (as indicated on the oral language rubric) | 100% of students have language at an age appropriate standard |
| **Assessment Tool**  
Oral Language Rubric | |
| OL activities skills (such as xx to teach yy)  
Document the opportunities for OL development through the SAKGP  
Explicit teaching of oral language for improvement  
Use of ‘exemplars’ to show/describe quality language  
Incorporation of Higher Order Thinking Skills into language activities and questions  
Use of formative assessment in developing student’s language  
Use of student triads for peer conversations and peer assessment  
Staff professional development in oral language development (Sue McClardish: Talking Literacy) Higher Order Thinking (Blooms)  
Staff sharing ‘wins’ and questions at staff meeting  
SILA Coaches, AL Consultants and Leadership staff providing targeted feedback | |
| Reading: % of students are reading at level 5 after 4 terms of reception | 100% of children are reading at level 5 after 4 terms of reception  
Students are making above average growth in TORCH |
| **Assessment Tool**  
Running Records  
TORCH  
Class based comprehension Assessments | |
| Children reading to an adult everyday; seek volunteer support in addition to staff time  
Design and implementation of reading skill teaching units  
Staff PD in reading strategies (inferential meaning)  
Daily reading for purpose & critical reading 3-4 times per week  
Use of word walls across curriculum areas  
Engagement of parents in supporting children to read more (newsletter focus each fortnight, parent information session, posters and accessible quality information)  
*Race To A Million Words* program promoted across the community  
Apply for PaCE funding for a Read With Me program for ATSI families | |
| Writing ie 50% of students are writing at an age appropriate level as identified through the S&S process. | 100% of students are writing at an age appropriate level as identified through the S&S process. |
| **Assessment Tool**  
Scope and Scales | |
| Development of exemplars at each ‘scale’ level  
Twice yearly writing audits (scaling of student work) and data used in planning for improvement  
Students utilising genre checklists to guide their work  
Use of peer assessment | |
| Values/Agreements/ Strategies that underpin our work | |
| Group norms  
Protocols  
Whole school agreements around the literacy block and routines  
Language of Difficulty and sharing concerns, asking questions, acknowledging  
Use of exemplars  
Use of formative assessment  
Increase the amount of reading and writing that students do  
Use of data to inform our teaching | |