

English Values and Beliefs

- All children can learn
- Learning is developmental and occurs in different ways and at varying rates
- Literacy is embedded in all learning areas
- Literacy begins with what children know and scaffolds to new learning
- Literacy development is enhanced when a successful partnership exists between home and school
- Literacy learning should be relevant, meaningful and enjoyable
- English learning should incorporate a wide scope of text forms students experience in their everyday lives, including digital
- English is learnt through targeted planned and formal lessons, as well as incidental and informal multi-modal learning situations
- Interactions with others through Speaking and Listening should be taught and modelled to promote respect
- Literacy should be modelled by staff and students and high standards expected
- Students learn through explicit teaching and modelling of English

Teaching Approach to English

- Develop whole school practices for planning, teaching, assessing and reflecting
- Explicit teaching using i-Star model for Literacy blocks
- Collaborative planning and moderating
- Whole school texts for Grammar (1-7) and Handwriting (K-5) to encourage familiarity from year to year for students, teachers and parents.
- Ability grouping where possible
- Use First Steps activities and assessments
- Plan with Australian Curriculum
- Cover content in NAPLAN schedule
- Guided reading practices
- Guided reading – consistent methodology
- Creaney Speaks
- Incorporate IT and digital technologies
- Prioritise learning content; teaching using data and set SMART Targets
- Develop collaborative teaching practices and schedules for content taught across year levels to develop a more sequential approach to teaching
- Plan learning experiences in a variety of class formats, whole class, small group, pairs and individual, demonstrating a differentiation of curriculum
- NSW Foundation font introduced for greater control and readability
- Creaney based spelling program established

English Support Team

- Creaney PS: Students, Teachers, Education Assistants, Admin, Parents, & ESC
- External providers: Speech Therapists, Occupational Therapists, School Psychologist, and Professional Learning providers, PEAC
- Collaborative Groups: Curriculum Leaders team, 'Block' groups, Creaney P& C, IPS Cluster schools network

Supports, Resources and Professional Learning

- Staff Commitment and willingness to share resources
- Collaborative planning time
- I-Star Literacy Block PL
- Purchase additional resources
- Teacher reference materials
- Guided Reading PL
- NAPLAN
- Moderation resources
- Grammar textbooks
- Handwriting books K-5
- Phonics International

Assessment and Monitoring

- NAPLAN
- On-Entry Testing
- KAT testing
- PEAC testing
- Evidence files (writing samples, South Australian Spelling test, Running Record)
- Teacher assessments
- First Steps diagnostics
- Creaney Speaks
- SAIS data
- Whole school data recorded

Reflections and Evaluations

- Whole school reflection and review
- Formal Reports (Sem 1 & 2)
- Teacher moderation with common First Steps tasks
- Performance Management process
- Target setting and grouping students
- Learning Journey
- Cross Cluster moderation

Community • Achievement • Respect • Excellence