

Bowen State High School Literacy Strategy 2006 – 2008

Literacy is the use and understanding of a range of practices associated with traditional and new communication. The use of literacy may be demonstrated through spoken language, printed text or new multimedia.

Literacy is a set of social practices that help shape our understanding and our views of the world and is therefore essential for learning and living.

The development of skills in literacy is influenced by many factors including intelligence, perceptual and processing abilities, familial/cultural/socio-economic, pedagogy and opportunity for practice. It is therefore natural for adolescents of the same age to exhibit very different skills in literacy. It is desirable for all students to reach minimum standards. All students' literacy skills can be enhanced with the incorporation of key strategies in the curriculum.

OUTCOMES	KEY STRATEGIES	ACTIONS		
		2003	2004	2005
<p>COMMUNITY PROFILE</p> <ul style="list-style-type: none"> The community profiles contains information on community literacy practices and expectations and is recognised in the school literacy plan. The schools literacy plan meets the needs of the diverse range of students identified in the community profile through some special programs. 	<ul style="list-style-type: none"> Develop community learning links. Scan all Year 8 students to determine literacy profiles for each student. Continue to monitor and update individual student profiles. 	<ul style="list-style-type: none"> Scan community to obtain community literacy practices and expectations. Publish a community literacy profile. All year 8's scanned 	<ul style="list-style-type: none"> Matching community literacy expectations and practices are reflected in school literacy practices with subject areas. All year 8's scanned. Year 9's updated 	<ul style="list-style-type: none"> Ongoing implement action and evaluation. All year 8's scanned. All year 9's & 10 's updated.
<p>VISION</p> <p>Shared Vision</p> <ul style="list-style-type: none"> Literacy is included in school programs for all KLAs. The school's literacy plan includes oral, print and multimedia. Print is the area of greatest concern for less academically successful students School documents use a consistent, professional language to describe a repertoire of literacy practices. 	<ul style="list-style-type: none"> Develop a shared school literacy statement across all KLA's and subjects Develop a repertoire of literacy resources to support staff, students and parents. 			
<p>STANDARDS AND TARGETS</p> <ul style="list-style-type: none"> The school literacy plan includes moderation at and across all year levels to ensure a common understanding and application of the common framework of standards for the literacy performance of students. There is a whole school approach to the examination of systemic test data to plan for and measure improvement in literacy. The school literacy plan defines a continuum of expected literacy outcomes, which are applied to individuals, groups and year levels. 	<ul style="list-style-type: none"> Establish a common framework of literacy standards for all year levels to reflect school and community expectations. Carry out a moderation process within faculty and care group structure at end of each term for Year 8 and end of each semester for Year 9 & 10. 	<ul style="list-style-type: none"> Establish literacy expectations of each subject area at each year level. Develop literacy outcomes for each year level. Develop literacy outcomes for each year level for CORE subjects (literacy continuum). 	<ul style="list-style-type: none"> Implement moderation for all levels of ability. 	<ul style="list-style-type: none"> Continue moderation for all levels of ability.

<p>ASSESSMENT AND MONITORING</p> <ul style="list-style-type: none"> Teachers monitor and record their students' progress along the literacy continuum using a range of strategies. Students' literacy needs are identified through a range of assessment strategies that focus on individuals, groups and year levels. The school's literacy plan includes assessment of multiliteracies, technological and critical thinking skills and knowledge. 	<ul style="list-style-type: none"> Classroom teacher uses anecdotal records and systemic test data to determine student rating on literacy continuums. Ensure the literacy continuum includes an identified range of literacies at appropriate level and within a range of subjects. All students in level 1 and 2 English units to be tested each semester to gauge literacy level and to determine student rating on literacy continuum. 	<ul style="list-style-type: none"> Develop literacy continuum Develop literacy continuum Develop appropriate literacy tests for all level 1 and 2 English units. 	<ul style="list-style-type: none"> Core teachers of all levels begin recording student performance Core teachers of all levels begin recording student performance Teachers of all level 1 and 2 English units begin testing students each semester. 	<ul style="list-style-type: none"> Continues for all levels of ability. Continues for all levels of ability. Continue tests each semester for all level 1 and 2 English units.
<p>CLASSROOM ORGANISATION AND PEDAGOGY</p> <ul style="list-style-type: none"> Teachers have a clear understanding of what skills need to be taught and when it is appropriate to teach them. In most year levels assessment is used as a basis for programming. Teachers are aware of the need to balance the use of resources to maximise focused literacy learning. Timetabling for appropriate literacy focus is a school priority and is evident in some areas of the school. 	<ul style="list-style-type: none"> Each teacher within a subject area has an established expectation of what literacy skills are expected of students at a particular level of ability. Teachers incorporate strategies and literacy focus in existing units of work and lessons to utilise a range of resources to focus on and integrate particular literacy skills for each level of ability. Established common expectations for each level of ability are considered when developing assessment for work programs. 	<ul style="list-style-type: none"> Each teacher within a subject area has an established expectation of what literacy skills are expected of students at a particular level of ability. Teachers develop units and lessons to utilise a range of resources to focus on and integrate particular literacy skills for each level of ability. Established common expectations for each level of ability are considered when developing assessment for work programs. 	<ul style="list-style-type: none"> Teachers develop units and lessons to utilise a range of resources to focus on and integrate particular literacy skills for each level of ability. Established common expectations for each level of ability are considered when developing assessment for work programs. 	
<p>INTERVENTION & SPECIAL NEEDS SUPPORT</p> <ul style="list-style-type: none"> The school has a policy for using approved systemic school-based assessment for identification of students with literacy difficulties. Class teachers and support personnel plan collaboratively to provide support for students with literacy difficulties. Most literacy difficulties are identified and the appropriate teaching and learning response is identified. Teachers may seek further support through the school's literacy support team. 	<ul style="list-style-type: none"> Continue to follow EQ ascertainment process for identified students. Class teachers and support staff plan together for better student learning outcomes. Continue to build on the primary appraisal model as a guide to student support. 			

<p>LEADERSHIP, COORDINATION & PROFESSIONAL LEARNING</p> <p>Coordination</p> <ul style="list-style-type: none"> • The school's literacy support team has identified a range of suitable strategies and resources to improve the literacy of all students. • Responsibilities of individuals and teams are understood. Structures exist to support students and parent involvement in whole school planning. • The school literacy leader works with teaching teams to develop a consistent approach to teaching and to monitor performance of learning. 	<ul style="list-style-type: none"> • Establish a school literacy support team and literacy leader • Scan school resources and collate. • Update, develop and obtain identified relevant resources. • Promote and provide access to various resources. • Establish responsibilities of individual teachers (Policy Document) students and parents. 	<ul style="list-style-type: none"> • Establish a school literacy support team and literacy leader • Scan school resources and collate. • Update, develop and obtain identified relevant resources. • Promote and provide access to various resources. • Establish responsibilities of individual teachers (Policy Document) students and parents. 		
<p>Leadership and Professional Learning</p> <ul style="list-style-type: none"> • Literacy is a priority in the school. • PD activities are selected on the basis of student needs. Teacher's needs are determined by administration. • Priorities have been established for professional sharing and learning. 	<ul style="list-style-type: none"> • Whole staff of PD provided to establish importance of a common understanding of the importance of literacy, as well as common approaches to teaching it. • Using data from student scans and moderate establish PD needs for staff. • Data collected on individual students or groups reported to all staff for ongoing implementation of literacy skills in their classrooms. 	<ul style="list-style-type: none"> • Whole staff of PD provided to establish importance of a common understanding of the importance of literacy, as well as a common approach to the teaching of literacy. • Using data from student scans and moderate establish PD needs for staff. • Data collected on individual students or groups reported to all staff for ongoing implementation of literacy skills in their classrooms. 		

<p>STRATEGIC COMMUNITY PARTNERSHIPS</p> <ul style="list-style-type: none"> • Parents participate in planning, implementing and monitoring whole school and individual literacy programs. • Families are involved in and are encouraged to support students' literacy development. • The whole school literacy program is enriched by the planned integration of productive partnerships with parents and community. 	<ul style="list-style-type: none"> • Scan parents to identify those interested in volunteering to assist with literacy programs. • Present a parent workshop on common literacy expectations for each year level. • Booklets for staff/students/parents to supplement literacy programs within the school. • Literacy team reports periodically on progress of literacy plan via P&C, newsletters and school council. 	<ul style="list-style-type: none"> • Scan parents to identify those interested in volunteering to assist with literacy programs. • Present a parent workshop on common literacy expectations for each year level. • Booklets for staff/students/parents to supplement literacy programs within the school. • Literacy team reports periodically on progress of literacy plan via P&C, newsletters and school council. 		
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Currently support for students with literacy difficulties does not really focus on improving their literacy but on helping them to cover the work required despite literacy problems. Strategies include reading to students to ensure understanding of concepts, explaining, editing and keeping on task.

Year 8 students with identified literacy problems come out of Japanese to work on literacy. These students remain in the Access Learning program as necessary in year 9, however there is an emphasis on trying to integrate these students back into mainstream classes.

Strategies for improving literacy could include:

- ★ Providing text at appropriate levels for each student
- ★ Providing regular opportunities for engaging with print or multimedia with opportunities for assistance and/or feedback. This could include discussion/questioning following reading/viewing, reading aloud in a small group, three level guides, or other ERICA strategies underlining unknown words.
- ★ Text relating to similar information may need to be provided at different levels for different students
- ★ A more careful monitoring but not necessarily restriction/over control of references for research assignments. There is often little available at different or appropriate levels.
- ★ Help students to identify which texts are more suitable for them and their purposes
- ★ Develop a culture of reading for enjoyment and recognition of achievement (encourage sharing, quick oral reviews etc).
- ★ Allow students who completed drafts of assignments to read (own choice or from a range provided to the teacher)

INSERVICE

Teachers of secondary students need an overview of approaches to teaching reading and strategies for developing literacy in primary schools; the purpose and approaches of Reading Recovery, Support a Reader and Support a Writer – not to duplicate these but to understand what our students have experienced and adapt current methods of improving literacy to the secondary school setting.

There needs to be an emphasis on common approaches to the teaching of literacy across all areas of the curriculum. These common approaches need to be implemented in all subject areas, across all levels of ability.