

**Blackwood High School LITERACY IMPROVEMENT PLAN (13/04/2018) RCZ & MH**

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SITE STRATEGIC PLAN	Develop whole school literacy and numeracy improvement plans supporting student engagement and achievement
DEFINITION	<p>Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school.</p> <p><i>(<a href="http://v7-5.australiancurriculum.edu.au/GeneralCapabilities/Pdf/Literacy">http://v7-5.australiancurriculum.edu.au/GeneralCapabilities/Pdf/Literacy</a>)</i></p>
GOALS	<ul style="list-style-type: none"> <li>▪ Students develop higher levels of literacy across all curriculum areas at school and in their lives more broadly.</li> <li>▪ Students recognise and understand the importance of</li> <li>▪ Literacy in the world, and exhibit the dispositions and capacities of literacy purposefully.</li> <li>▪ Students recognise the interconnected nature of literacy, other curriculum areas and the wider world, and so become literate.</li> <li>▪ Teachers identify literacy opportunities across the curriculum, allowing students to exhibit literary knowledge and skills.</li> </ul>
OUR ROLES	<p><b>All teachers</b></p> <ul style="list-style-type: none"> <li>▪ Understand the literacy expectations of their curriculum area</li> <li>▪ Support students in the development of literacy through explicit teaching, modelling and the exploration of learning contexts that highlight the centrality of literacy in all forms of expression</li> <li>▪ Work collaboratively with other staff in activities designed to improve student literacy</li> <li>▪ Engage in Professional Learning to develop a range of literacy strategies to support all students, increasing their literacy capabilities and skills</li> <li>▪ Be aware of identified students' current literacy levels and provide a point of reference for discussion of targeted improvement strategies</li> </ul>
	<p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>▪ Support their curriculum teams in embedding literacy strategies within teaching programs</li> <li>▪ Review the curriculum collaboratively, identifying and making explicit the literacy foci</li> <li>▪ Model a teaching practice that explicitly recognises literacy points, and lead their teams in the exploration of literacy as a necessary teaching outcome</li> <li>▪ Monitor, with their teams, the effectiveness of literacy strategies</li> <li>▪ Lead data conversations for improvement in literacy</li> </ul>
	<p><b>Literacy Leaders</b></p> <ul style="list-style-type: none"> <li>▪ Provide leadership to curriculum leaders and staff in professional learning about literacy development and improvement strategies that support all students.</li> <li>▪ Monitor data for improvement, in collaboration with curriculum teams.</li> <li>▪ Provide leadership to curriculum leaders in the development and implementation of literacy strategies, via the provision of workshop opportunities during Collaboration Time</li> </ul>

	Current practice	Future directions/targets
NAPLAN	<ul style="list-style-type: none"> <li>▪ NAPLAN LITERACY MEAN 2017 Band 7 <ul style="list-style-type: none"> <li>○ Reading – Band 7 (2017)</li> <li>○ Writing – Band 7 (2017)</li> <li>○ Spelling – Band 7 (2017)</li> <li>○ Grammar &amp; Punctuation – Band 7 (2017)</li> </ul> </li> <li>▪ 86.5% students completed NAPLAN in 2017</li> <li>▪ Whole school agreement in key areas of interpreting information, writing across a range of genres, with a focus upon developing effective structures and increased elaboration. Specific attention, and staff PD will be provided on developing inferential skills.</li> <li>▪ English faculty PD address NAPLAN results and incorporate discussions of ways in which to improve outcomes</li> <li>▪ Using NAPLAN data to support student skill growth</li> <li>▪ All faculties review NAPLAN results in order to identify student NAPLAN levels and develop appropriate strategies</li> <li>▪ Presentation to Leadership Team on NAPLAN results</li> </ul>	<ul style="list-style-type: none"> <li>▪ Refine strategies to better track and monitor at class, cohort and site level in NAPLAN</li> <li>▪ Increase number of students achieving in Bands 8, 9 and 10</li> <li>▪ Ensure that Year 9 students who achieved Bands 7 and 8 in Year 7 retain their levels</li> <li>▪ Increase participation</li> <li>▪ Foster regular discussions between teachers on individual learner growth</li> <li>▪ Use NAPLAN data to support student growth and target intervention</li> <li>▪ Whole School PD on NAPLAN type of questions relating to literacy</li> <li>▪ Increase numbers of students achieving at or above DECD SEAs</li> <li>▪ Focus upon writing, spelling, grammar and punctuation and writing</li> </ul>
PAT Reading	<ul style="list-style-type: none"> <li>▪ Year 8 - 92% above SEA</li> <li>▪ Year 9 - 90% above SEA</li> <li>▪ Year 10 - 83% above SEA</li> <li>▪ Incorporation of PAT-R results across all subjects wherever possible, in order to foster higher level outcomes in writing</li> <li>▪ Utilise closer reading exercises that provide intellectual stretch, especially in relation to inferential reading and comprehension</li> <li>▪ Incorporate higher level comprehension activities in exams</li> <li>▪ Participate in PD opportunities on the analysis PAT-R data in relation to growth or trends of cohorts, class and student level</li> <li>▪ Presentation to Leadership Team on PAT-R results</li> </ul>	<ul style="list-style-type: none"> <li>▪ 100% of Year 8, 9 and 10 completion of PAT-R in 2018</li> <li>▪ PAT-R gaps identified and explicitly targeted across the school</li> <li>▪ Increased numbers of students achieving at or above DECD SEAs</li> <li>▪ Incorporation of PAT-R response actions into all curriculum area programs, in order to foster improved outcomes for students</li> </ul>
Literacy support	<ul style="list-style-type: none"> <li>▪ Students identified in Year 8 to Quick Smart materials are used to support their literacy development in direct transfer to classroom learning.</li> <li>▪ Continued work with 1:1 in TLC on literacy</li> <li>▪ Tracking and monitoring students achievements in current classes</li> <li>▪ Teachers provided with strategies to help students in literacy in their class</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documentation of students involved in program.</li> <li>▪ Team shares developed strategies with subject teachers in order to address weaknesses in literacy</li> <li>▪ Data analysis provided on progress of students and used to implement intervention strategies</li> </ul>

EALD	<ul style="list-style-type: none"> <li>▪ 8 - 12 Students identified with EALD eligibility</li> <li>▪ Tracking and monitoring of EALD students via EALD annual scaling</li> <li>▪ Continued work with the provision of 1:1 and/or small-group support on a weekly basis</li> </ul>	<ul style="list-style-type: none"> <li>▪ EALD PD for teachers across curriculum areas, PD that is subsequently promulgated within curriculum area teams</li> <li>▪ Development/formalisation of a process that enhances communication between subject teachers and the EALD support teacher, allowing for the sharing of strategies and approaches</li> </ul>
<b>Targets</b>	<b>Strategies</b>	<b>Measurements or evidence</b>
Build and improve teacher <b>use of assessment data</b> to inform planning for effective teaching learning.	<ul style="list-style-type: none"> <li>▪ Analysis of PAT R and NAPLAN results to identify areas for improvement</li> <li>▪ Curriculum discussions on data and identifying obvious trends</li> <li>▪ Individual student data analysis to support growth by targeted interventions</li> <li>▪ Literacy at SACE level monitored and responded at regular intervals in first semester</li> <li>▪ Data analysis at SACE and IBMYP level every term</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use various data formats to identify achievements</li> <li>▪ All teachers undertake the analysis of class data, PAT R and NAPLAN results in order to develop and implement intervention strategies</li> <li>▪ All teachers contribute to data conversations during curriculum meetings</li> <li>▪ All teachers share best practice with colleagues</li> <li>▪ Staff use the traffic light system to analyse approaches for individual student intervention</li> <li>▪ 100% pass in SACE literacy requirements</li> <li>▪ Increase of student s achieving at or above DECD SEA for PATR in years 8, 9 and 10</li> </ul>
To <b>build a Literacy Improvement cycle</b> via the provision of professional development that supports teachers achieving improved literacy outcomes.	<ul style="list-style-type: none"> <li>▪ PD for all staff, including explicit criteria for identifying and supporting literacy development in all curriculum areas</li> <li>▪ Literacy map developed in each curriculum area</li> <li>▪ Inclusion and explicit addressing of the Australian Curriculum Literacy Capabilities in all curriculum areas</li> <li>▪ Receive feedback from students from one class per semester</li> <li>▪ Discussion of feedback with line manager</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inclusion of literacy components in unit plans in all curriculum areas</li> <li>▪ 100% participation in some form of PD directly related to literacy</li> <li>▪ Common use of language terminology across all curriculum areas</li> <li>▪ Teachers supported by leaders and executive</li> <li>▪ PLC formed drawing on teachers' specialist skills in Literacy</li> <li>▪ collect, analyse and incorporate feedback on students'</li> <li>▪ Inclusion of literacy components in unit plans</li> </ul>

<p><b>Pedagogical practices</b> for effective quality literacy teaching</p> <p>Build active learners and teacher capacity and practices in literacy</p>	<ul style="list-style-type: none"> <li>▪ Whole-school focus upon the development of inferential skills, spelling, writing (persuasive) and grammar</li> <li>▪ Common Assessment tasks incorporate intellectual stretch in relation to literacy opportunities and skills</li> <li>▪ Sharing of scaffolds to support literacy</li> <li>▪ Differentiate tasks to meet learners' needs</li> <li>▪ Students become co-designers in the development of literacy tasks</li> <li>▪ Internal Standardisation and Moderation processes</li> <li>▪ Sharing practice</li> <li>▪ Inclusion of literacy expectations in all assessment activities and types</li> <li>▪ Development across the school of common teaching of the understandings of genres and formats</li> <li>▪ Implementation of a literacy support program utilising the skills of pre-service teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Measurable improvement in literacy outcomes, especially in NAPLAN Writing</li> <li>▪ Consistency in standardisation and literacy teaching across school</li> <li>▪ Improved literacy outcomes through superior structuring/organisation</li> <li>▪ Improved development of literacy capacities by all students</li> <li>▪ Improved development of literacy dispositions by all students</li> <li>▪ Best practice is shared by expert practitioners and thus promulgated to benefit all students</li> <li>▪ Students develop literacy skills and dispositions through frequency of engagements and recognition of cross-curricular relevance</li> <li>▪ Common teaching of genres and formats delivered across the school, leading to greater understand and reinforcement of literacy concepts across the school</li> <li>▪ Students benefit from targeted and focussed support from skilled pre-service teachers</li> </ul>
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