



Arthur Phillip High School

Literacy Policy

2020

Last Revision

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Rationale

At APHS, we approach Literacy as a Whole School Initiative as per the Department of Education's 2017 Literacy Policy. Each teacher embraces the opportunity to explicitly teach students how to engage with and understand the literacy components of their subject. There are three key areas of focus for student literacy development. Firstly, literacy is seen as developing a student's ability to understand and evaluate meaning through various modes, including reading and writing. Secondly, Literacy is developing a student's skill to communicate effectively. As a lifelong skill for students beyond school, communication skills enable them to be proactive members of their society and community. Finally, there is an understanding that literacy competence is required for students to be able to access the content of each KLA, allowing students to achieve success in different subjects, and then further in to their personal and workforce lives. A growth in a student's literacy skill empowers them to express ideas and knowledge in various contexts and across curriculum, building their confidence in communicating effectively with others, which they can take into the world beyond our school context.

Roles and Responsibilities

Students

- To utilise opportunities provided by the school to read widely and for pleasure.
- To actively participate in skill specific activities in various classes.
- To develop and enrich reading comprehension skills. To also read and explore new ideas and contexts in different types of texts, so that their knowledge of the world is enriched through their interaction with different perspectives.
- To continually improve their spelling, grammar and punctuation.
- To use a dictionary and thesaurus, to acquire and build upon vocabulary knowledge.
- To understand the metalanguage, text types and types of writing that exist in different subjects.
- To understand the value of planning, drafting, receiving feedback and then editing work before formal and informal submission of their work.
- To understand that strong literacy skills can inspire confidence, content understanding in different subjects and improve verbal and written communication skills.

Teachers

- To provide opportunities for students to read and understand the content of their subject, by allowing students to engage with the pertinent text type/s of their subject.
- Teachers should use the Literacy Progressions, as well as their own analysis of Best Start and SMART data (Naplan and HSC data), to create personalised literacy scaffolds and goals for their students across their classes that support their literacy and learning in general. EAL/D Progressions should also be understood and utilised when teaching EAL/D students at our school.

- Should access work samples on through the Syllabus of their KLA on the NESAsite, to reflect on literacy requirements and examples of writing and assessment that are relevant to the Stage of the student’s learning. They should then use this understanding when developing resources and assessment tasks.
- To explicitly teach and model reading strategies and writing skills that align with the literacy of their own subject, so that students gain a deep understanding of the literacy requirements of each subject.
- To define the metalanguage of their subject across their KLA, allowing students to apply the understanding of these words in a range of verbal and written responses.
- To utilise scaffolds that are differentiated to meet the needs of all students in their classes, including ALARM, TEEL or other teacher developed scaffolds for their KLA.
- To regularly give students feedback not only on their understanding of the content of their KLA, but also feedback on their spelling, grammar, punctuation and the textual forms of their subjects.
- Teachers are to reward students who improve their literacy skills. Also, teachers should challenge highly literate students extend their strong literacy skills to others, so that they can be peer leaders in literacy.
- Teachers should refer students with Literacy needs to the LaST team, so that students can receive support with reading and writing skills. Teachers should also access IEPs (Individualised Education Plans for students with learning needs), and PLPs (Indigenous Education Plans), so that they can use strategies for creating differentiated literacy work for students across their classes.

Parents

- Parents can read and discuss different texts with their children, including novels and media news.
- Parents can sign their children up to their local library, and encourage the responsible borrowing and reading of library books and resources.
- Parents can contact the school and identify the learning and literacy needs of their child, so that the school can offer additional support of their child in the classroom.
- Parents should engage with their child’s learning and literacy, by reading what their child has done at school that day and offering feedback on their ideas and writing. Parents can also assist their child by proofreading their work, and offering feedback and ideas on their writing (when possible).
- Parents can also encourage a positive environment about learning to their children. Some strategies could include:
 - Encouraging their child to never give up, and to understand that mistakes can be learning opportunities.
 - Encourage their child to read and to write for pleasure.
 - Encourage their child to independently complete homework and assessment tasks.
 - Getting their child to check over their written answers (sentence by sentence), to see if the sentences have writing and ideas that make sense.

- To embrace a mindset that they can improve their literacy and learning by completing all activities at school and home to their personal best.
- Teach time management skills so that they can write and read more quickly across their schooling years.
- To teach their child that success is achieved through focus and goal setting.

Literacy Strategic Focus Points

At APHS, the establishment of a Literacy team in 2020 will be created and developed at a whole school level. This team will involve Executive team members, but also Teachers across KLAs, so that resources and strategies can be developed at a whole school level from the ground up. The team will also explore and develop Professional Learning, that can enrich a teacher's ability to effectively differentiate activities, so that students can enhance their own literacy and learning as a result. This will allow Stretch Literacy goals to be achieved for our school, with both NAPLAN and HSC results being strengthened as a school.

How?

- Identifying literacy demands within and across different curriculum, so that literacy skills can be applied to different contexts.
- By supporting students in the development of their literacy skills through explicit teaching and modelling of metalanguage and text types that apply to their subject.
- Faculties to consolidate literacy resources and establish literacy goals for their Faculty. A Literacy member from each Faculty to bring those goals to the Literacy team, so a Whole School overview of Literacy goals can be created.
- Literacy team working collaboratively to design and collate resources and scaffolds to improve literacy across KLAs, so that Literacy skills can be strengthened.
- To evaluate and understand the literacy components of their KLAs, as shown through unit and module plans. To add in literacy components that are relevant to their subject, but also to literacy skills building and thinking that a student requires.
- To participate in professional learning to improve the delivery of literacy in their subject, and as a whole school. This should include the development of whole school literacy approaches and strategies to increase student skills in their own literary world.
- To find connections and differences between the literacy demands of each subject. To utilise the common links in literacy terminology so that a genuine whole school approach, that is specific to the context of APHS is established.
- Teachers to analyse data, so that a deep understanding of the literacy needs of their students is understood, and then to use that understanding to inform the planning of both class tasks and assessment tasks.

Specific Pedagogical Practices:

1. TELL (Teaching English Language Learners)

Aimed at equipping teachers with strategies to teach students from an EAL/D background. This includes the professional learning surrounding the EAL/D Progressions, and other strategies to assist teachers with their development of language and literacy strategies for students from an EAL/D background. Aimed at creating high challenge classrooms with high levels of literacy support.

2. Interventions

- a) Literacy team to create resources to support students at a low, mid and high level of literacy.
- b) LaST team to support students requiring literacy support at an individual and whole class level.
- c) Reading and Writing interventions for students at a Stage 1 and 2 level, through the LaST team.
- d) Weekly Literacy focus points for students and staff.

3. Writing Supports

- a) Teacher developed scaffolds and models of writing, that would support students within their own subject.
- b) Word banks to address the metalanguage of their KLA.
- c) Whole school language around literacy as developed by the team from the ground up.
- d) Utilisation of data, to inform how to differentiate activities and tasks for the literacy needs of their classes.
- e) Using TEEL, ALARM or subject specific scaffolds, to support student's writing within their own KLA.

4. BEST START Data

To support the literacy skill acquisition for our Stage 4 students the school is utilising Best Start Year 7. Best Start Year 7 is a literacy assessment package

for schools to be used in the first five weeks of Year 7. This package in collaboration with the National Literacy and Numeracy Progressions will assist the school by:

- Provide teachers with consistent and up-to-date information about new students' skills and abilities in literacy.
- Identify students with literacy needs, allowing for early intervention.
- Help inform targeted teaching and intervention strategies. The National Literacy and Numeracy Progressions is a tool designed to assist in strengthening teacher knowledge and facilitating a shared professional understanding of literacy and numeracy development. These progressions can be used to identify the literacy and numeracy development of students and the development that should follow. This assists teachers, to differentiate teaching and learning experiences and to provide feedback to students about next steps in learning.
- BEST START data to be utilised by the LaST team to create reading and writing groups will target students who fall below benchmarks. SLSO support to be directed to students with literacy and other needs, at an individual and class level.

5. SCOUT Data

SCOUT provides a number of information reports which can assist teachers in establishing the literacy and numeracy needs of their students. SCOUT data will be analysed by the Literacy team to identify students with significant learning needs. According to the results, student needs will be addressed through either a Year Level, Group or Individual learning plan.

- Year level – All Classroom teachers will be provided with an analysis of the learning needs of the cohort based on earlier NAPLAN testing and current diagnostic assessments. This will be used to identify general skills that should be addressed through the curriculum.
- Group – Students who are between 1 and 2 years behind or more than one year ahead will have a Group plan that details the specific numeracy areas the students are struggling with. This will be distributed to class teachers for their planning.
- Individual – Students who are greater than 2 years behind or above the expected level will have an individual learning plan developed by the LAST

team. Individual teachers will be supported to develop and implement strategies that scaffold the learning of the students greater than 2 years below the expected level.

6. HSC Minimum Standards Testing

Students who don't achieve a Band 8 in Reading or Writing, will have further opportunities to sit the HSC Minimum Standards testing for both reading and/or writing as applicable. They will have 2-4 opportunities across the school years up to Year 12, and even beyond Year 12. The minimum requirement is to achieve a Band 3 in Reading and Writing. This is the minimum standard of Literacy that a student should achieve by the end of Year 12, and will also allow them to be awarded the HSC certificate (over Record of School Achievement). This will ensure that students are achieving a Minimum level of literacy which is required for the world beyond school.

7. Using PLAN2

Planning Literacy and Numeracy (PLAN2) is an online tool designed by the NSW Department of Education to support the use of literacy and numeracy learning progressions in all NSW schools. It does so in the following ways:

- Efficiently record observations by selecting specific students, sub-elements and levels.
- Record indicator status and comments for individual or multiple students.
- Identify patterns of learning across a group of students to determine teaching priorities.
- View indicator history to see previously entered status and comments.
- Create Areas of focus to save syllabus outcomes from any key learning area and progression indicators for a select group of students.

STRETCH Goals Achieved

By applying and utilising the ideas within this policy, the Literacy STRETCH goals would be achieved, as measured through the SCOUT Data for NAPLAN and HSC results.

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