

YOUR CHILD; OUR FOCUS

LITERACY
PLAN
2020-2022



Donnybrook District High School

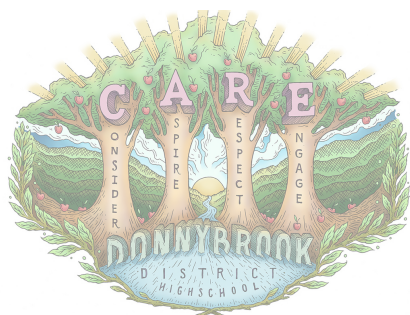
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Literacy - the Key to Success

The Rationale

The Literacy Plan stands as a set of statements and guidelines about teaching and learning at Donnybrook District High School. The plan is designed to ensure a consistency of approach throughout our school and the regular use of evidenced-based practices within our classrooms.

Literacy is the ability to read, view, write, design, speak, listen and communicate effectively. Our students not only need these skills to function and succeed in society but we need to build on their early success by teaching them to connect, interpret and discern in this complex world in which we live.



Vision

At Donnybrook District High School, we believe that every student, with our support, can achieve high performance in Literacy. We are committed to providing high quality education to ensure success for every student.

Fundamental to this success is ensuring that every child has well established literacy skills early in life and a continued focus on improving all aspects of Literacy, particularly Reading and Writing.

Milestones

- Performance Management plans and Professional Learning Communities (PLC) Action Learning Models (ALM) reflect that staff are analysing data and differentiating the curriculum in response, to meet student needs or support student progress.
- Feedback from formal peer and line management classroom observations indicate an increasing trend in the number of teachers effectively differentiating the curriculum.
- PLC ALM Reviews demonstrate clear evidence of collaboration, peer observation and coaching. The number of students at or below the National Minimum Standard (NMS) will decrease between Years 3-7.
- The percentage of students achieving in the top 20% in all bands will increase in Years 5, 7 and 9.
- The proportion of students making progress in NAPLAN results in Reading shows improvement in the three-year period.
- Students identified as performing at or below National Minimum Standard in Spelling and Grammar show progress from Years 3-5, 5-7 and 7-9.
- Planning clearly demonstrates linkage to improving Literacy.
- The number of students at or below NMS will decrease in Years 5 and 7.
- Scheduled reviews of PAT Literacy data shows evidence of progress over time in Years 4, 5, 6, 7 and 8.
- Both higher achievement and higher progress evident from Years 3-5 and Years 5-7 in NAPLAN from 2020-2022.
- The number of students pre-qualifying for Online Literacy and Numeracy (OLNA) by achieving BAND 8 will increase.
- Library plan developed to demonstrate a whole-school approach to Reading.
- Literacy committee analyses data and provides annual review and feedback to PLCs on implementation of programs and student progress.

READING

2020 - 2022

DISCIPLINARY LITERACY

1

Building Vocabulary

- Academic Language (Tier 2/3) words
- Word rich environment

Meaningful patterns

- Establishing meaningful patterns to assist students to learn new words

Combine writing and reading at every opportunity.

GUIDED READING PROCESSES

2

Before Reading

e.g. Activate prior knowledge

Preview text

During Reading

e.g. Questions

Graphic organiser use

After Reading

e.g. Summarise

Reflect and Review

EXPLICIT TEACHING

3

Teach *why* and *when* to use comprehension strategies.

Provide opportunities for students to think about their reading.

Visual Literacy Displays
e.g. Word walls, Infographics

UNDERSTANDING LANGUAGE AND LITERACY EXPERIENCES

4

Impact of:

- Early language exposure and focus
- Literacy blocks
- Oral language
- Explicit phonics instruction

CREATING A CULTURE OF READING

5

Incorporating library-led engagement in classroom practice

Establishing a Whole School Literacy Committee to drive student outcomes

We encourage Parent/Carer support

WRITING

2020 - 2022

KEY TEACHING STRATEGIES

1

Modelled Writing

- Teacher as expert

Shared writing

- Scribing
- Supported composition

Guided Writing

Independent Writing

FOCUS ON THE PROCESS OF WRITING

2

Before Writing

e.g. Familiarise/Analyse
Co-construct a text
Oral Rehearsal
Plan

During Writing

e.g. Writing craft
Publish

After Writing

e.g. Reflect and review

SCAFFOLDING AND RESOURCING

3

Use a common language and terminology across the school with all writing genres.

Templates developed and utilised for text types, short answer and extended response.

Assessment rubrics developed in Professional Learning Communities.

TEACHING GRAMMAR IN CONTEXT AND WITH PURPOSE

4

Text based - content focused.

Associate grammar with the meaning of the author.

Provide opportunities for authentic use and application.

Minimise instruction to allow for lots of practice time.

Relate punctuation to editing and proofreading.

SPELLING

5

Develop a bank of strategies and explicitly model the use of these strategies.

Generalising patterns, not memorising rules.

Multi-sensory activities.

Student involvement in learning, through the use of word journals, self-correcting, conferencing or error logs is critical.