LITERACY AND NUMERACY IMPROVEMENT PLAN

2020 - 2023

Innovative Thinkers; Successful Learners; Connected Community

ALBANY CREEK STATE HIGH SCHOOL

Vision

All Albany Creek State High School students achieve success in Literacy and Numeracy through embedded school wide strategies in every classroom, every day.

Albany Creek State High School promotes a culture of learning that emphasises quality teaching and learning, visible in student and teacher talking, doing and thinking.

Statement of Intent

To develop independent life-long learners through an embedded school wide literacy and numeracy action plan, with the intent to achieve sustained and measurable improved student and teacher performance/outcomes in the teaching and learning domains of literacy and numeracy education. To support students and staff through the strategic application of common school wide strategies, common pedagogical language and effective instruction, to foster a deep understanding of literacy and numeracy in a viable curriculum, through quality teaching and learning in every classroom, every day.

Building on existing knowledge

The 2020-2023 plan builds on existing knowledge gained through the implementation of the 2016-2019 Literacy & Numeracy Plan. The focus of the new plan is on building capability through continuing professional development for teachers with a focus on writing and numeracy, and deepening student capacity to engage in the curriculum.

Why is it important to support Literacy and Numeracy in the classroom?

Shared Beliefs and Understandings

The Alice Springs (Mparntwe) Education Declaration (December 2019) has the goal of "improving educational outcomes for all young Australians as central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives". Further to this, it acknowledges that "successful lifelong learners have the essential skills in literacy and numeracy as the foundation for learning".

Albany Creek State High School is committed to ensuring teachers have the knowledge, skills, leadership and support to deliver quality teaching in the areas of literacy and numeracy across and within all subject areas.

Albany Creek State High School believes that all teachers are teachers of literacy and numeracy and that quality teaching and explicit instruction can make the single biggest difference to students' literacy and numeracy outcomes across the curriculum.

We understand that;

Quality literacy teaching in the secondary years allows students to:

(Source: DOE 2015: Moving Literacy Forward. Accessed 2019)

- make extended, independent contributions that develop ideas in depth
- make purposeful presentations that allow them to speak with authority on significant subjects
- engage with texts that challenge preconceptions and develop understanding beyond the personal and immediate
- experiment with language and explore different ways of discovering and shaping their own meanings
- use writing as a means of reflecting on and exploring a range of views and perspectives on the world. (UK government, 2013)
- achieve at a higher standard on learning area/subject assessment tasks.

Quality literacy teaching in the secondary years involves:

- educators who understand the literacy demands of their learning area/subject
- educators who understand the different literacy expectations across the years of schooling
- explicit teaching of learning area/subject literacy expectations through the gradual release of responsibility from the teacher to the student (for example, modelled, guided and independent practice)
- employing a mix of common, school-wide strategies and subject-specific strategies across learning areas
- students having access to and receiving explicit teaching of a variety of increasingly complex texts (print and non-print) within the learning areas/subjects differentiated literacy instruction.

When teachers identify numeracy demands across the curriculum:

- students have opportunities to transfer their mathematical knowledge and skills to contexts outside the mathematics classroom.
- It helps students to recognise the interconnected nature of mathematical knowledge, other learning areas and the wider world, and encourage them to use their mathematical skills broadly.

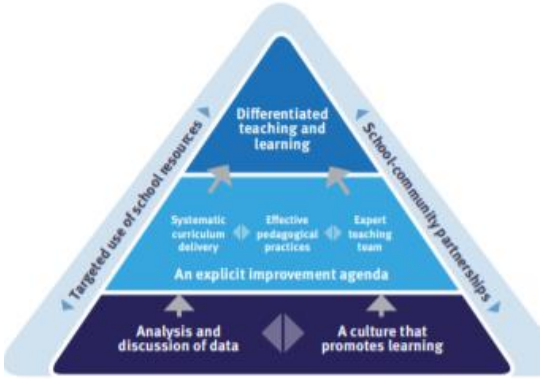
See Appendix 1 for definitions

How do we support Literacy and Numeracy in the Secondary Classroom?

At Albany Creek State High School we are committed to improving literacy and numeracy across the curriculum. The improvement strategies include the whole school writing methodology, *Reading to Learn* (Rose 2002) in addition to targeted improvement strategies embedded in units and class work to explicitly target literacy and numeracy improvement. This is in addition to the existing signature strategies that make up the whole school approach to improvement in literacy and numeracy, will be evident in collegial conversations, planning documents and teacher pedagogy.

The goal is for teachers to understand, connect and embed the strategies in their teaching to create a whole school common language. Students will therefore understand that these strategies are transferrable across all of their key learning areas in order to maximize their learning.

Alignment between Teaching and Learning Strategic Improvement Plans, including The Curriculum Plan; The Art and Science of Teaching Strategic Plan (Marzano); Collegial Engagement Plan; Data Plan and the Professional Development Plan ensures consistency and common language through the domains made explicit in the Department of Education (Qld) School Improvement Hierarchy.



Writing and Numeracy Methodology and Strategies 2020-2023

Writing Methodology

- Reading to Learn (Rose 2002). Strategies include Detailed Reading; Notetaking; Joint Construction of text; Individual Rewriting.
- Explicit teaching of Writing Samples (A&C) to improve student knowledge of writing requirements in tasks. This methodology is also aligned to "worked examples"(Hattie 2019) and "Joint Construction of text" (Rose 2002)

Writing Strategies

- Quick-Writes (Brief written response to question or stimulus 5-10mins) to support student reflection, understanding of genre, critical thinking, practice of writing skills, timed writing.
- Scaffolds used for all writing tasks
- 12 Sentences (Ian Hunter)
- Writing Genre Guide (ACSHS Student Resource)

Numeracy Methodology

- Reading to Learn (Rose 2002) Joint Construction of text; Rewriting
- Problem Solving
- Data Literacy

Numeracy Strategies

- Numeracy Toolkit (Albany Creek State High School teacher resource

Sustain and deepen existing whole school strategies (Appendix 4)

The current strategies will continue to be a part of our whole school focus on literacy and numeracy.

- Reading to Learn – Detailed Read methodology
- THIEVES (Scan for Title, Heading, Introduction, Every first sentence, Vocabulary, End of chapter questions, Summary)
- 3 Tier Vocabulary Model (everyday; sophisticated & content specific vocabulary)
- TEEAL (Topic sentence, Elaboration, Evidence, Analysis, Link) Paragraph structure
- Iceberg Model of Reading, Questioning and Thinking
- Structure Strategies (List; Sequence: Cause/Effect; Problem/Solution; Compare/Contrast)
- Problem Solving Thinkboard (See; Plan; Do; Check)
- Proportional Reasoning (Absolute & Relative)

The intention is that all curriculum areas make use of writing and numeracy methodology and strategies in every unit specific to curriculum intent, with the aim of establishing a whole school common language. Professional development will be delivered to staff through the Mathematics Head of Department; Curriculum Heads of Department; Reading to Learn Mentor; Teaching and Learning Mentors and expert teaching teams.

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A Plan for Improvement: whole school focus on literacy and numeracy

This plan builds on the school wide understanding of literacy and numeracy as delivered through the 2016-2019 Literacy and Numeracy Improvement Plan. In order to maintain a narrow and supported focus the existing strategies will be sustained as a common language that uses classroom practices that target improved student literacy and numeracy.

The strategies made explicit in the 2020-2023 plan are the focus for professional development and mentoring with the expectation that they add to, and not replace, signature strategies that have been a focus in previous years.

The goal for 2020 is on building teacher capability to embed the whole school writing and numeracy methodology and strategies and a common language of numeracy (presentation, interpretation) across the whole school.
Literacy and Numeracy strategies are made explicit in the Junior Secondary Unit Planner (7-10) and aligned to the Albany Creek State High School pedagogical framework (NASOT) and Curriculum Plan.

Whole School Approach to Literacy and Numeracy Improvement

Writing Genre Booklet

Students will be supported in writing through the writing genre booklet. This will provide exemplars for all writing genres specific to the 7-12 curriculum. This will be completed through an audit of all writing genres and samples produced by the expert teaching team in all faculty areas. The booklet will be made available to students and community as an online resource.

Reading to Learn Methodology

The plan acknowledges and builds upon earlier work establishing Reading to Learn (David Rose 2002) as an effective whole school approach to learning through engagement in text.

The intention is that all curriculum areas make use of the writing (re-writing and joint construction of texts) methodology in every unit where appropriate. *Reading to Learn* is a methodology used in conjunction with existing school wide strategies. (see appendix: R2L School Strategy Table Rose 2017)

Reading to Learn professional development will be delivered to staff through Reading to Learn Mentor who has participated in the Train the Trainer professional development.

(See Appendix 2 for details of methodology and alignment to whole school L& N improvement strategies)

Write that Essay - 12 Sentences

Albany Creek State High School will make use of the Ian Hunter approach to improving writing through the "*12 Sentence Types*". Staff will be trained in the 12 sentence types through targeted PD, Professional Development opportunities delivered by the Teaching and Learning Writing Mentor, and the expert teaching team.

A and C Samples – "Worked Examples"

A worked example demonstrates the steps required to complete a task or solve a problem.
By scaffolding the learning, worked examples support skill acquisition and reduce a learner's cognitive load. The teacher presents a worked example and explains each step. Later, students can use worked examples during independent practice, and to review and embed new knowledge. (Reference: High Impact Strategies. Vic Ed 2017) The use of writing scaffolds to support writing is also evidence in all tasks.

Data Literacy

This plan acknowledges the need to prepare students for their future in a data filled world. The need to analyse and interpret data is an essential life skill. Building teacher capability in understanding, visualising and using data to support students in successfully navigating and responding to the curriculum will be a focus of this four year plan. This will be supported by the *Numeracy Toolkit* resource and *Numeracy Moment* resources (where appropriate through faculty). Professional development opportunities will be delivered by the Mathematics HoD, Curriculum HoDs, Teaching and Learning Mentors and expert teaching teams.

Numeracy Toolkit

Students will be supported in numeracy and data literacy through the Numeracy Toolkit resource. This will provide mathematics tools specific to the 7-12 curriculum. This will be developed by the Mathematics HoD and targeted to the numeracy needs of the curriculum. The resource will be made available to teachers, students and community as an online resource. Teachers will be supported with professional development, delivered by the Mathematics Department and expert teaching team, to support teacher understanding of curriculum alignment and explicit teaching strategies making use of the toolkit.

The strategies in the toolkit will include the following:

- Graphs
- Charts
- Diagrams
- Interpretation
- Presentation
- Calculation
- Measurement

CARS and STARS (Hawker Brownlow) Program

The English Department delivers the CARS (Comprehensive Assessment of Reading Strategies) and STARS (Strategies to Achieve Reading Success) Program (Hawker Brownlow Education) in Years 7 – 9 English to support improvement in reading comprehension. The

Barrett's Taxonomy of reading comprehension underpins this Program. The 12 strategies are supported by anchor charts displayed in the English curriculum classrooms.

Whole School Focus on Reading and Writing: Resource Centre

Whole school reading and writing is promoted by the Teacher Librarian targeting reading improvement. This includes facilitating the Premier's Reading Challenge, Guest Author Workshops, Attendance at Brisbane Writers Festival and promotion of the Resource Centre literature collection.

Professional Development

Literacy and Numeracy teaching strategies will remain a priority when planning professional development during the life of this plan. The new focus each year will be on building the capability of staff and to train beginning and new teachers.

Professional Development is delivered through a differentiated approach, which is timely and relevant, designed to meet the needs of all staff. Student Professional Development Days and Twilight Sessions, and Pop-Up Professional Development sessions, Staff and Faculty Meetings, Leadership planning days and Professional Learning Communities.

This improvement plan will be delivered to staff through targeted professional development and resourced further through resources and visuals displayed in both classrooms, student diary and through the Albany Creek State High School website. Resources are also shared with parents through the Albany Creek State High School Website, Parent Program and newsletter. Heads of Department, Teaching and Learning Mentors and expert teaching teams provide systemic support to teachers through professional development, observation and mentoring opportunities.

School wide access to targeted resources will provide the opportunity for all teachers and teacher aides to develop a common skill set.

Shared Accountability, Responsibility and Ownership

Literacy and Numeracy Committee

The role of the Literacy and Numeracy Committee is to plan, implement, review and reflect on the use of these strategies school wide.

The committee will propose initiatives for approval by the Leadership Committee for approval. Heads of Department through their Faculty Improvement Plans will identify how initiatives will be implemented in each curriculum area to meet the proposed guidelines. Faculty accountability rests with HoDs.

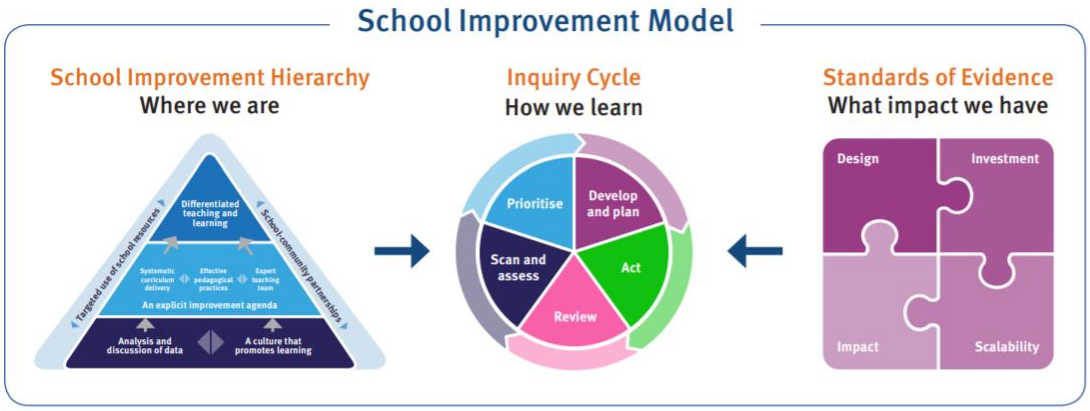
The Literacy and Numeracy Committee, chaired by the Literacy Teaching and Learning Mentor will assist and guide Heads of Department to implement and evaluate the effectiveness of the improvement plan.

Parent and Community Workshops

The Parent and Community Program delivers workshops to parents and carers on school improvement priorities specific to the Literacy and Numeracy Improvement Plan. This is further communicated through the newsletter. All resources are available to parents on the Albany Creek SHS website (Curriculum, Junior Secondary). Our Parent and Community Workshops and Professional Development (Pop-Up) Program developed by the Teaching and Learning team is open to teachers of our partner primary schools to build a shared understanding of signature strategies and to support the year 7 transition process.

Evaluating and Communicating Impact

The Literacy and Numeracy Committee will evaluate the effectiveness of the plan. This process is guided by the Inquiry Model and Standards of Evidence (DOE 2017). The Literacy and Numeracy Committee reports to staff through the Leadership Committee.



Targeted Improvement Strategies

Writing and Numeracy Workshops

The Writing and Numeracy Targeted Improvement program is designed to target years 7, 8 and 9 students.

The program will focus on structured small group workshops making use of the WAM (Wednesday Afternoon Modules – Years 7 and 8)) and TAM (Thursday Afternoon Modules – Year 9).

Writing and Numeracy Rotations (Season 1) will be offered in Semester 1.

Writing and Numeracy Masterclasses

Writing and Numeracy enrichment opportunities for students in the Upper Bands will be provided through the following programs:

- WAM/TAM Writing and Numeracy Enrichment Rotations (Season 2) will be offered in Semester 2.
- Excursion/Incursion activities with links to Tertiary pathways
- Online Numeracy Masterclass

How do we identify students for targeted improvement?

Students are identified through A-E, NAPLAN and PAT Data.
The programs will also allow students to self-nominate for programs.

Expert Teaching Team – Targeted Improvement

The Deputy (Literacy and Numeracy), Mathematics HoD, Faculty HoDs, Teaching and Learning Mentors (Writing) and expert teachers will be responsible for the planning and delivery of the program.

Student Differentiation and Inclusion Model: Learning Connections

Intervention Process and Learning Support Programs:

The Head of Special Education is responsible for supporting students with a disability and students with learning support needs.

The Learning Connections Team consists of Special Education Teachers, Literacy Support Teacher; Numeracy Support Teacher plus a teacher aide allocation for in class support. The Head of Learning Connections works with the HoD of Junior Secondary to coordinate with the Learning Support staff and HoSES at each of the three main partner primary schools to identify students who will require literacy and/or numeracy support when they transition to Year 7.

Interviews conducted with Year 6 teachers during the Year 6 into 7 Orientation Day in December provide further anecdotal data and advice concerning the learning needs of individuals. The enrolment interview specifically asks parents and students to provide information regarding any learning support that students received during primary schooling.

NAPLAN data is available for future enrolments in OneSchool and this is used to identify and plan for students at risk of failing to meet National Minimum Standard as well as students performing in the upper two bands. NAPLAN data for students enrolling from schools outside of the Department of Education is collected during the enrolment interview.

At the commencement of the school year, all Year 7 students undertake PAT-Maths and PAT-Reading testing through the ACER OARS platform which provides further data that can be used to identify students. PROBE diagnostic data (ACER) and Corrective Reading (SRA) testing is also used to track student progress.

Students working *at least* 2 years below peers are supported through the Learning Connections Differentiation and Inclusion Model with the endorsement of the Parent/Carer and the Head of Learning Connections.

Referral:
The Head of Learning Connections can accept referrals for literacy or numeracy support from both staff and families and decisions are made using diagnostic, academic, socio-economic and anecdotal data. Strategic decisions include:

- At risk students assigned to the Head of Learning Connections (HoSES) for academic coaching
- Teacher aides allocated to support in classes
- Students are enrolled in Literacy support class (LOTE exemption) for a semester – units developed include whole school strategies, Corrective Reading Program (SRA), targeted strategies including comprehension, spelling intervention and grammar.
- Numeracy – supported through withdrawal model (Year 7) – under review to include year 7 and 8 individual and small group targeted teaching.
- Parent communication – individual and parent orientation program

Individual Curriculum Plan (ICP)

An Individual Curriculum Plan (ICP) is used to record curriculum decisions for students who are taught and assessed in a higher or lower year level of the Australian Curriculum than their age cohort for a whole Learning Area, or for all Learning Areas and Subjects.

Learning Improvement Plan (LIP)

All students who are at risk of not meeting *National Minimum Standard* in Years 7 and 8 are assigned a Learning Improvement Plan (LIP). This articulates the key strategies that all classroom teachers must adopt in order to support a given student. It is expected that these plans are incorporated into the Class Analysis Profiles completed by each classroom teacher. Responsibility for identifying students for Learning Improvement Plans, developing the plans and supporting their implementation in classrooms rests with the Learning Connections Team. Learning Improvement Plans are developed specific to the DDA (Disability Discrimination Act 1992).

The Learning Improvement Plan model is being reviewed in 2020 using the Inquiry Cycle, with the goal of implementing the revised model in 2021.

How are students supported?

Literacy Program

In Years 7 and 8 literacy support classes are delivered by the Literacy Support Teacher and Teacher Aides making use of the SRA Corrective Reading Program. Time allocations for these classes is based on exemptions from LOTE for targeted students. The program is aimed at developing the reading and writing skills of students using the McGraw- Hill SRA Corrective Reading (Decoding) Program.

The Literacy Support program is aligned to the Australian Curriculum and makes use of ACSHS literacy and numeracy signature strategies and methodology. Students are reported on at the interim and end of semester reporting junctures.

Numeracy Support

During the semester those students who do not access Literacy Support but who still require assistance with numeracy are targeted in their Year 7 core classes through in- class support delivered by the Numeracy Support Teacher.

Co-Teaching Model

Co-Teaching is used at ACSHS to support the Learning Connections Differentiation and Inclusion Model. Co-Teaching is where two or more teachers teach alongside each other to plan, deliver and facilitate learning for the whole class at the same time and is a strategic way to improve teaching practice and target explicit student improvement.

Classes are identified for Co-Teaching by the Head of Learning Connections and through consultation with the Leadership Team.

Analysing Data and Determining Impact

What Data is Collected to Assess Impact?

- Data specific to Literacy and Numeracy is identified in the Albany Creek State High School Data Plan.
- May NAPLAN data is used for making decisions regarding planning for cohorts, groups and individuals.
- February PAT data is collected for Year 7 students only in February to provide a baseline for determining progress made. To approximate data gathered the previous year, students in Year 7 undertake the Year 6 test, unless other information gathered indicates that a different year level would be more suitable as per the October data collection.
- October PAT data is collected according to the schedule recommended by ACER, which is normed against students' expected achievement in October. All students in Years 7, 8 and 9 undertake PAT-Reading and PAT-Mathematics testing in October each year using their expected year level test. Students whose past data shows that the tests are unlikely to be measured accurately using their year level test will be assigned a different test based on their predicted ability.
- PROBE reading and Corrective Reading assessment data comprehension data is administered by the literacy support teacher aide and used by the Support Teacher Literacy to support differentiation processes and to track improvement at six monthly intervals. The data is recorded on the LIP and available to classroom teachers.
- Short Cycle data is collected through the faculty review and class analysis profiles (CAPs) to provide an ongoing measure of student progress.
- A-E Academic data is collected and reviewed at reporting junctures.

- Informal observational data is collected through collegial engagement protocols.
- Adjusted curriculum levels are identified for students through the ICP process.
- Literacy and Numeracy is evidenced in unit planning documents and A-E samples at faculty level.

How is Data Analysed and by Whom?

- The Leadership Team review whole school data, making use of the School Data Profile available through OneSchool (DOE).
- The Data Deputy and Faculty HoDs analyse whole school data profile, NAPLAN and PAT Data.
- Teachers use NAPLAN, A-E and PAT data to analyse student achievement and make decisions regarding differentiation using the Class Analysis Profile (CAP)
- Teachers track improvement through use of data making use of the CAPS.
- TrackEd profiles are created at reporting junctures to support teachers in tracking student improvement and differentiated teaching.
- LIP's are generated to support CAPs documents and differentiation decisions – teachers.
- Teachers identify improvement priorities and strategies through collegial conversations at faculty meetings after each reporting juncture. This is the basis of short data improvement cycles.
- Feedback is recorded, collected analysed and reviewed at a faculty and individual teacher level to identify successes and to further plan and develop.
- The English faculty facilitates student reflection on NAPLAN writing and PAT reading data to engage in targeted improvement strategies.

(Note: The Albany Creek State High School Data Plan and Collegial Engagement Plan details these processes).

Faculty and Academic Reviews:

1. Patterns and trends in reporting and supporting data are analysed by the Data Committee; LN Committee and Leadership team to identify improvement priorities specific to short data cycles.

2. Faculty HoDs identify cohorts, develop and plan strategies specific to the whole school upper two achievement band improvement priorities.

3. The Learning Connections team track the data of students receiving support. Particular attention is paid to the short cycle data, supported by the use of the PROBE (ACER) reading comprehension diagnostic test and SRA Corrective Reading assessment tests, in terms of determining the efficacy of interventions and making decisions regarding further support.

4. Yearly growth and improvement in Reading and Maths is measured through the capture of PAT Data in years 7 – 9. This is recorded and relative gain and real growth against peer level (ACER) norms are identified. The data is shared with Leadership Team and specialised teachers.

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SUSTAIN whole school Literacy & Numeracy Signature Strategies

Reading

- THIEVES- Skim factual text to identify key info
- R2L: Preparing & Reading – curriculum knowledge
- R2L: Detailed Reading – highlight key info; language patterns; discuss in depth
- R2L: Notetaking – highlighting; key words; note-making
- Structure Strategies – identify pattern in text; use of graphic organiser to organise notes.
- 3 Tier Vocabulary Model – K & U content specific vocab
- Iceberg model – reading – 3 Level Guide; Here; Hidden; Head; Heart

Writing

- Structure Strategies – structure writing for purpose using graphic organizers and cohesive devices
- R2L - Re-Writing – teacher guided (we do) – writing sentences and paragraphs using patterns from exemplar R2L –
- R2L - Joint Construction – (I do) - deconstruct exemplars to organize and write new texts – student
- 3 Tier Vocabulary Model – embed sophisticated (tier 2) and curriculum/field (tier 3) vocabulary
- TEEAL Paragraph structure

Numeracy

- Problem Solving Think board
- Proportional Reasoning

Thinking

- Problem Solving Think board
- Iceberg Model Thinking – explicit teaching of cognitions supported by thinking frameworks (curriculum specific)
- Iceberg Model Thinking – comprehension (literal; interpretive, inferential, reflective, evaluative.
- Iceberg Model Questioning – student – what do I need to do to improve – reflection; feedback, visible thinking

Whole School Literacy & Numeracy Strategies 2020 - 2023

Reading to Learn (R2L) Writing Methodology

- R2L Re-Writing
- R2L Joint Construction
- R2L – targeted training: R2L Facilitator; mentor support

A & C Samples (Worked Examples)

- Curriculum specific A & C Samples for every assignment
- Expert written samples; Harvested student samples
- Explicit teaching of samples: whole school common practice; Faculty/curriculum specific

Writing Strategies

- Quick Writes – Minimum once a week – Content specific to curriculum.
- Essay Writing Strategies: Targeted training, rollout, mentor support
- 12 Sentences: Targeted training, delivered through curriculum

Writing Genre Guide

Curriculum specific genre guide – student resource

Data Literacy

Building teacher and student capability in interpreting, presenting data

Numeracy Moments

Embedding and identifying numeracy moments in all curriculum unit plans where appropriate – explicit numeracy experiences for all students

Numeracy Toolkit

Numeracy teacher resource – curriculum specific

Writing & Numeracy Masterclasses and Workshops: Yr. 7 – 9

- WAM/TAM Writing workshops rotations – Season 1
- WAM / TAM Writing and Numeracy Enrichment Upper Bands – Season 2
- Excursion / Incursion opportunities for Upper Bands students with links to Tertiary Pathways
- Online numeracy Masterclass – Semester 2 Target Upper Bands

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2020 FOCUS (Explicit Improvement Agenda)

Improving Numeracy

Numeracy Moments
- Problem solving – unpacking written questions embedded into Mathematics curriculum (minimum one per week)
- Embedding and identifying numeracy moments in all curriculum unit plans where appropriate – explicit numeracy experiences for all students

Data Literacy
- Building teacher capability in interpreting, presenting data
- Mathematics HoD developing resources

WAM/TAM Numeracy workshop rotations. Yr7-9 (S1)

Numeracy Toolkit
Numeracy teacher resource – curriculum specific Mathematics HoD developing tool kit

COLLECTIVE EFFICACY
Literacy and Numeracy in every classroom every day

Lifting Outcomes for Top Students

Writing Masterclasses: Yr. 7 – 9
- WAM / TAM Writing
- Enrichment Upper Bands – Season 2
- Excursion / Incursion opportunities for Upper Bands students with links to Tertiary Pathways
- R2L Mentor and Literacy Teaching and Learning Mentor to write and deliver programs

Numeracy Masterclasses: Yr. 7 – 9
- WAM / TAM Numeracy
- Enrichment Upper Bands – Season 2
- Excursion / Incursion opportunities for Upper Bands students with links to Tertiary Pathways
- Online numeracy Masterclass – Semester 2 Target Upper Bands
- Mathematics HOD to write, review and develop resources
- Mathematics HoD and expert teaching team to deliver program

HIGH EXPECTATIONS
Building teacher capability; Building Student Capability

Improving Writing

Reading to Learn Writing Methodology
- R2L Re-Writing, Joint Construction
- R2L – targeted training: R2L Mentor support

A & C Samples (Worked Examples)
- Curriculum specific A & C Samples for every assignment
- Expert written samples; Harvested student samples
- Explicit teaching of samples: whole school common practice; Faculty/curriculum specific
- Curriculum HODs develop at faculty level

Writing Strategies
- Quick Writes – Minimum once a week – Content specific to curriculum.
- Essay Writing Strategies: Targeted training, rollout, mentor support
- 12 Sentences: Targeted training, delivered through curriculum
- R2L mentor to deliver PD and develop resources

Writing Genre Guide
Curriculum specific genre guide – student resource
Literacy and numeracy committee to audit curriculum

WAM/TAM Writing workshops rotations. Yr 7-9 (S1)

2020-2023 Implementation of Whole School Literacy and Numeracy Plan

Building Capability:	**Consolidate & Embed:**	**Whole School Expectation:**
PD & Mentoring delivered by: • *R2L Facilitator* • *T & L Coaches* *Faculty HoDs* • *Beginning/New Staff* • *Untrained Staff* • *Whole Staff*	*Plan is aligned to the Australian Curriculum & QCAA documents.* ***Teachers**: Explicit in Unit Plans, assessment task sheets, marking guides, resources and pedagogy.* ***Students**: Evidence of learning through use of learning goal tracking sheets, classwork, use of exemplars, student improvement goals.* ***Parents & Community**: Shared through diary, intranet, parent program and reporting opportunities*	*Signature strategies, writing and numeracy resources and pedagogy in place across whole school.* *Alignment visible in planning documents*

	WRITING			**NUMERACY**		**TARGETED IMPROVEMENTS**	
	Whole School Strategies	**R2L**	**A-C Samples: Methodology**	**Numeracy Moments/Toolkit**	**Data Literacy**	**Workshops**	**Masterclass**
2020	Reading to Learn: Detailed Reading and Writing Methodology used by trained teachers. 2019 Signature Strategies Sustained and embedded in practice. Visible in documents, student work.						
1	SFDD: Quick Writes; 12 Sentences			Developing resource: Mathematics HoD lead.		Year 7-9 WAM/TAM	
2	PD to support Quick Writes; 12 Sentences			Developing resource: Mathematics HoD lead.		Year 7–9 WAM/TAM	
3	Review of implementation: Quick Writes; 12 Sentences	PD (TL Mentor_ - target untrained staff		Audit: Curriculum alignment – data requirement of curriculum identified at faculty level Mathematics HoD finalise Numeracy Toolkit			Year 7-9 WAM/TAM Writing & Numeracy Enrichment Numeracy Online Enrichment Model
4	Whole School Understanding of Quick Writes: 12 Sentences – evident in class work, written work, planning documents. Audit: Curriculum alignment – writing (genre) requirements of curriculum identified at faculty level. PD: 30 Staff Trained in "Write That Essay" – 2 Day PD	PD (TL Mentor_ - target untrained staff	Whole school expectation around use of samples – every faculty has an A&C sample for each assessment item	Numeracy Moments Resources and Tool Kit shared with staff. Mathematics HoD to lead.			Year 7-9 WAM/TAM Writing & Numeracy Enrichment Numeracy Online Enrichment Model

2021	All Literacy and Numeracy Strategies identified place in curriculum Ongoing Mentoring & PD for beginning and new teachers – R2L Facilitator; T&L Mentors Building capability of staff to use resources for explicit teaching – evident in planning documents, student work & pedagogy.						
1	Write that Essay-sentences Quick Writes in planning and classroom practice LN Committee to facilitate compilation of Genre Booklet	PD (TL Mentor_ - target untrained staff	Consistent use of the sample in the classroom – evidenced as modelled responses/ annotated samples/harvested responses	Numeracy Moments identified in curriculum – evident in weekly lesson plans. Faculty HoDs to lead with support of Mathematics HoD and expert teaching teams.	SFDD: Shared staff understand -ing of Data Literacy.	Year 7-9 WAM/TAM	
2	LN Committee to facilitate compilation of Genre Booklet				PD to support staff in embedding in practice/ curriculum	Year 7-9 WAM/TAM	
3	Genre Booklet completed and shared with staff		Agreed format of sample annotations – Deconstruction of the genre – consistent format across whole school specific to curriculum/genre				Year 7-9 WAM/TAM Writing & Numeracy Enrichment & Numeracy Online Enrichment Model
4							Year 7-9 WAM/TAM Writing & Numeracy Enrichment & Numeracy Online Model
2022	All Methodology and Strategies and resources in place in curriculum Ongoing Mentoring & PD for beginning and new teachers – R2L Facilitator; T&L Mentors Consistent use of teacher pedagogy evidence across whole school						
1			Transformation of text as teacher pedagogy – Building Teacher capability - Use of sample as a pedagogical device to improve the quality of student writing through explicit teaching and alignment to the curriculum/assessment – evidenced in teacher pedagogy (transforming/improving text)			Year 7-9 WAM/TAM	
2						Year 7-9 WAM/TAM	
3							Year 7-9 WAM/TAM Writing & Numeracy Enrichment & Numeracy Online Model
4							Year 7-9 WAM/TAM Writing & Numeracy Enrichment & Numeracy Online Model

2023	All Methodology and Strategies and resources in place in curriculum Ongoing Mentoring & PD for beginning and new teachers – R2L Facilitator; T&L Mentors Consistent use of teacher pedagogy evidence across whole school						
1			Transformation of text as student practice – building student capability – Students independently use samples to transform the quality of their own writing – Transformation process evidenced in student processes.			Year 7-9 WAM/TAM	
Begin Review of LN Plan Using Inquiry Cycle							
2						Year 7-9 WAM/TAM	
3							Year 7-9 WAM/TAM Writing & Numeracy Enrichment & Numeracy Online Model
Draft LN Plan to Leadership Committee							
4							Year 7-9 WAM/TAM Writing & Numeracy Enrichment & Numeracy Online Model

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Appendix

1. Definitions

The Australian Curriculum: The General Capabilities include:

Literacy
Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

Numeracy
Students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly. Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. It involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

Critical and Creative Thinking
In the Australian Curriculum, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems.

https://australiancurriculum.edu.au/f-10-curriculum/general-capabilities/numeracy/ online 13.11.2019

The Queensland Curriculum and Assessment Authority (QCAA): 21st Century Skills
Along with literacy and numeracy, these 21st century skills are the underpinning factors that shape the development of the General senior syllabuses. Communication includes "effective oral and written communication; using language, symbols and texts & communicating ideas effectively with diverse audiences.

(https://www.qcaa.qld.edu.au/downloads/senior/snr_syll_redev_21st_century_skills_position_paper.pdf online 13.11.2019

EATSIPS Framework
Language awareness should be promoted in classrooms, providing opportunities for celebrating language diversity and for acknowledging language differences. It is particularly vital that the 'nontraditional' language varieties are recognised as valid forms of communication.

It is imperative that teachers develop a critical understanding of texts (including written, verbal and visual) and review them completely before using them in the classroom. Textual representations and viewpoints should be critiqued and analysed in the classroom context to enable students to gain both an appreciation of the need for developing critical literacy skills and a deeper understanding of Australia's Indigenous past and present.

http://indigenous.education.qld.gov.au/SiteCollectionDocuments/eatsips-docs/eatsips_2011.pdf

Moving Literacy Forward
Success in the learning areas/subjects is enhanced through explicit teaching of analytical, interpretive and evaluative comprehension processes and of how language works at the whole text, paragraph, sentence and word level in a specific learning area/subject. Increasing explicit literacy instruction upward through the secondary years supports students in succeeding and persevering with the curriculum.
(Source: DOE 2015: Moving Literacy Forward. Accessed 2019)

2. Documents & Systemic Support

Australian Curriculum

QCAA

P-12 Curriculum, assessment and reporting framework

A Whole School Approach to Differentiated Teaching & Learning

DOE School Improvement Model

Disability Standards for Education

Every Student Succeeding

Every Student with a Disability Succeeding

EATSIPS framework

School Improvement Planning Guide

Moving Literacy Forward

The Literacy Continuum

National Numeracy Learning Progression

Standards of Evidence

Improving Writing Actionable Playbook

How to teach writing

How to team Mathematics

STEM Hub

Improving writing in English Years 7-10 toolkit

Getting Kids Writing One Sentence at a time

Explicit teaching of the cognitions: QCAA & ACSHS Resource Bank

3. Reading to Learn Framework (Rose 2002)

READING TO LEARN 1

R2L strategies & genres across the curriculum

Reading to Learn strategies have different purposes for different types of texts. The following table summarises the purposes and details of each strategy for each family of genres. Purposes are in **bold**, followed by details of strategies.

	Preparing & reading	Detailed Reading	Rewriting	Joint Construction
factual texts	**Learn curriculum knowledge** - para-by-para read - highlight & discuss key information - make notes	**Understand in depth & detail** - key paras from texts - highlight all info - discuss in depth	**Write technical & abstract language** - make notes - write new sentences - guided by teacher	**Organise texts coherently for assessment** - use notes from para-by-para read - organise info, write
stories	**Engage in & interpret literature** - prepare & read whole text or chapter - discuss themes & aesthetics	**Recognise patterns of literary language** - passages from story - highlight literary language patterns - discuss in depth	**Use language from authors** - use the same language patterns - new settings, events, characters	**Write imaginative coherent stories** - use well written models of stories - deconstruct stages & phases of model
arguments	**Read source texts about issues** - para-by-para read - highlight & discuss key information - make notes	**Recognise evaluative language patterns** - key paragraphs from model arguments - highlight evaluative language patterns	**Use evaluative language** - use same evaluative language patterns - new issue and position	**Write well organised, persuasive arguments** - deconstruct well written models of arguments
text responses	**Read & interpret themes & aesthetics in literary, visual, or musical texts** - prepare & read whole text - discuss, make notes	**Recognise evaluative language patterns** - key paragraphs from model responses - highlight evaluative language patterns	**Use evaluative language** - use same evaluative language patterns - new text, themes & aesthetics	**Write well organised, evaluative text responses** - deconstruct well written models of text responses

Reading to Learn – Alignment to Albany Creek State High School Signature Strategies (David Rose)

	Purpose	R2L teaching strategy
THIEVES	Predicting text structure in reading Book 8: Information patterns	Book 1: Preparing for Reading, Para-by-para reading
TEEAL	Using paragraph structure in essay writing Book 8: Information patterns	Book 1: Joint Construction of arguments and text responses
3 TIER VOCABULARY MODEL	Comprehending & using everyday, written & technical/abstract language Book 8: Lexis, Appraisal	Book 1: Para-by-para reading, Note making, Book 4: Detailed Reading & Rewriting
3 LEVEL GUIDE	Comprehending literal, inferential & interpretive meanings Book 1: Assessing reading	Book 4: Teaching Detailed Reading and Rewriting - Preparations and elaborations

4. English Faculty Albany Creek State High School

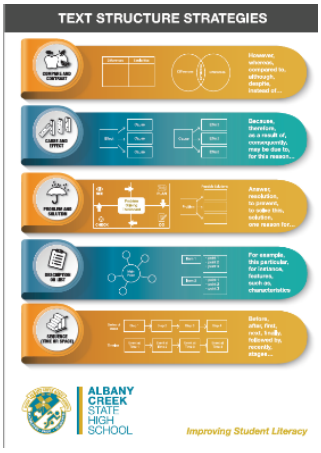
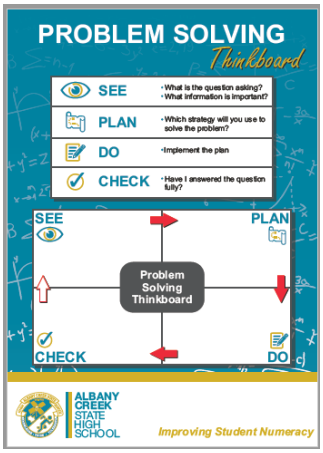
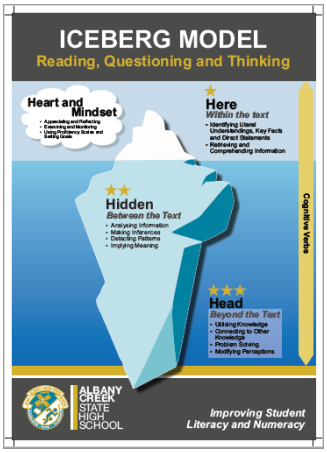
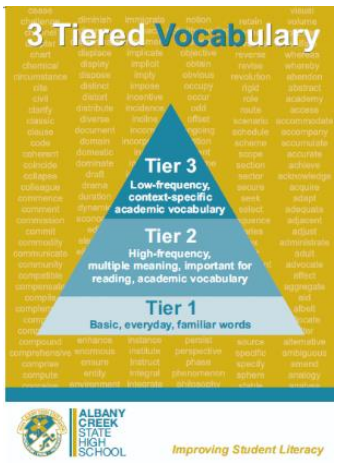
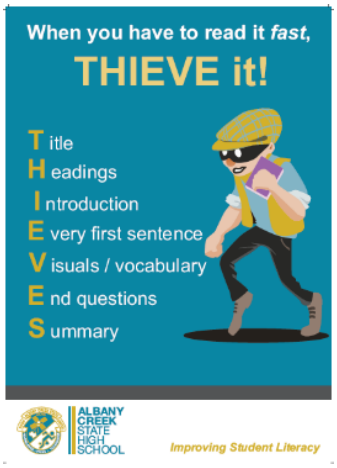
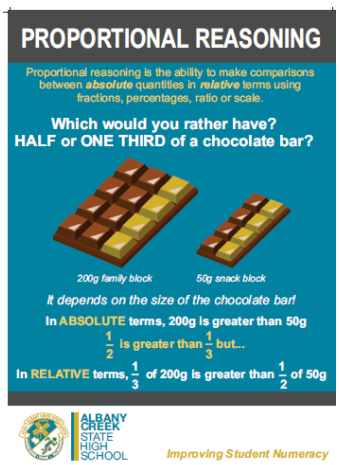
Writing strategies

- Writing better sentences – 12 sentence writing (ratified by leadership)
- Improving your use of words – Parts of Speech, Subject –Verb Agreement, Synonyms and Antonyms,

Vocabulary building

- Giving voice to writing – punctuation, tense
- Using cohesive devices
- Developing synthesis
- 10 strategies to get students writing
- Strategies to help understand what a question is asking – cognitions, paraphrasing
- Brainstorming ideas
- Tools to help you plan
- 3 Big Ideas planning
- Writing your thesis ideas
- Writing your introduction – various structures
- Writing your body paragraphs – various structures
- Incorporating evidence – indirect
- Incorporating quotes
- Writing your conclusion – various structures
- Proofreading strategies
- Drafting – teacher, peer and self- support
- Empathetic responses
- Using first person and third person responses
- Preparing for an exam
- Writing Exam Essays – helpful hints

Writing specific genres:

- Descriptive
- Personal Narrative
- Fictional Narrative
- Informative Essay
- Persuasive Essay
- Summary
- Report
- Dramatic Monologue
- Analytical Essay

5. Signature Strategies Albany Creek State High School