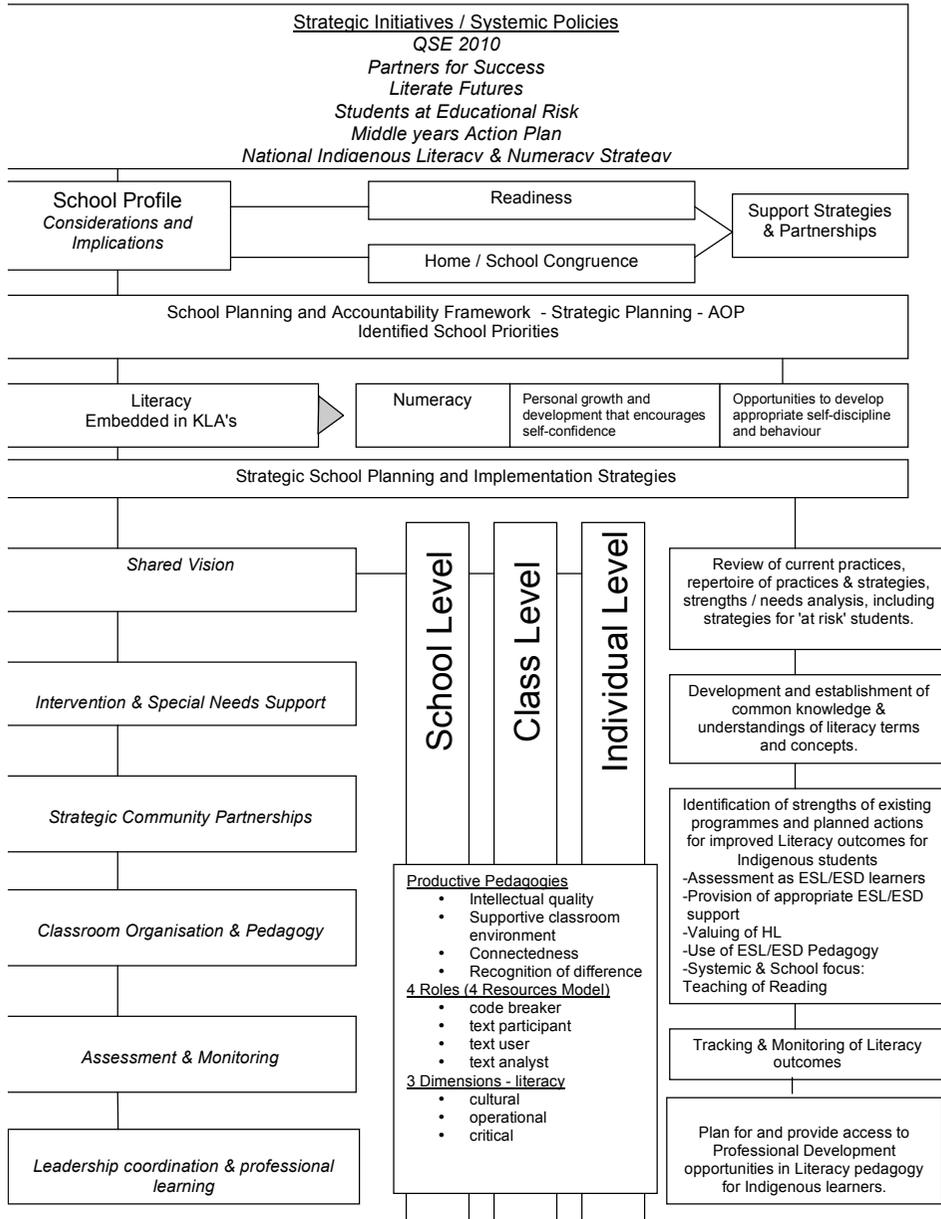


Yarrabah State School Literacy Strategy: Overview



LITERACY PROFILE

Yarrabah State School is a P-10 school comprising three separate campuses and is located in the Cairns & Cape District of North Queensland. The students attending Yarrabah SS are of Aboriginal and/or Torres Strait Islander descent. These students are rich in oral literacies, visual literacy and social literacy and live in an indigenous culture within a broader multi cultural society.

Engagement with printed and electronic literacies in the home varies between individuals and families. Engagement with print literacies for some students occurs only within the school context. Students however bring to school a wide range of literacies developed within the context of their cultural and social experience prior to entering school. These literacies are acknowledged and valued as different, not better or worse. These differences provide opportunities for growth by all.

Change within the community results in increasing student exposure to a range of experiences and associated literacy practices such as exposure to the media, videos, information communication technology, tourism and so on. Responsiveness to change and promoting a futures orientation is viewed as paramount to student success.

Most students enter school speaking Aboriginal English as their first language and learn Standard Australian English as a second dialect through modeling, use, and explicit teaching at school. The differences between Aboriginal English and Standard Australian English dialects include differences in meanings attributed to words, systemic differences in the grammar and rules of usage (e.g. how to get information, how to initiate and end conversations, turn taking etc.), pragmatics (e.g. Indirect / direct questioning) use of non-verbal language and in the way the dialects sound (e.g. phonology, pronunciation, intonation, talking speed, the use of silence, providing feedback, pause lengths etc.)

Associated with the cultural and linguistic differences students bring to school are differences in world- view. This is reflected in and supported by the language used. Differences in world view means that students and their families may not always view events or ideas in the same way that their non -Aboriginal teachers view them. This requires receptiveness on the part of the teacher to avoid making assumptions about Aboriginal student's behaviours, utterances, events, ideas etc.

Teachers are encouraged to utilize Ernie Grant's Holistic Planning Framework when planning. This framework incorporates a holistic view of the world, linking Land, Language and Culture and contextualises them in terms of Time, Place & Relationships. (refer to *My Land My Tracks* by Ernie Grant)

The teacher supports student's literacy learning through explicit teaching of dialectal differences and facilitates learning through the provision of purposeful and meaningful opportunities for students to use the dialects in a variety of contexts. (I.e. to code switch as appropriate) That is, to choose the appropriate register, genre, style, medium, tone of voice etc. according to who (person), what (topic), where (context) and how (medium). This includes assisting students to be multiliterate. This requires planning for and focusing on the Multiliteracy dimensions of:

- Multimedia & technology
- Cultural and linguistic diversity
- Critical literacy

(Refer to *Literate Futures: Reading Education Queensland 2002*)

It is recognized that engagement is the key to learning. The integration of Information and Communication Technology is a focus of Yarrabah State School as it is proving to increase engagement by students not only with traditional literacy skills but with new and changing literacies.

SHARED VISION

All Children Can Achieve.

In the context of our school, literacy means empowering students to function confidently in Standard Australian English as well as the language of their own community. This requires teaching and learning English as a Second Dialect. Developing linguistic competence in both dialects is a key goal of the journey to attaining literacy outcomes.

Literacy Learning Beliefs:

- Schooling builds on the successful language learning provided by parents and interactions with others.
- Teaching practice and strategies have a significant effect on students learning outcomes.
- Parents and teachers working together in partnerships provide a very important means to help a child achieve success.
- Children of all ages, ranges of ability, developmental levels and cultural diversity can learn successfully.
- Effective communication can be achieved by focusing on activities based on purposeful language interactions.
- Talk underpins all literacy activities and each mode of language supports and enhances overall literacy development.
 - Futures oriented literacy practices are required to enhance students' life chances.
 - Literacy practices include the integration of information and communications technologies.
 - Teachers need a common language for discussing literacy outcomes, evaluations and assessment.
- Assessment, teaching and learning link to support and achieve success.

As teachers we are challenged with the task of providing the motivation and desire in students to develop & enhance their literacy skills and understandings.

In order to achieve this we must:

- Have high expectations for all of our students
- Begin with what our students already know
- Ensure literacy learning is contextualised e.g. through the use of Walking Talking Texts, integrating devices, relevant learning contexts...
- Provide authentic reasons/ purposes / audiences for literacy learning
- Provide time for students to reflect on and consolidate their learning
- Develop critical literacy understandings
- Provide a range of ways for students to represent their learning
- Provide students with plenty of time to talk about their learning
- Facilitate development of 'risk taking' behaviours by our students e.g. learning how to learn behaviours.

Risk-taking behaviours are encouraged by:

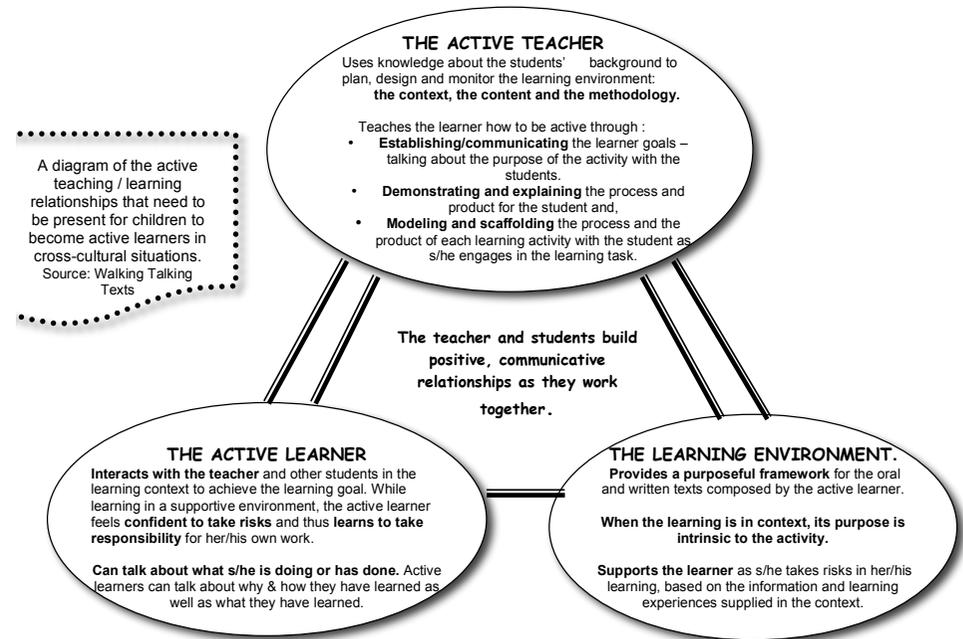
1. Explicitly modeling the learning what we want our students to engage in.
2. Providing time and opportunities for structured (formal) and unstructured (informal) literacy learning.
3. Valuing all attempts at literacy learning.
4. Being explicit in our approaches and strategies.
5. Scaffolding literacy learning – providing opportunities to model, guide, interact and allow for independence.
6. Teaching students to be active learners.

School Motto

AIM HIGH LIKE A SEA HAWK

**Children can only
be active learners in cross-cultural situations if the teacher teaches the children how to be active learners and the learning context/ environment supports the learning.**

Source: Walking Talking Texts



A diagram of the active teaching / learning relationships that need to be present for children to become active learners in cross-cultural situations.
Source: Walking Talking Texts

ESL/D Teaching & Learning

Principles of Second Language / Dialect Learning.

The following principles need to be carefully considered when developing and evaluating programs for students at Yarrabah State School. Students' need...

- A real reason to learn
- To be motivated to learn Standard Australian English
- To use language to meet their needs
- To hear language used in context
- To be provided with a model of real life, day to day language
- To be exposed to a wide range of language before production is expected
- To be allowed to make mistakes
- A spiral curriculum
- To progress at their own rates
- To be actively using the language
- A consistent model of appropriate Language use

GOALS:

- Support students to develop a level of competency and confidence in using English that allow them to fully participate in school and broader social contexts.
- Support students to develop an understanding of the learning styles and expectations of the Australian schooling system.
- Support students to continue their conceptual development while developing English language.
- Develop competence in student's ability to use strategies that facilitate the acquisition of English and to negotiate communication in English.
- Develop oracy and literacy skills, along with cognitive skills and strategies for learning SAE and using English in other spheres of learning.
- Develop understandings of the socio-cultural aspects of English use, i.e. the relationships between text, context, purpose and audience.
- Use explicit teaching of learning strategies that enable learners to develop their ability to use and understand English in a range of contexts.
- Develop student's ability to apply knowledge and understandings of oral, visual and written English, including multimedia.
- Develop understandings of aspects of English language in terms of text structure and organisation, textual and grammatical aspects, print elements pronunciation and non-verbal elements of communication.
- Develop competence through explicit teaching and learning: through English, about English and how to use English.

STANDARDS & TARGETS

In developing standards & targets, we recognize that all students at Yarrabah bring to school a prior knowledge of and about language and culture from a range of social and cultural experiences. While valuing this diversity, our literacy strategy aims to empower students with:

- The ability to communicate effectively in English
- An understanding of how the English language operates to make meaning
- The ability to think, speak and learn through English

It is recognised that student's literacy achievement is influenced by:

- Students life experiences,
- Physiological factors
- Schooling factors
- Literacy program factors

- Literacy pedagogy and assessment practices

The setting of school standards for students, taking into consideration the ESL / ESD needs of learners is undergoing continued development.

The following Reading standards (level range) have been nominated as benchmarks for achievement across the stages of the school (from year 1-7.)

Stage (year level)	Reading Benchmark Level range
Year 1	5-10
Stage 1 Year 2	11-15
Stage 1 year 3	1-20
Stage 2 year 4	21-25
Stage 2 year 5	26-30
Stage 3	30+

Consideration is being given to ways to link the Bandscales for Indigenous Learners to curriculum planning, teaching and assessment.

Provision of professional development for staff to assist in the implementation of appropriate, quality teaching and learning programs to achieve targets and monitor standards is a priority, therefore, strategic planning for literacy professional learning and development opportunities is planned and implemented.

Initiatives have been implemented across the school to monitor and track student performance and inform the setting of literacy targets. These include:

- Literacy Appraisalment Data
- Twice yearly Standardised Assessment: primary campus (South Australian Spelling, Salford Reading, PM Benchmarks, Class Profiles)
- Standardised assessment: Secondary campus (TORSC 3, South Australian Spelling)
- Reading Level Attainment / Running Records (each semester)
- Systemic Assessment Results – year 2 Diagnostic Net, year 3, 5, & 7 tests
- Reading Recovery Data
- Implementation of an Integrated Curriculum Framework
- Literacy Policy implementation detailing expected outcomes, Effective Teaching & Learning strategies and Assessment expectations & requirements.
- English outcomes – tracking students achievement levels yrs 8-10
- Year 10 exit certificate data
- VET Accreditation data
- Intervention Data years 1-10
- Developmental Continuum tracking years 1-7 (Reading & Writing) individual & class profiles

MONITORING & ASSESSMENT

School wide monitoring procedures are embedded in practice at various levels of the school. These are ongoing and provide both feedback and feed forward information. Procedures include:

- Maintaining ongoing internal monitoring and recording procedures (Individual First Steps continua, class profiles years 1-7, Bandscales for Indigenous learners (Trial), Kidmap recording)
- Collating, analysing and interpreting data from systemic assessment to inform teaching. (Year 2 Diagnostic Net, year 3, 5, 7 test)
- Monitoring student progress through maintenance of student records / profiles.
- Whole school moderation process
- Assessment of student work samples – formal and informal
- Collecting and analysing entry & exit data for intervention programs.
- Individual Education programs (IEPs) and individual Transition Programs (ITPs) for ascertained students.
- Appraisalment
- Reading Recovery
- Assessment tasks
- Secondary student achievement levels
- VET Accreditation information

Accountabilities are reported in:

- Individual reports & student records/ profiles
- School Annual Report
- School monitoring and assessment files
- School opinion survey responses
- School Annual Operational Plan

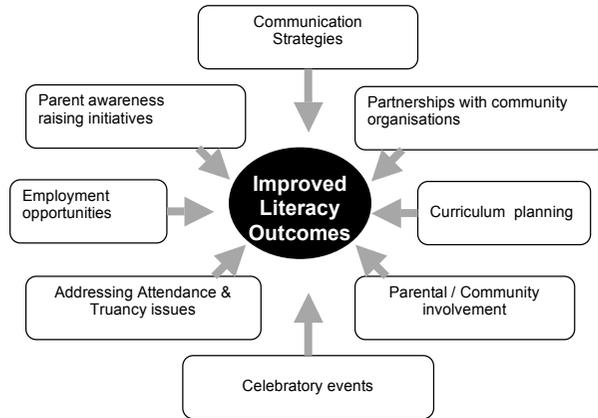
ASSESSMENT & EVALUATION PROCESS

PROCESS	HOW DO WE DO IT?	WHEN
1. Plan for assessment for the year	<ul style="list-style-type: none"> • Every year level / stage should write a yearly overview which includes an assessment plan for the year, linked to major units of work to be completed and ensuring a range and balance of techniques and instruments. • Individual unit plans should detail the assessment included as an integral part of the unit of work. • Plan to make use of and incorporate systemic assessment and optional tests 	<ul style="list-style-type: none"> • Once a year • Once a term
2. Collect data and Monitor Student output	<p>Collating Student Files and Profiles</p> <ul style="list-style-type: none"> • Files: these files contain samples of each child's work in strands including speaking and listening, reading and viewing and writing and shaping at all stages of completion e.g. notes, first draft, published copy. Both the child and the teacher can add to this file. • Student Profiles: From the files, a representative sample of student work, dated and annotated is selected. This sample should include; auditory and visual modes; one or more drafts; demonstrate improved outcomes over time; a range of genres, both literary and non-literary. (further data can be 	<p>Dara collection and monitoring:</p> <ul style="list-style-type: none"> • Continuous throughout individual units of work and throughout the year • Selection for Folios <p>Periodically, prior to data analysis and interpretation.</p>

<ul style="list-style-type: none"> • Self & Peer – reading / writing logs, response sheets, diaries, personal lists 	<p>found in Student profiles including Developmental Continua, moderation samples / notes, Year 2 Net and year 3, 5, 7 test information, intervention notes, appraisalment and ascertainment details.)</p> <p>Also included should be a cumulative record sheet summarizing outcomes from all assessment and could include- genre types, specific social contexts, student's attitudes, student's use of thinking processes, he skills they have developed and the knowledge they have acquired.</p>	<ul style="list-style-type: none"> • Update of cumulative record sheet at least once per term
<p>3. Make judgments, analyse, interpret, summarise</p>	<p>Match student performance with criteria – teacher devised; school nominated outcome levels; continua (First Steps)</p> <ul style="list-style-type: none"> • Summarise and make judgments and record on cumulative record sheet • Record on class profiles 	<ul style="list-style-type: none"> • At least once per term
<p>4. Evaluate curriculum programs</p>	<ul style="list-style-type: none"> • Evaluation and modification of units of work in terms of student outcomes and targets successfully achieved or targets not achieved. • Pre planning to feed forward into next unit of work. 	<ul style="list-style-type: none"> • Once or twice per term
<p>5. Reports to parents / caregivers</p>	<ul style="list-style-type: none"> • Written student reports and parent interviews • Planning meetings with administration 	<ul style="list-style-type: none"> • End of semester
<p>6. Internal Tracking</p>	<ul style="list-style-type: none"> • Aggregation of data • Use data outcomes for monitoring target group / cohort outcomes 	<ul style="list-style-type: none"> • End of semester
<p>7. Reporting to Community and System</p>	<ul style="list-style-type: none"> • School Annual Report • Informing Annual operational Plan (AOP) • Community partnership agreements • Systemic reporting 	<ul style="list-style-type: none"> • Once per year

STRATEGIC COMMUNITY PARTNERSHIPS

Ongoing efforts to develop productive partnerships with parents and the wider community aimed at raising awareness of literacy practices and supporting parental/ community involvement include:



These strategies are interrelated with the desired goal of achieving improved outcomes for all students.

Communication Strategies

Communication with parents, caregivers and the wider community is a priority.

All Staff are encouraged to develop communication strategies with the parents and families of students in their classes and to be actively involved in school initiatives. Consideration for the most appropriate means of communication is required, taking into account differences in cultural, social and linguistic practices.

A number of strategies have been trailed & initiated at school, year and class levels aimed at raising awareness, informing, encouraging parental involvement and active engagement with educational practices within and outside of the school context.

A key strategy has been the employment of a Home / School Community Liaison Officer in addition to:

- Employment of Indigenous Community Education Assistants
- Teacher home visits
- Letters of introduction on appointment to the school
- Orientation evenings, parent / teacher evenings
- KIT (Keeping in Touch) Books
- Class invitations – school visits, morning teas
- Community newsletters
- Formal & informal notices
- School events and activities

Parent Awareness Initiatives

In addition to communication strategies parent awareness initiatives focused on raising awareness of Literacy Learning and Development across the KLAs have included:

- Brochures (e.g. A Guide to helping children with Home Reading, School Annual Report summary)
- Annual Publication of a school Year Book
- Classroom posters promoting best practice & information sharing e.g. Writing Developmental stages, importance of play
- Parent workshops e.g. Home Reading practices, Development of Languages
- Advertising school events via radio (Bama Bipperra)
- Contributions to the Yarrabah News publication
- Community Displays
- School open days
- Preschool family days (fortnightly)
- Parent information booklets

Employment Opportunities

The employment of Indigenous people is a strategic school workforce priority aimed at providing optimum support for staff, students and their families, maximising opportunities for community members and providing invaluable home/ school links.

Employment opportunities for Indigenous people are provided in the following roles within the school:

- Home / School Community Liaison Officer
- Registered Classroom Teachers
- Administration (currently HOD Secondary campus and Deputy Principal)
- Specialist positions e.g. ESL Teacher
- Community Teachers
- Education Assistants
- Office Administrative staff
- Ancillary Staff

Addressing Truancy & Attendance Issues

The correlating of student achievement data with student attendance data provides clear evidence that regular attendance at school has a positive impact on student achievement levels and that irregular attendance or extended periods of absence from school has an adverse affect on attainment levels of students which can impact on the students learning ability over several years.

When dealing with attendance and truancy issues sensitivity to social, cultural and economic considerations may require staff to work collaboratively with parents or caregivers to assist students to attend school regularly. Support for students and their families is provided through the school / home liaison officer, guidance officer, partnerships with community organisations and the police.

School staff are actively encouraged to implement initiatives to increase student attendance and participation and provide incentives for students who attend school regularly. Strategic decision making such as increased employment of Indigenous community members within the school has proven to have a positive impact on attendance.

A truancy strategy has been developed in partnership with the school, Police and Aboriginal Community Shire Council.

Celebratory Events

Celebratory events are planned at whole school, campus and stage / year levels to:

- Raise awareness of school activities
- Share the diversity of learning achievements
- Value and celebrate student learning and achievements
- Encourage parent / community participation and involvement with their children's education
- Recognise and acknowledge the support provided by community members

Staff plan culminating activities that include parent s /community members to celebrate the achievements of students.

Parental / Community Involvement

Parents and community members are invited and encouraged to share their knowledge and expertise with students as part of their school learning. This participation is highly valued and is supported through the inclusion of a cultural studies program in the school SAROP (School Annual Report & Operational Plan).

The social and cultural literacies of the community are combined with the literacies of school in meaningful and purposeful contexts, enhancing student's knowledge and strengthening their understanding of multiple literacies.

Curriculum Planning

The school's curriculum plan recognises the need for embedding literacy learning across the curriculum as a priority of all teachers within the school, at the same time recognizing the need for parents and community members to have input into the planning and implementation of programs for these students.

'Literacy teaching is core business for all teachers in all classrooms.' This core business however should not occur in isolation from the social and cultural contexts within the community.

Partnerships with Community Organisations

The implications of readiness and home/school congruence issues must be considered when planning for student literacy learning. Partnerships with community organisations assist with addressing these issues.

Readiness considerations include:

- Family Health
- Nutrition
- Sleep
- Physiological factors
- Personal health & hygiene
- Previous schooling experience

Home / school congruence considerations include:

- Home support
- Attendance
- Transience
- Access to learning resources in the home
- Cultural & linguistic awareness

LEADERSHIP, LEARNING & PROFESSIONAL DEVELOPMENT

The school administration team is actively involved in leading the development of the literacy strategy and curriculum plan in consultation with staff. Ongoing invitations for community involvement and participation are made.

Yarrabah SS supports and provides networking opportunities, professional development and pedagogical support for not only its own staff but to schools throughout the state, particularly those with high indigenous student enrolments.

Staff expertise, quality literacy & learning programs and student achievements are recognised, promoted and shared. Support is provided for RATEP (Remote Area teacher Education Program)

Staff are valued and supported by:

- The provision of a Planning day each term to enable collaborative year/stage level planning and evaluation (years 1-7)
- Access to professional development and training opportunities
- Specialist staff support: HOD Curriculum (technology), ST:LD, Teacher Librarian, ESL teacher, guidance officer, SEU staff, liaison officer, key teacher, supportive school environment team
- Provision of resource needs including home reading resources and parent support information & training.
- Curriculum Coffee Club: in-school professional development facilitated by peers
- Regular meeting times – fortnightly stage & staff meetings, year 8-10 staff meetings, whole staff meetings (P-10), committees, support for professional learning and development opportunities formal & informal.
- Professional development focused on ESL principles and practices (FELIKS Approach, Walking Talking Texts, How English Works)
- Far Northern District Literacy Strategy Initiatives
- Links with IETA (Indigenous Education Training Alliance)

INTERVENTION & SPECIAL NEEDS SUPPORT

Literacy Intervention is an ongoing and integral component of the teaching/ learning process in each class. The individual needs of each student are identified through assessment processes and addressed through the provision of layers of support as appropriate to students identified needs. School wide, class and individual support programs are provided. An inclusive approach to student learning is a priority.

Intensive short term intervention programs are provided for identified students with strategies targeting individual identified needs.

Intensive support programs include:

- ITAS tutor programs
- Reading Recovery
- ST:LD programs
- SEU support programs: IEP and ITPs
- Guidance Officer support programs.

An active Special Needs Committee supports students identified through a referral process.

CLASSROOM ORGANISATION & PEDAGOGY

The School literacy strategy is grounded in theory about language acquisition and use, particularly for ESL/ESD learners, and is focused on developing life long literacy learners. It provides a balanced and theorized approach recognizing that literacy learning is socially and culturally constructed.

Effective literacy teaching & learning strategies provide levels of scaffolding, supporting and encouraging risk taking and developing confidence.

Teachers are required to plan for and implement Effective Literacy Learning Practices (see model) that incorporate the four resources model, that are reflective of productive pedagogies and that are planned to take into consideration social and cultural contexts of the learning. Literacy is core business of all teachers with subject specific literacies to be recognised and planned for. (See Literacy Position Paper)

Social Context

The social context refers to the immediate situation (situational context) and involves factors of subject matter roles & relationships and mode & medium.

Cultural Context

The cultural context refers to the background of the group. It is the way a group of people behaves and the associated meanings, beliefs and values adopted by that group. Not being a member of the cultural group often leads to difficulty in understanding what is being communicated.

Staff will be supported with professional development to assist them with this planning and implementation process.

Whole class, group and individual experiences are planned to provide contextualised, purposeful literacy learning opportunities with a focus on:

- Active teachers
- Active learners
- Supportive learning environments (see attachment: Cambourne's Conditions for Learning.
- Developmental learning (See Literacy Policy for scope & sequence)

Strategic planning enables teachers to plan collaboratively in stage / year level teams with specialist support staff.

Stage 1-3 students journey to Literacy and Numeracy ability groups. Literacy Journey group teaching and learning focuses on Reading development, including decoding, comprehension and critical reading practices. Parental support for home reading practices is encouraged.

It is recognised that quality teaching practice and effective strategies have a significant affect on students learning outcomes. **Walking Talking Texts is identified as core preferred practice** in the primary years and is integrated in the development of units of work across the curriculum.

Subject specific literacy requirements are identified in the secondary years. (Refer to Literacy: Position Paper Queensland School Curriculum Council (Queensland Studies Authority)

ASSUMPTIONS ABOUT LANGUAGE LEARNING

Beliefs

- Schooling builds on the successful language learning provided by parents and interactions with others.
- Teaching practice and strategies have a significant effect on students learning outcomes.
- Parents and teachers working together in partnerships provide a very important means to help a child achieve success.
- Children of all ages, ranges of ability, rates of learning and cultural diversity can learn successfully.
- Effective communication can be achieved by focusing on activities based on purposeful language interactions.
- Talk underpins all language activities and each mode of language supports and enhances overall language development.

- Assessment, teaching and learning link to support and achieve success.

Goals

- All children will make measurable and observable progress in language and literacy development.
- Students who have English language needs will be catered for in a supportive classroom environment.
- Students will become independent language learners
- Teachers will have opportunities for continued professional development.
- Parents will be involved in the developmental learning of their child/ren.

Considerations

- When teaching students for whom Standard Australian English is not their home language, specific considerations need to be addressed.

(See also, First Steps *Teaching children for whom English is a second Language*, Writing Developmental Continuum, 1994 p4)

- We recognise all students at Yarrabah State School bring to school a prior knowledge of and about language and culture from a range of social and cultural contexts.
- Whilst valuing this diversity our Literacy program aims to empower children with:
 - The ability to communicate effectively in English
 - An understanding of how the English language operates to make meaning
 - The ability to think in and learn through English

As teachers we collect information about the many factors that can influence literacy learning and development in order to provide appropriate literacy programs.

These kinds of information include:

Student's life experiences

- Home and community
- Previous kindy, preschool, school experiences
- Involvement of other agencies

Note: Acknowledge socio – economic perspectives

Understanding and valuing students' home and community experiences and recognising them as an important part of Literacy teaching and as a crucial component of literacy assessment is essential.

Physiological factors;

- vision
- speech
- hearing
- fine and gross motor coordination

Schooling factors;

- classroom environment
- attendance
- participation
- attitudes
- transience

Literacy program factors;

- The kinds of literacy teaching and learning environments offered in the classroom

Literacy achievement;

- Student' literacy achievement in listening and speaking, reading and viewing, writing and shaping, spelling across all areas of learning.
- Use of a variety of literacy assessment strategies.

FOUR RESOURCES MODEL

Effective literacy pedagogy is the responsibility of every teacher across all learning areas and year levels. The four resources model is a framework to support teaching, learning and assessment in literacy that reflects a theorised balance. (Luke & Freebody)

**Code Breaker
(Coding Practice)**

The emphasis is on decoding and encoding the codes and symbols of written, spoken and visual texts in response to contextual factors, which include:

- Recognising and using the alphabet, sounds in words, whole words, letter/sound relationships
- Spelling accurately and understanding the functions of spelling
- Recognising and using grammar and vocabulary including punctuation, intonation and rhythm
- Recognising and shaping patterns of letter, sound, word, clause sentence and text structure
- Recognising and shaping visual, nonverbal and auditory codes

Entails knowing about and using the nature and contents of the relationship of spoken sounds in the language to the graphic codes and symbols used to represent those sounds (including punctuation and formatting conventions)

**Text Participant
(Meaning Maker, semantic practice)**

The emphasis is on comprehending and composing or making meaning from written, spoken and visual texts, which includes:

- Drawing on background and prior knowledge to construct meaning from texts
- Comparing own experiences with those described in texts
- Relating previous experiences with similar texts
- Seeing own interests and lifestyles reflected in text
- Interpreting and using literal and inferential meanings of words, clauses, sentences and texts
- Interpreting and using literal and inferential meanings of visual, nonverbal and auditory texts
- Attending to the way texts are constructed to make meaning
- Recognising and constructing concepts and processes that characterise different ways of constructing knowledge

Entails knowing about and using the meaning patterns operating within written and spoken texts (including vocabulary and clause meanings and the conventions and components of various genres.)

**Text User
(Pragmatic Practices)**

The emphasis is on understanding the purposes of different written, spoken and visual texts and using texts in different ways for different cultural and social functions, which also includes:

- Understanding that different cultural and social contexts shape the way texts are structured
- Using appropriate text types for particular purposes
- Recognising that each text type has particular structures and features
- Understanding the options and alternatives for using a text to convey particular meanings effectively.

Entails knowing and using the functions of various kinds of literacy practices (including form-function relationships of various genres and the socio-cultural expectations associated with different kinds of written and spoken communication).

**Text Analyst
(Critical Practice)**

The emphasis is on understanding that written, spoken, and visual texts are not neutral but represent particular points of view and silence others, which includes:

- Recognising the author's or speaker's purpose in creating a text and that texts influence people's ideas
- Recognising opinions, bias and points of view and missing points of view in a text
- Understanding how texts are crafted according to the views and interests of the author or speaker
- Identifying the ways in which information or ideas are expressed to influence reader, viewer or listener perceptions
- Presenting an alternative position to the one taken by a text or deciding to endorse the position taken by the text.

Entails knowing about and using cultural and ideological bases on which texts are written and spoken and put to use (including how texts differentially influence and position readers, viewers and listeners.

For additional information refer to : [Literate Futures: Reading Education Queensland 2002](#)

ORAL LANGUAGE - LISTENING AND SPEAKING

In order for the students to achieve outcomes, **explicit teaching** will be required.

The following understandings and concepts must be developed:**Receptive Language Skills**

Receptive language refers to the ability to understand what is heard and then respond accordingly.

Involves :

- paying attention to the person speaking
- understanding the words
- identifying and discriminating among people, places, objects and actions
- remembering information and directions
- following directions with correct sequencing of steps.

Expressive Language Skills

Expressive language refers to the ability to formulate and use spoken language.

Students at Yarrabah will require explicit teaching, modeling and demonstration of SAE spoken language structures including:

- differences between home language and SAE language structures, eg. tense, plurals, possession, pronouns, prepositions...
- provision of contexts to practice spoken language
- adding or expanding on relevant information
- vocabulary knowledge and use
- questioning – asking and responding
- sequencing ideas in spoken text

Articulation

Articulation is another area of expressive language. It involves the production of the sounds of speech.

Students at Yarrabah will require explicit teaching, modelling and demonstration of speech sounds associated with SAE.

Clear production of speech sounds is required for development in the areas of phonemic awareness, blending letter – sound correspondences and spelling words.

Hearing loss, often caused by Otitis Media will influence a child's ability to hear and therefore articulate speech sounds. (Refer to 'Aboriginal Literacy Kit' Board of Studies NSW, for further information on Otitis Media)

Pragmatic language skills

Pragmatics is knowing and using language appropriately in different contexts, eg. being able to take on the roles and relationships of the listeners and speakers.

Involves:

- appropriate social behaviour in a range of contexts
- being able to work in groups
- giving and receiving clear instructions
- initiating and maintaining conversations
- completing an interaction
- using modality eg. appropriate use of terms such as must, might, could, should...
- use of appropriate mood structures, eg. statements, commands, questions...

BELIEFS

- It is important that students use talk to explore, extend, clarify and reflect on their thoughts, knowledge, feelings and experiences.
- Effective communication can be achieved by focusing on activities based on purposeful language interactions.
- Students need opportunities to talk to communicate and understand information and to respond personally and critically.
- An environment that acknowledges and values student's home language and supports their learning of S.A.E. is required.

EFFECTIVE TEACHING & LEARNING

It is expected that teachers will employ a variety of teaching strategies including:

- Talking with adults and peers for real purposes
- Engaging in both formal and informal interactions that place different demands on the way language is used.
- Explicit teaching of SAE
- Modeling
- Activity based sharing
- Joint construction of meaning
- Provision of scaffolds or frameworks
- Open questions

In order to assist students with oral language development, students require:

- Explicit teaching of linguistic features of S.A.E.
- Home language to be valued
- Opportunities to become active participants in learning through meaningful speaking and listening activities across the curriculum. I.e. Purposeful talk.
- Opportunities to observe and participate in a range of oral texts and be given time to practice in order to internalise learning.
- Opportunities to develop social conventions which relate to the style of language and behaviour appropriate for different situations.
- Participation in discussions to promote conversation, clarify understanding, resolve conflict...
- Partner activities which place an emphasis on language generated through interactive behaviour.
- Opportunities to ask and answer (inquiry) questions to serve a range of purposes.

Additional **assessment** may include:

- Conferencing

- Focused analysis
- Criteria sheets
- Peer and self-assessment
- Anecdotal notes

READING AND VIEWING

In order for the students to achieve outcomes, **explicit teaching** will be required.

The following understandings and concepts must be developed :

Conventions of print

The structures of printed text, eg. directional rules, concept of a word and a letter, punctuation...

The functions of printed text, eg. print conveys a message that can be read by others...

The terminology associated with printed text, eg. front, back, cover, title, picture, top, bottom, next, first, last, index, table of contents, bibliography, references ...

Phonological Processing

Phonemic awareness – conscious awareness of sounds (phonemes) in spoken words and the ability to manipulate them.

Knowledge of letter sound correspondences – eg. appearance of letters, letter combinations, onsets and rimes, analogy.

Blending – the combining of sounds into a word.

Visual (Graphological) Processing

Visual memory of sight words, irregular words, exceptions to letter – sound correspondence rules, uncommon letter patterns...

Choice of Text

Reading of a variety of literary and factual texts – to develop interest and a desire to read, to develop an awareness of the social purposes and audiences of texts, to develop concepts about print and to give practice in using words (known and unknown)

Features of text – text content, sentences, pictures, print layout

Reading Comprehension

Word recognition, knowledge of language structures and features, prior knowledge, vocabulary knowledge, strategies, eg. finding main idea, clarifying, self monitoring and predicting to gain meaning from text.

Reading isn't about words. It's about using **Meaning, Structure and Visual Information**

BELIEFS

- The central purpose of reading and viewing is to gain meaning.
- Reading should be contextualised and relevant to students.
- Developing readers need support to learn to use and integrate visual information (letters, words & phonic relationships) with structure and meaning within the process of reading and writing.

EFFECTIVE TEACHING AND LEARNING

It is expected that teachers will employ a variety of strategies which will provide opportunities for :

Reading to students- explicit teaching - whole class, small group focus on reading & sharing time

Reading with students - shared reading, guided reading, language experience & sharing time

Reading by students - guided reading, book boxes, in learning centres and during sharing time.

Teaching strategies should provide opportunities to work with whole class, group and individuals, including:

- Demonstration of how texts work.

- Demonstration and engagement in problem solving on text using meaning, structure and visual information.
- Specific teaching of the visual features of print.
- To be shown how to analyse letters, letter clusters and patterns and the sounds they make.
- Explicit demonstration of how to analyse new or unfamiliar words in text.
- Providing opportunities to reflect on and celebrate student learning.
- Modeling.
- Critical analysis.

Successful readers view reading as an interactive, meaning making process and:

- Expect what they read to make sense.
- Predict what is to come in the text on the basis of their understanding of the content, of language and of print.
- Confirm their predictions.
- Correct themselves when they find their predictions to be unsatisfactory.
- Retell, interpret & comprehend texts.
- Critically analyse.
- Make logical inferences based on implicit and explicit information in text.

ASSESSMENT EXPECTATIONS

- All students at Yarrabah S.S. are to be mapped on the reading developmental continuum, using the appropriate highlighter colour for their year level.
- A class profile of reading development, key indicators, is to be kept and updated at the end of each semester.
- Profiles are collected and data collated for school data analysis and monitoring
- 2 Running records (with miscues analysed) per term
- 100 most commonly used words, sight / spell checklist to be completed
- 2 Reading conferences / interviews per semester. Most recent to be filed for next teacher.

Additional assessment may include:

- self-peer evaluation
- criteria sheet
- reading checklist
- reading log

WRITING & SHAPING

In order for the students to achieve the writing & shaping outcomes, **explicit teaching** will be required.

The following understandings and concepts must be developed:

Sentence construction and structure

Features of a sentence, ie. grammatical structures, conventions, punctuation...

Sentence manipulation – expansion, reduction, transformation, reconstruction, completion, comparison...

Aspects of writing:

Spelling

Knowledge of letters – letter – sound correspondences and graphic representation

Knowledge of the spelling system – phoneme – grapheme relationships and phoneme segmentation

Lexical knowledge – recall of specific word spellings and the relationship between letter patterns and their phonemes.

Meanings (morphology)

Handwriting

Manipulation of writing tools / instruments

Letter formation, pencil grip, posture, extensive guided practice

Direction and layout of print

Directionality, size, features

Developing Writing Quality

Involves the integration of skills in the areas of – sentence structure, construction and manipulation, knowledge of text type structures, spelling and handwriting and planning and revising skills.

Field knowledge

Content / subject matter – drawing on own knowledge,

researching information – defining, locating, selecting, organising, presenting and assessing information.

Familiarity with particular words, word groups and phrases associated with a particular field.

Knowledge of text types

Social purpose, structure and grammar of text types.

Planning, drafting, redrafting, editing and publishing text

BELIEFS

- Competence in **oral language** ie. well developed oral language skills in English, assists students to become effective writers.
- Children's writing develops when they are engaged in authentic writing tasks for a **variety of purposes** and **audiences** that are clear to them and learnt within real life contexts.
- Teachers have a responsibility to plan for learning experiences which facilitate writing development while being flexible in order to capitalise on opportunities that arise incidentally during the day.
- Children need to be made aware that written language is not simply speech written down.

EFFECTIVE TEACHING & LEARNING

The development of oral language is important to students learning to write.

The teaching – learning strategies for oral language are all important in supporting students who are learning to write.

In order to assist students with writing development, students require:

- Opportunities to write every day for authentic purposes and audiences
- Opportunities to learn **about** writing
- Interaction with others to talk about and plan their writing
- Regular demonstrations of writing processes
- Awareness of a variety of genre, their contexts, purposes and audiences.
- A print rich environment with which they engage
- To have their writing efforts valued
- Explicit teaching of SAE structure, conventions and processes (oral and written) see section ESL principles.
- Time to share their writing
- Ongoing feedback
- Involvement in monitoring achievement

STRATEGIES

It is expected that teachers will employ a variety of teaching strategies including:

- Demonstration
- Modelling
- Scaffolding
- Sharing
- Joint construction of texts
- Provision of scaffolds and frameworks
- A variety of questioning
- Opportunities to rehearse and work through ideas in writing
- Explicit teaching
- Editing and proofreading
- Reflection and critical analysis

ASSESSMENT EXPECTATIONS

- All students at Yarrabah S.S. are to be mapped on the writing developmental continuum using the appropriate highlighter colour for each year level.
- A class profile of writing development, key indicators is to be kept and updated at the end of each semester.
- Profiles are collected and data collated for school data analysis and monitoring.
- A writing file is to be maintained for each student containing dated and annotated work samples and observation notes.
- It is expected that at least two samples of each student's writing are to be analysed each term.
- At the end of each year the teacher is to select samples (3-4) of students writing that represents their current level of ability and place them in the student record folder with the updated developmental continuum.
- Samples should represent a range of genre appropriate to year level.

Additional assessment is recommended and may include:

- Writing analysis checklists
- Writing conference records
- Criteria sheets
- Peer / self assessment records
- Anecdotal records

Professional Development Priorities

Organisation

- Preferred Core Literacy practice – Walking Talking Texts ESL Program
- Literacy and Numeracy Journey groups
- Collaborative stage/year level planning supported by specialist staff
- Literacy line – Secondary timetable
- Support staff

Pedagogy & Professional Development

- Inclusion of current & new texts
- Multiliteracies
- Integration of ICTs across the curriculum
- Develop programs promoting 'talk' – importance of Oral Language
- Effective ESL / ESD principles & pedagogical practices

The Teaching of Reading

- Repertoires of practice (four resources)
- Literate Futures: Reading
- Far Northern District Literacy Strategy
- English syllabus implementation
- Walking Talking Text implementation – core preferred practice

Integration of Technology

- Integration of ICTs across the curriculum
- New Literacies
- ICT skills and knowledge into practice
- Innovative practice

Literacy Assessment & Monitoring

- Develop & formalise assessment processes, strategies & implements that accurately reveal student achievements
- Develop school standards and targets for ESL/ ESD learners

Strategic Resourcing

- Critically evaluate existing text resources to support WTT implementation
- Ongoing support for ESL position
- Develop SAE language learning resources
- Collaborative stage/ year level planning (resource support AOP)
- Workplace Reform ICT Curriculum HOD (Primary)