Waterford West State School

Whole School Literacy Plan 2011 - 2013
Waterford West Literacy Action Plan

- Powerful Practices
- Whole-Part-Whole
- WALT and WILF
- 4 Resource Model
- Intervention and Enrichment
- On-going PD
- LL4LL Programme
- Balanced Programme
- Multi-Literacies Programme
Rationale

Literacy encompasses *new literacies* combined with *traditional literacies* enabling students to read widely, think critically and strategically and to communicate effectively. It is the knowledge, skills and attitudes we draw upon to convert the information given in a text (oral, written, visual or multi-modal) into knowledge about the text.

Literacy underpins all areas of the curriculum across the phases of learning. If students are to experience success, literacy needs to be firmly embedded in all Key Learning Areas. Students are expected to use language systems, including specialised text, and language structure, vocabulary and graphics that are specific to constructing knowledge in an individual subject area that may not be addressed in other areas. If these literacy demands are not taught explicitly, we create barriers to students’ learning.

Teaching continues to play a pivotal role in students’ literacy outcomes across all learning areas. Our teachers hold a strong commitment to the teaching of literacy, striving to ensure that students form a repertoire of skills needed to become literate. We endeavour to meet the diverse needs of learners and understand that diversity contributes a rich resource to learning. Our underpinning beliefs about literacy are outlined below.

- All children can learn to be literate
- Literacy is everybody’s business – every teacher is a teacher of literacy
- Literacy must be explicitly taught
- Literacy is used for real purposes and real audiences (using authentic texts)
- Effective teaching requires a consistent approach at the whole school level
- Effective literacy instruction requires systemic monitoring and use of student assessment data
- Early and sustained intervention is essential
**Literacy Vision 2011 -2013**

Waterford West State School recognises the need to implement a whole school coordinated approach to curriculum literacy practices with frequently articulated goals and expectations. We continue to build upon quality literacy practices to further develop a connected and intellectually challenging literacy program.

**The Literacy Block**

Our underpinning literacy vision incorporates a *whole-part-whole approach* to the teaching of literacy. Each literacy block should begin with a focused, engaging and explicit teaching episode. It should then provide students with opportunities to work with and away from the teacher, building their literacy skills. To ensure effective literacy skill building, students are to be involved in small group activity work every day. Following this basic formula, all children will be exposed to multiple reading activities. This is where students are read to (eg by a teacher or peer), read with (eg teachers or peers) and also, read by themselves. This will provide the reading mileage required to build a repertoire of literacy skills. (Refer to Appendices 1 & 2 for example models)

Throughout this literacy block, all teaching practices should clearly outline what the students are learning. Teachers explain and reiterate the purpose of the lesson. This is known as the ‘*WALT*’ – *What are we learning today?* This could take the form of a written statement visually accessible and understood by all students. Teachers need to ensure that their expectations are clearly communicated to all students. This is known as the ‘*WILF*’ – *What I’m looking for?* This could take the form of a modelled piece of writing or an assessment rubric.

Throughout years 4 to 7 ‘*Powerful Practices*’ will form a knowledge base for students to use consistently in all KLA’s for literacy purposes. These ‘*Powerful Practices*’ incorporate the tools used for students to gain understanding from texts. They include graphic organisers such as the Analysis Wheel. These strategies will enhance students' abilities to build their learning in literacy.
Research has shown that students are more receptive to learning in the first part of the school day. To maximise this time period our school has adopted a policy of a “Max Time” approach for all morning sessions. During this period minimal interruptions are encouraged to ensure that focussed and engaged learning may take place. This commitment is reflected in our two hour literacy block that occurs in each classroom daily.

When planning for “Max Time” teachers need to consider a balanced approach to the teaching of literacy (Refer to Appendix 3). They need to incorporate modelled, shared, interactive, guided and independent learning experiences. The graph below illustrates the level of support required by teachers for each of these areas, being that the ultimate aim is for students to be independent learners.

In accordance with Literate Futures: Reading (2002) our school subscribes to the Four Resource Model. The Four Resource Model is a framework designed to assist teachers in planning a balanced program addressing all four of the practices and associated resources. The term resources reminds us as teachers that our students will be able to engage in the four reading practices only if our pedagogy not only identifies the resources to be drawn upon, but also focuses on how to use those appropriate to the purpose and context of reading at that time. (Refer to page 29 Literate Futures: Reading and also Appendix 4)
It is imperative that the literacy strategies that we have outlined are embedded in Key Learning Areas. There are specific literacies that relate to each learning area. Within the area of Science, students are required to think as scientists and use words that are content and technically specific to that area. For example, they may need to read a scientific procedure and organise scientific data in terms of classification. (Refer to Appendix 5 for a detailed outline of all Curriculum Literacies)

**HOT (Higher Order Thinking) Skills**
As a result of many years of research into the way in which children learn and think, it is clear that children learn at various rates and through different learning styles. At Waterford West State School higher order thinking has informed our planning for many years. As a result of our current alliance with Griffith University we are in the process of adopting a new approach to students’ diverse learning needs.

The programme has adapted various higher order thinking models and developed a new way to cater for students differing thinking processes. This progression begins with the students’ ability to locate and understand within texts; problem-solve and make decisions; inquire and create, and then involves students being able to justify and evaluate various texts successfully. (Refer to Appendix 6)
Assessment and Reporting

Assessment is a key component in the process of supporting literacy learning through ensuring that teaching is meeting students’ individual needs. Assessment and monitoring can inform literacy planning through a thorough investigation and review of results to expose students’ areas of need. Our school is committed to improving student results in school based assessment and in NAPLAN testing. Our target is a 3% improvement across the literacy aspects of NAPLAN. (Refer to the WWSS improvement drive Appendix 7)

The following table outlines our mean scores for the last two years for NAPLAN.

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>3</th>
<th>5</th>
<th>7</th>
<th>2010</th>
<th>3</th>
<th>5</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>78.6</td>
<td>64.0</td>
<td>78.8</td>
<td></td>
<td>67.3</td>
<td>71.1</td>
<td>86.6</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>77.4</td>
<td>70.6</td>
<td>77.6</td>
<td></td>
<td>56.1</td>
<td>68.4</td>
<td>82.9</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>76.2</td>
<td>69.4</td>
<td>81.2</td>
<td></td>
<td>56.1</td>
<td>65.8</td>
<td>81.7</td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>69.0</td>
<td>61.2</td>
<td>75.3</td>
<td></td>
<td>45.6</td>
<td>55.3</td>
<td>78.0</td>
<td></td>
</tr>
</tbody>
</table>

Assessment and monitoring is central to identifying that which needs to be taught as well as teaching practices that have been successful. Collecting and analysing meaningful data over time is integral to school-wide accountability, as well as assisting transitions between the years. Amongst many assessment items is our end of term assessment and data which is analysed by teachers and our administration team.

We use our school based and systemic data to monitor the progress of all students in our school. We implement intervention program and strategies for students who are identified as being at risk. It is our aim to build upon our current processes to support students requiring enrichment strategies and programs. In this way, we will ensure that all learners reach their potential in literacy.
Waterford West intervention and enrichment strategies include:

- **Personalised Learning Intervention Program (PLIP Reading):** This involves individual support for ½ hour each day with a trained teacher aide developing skills in reading, fluency and comprehension.
- **PLIP Writing:** Targeted students work in small groups with trained teachers focusing on developing effective writing strategies, spelling, vocabulary and editing skills.
- **Learning Support:** Our Learning Support Teacher works as an extension to classrooms providing support to student identified as being at risk.
- **Lunchtime programs:** These ‘clubs’ cater for students who demonstrate a talent in areas such as, dance, chess, visual art, sport and media.
- **Homework Centre:** This program provides support for our indigenous students through assistance with homework and related topics.
- **Gifted and Talented Committee:** These members are currently working towards developing a plan of action to enhance teachers’ knowledge and understanding in effectively identifying and catering for the needs of these students. This involves enrichment programs both in and out of the classroom setting.
**Action Plan 2011 - 2013**

The following plan outlines key areas for implementation in Literacy Practices for Waterford West State School. This process will begin in 2011 and progress through to 2013.

This plan consists of four key areas, each containing a number of strategies. The first key area is *Literacy Teaching*. This area focuses on quality teaching and practices. The second area is *Literacy Learning*. Here the key is to assess, track and improve literacy outcomes for all students with a focus on diversity. The third key area is *Literacy in the Curriculum*. The focus here is to improve literacy capabilities for learning in all areas of the curriculum. The fourth key area is *Literacy Leadership*. Its focus is to enhance curriculum leadership.

Within these strategies there are performance measures that have a four-part progression. The first stage is *discussion and drafting* within the staff group. Following this, each strategy is *implemented* and finally *embedded* within our school practices. The concluding stage allows staff to *review and reflect* on these practices.
1. LITERACY TEACHING – to increase professional knowledge and skills in teaching literacy

*It is the quality of teaching that makes the biggest difference to students’ literacy outcomes across the phases of learning. Teachers draw on a range of teaching practices to meet the literacy learning needs of individual students and diverse student communities.*

<table>
<thead>
<tr>
<th>Considerations</th>
<th>Strategies</th>
<th>Performance Measures</th>
<th>Time Line</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* Subscribe to a <a href="#">whole-part-whole approach</a> across the school</td>
<td>*100% of teaching staff adopting a whole-part-whole model</td>
<td>2011</td>
</tr>
<tr>
<td></td>
<td>*WALT and WILF clearly identified in classrooms</td>
<td>*100% of teachers demonstrating WALT &amp; WILF knowledge and strategies including the use of assessment rubrics</td>
<td>I</td>
</tr>
<tr>
<td></td>
<td>*Yr 4-7 teachers using ‘Powerful Practices’ as an integral part of literacy teaching</td>
<td>*Implementation of graphic organizers eg. analysis wheels, footprints, timelines, concept maps &amp; double entry journals</td>
<td>I</td>
</tr>
<tr>
<td></td>
<td>* Extend ‘Powerful Practices’ to P-4, drawing on skills of those staff previously involved in LL4LL</td>
<td>*As above</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>* Subscribe to the Four Resources Model, ensuring a balanced program</td>
<td>*Evidenced in teacher planning &amp; PAC meetings</td>
<td>D</td>
</tr>
</tbody>
</table>

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D: Discussion & Drafting  
I: Implementation  
E: Embedding  
R: Review

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*Value and build on what students know and can do*

*Develop intellectually challenging and connected learning opportunities that account for rapidly changing communication practices*

*Build on each teacher’s repertoire of approaches to the teaching of literacy, which should include a balance of skills approaches (including the systematic teaching of reading, writing, spelling and phonics skills), whole-language approaches (including the scaffolded and contextualised teaching of reading comprehension), genre approaches (including the explicit teaching of texts and grammar) and social-critical approaches (including the purposeful teaching of critical literacy)*

*Align the teaching of literacy with curriculum, learning and assessment*

*Develop detailed knowledge of the literacy capabilities students require to succeed in the area/s of learning for which teachers are responsible*

*Provide professional development for teachers so they can systematically monitor students’ progress in learning literacy over time.*

*Provide opportunities for teachers to reflect on their teaching and assessment practices as they teach literacy in the curriculum, including processes for evaluating the effectiveness of their interventions for individuals and diverse groups of students.*

*Provide an ongoing process to support the personal literacy capabilities of teachers so they can increase their explicit knowledge about literacy, their professional practice and school-community partnerships.*

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*Whole-part-whole approach across the school*

*WALT and WILF clearly identified in classrooms*

*Yr 4-7 teachers using ‘Powerful Practices’ as an integral part of literacy teaching*

*Extend ‘Powerful Practices’ to P-4, drawing on skills of those staff previously involved in LL4LL*
2. LITERACY LEARNING – to assess, track and improve literacy learning outcomes for all students in the context of diverse backgrounds and abilities

There is increasing diversity in the student population and students bring with them to the classroom rich and diverse languages, dialects and literacy skills. The combination of poverty with diversity (for example, gender, ethnicity, location and disability) creates one of the most significant challenges for literacy teaching in the 21st century.

<table>
<thead>
<tr>
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<th>Performance Measures</th>
<th>Time Line</th>
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</thead>
<tbody>
<tr>
<td>▪ Value and acknowledge the language and literacy that students bring from their homes and communities</td>
<td>* Engaging students in activities to develop Higher Order Thinking skills</td>
<td>* Implementing strategies &amp; models devised by Kathy Glasswell</td>
<td>D I E</td>
</tr>
<tr>
<td>▪ Provide opportunities for every student to master Standard Australian English and the literacies that they need for success in school and beyond</td>
<td>* Consistent monitoring, assessment and reporting across year levels</td>
<td>* PAC meetings</td>
<td></td>
</tr>
<tr>
<td>▪ Develop effective school-based diagnostic capacities and ways of monitoring literacy interventions</td>
<td>* Use of TORCH, PAT Maths and school based reading data walls</td>
<td>* 100% of teachers using data walls to monitor student progress</td>
<td>I E R</td>
</tr>
<tr>
<td>▪ Ensure literacies are explicitly taught in the mainstream classroom as students move through the phases of learning</td>
<td>* Develop effective NAPLAN strategies</td>
<td>* School improvement agenda (3%)</td>
<td>I E R</td>
</tr>
<tr>
<td>▪ Monitor the strategic use of the data collected from national literacy testing</td>
<td>* Learning Support, PLIP Reading &amp; Writing programs to support at risk students</td>
<td>* End of term data</td>
<td>I E R</td>
</tr>
<tr>
<td>▪ Integrate this information with school-based assessment evidence</td>
<td>* Identifying and catering for our Gifted and Talented students</td>
<td>* Devise and implement our G &amp; T action plan</td>
<td>D I E</td>
</tr>
<tr>
<td>▪ Develop a literacy learning profile for each student that will form the basis for identifying specific, appropriate and effective literacy interventions</td>
<td></td>
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<tr>
<td>▪ Document and disseminate the repertoires of effective teaching practice that lead to improved learning, in particular for students at educational risk</td>
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</table>

D: Discussion & Drafting  I: Implementation  E: Embedding  R: Review
3. LITERACY IN THE CURRICULUM – to improve literacy capabilities for learning in all areas of the curriculum

If all students are to learn effectively, they must become literate to learn in different areas of the curriculum across the phases of learning. Literacy demands in the curriculum interface with a body of knowledge such as a Key Learning Area or a subject. For example, in Science, students may need to write science reports after undertaking investigations or experiments. This requires using language systems including specialised text and language structures, vocabulary and graphics that are specific to constructing knowledge in Science and that may not be learnt in other areas of learning. If these literacy demands are left implicit and not taught explicitly they provide barriers to learning.

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</tr>
</thead>
<tbody>
<tr>
<td>▪ Ensure that all teachers see literacy teaching as part of their repertoires of essential skills and take responsibility for the literacy learning of all their students</td>
<td>*MAX time</td>
<td>* 100% of classes ensure minimum to no disruptions in the first session</td>
<td>E R R</td>
</tr>
<tr>
<td>▪ Investigate the literacy capabilities that students require for learning in all areas of the curriculum, including those of the Key Learning Areas, subjects, or domains of learning</td>
<td>* Incorporate modeled, shared, interactive, guided and independent experiences for a balanced program</td>
<td>*Evidenced in classroom timetables/planning</td>
<td>D I E</td>
</tr>
<tr>
<td>▪ Develop standards for literacy in the curriculum that set clear expectations of literacy learning in each phase of learning</td>
<td>* PD to recognize and understanding that literacy is taught across all KLAs</td>
<td>* Access relevant PD using in-school mentoring &amp; external PD</td>
<td>D I E</td>
</tr>
</tbody>
</table>

D: Discussion & Drafting  I: Implementation  E: Embedding  R: Review
4. LITERACY LEADERSHIP – to enhance curriculum leadership

Curriculum leadership is pivotal in supporting school communities and teachers to engage in professional development relating to literacy in the curriculum. Whilst it is acknowledged that schools have teachers with literacy expertise, it is imperative that literacy leadership in schools should be provided by Heads of Departments and Principals. It is also acknowledged that Principals require support from other curriculum leaders to take up this leadership. Executive Directors (Schools), Regional Executive Directors, and Assistant Directors-General have a role in providing this support.

<table>
<thead>
<tr>
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<th>Performance Measures</th>
<th>Time Line</th>
</tr>
</thead>
</table>
| • Raise curriculum leaders’ understanding of the relationships between literacy, curriculum, learning, teaching and assessment to enhance their capacity to support their own and teachers’ professional development | • PD to build Curriculum leaders knowledge and understanding  
• C’lum leaders using knowledge effectively in PAC meetings | • Leaders delivering effective PD  
• Alignment demonstrated in curriculum documents and plans | I        E  R |
| • Support curriculum leaders to develop systems and cultures that focus on teacher professional development and to disseminate examples of effective classroom practices across the entire school community. | • PAC meeting format extended to include discussions  
• Effective use of mentoring time  
• Consistent application of PD focus with as much in-house PD as possible | • PAC data demonstrates upward movement of student outcomes | I        E  R |
| • Ensure Principals build positive cultures and articulate high aspirations and expectations in their schools for all students to succeed | • Continue high profile of school improvement agenda  
• Continue initiatives regarding attendance and engagement | • Analysis of NAPLAN and SWPBS data  
• Effective alignment of strategic documents and AOP  
• Support targeted to meet individual needs and address priority groups | I        E  E |
| • Ensure curriculum leaders support the professional development of their teachers by making informed decisions about the allocation of resources, time and space for teachers to reflect on and improve effective teaching practice | | | |

D: Discussion & Drafting  
I: Implementation  
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R: Review
APPENDIX 1

Example 1 of a One Hour Literacy Block
Timing may change depending on year level and KLA
**Whole Class**

*Focused learning episode* *Explicit teaching* *Modelled, shared & interactive work*  
*WALT – We are learning to ...* *WILF – What I’m looking for is ...*  
*Activities may involve large group, small groups, pairs or individuals.*

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**PART**  
**TARGET GROUP**  
Teacher works with a group of students, working to support or extend learning needs.

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**PART**  
**INDEPENDENT GROUP**  
Students are engaged in small group, paired or individual activities, working independently of the teacher.

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**WHOLE**  
Regather as a whole group to discuss and demonstrate understanding in response to the WALT and WILF. Call on students from the independent group to share their learning, making them accountable for their learning.

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**APPENDIX 2**
Example 2 of a One Hour Literacy Block
Timing may change depending on year level and KLA

WHOLE CLASS
* Focused learning episode * Explicit teaching * Modelled, shared & interactive work
* WALT – We are learning to ... * WILF – What I’m looking for is....
* Activities may involve large group, mixed small groups, pairs or individuals.

<table>
<thead>
<tr>
<th>PART</th>
<th>ROTATIONS – ONE TASK PER DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 1</td>
<td>GROUP 2</td>
</tr>
<tr>
<td>TASK 1</td>
<td>TASK 3</td>
</tr>
</tbody>
</table>

WHOLE
Regather as a whole group to discuss & demonstrate understanding in response to the WALT and WILF. Call on students from the independent group to share their learning, making them accountable for their learning.

APPENDIX 3
A Balanced Literacy Program
<table>
<thead>
<tr>
<th>MODELLED READING</th>
<th>MODELLED/SHARED WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher reads selection aloud to students</td>
<td>Teacher and students collaborate to write text; teacher acts as scribe</td>
</tr>
<tr>
<td>• Provides adult model of fluent reading</td>
<td>• Develops concepts of print</td>
</tr>
<tr>
<td>• Develops sense of story/text</td>
<td>• Develops writing strategies</td>
</tr>
<tr>
<td>• Develops vocabulary</td>
<td>• Supports reading development</td>
</tr>
<tr>
<td>• Encourages prediction</td>
<td>• Provides model for a variety of writing styles</td>
</tr>
<tr>
<td>• Builds a community of readers</td>
<td>• Models the connection among and between sounds, letters, and words</td>
</tr>
<tr>
<td>• Develops active listening</td>
<td>• Produces text that students can read independently</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SHARED READING</th>
<th>INTERACTIVE WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher and students read text together</td>
<td>Teacher and students compose together using a &quot;shared pen&quot; technique in which students do some of the writing</td>
</tr>
<tr>
<td>• Demonstrates awareness of text</td>
<td>• Provides opportunities to plan and construct texts</td>
</tr>
<tr>
<td>• Develops sense of story or content</td>
<td>• Increases spelling knowledge</td>
</tr>
<tr>
<td>• Promotes reading strategies</td>
<td>• Produces written language resources in the classroom</td>
</tr>
<tr>
<td>• Develops fluency and phrasing</td>
<td>• Creates opportunities to apply what has been learned</td>
</tr>
<tr>
<td>• Increases comprehension</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GUIDED READING</th>
<th>GUIDED WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher introduces a selection at student's instructional level</td>
<td>Teacher guides child through the writing process; child writes</td>
</tr>
<tr>
<td>• Promotes reading strategies</td>
<td>• Promotes writing strategies</td>
</tr>
<tr>
<td>• Increases comprehension</td>
<td>• Develops problem solving during writing process</td>
</tr>
<tr>
<td>• Encourages independent reading</td>
<td>• Encourages independent writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INDEPENDENT READING</th>
<th>INDEPENDENT WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read independently</td>
<td>Students write independently</td>
</tr>
<tr>
<td>• Encourages strategic reading</td>
<td>• Strengthens text sequence</td>
</tr>
<tr>
<td>• Increases comprehension</td>
<td>• Develops understanding of multiple uses of writing</td>
</tr>
<tr>
<td>• Supports writing development</td>
<td>• Supports reading development</td>
</tr>
<tr>
<td>• Extends experiences with a variety of written texts</td>
<td>• Develops writing strategies</td>
</tr>
<tr>
<td>• Promotes reading for enjoyment and information</td>
<td>• Develops active independence</td>
</tr>
<tr>
<td>• Develops fluency</td>
<td></td>
</tr>
</tbody>
</table>
CODE BREAKER
Decoding and encoding texts
How do I crack this code? What codes can I choose for this text?
What are the patterns and conventions?
Children attend to:
* the sounds in words * whole words * letter/ sound relationships
* sentences and their structure * simple punctuation * directionality
* book conventions * word meanings * correct English usage

Possible questions:
What letter makes that sound?
Where do we start reading? Direction?
How do you work out words you don’t know?
What words have unusual spelling?
What words have the same sound? Letter pattern? Number of syllables?
What smaller word can you find in this word to help you work it out?
What words are tricky? Interesting?

TEXT PARTICIPANT
What meaning can I make from this text?
How do I construct my text to say exactly what I mean?
Participants:
* discuss content * follow events * understand information in the text * relate own experiences to text * compare own experiences with those in the text and other texts
* relate text to themselves and others * comprehend the meaning of the text
* understand and compose written, visual and spoken texts

Possible questions:
Does the text remind you of something that has happened to you?
What does the title/ cover suggest that the book is about?
What might happen next? What words/ phrases give you this idea?
What are the characters thinking and feeling? How do you know?
What message is the author presenting?
What are the main ideas presented?
What do the pictures (graphs, diagrams, tables, captions, illustrations) tell us?
Do they fit in with the text and do they provide more information?
What did you feel as you read this part?
Can you describe or draw a picture of a character from the text? Event? Scene?

TEXT USER
What is the purpose of this text?
What is my purpose and who is the audience for my text?
Users:
* understand the text’s purposes and use it appropriately * recognise the type of text
* know the structure of the text * recognise some different text types * use particular text types to their advantage eg sending an email * convey a message
* influence others * tell a narrative – entertain * retell information – recount
* research information * plan, edit & proofread etc

Possible questions:
What sort of text is this? (eg narrative or information) How do you know?
How can you find information in this text?
Would you pick this text up and read it if you saw it?
What kind of people would read this text? Why?
Why did the author write this text?
Where would you find a text like this?
Could you use these ideas in a (play/ report/ poster etc)?

TEXT ANALYST
How does this text affect me?
How can my text influence others?
Analysts:
* question and ask about the meaning that is conveyed * discuss own and others’ impressions * analyse own texts – editing * talk about what the author believes
* talk about opinion, bias and point of view in a text * understand that texts are not always neutral * know how texts can influence people and their ideas

Possible questions:
Is this text fair?
What would it be like if the main characters were girls rather than boys?
How could the text be different if told from another point of view?
Why do you think the author chose this title?
Why did the author choose this word/ phrase?
What kind of person wrote this text?
Why would the author write this particular text?
What is this text trying to make you think or believe?
What is the author not telling you in this text?
Are there any stereotypes in this text?

APPENDIX 5
Keeping the ‘colour’ of the KLAs (4-7 Literacy Framework Training)

Each Key Learning Area views the world in different ways. Therefore, each KLA requires a different set of lenses through which to ‘see’ the world. This includes students explicitly being taught the unique literacy demands that are necessary for each KLA. Below is a table of appropriate non-literary genres for each KLA. All texts have salient language features that help the genre achieve its purpose.

<table>
<thead>
<tr>
<th>KLAs:</th>
<th>Science</th>
<th>SOSE</th>
<th>The Arts</th>
<th>Technology</th>
<th>Maths</th>
<th>HPE</th>
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</thead>
<tbody>
<tr>
<td><strong>Appropriate</strong></td>
<td>Science is a study of phenomena in the universe. Scientific knowledge is organised in terms of classification [types of] and decompositional [parts of] taxonomies and explanations.</td>
<td><strong>SOSE</strong> is the study of the way people interact with each other and their environment. SOSE knowledge is an interpretation of records of the experience of participants in events, generalised as concepts [e.g. multiculturalism, democracy].</td>
<td>The Arts is a study of artistic pursuits that expresses and communicates what it is to be human through Dance, Drama, Media, Music and Visual Arts. Through these pursuits we develop, share and pass on understandings of our histories, our cultures and ourselves. Knowledge in the Arts is organised through creating, presenting, critiquing and reflecting on Arts works using symbol systems, technologies and processes appropriate to each of the arts.</td>
<td>Technology involves envisioning and developing products to meet human needs and wants, capitalise on opportunities and extend human capabilities. Knowledge relates to understandings of technology- its characteristics, diversity and role in changing and influencing society.</td>
<td>Mathematics is an investigation of patterns, order, generality and uncertainty in the world. Mathematical knowledge includes knowing about maths, knowing how to do maths and knowing when and where to use maths.</td>
<td>Health and Physical education reflects the dynamic and multidimensional nature of health and recognises the significance of physical activity for all. Knowledge in HPE helps students make informed decisions about promoting health, participating in physical activity and enhancing personal development.</td>
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<td><strong>Text Types</strong></td>
<td><strong>Procedure</strong></td>
<td><strong>Information Report</strong></td>
<td><strong>Personal Response</strong></td>
<td><strong>Explanation</strong></td>
<td><strong>Analytical Exposition</strong></td>
<td><strong>Critical Response</strong></td>
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<td><strong>Sequential Explanation</strong></td>
<td><strong>Description</strong></td>
<td><strong>Review</strong></td>
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<td><strong>Procedure</strong></td>
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<td><strong>Practical Report</strong></td>
<td><strong>Interpretation</strong></td>
<td><strong>Procedure</strong></td>
<td><strong>Procedural Recount</strong></td>
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<td><strong>Factural Recount</strong></td>
<td><strong>Expository Argument</strong></td>
<td><strong>Personal Response</strong></td>
<td><strong>Personal Response and Evaluation</strong></td>
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<td><strong>Biographical Recount</strong></td>
<td><strong>Expository Discussion</strong></td>
<td><strong>Review</strong></td>
<td><strong>Personal Response and Evaluation</strong></td>
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APPENDIX 6
Locating and Understanding

Justifying and Evaluating

Problem Solving and Decision Making

Inquiring and Creating
APPENDIX 7

WATERFORD WEST STATE SCHOOL WHOLE SCHOOL IMPROVEMENT AGENDA:
Improving student outcomes through best fit pedagogy

Targets:
• 3% improvement across all domains in years 3/5/7 NAPLAN
• 4% improvement in upper 2 bands
• Improved achievement in SOS

Quality Curriculum
• Whole school curriculum plan
• NAPLAN plan
• NAPLAN preparation plan
• Numeracy plan
• Mathematics plan
• English Plan
• Literacy Plan
• Assessment and Reporting plan
• Differentiated Learning Plan
• Science plan
• ICT plan
• Whole school grammar, punctuation and spelling plan

Quality Teaching
• Classroom learning walks
• PAC meetings
• LL4LL teaching reading and comprehension
• PLIP reading
• PLIP writing
• Training in hands-on strategies from YUMI Deadly Maths
• Training in strategies from First Steps in Maths
• Digital multi-literacies project in year 4
• Systematic moderation processes – Maths SFD Tm 1
• Development of quality assessment tasks and rubrics
• Developing performance plans

Monitoring Student Progress
• Week 9 data in Reading Writing and Maths (Pat Maths)
• Data walls
• NAPLAN analysis across the school – year level meetings
• PAC meetings
• Principal’s Mark book
• Semester results – year level trends
• PLIP data
• Year 2 net data
• Tracking individual students from year to year – semester results and through NAPLAN – data passed on from year to year
• SDA and Peace room data