## Lockhart State School LITERACY PLAN: 2012

### SCHOOL PURPOSE

The school is challenged with the task of providing the motivation and desire in students to develop and enhance their literacy skills and understandings in order to produce literate members of society.

### EXIT OUTCOMES

Our students will exit Year 7 having successfully engaged in learning. Students will have met basic literacy and numeracy standards and overall levels of literacy and numeracy achievement will be improving. There are high expectation that students will make a successful transition from school to work and further study.

### Community Profile

Students at Lockhart State School identify as Aboriginal or Aboriginal/Torres Strait Islander and represent five traditional family groups from this part of Cape York. Creole is the predominant language spoken at Lockhart, traditional languages are spoken by a few elders. The students are all English as Second Language (ESL) speakers, which presents challenges for all students and teachers alike as a high level of Standard Australian English is required to deliver the Curriculum and in the workforce at the culmination of Year Twelve.

### Shared Vision

In the context of our school, literacy means empowering students to function confidently in Standard Australian English. Students will develop skills that enable them to become code breakers, make meaning, understand the purposes and uses of different text and be critical analysts of Standard Australian English (See Four Resources Model).

### Standards and Targets

In developing standards and targets, we recognize that all students at Lockhart State School bring to school 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

### Assessment & Monitoring

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.
- Collating, analysing and interpreting data from systemic assessment to inform teaching (Yr 2 Diagnostic Net, Year 3,5,7 tests)
- Monitoring student’s progress through maintenance of student records/profiles.
- The ability to think, speak and learn through English.

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

Current Targets set include:
- Aim to achieve results in Year 2 net and Year 3, 5 and 7 testing similar to state average.
- Individual improvement from pretest to post test.

### Classroom Organisation & Pedagogy
- Class groups have been organised according to ability
- Teacher aides are allocated to each class
- Timetabling to enable uninterrupted learning blocks
- Teaching using ESL strategies
- Have high expectations for our students and a belief all students can learn
- Teachers practice and strategies have a significant effect on students learning outcomes
- Assessment is used to inform our practice

### Intervention & Special Needs Support
Literacy intervention is an ongoing and integral component of teaching/learning process in each class. An inclusive approach to student learning is a priority.
- Data from school standardised tests used to identify individual student needs
- Programs developed in collaboration with SWD support teacher to implement in classroom
- Para-professionals in each classroom

### Leadership, coordination & Professional Learning
- School has budgeted for Literacy Coach and ESL support teacher to support staff.
- Continued training for teachers and teacher aides – particularly with a focus on oral language.
- Induction program in place for all new staff
- Regular staff meetings
- Regular PD to meet school and individual needs

### Strategic Community Partnerships
- Communication with parents, caregivers and wider community is a priority.
- Orientation evenings, parent / teacher evenings
- Class invitations / open days
- School year books
- School newsletter and public notices displayed in community
Review
Consultation Process engaging Turnaround Team, school leadership team, classroom teachers and para-professionals, P&C committee will be conducted at the beginning of Semester 2.