Literacy Action Plan 2014

Student Learning

Key Improvement Strategies:
1. Develop staff capacity to develop literacy knowledge as it applies to their learning area.
2. Change teachers' teaching practice to explicitly ad regularly implement literacy teaching practices in their classrooms.

What (Actions)	How (Strategies)	How (Resources)	Who	When	Achievement
1. Review NAPLAN Reading Data and identify areas of concern.			GD, MR	By end of Term 1	
2. Provide professional learning for Literacy coordinator					
3. Introduce Literacy Coordinator role and focus, develop need and awareness in staff and facilitate accountability measures.	a. Initial Staff meeting: presentation of data, research, outline of course of action and introduction of High Reliability Literacy Teaching Procedures (HRLTPs).		MR	All completed by week 3 term 2	
	b. Provide five HRLTPs on regular basis.				
	c. Provide regular fortnightly feedback and follow-up at staff meetings. Staff reflect on how each of the HRLTPs has worked.	Moodle Discussion Board	BN, MR	Week 6 term 1	

What (Actions)	How (Strategies)	How (Resources)	Who	When	Achievement
4. Provide all teachers from all learning areas from Years 7-10 with data identifying the reading levels for their students.	a. English teachers to administer On-Demand Literacy Adaptive test to their English classes. Results used to place students in four instructional groups. b. Provide professional development to staff on what the data means, and how to use it to differentiate the delivery of their learning sequences.	a. On-Demand Adaptive Literacy Test: 7-10 b. Four instructional groups template	BN, MR,	By week 3 term 2	
5. Administer 2013 NAPLAN reading test to 1 Yr 7 and 1 Yr 9 class – to be used as a control group to measure any change or improvements affected by HRLTPs.	a. Coaching of 7I & 9D English & Humanities teachers to implement HRLTPs consistently and explicitly over a 3 week period. b. Analyse and compare results of 7I and 9D 2013 NAPLAN reading results with 2014 NAPLAN reading results		a. MR, DN, MO, ZA, SN b. GD, MR		a. By week 2 of term 2. b. By week 1 term 4
6. Each Domain engages in conversations to audit: a. current problems in literacy specific to their subject area b. what teachers know and gaps in knowledge about literacy learning and literacy teaching in their subject area	Domain meetings	c.	MR, Domain heads and domain staff	Term 2	

What (Actions)	How (Strategies)	How (Resources)	Who	When	Achievement
7. Form 3 PLTs (in triads) to run in semester 2 from each of the following learning areas: *English; Humanities; Science*, to work on developing innovative teaching of literacy knowledge.	a. Three volunteers from each learning area asked to participate. b. Each PLT is allocated a 'leader of literacy learning' trained specifically to lead improved literacy teaching in their subject. c. PLT teams work to develop literacy pedagogy knowledge. d. PLT members trial innovative teaching strategies in their own classrooms and record outcomes (Classroom peer observations or filmed and analysed in subsequent PLT meetings). e. PLTs consult and share results in Domain meetings.	b. Leader of literacy learning is coached on a withdrawal basis for 6-8 periods over 3-4 weeks in term 2.	b. MR c. ST, MR in consultation with domain heads e. English, Science and Humanities Domains	a. Term 2 b. Term 2 c to e. Semester 2	
c. Review and audit of year 7 and year 8 English learning sequences to identify ways to strengthen explicit and effective literacy teaching.	Establishment of year 7 and 8 working party.		MR and two volunteers.	Terms 2-4	