

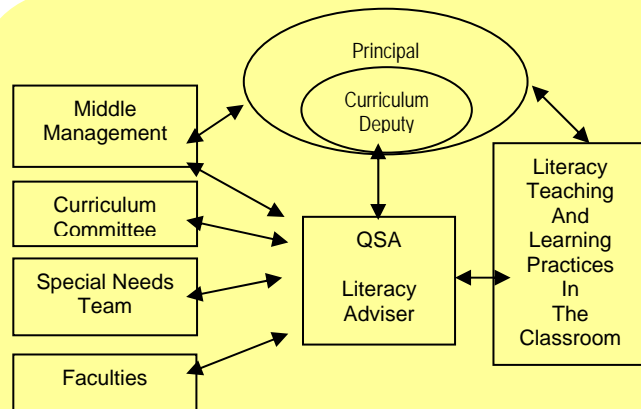
The teaching of whole school literacy at Robina State High School is part of an integrated plan led by the Principal and Deputy Principals (Curriculum). They will ensure that:

- Stakeholders understand their role in meeting the literacy needs of students
- All meaningful professional development, resources, support and avenues for dialogue are provided

The Head of Department – Communications, Special Needs Coordinator and Literacy Adviser from The QSA are responsible for identifying and coordinating continuous professional learning to meet future planning needs that were identified early in 2003

- The professional activities which will continue to be developed in 2006 are:
- Genre workshops to ensure continuity across school in teaching of genres
- Internal moderation in October specific to Literacy based assessment
- Modeling reading as an effective classroom tool
- Meeting new literacy needs of the 21st century

LEADERSHIP, COOPERATION & PROFESSIONAL LEARNING



Diagrammatic Representation of how The Whole School Literacy Plan is Applied to the School



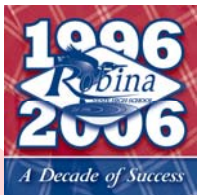
STRATEGIC COMMUNITY PARTNERSHIPS

Robina State High School has liaised with the following people/groups in developing this strategy and/or professional development:

- QSA – Literacy Advisers
- Primary school Literacy Cluster
- Transition agencies such as SCISCO and OnQ
- External support agencies such as Montrose, AVT services and Disability Services
- Information sessions on literacy in the P&C scheduled meetings
- Access to special needs team/ literacy advisers at Parent/Teacher evenings

Robina State High School

WHOLE SCHOOL LITERACY STRATEGY - 2006



RATIONALE

In 2006 Robina SHS is placing great importance on Literacy across the range of subjects that students will be studying. It is imperative that all students understand the value of the literacy skills that are not only taught to them during their time at school, but also those which they encounter in the functioning world outside of the classroom environment

In this regard we are encouraging parents to take an active role in the literacy of their children by encouraging and modelling reading practices and sharing the "everyday literacies" we all encounter in our lives



This unified focus and approach will ensure the improvement in the reading and writing of Robina SHS students and thus soundly equip them for future pathways

STANDARDS & TARGETS

- 80% of Year 9 students will attain Level 4 literacy outcomes or higher (Literacy Outcomes are embedded in all KLA work programs)
- Key faculty based personnel upskilled in effective modelling of reading, leading to preliminary PD of each faculty

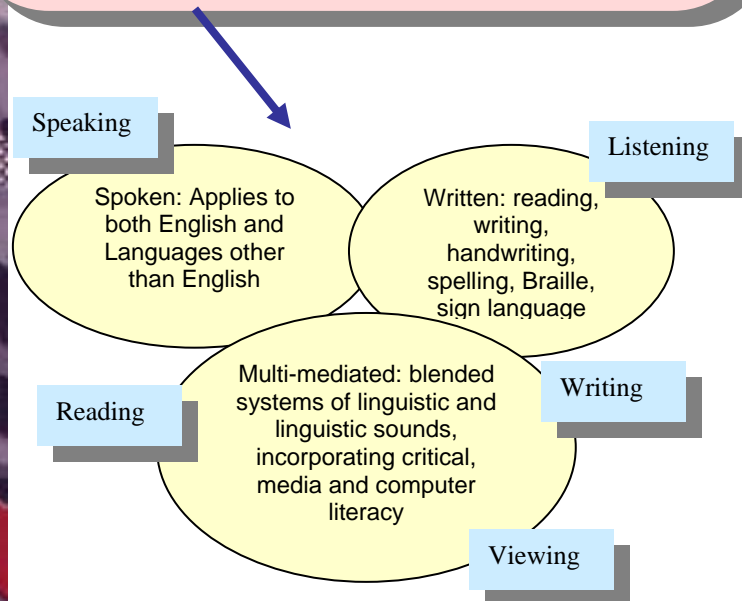
THE DATA COLLECTION INSTRUMENTS:

- Year 7 Diagnostic Test
- Information collected from Year 7 teachers on student Literacy levels
- Information collected from primary school Special Needs and Learning Support staff on student Literacy levels
- Information collected from parents
- Individual revisiting of all ascertained students data on entry
- Scheduled assessment of outcomes with embedded literacy components

SHARED VISION AND BELIEFS

The teaching community at Robina State High School has a commitment to the following shared vision and beliefs:

- Functional literacy requires, at a minimum level, the ability to master three overlapping media of communication as identified by Literate Futures
- The faculties at Robina State High School support the pedagogies which the New London Group have identified as being necessary to extend the teaching of literacy beyond traditional realms
- All students have the right to develop the repertoire of literacy practices necessary for lifelong learning
- Every teacher will participate in the teaching and modelling of literacy skills and practices in a practical, futures-orientated way
- Robina State High School acknowledges the ever evolving nature of literacy as new technology and research emerges



STRATEGIES FOR IMPROVEMENT

- Standardised tests scores are the basis for faculty initiatives to form classes and diversify curriculum, to accommodate different learning levels and styles, ensuring the best chance of success
- Yrs 8,9 & 10 English students at risk/identified low literacy have the opportunity to study core literacy English
- Faculties have undertaken to ensure appropriate skills and resources are available in order to teach the literacy skills associated with their KLA
- Reading practices at Robina State High School are being addressed at a whole school level. Students have a reading program which is implemented through the Communications subjects
- The Library based book reading club will continue
- A teacher from each faculty will be trained as a specialist in reading practices. Staff can access their expertise in planning classroom activities to provide a repertoire of literacy practices. English teachers will undertake the role of mentors during the moderation process. The role of Technical Curriculum Advisors to assist teachers with the incorporation of multi-mediated literacies continues

INTERVENTION & SPECIAL NEEDS SUPPORT

- Support for classes has been extended to encompass all core English and Mathematics, in recognition of specific literacies
- Identified students participate in specialist Year 8 literacy classes in addition to their English subject
- Students with an ESL background will be invited to participate in a school subject call ESL
- Learning Support and Special Needs are collaborating to meet the demands of students with disabilities and ascertainties

ASSESSMENT & MONITORING

- All Key Learning Area will assess integrated Literacy Outcomes as part of their normal assessment and evaluation program
- These Outcomes will be mapped to provide each student with an Individual Literacy Profile
- Curriculum Work Programs will show implemented changes necessary to incorporate literacy practices
- Students identified by the Learning Support team, who participate in the literacy support program will be regularly reassessed to measure improvement