

# 1.4 John Pujajangka-Piyirn Catholic School English Literacy Policy

## Rationale

Language plays a central role in human life. Children at Mulan have particular demands placed on them as they are expected not only to know at least one Aboriginal language but also develop competency in Standard Australian English which can be a second, third or even fourth language for them. To enable them to cope with the increased exposure and expectation to be competent in non Aboriginal culture and language they are required to develop high levels of literacy. We believe it is not only important to develop functional literacy for everyday living but also to nurture and develop critical literacy skills so they will in future be able to communicate effectively and negotiate with a range of non Aboriginal people. Whilst all these aspects are important it is essential that the Standard Australian English language is not seen as a replacement for their own languages but should rather be seen as complementing them. Children's home language should be used to help develop children's English by way of explanation and clarification.

## Outcomes, Values and Beliefs

### Outcomes

1. Students use language to understand, develop and communicate ideas and information, and interact with others.
3. Students recognize when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others.
8. Students understand their cultural, geographic and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia.

### Values

Pursuit of knowledge and commitment to achievement of potential.

Social and civic responsibility.

Home languages are an important link to learning English.

### Beliefs

Children need to be exposed to a range of experiences to develop their English competencies.

Given sufficient support and time all children can learn.

Children have a range of learning styles.

Given a high rate of transience a structured and routine approach is most effective for children to learn.

Teachers have to develop an understanding of each child's zone of proximal development in order to develop a program that will help students develop their skills.



Support from home and community is essential if children are to reach their full potential. Ongoing monitoring and assessment is required to ensure teachers know a child's zone of proximal development.

## **Whole School Approach**

All staff will receive professional development in the literacy approaches to be used in the school and take part in developing a Whole School Literacy Plan ( see Appendix A ) . Professional development will take place not only within the school but also within the context of the Kimberley Schools Literacy Initiative. During this time staff will develop a shared understanding of the strategies used to assess, teach and monitor student's literacy development. A designated member of staff will be responsible for monitoring classrooms and ensuring teachers have a shared understanding of literacy practice. A one and a half hour literacy block will take place everyday at a time designated each term by the Principal. Literacy development will also be incorporated into the integrated units that encompass a range of other subject areas.

## **Leadership**

The Principal and ESL person are responsible for providing leadership for students and staff in the school in terms of literacy. It is their role to ensure that all areas of concern are addressed, that achievements are realized and celebrated and that the community are aware of the literacy issues in the school.

## **School Literacy and Support Team**

As John Pujajangka-Piyirn Catholic School is such a small school the whole staff is required to act as a support for each other and ensure the literacy program is implemented effectively. This includes sharing issues and achievements during literacy meetings and at other times where appropriate.

## **Classroom Literacy and Practice**

Reading sessions take the format of 10 minutes shared reading, two fifteen minute groups during which time a teacher takes a focus group and a five minute sharing session at the end during which students share their learning. During focus groups teachers work with students on developing specific skills and during this time other groups work on independent activities in small groups. The writing session involves 10 minutes shared or modeled writing with the whole class and then a five minute focus based on this writing. Students then have twenty five minutes independent/directed writing during which time the teacher takes a fifteen minute focus group. Short activities involving spelling and writing can be incorporated into the 25 minute session but generally students should have a go at writing independently everyday. Five minutes is designated for sharing at the end.

During literacy times listening and speaking should be incorporated and addressed e.g. listening post during reading, sharing what we have learnt with others. From 2005 viewing will be incorporated either into the literacy block or at other times.



### **Teaching / Learning Strategies**

Modeled Reading and writing  
Shared reading and writing  
Language experience  
Guided reading and writing  
Interactive writing  
Independent reading and writing  
Viewing  
Comprehension  
Listening / Speaking activities

### **Assessment and Monitoring**

Pre-assessments will take place at the beginning of each year for children who are present. For children enrolling in the school after this time pre-assessments should be carried out once they have arrived. Reading assessments will be based on the Marie Clay observational survey, running records and the Kurrungku assessments. For the PP class the PIPs assessment will be carried out at the beginning and end of year. In writing, they will be based on the Kurrungku assessments. These assessments will be used on an ongoing basis to establish children's zone of proximal development. Assessment will also be done on a whole school basis at the end of the year and compared to the beginning of the year to give teachers some hard data to come to conclusions regarding learning and the factors affecting each child. Preassessments give staff an overall view of a child's performance in reading and writing. They enable teachers to identify the type of skills, attitudes and knowledge that they should be addressing with children explicitly during focused teaching.

### **Intervention : Identification and planning**

Children are identified through various assessments and teacher observation as requiring extra assistance. Student's needs are taken into account in relation to small group work and teacher groups and Individual learning plans. If after a short period the student is still experiencing difficulty they would be discussed at a staff meeting where other teachers could offer support and ideas. The ESL teacher would then work with the class teacher and develop an action plan in terms of addressing students needs. The student would then be monitored fairly closely over a period of time and if required assistance outside the school should be sought. The ESL teacher works with a small number of children who are generally nominated at literacy meetings as those who are most in need of one – to - one assistance. Teaching assistants are also used to work with small groups during literacy time when they will require extra assistance with concepts and / or activities

### **Reflection and Evaluation**

Any areas of concern should be recorded through formal documentation such as the evaluation section of planners and through staff meeting minutes. Ongoing evaluation of the Literacy program should be discussed through staff meetings and results of teaching should be formally reflected on at the end of each year.

### **Home, School and Community Partnerships**

Significant links with home and community should be attempted on an ongoing basis. For instance, having open days with a specific Literacy focus, demonstrating to parents during Open days, classes outside of the store to demonstrate the type of literacy activities students are involved in, The Backpacks



program, ongoing discussions with individual parents about children's progress and the school reporting back to the community regarding Literacy levels both through our annual report and on open days.

## Professional Development

This takes place through staff meetings where time is set aside at least three times a term for structured learning in the area of literacy. This is followed up by assistance in the classroom to develop good practice and through professional reading that is provided. Consultants also provide professional development through Professional development days provided at the school. Teachers generally are given opportunities to attend Professional development outside of Mulan that are linked to Literacy.

Key Element	2003	2004	2005	2006
Literacy Beliefs and Values	Develop with whole staff	Revise	Revise	Revise
Leadership	Principal	Principal and ESL teacher	Principal	Principal and Literacy Coordinator
School Literacy and Support	All teachers	Teachers and ATAs	Teachers and ATAs	All teacher
Home, School and Community Partnerships	Open Days with focus Introduce Backpacks Meetings with adults	Continue with 2003 strategies Educate adults about backpacks Parents at school more often. Adults involved in book making.	Adult literacy program Formal information evenings	Home reading program Homework bags Mathematic lesson is the community Open classrooms
Classroom Literacy Planning and Practice	Focus on Reading Introduction to writing Literacy block	Revisit with new teachers. Consolidation writing	Consolidate whole literacy program Introduce viewing. Introduce scaffolding literacy project.	National Accelerated literacy Program NALP Letter land k-2 THRASS 3 – 6



Assessment and monitoring	Introduce Marie Clay Survey (except CAP), Kurrungku assessments, running records	Consolidate 2003 CAP testing Comprehension Introduce PIPS	Is testing adequate???	Literacy net k-3 F/t running records Kimlit data collection (see Appendix)
Intervention : Identification and Planning	ESL teacher works with students one to one across school	ESL works with small groups, individuals and support in classroom – focus on early years	Support teacher works in Kindy. 1-1 work with some senior students.	ITAS and support teacher terms 3&4. Focus on Early childhood
Reflection and evaluation	Set times at staff meetings for reflection and evaluation	Reevaluate effectiveness of program and make adjustments as necessary	Revisit the whole program, planning for next three years. How does Scaffolding Literacy project fit into present school program.	Continual ongoing evaluation of AL
Professional Development	Staff meetings, PD days, visiting other schools	Professional reading, visiting other schools, PD days, sessions, ATAs. Participation in Kimberley Literacy initiative	Participation in Kimberley Literacy Initiative. Participation in Scaffolding Literacy project	New teacher induction January ALL Staff AL training x3 All staff AL coordinator to visit school each term

Policy / Plan created: 2003  
Reviewed: 2005  
Reviewed: 2006 (term 3)



## **Appendix 1**

Testing and evaluation

Clay word, Burt word, PM benchmark, CAP, LID, Clay dictation, SA spelling test, Torch

Term 1 week 3 (Completed)

Term 4 week 4 (Completed)

Running records

Fortnightly

Literacy net k-3

End of term 2

