Rationale

At QHHS the Literacy program is developed to address the specific literacy needs of all students with internal and external data used to identify and address the specific areas for improvement in our students’ literacy development. All teachers in the school recognise that they are teachers of literacy with literacy being embedded in all teaching and learning programs.

Roles and Responsibilities

Students

- To utilise the opportunities provided by the school to read widely and for pleasure.
- To actively participate in the skill specific Literacy / Digital Literacy and/or Literacy withdrawal classes.
- To develop skills in reading comprehension.
- To develop skills in drafting and editing their written work.
- Use a dictionary and thesaurus to build their literacy skills.

Teachers

- Provision of regular opportunities for student’s to build and extend their vocabulary.
- Using a range of text types and strategies such as ALARM to promote student’s experiences with writing.
- Regular checking of student’s written work and provision of literacy specific feedback regarding spelling, grammar and written expression.
- Rewarding students who demonstrate an improvement in their literacy skills.
- Assisting students in understanding the metalanguage of their faculty subject.
- Referring any students who are exhibiting difficulties with the literacy component of their course to the Learning Support Team.
- Using Personalised Learning Plans (PLPs) for Aboriginal students as a guide in the preparation of lessons and assessment tasks.
- Using Individualised Learning Plans (ILPs) for students with identified additional learning needs as a guide in the preparation of lessons and assessment tasks.
- Being vigilant in their awareness of the learning needs of all students, ensuring materials used and content taught take into consideration the literacy needs of students by using NAPLAN and other school data to shape teaching and learning programs.

Parents

- Regularly sight and read through their child’s written work, assisting them with written drafts and proofreading.
- Discuss literacy and learning issues with the school whenever the need arises.
• Promote reading in the home environment by providing reading materials, and modelling reading for enjoyment as well as reading for information.

## Literacy Outcomes

The revised Year 7, and Year 8, Literacy programs (devised by the ‘Improving Literacy National Partnerships’ Team 2013 - 2104) will form the basis of classroom instruction and assessment. Each subject will have a particular aspect of literacy that assists in the understanding of that subject and enhances a student’s ability to demonstrate the outcomes for that subject.

### English

- identify grammatical patterns and features
- identify, understand and apply punctuation
- construct a text for a specific purpose

### Geography

Students will learn to:

- locate and select information specific to the topic of study
- use a range of written forms to communicate geographical information
- correctly spell geographical terms
- write extended responses paying particular attention to correct grammar conventions

### History

Students will learn to:

- interpret and use a variety of sources to locate specific information
- locate and interpret information from a visual text
- organise and present material in a variety of different formats
- communicate effectively using writing structures and conventions that are appropriate to purpose and audience

### Mathematics

Students will learn to:

- read and interpret various types of graphs, charts and diagrams
- understand, develop and communicate ideas and information verbally and in written form
- use mathematical vocabulary and the conventions for writing mathematics

### PDHPE
Students will learn to:

- use appropriate structure when writing a specific text type
- use subject appropriate language in their verbal and written responses
- infer information not directly stated in a text
- identify the main features of a text

Science

Students will learn to:

- use key words, and skimming and scanning techniques to identify appropriate information
- extract information from a variety of texts (written and diagrammatical)
- identify, and distinguish between relevant and irrelevant information
- extract information from graphs, texts and visual resources
- use cause and effect relationships to explain ideas

Technology Mandatory

Students will learn to:

- demonstrate an understanding of text that contains technical vocabulary
- interpret graphics integrated in texts
- present written and oral reports using appropriate terminology