



CHANCELLOR SECONDARY CAMPUS LITERACY PROGRAM AT-A-GLANCE

Literacy Professional Learning Communities for staff

Chancellor State College Secondary Campus not only has a P-12 common practice and common language with regards to literacy, but it is also integral to each KLA on the Secondary Campus. Each faculty and staff have opportunities to engage in Professional Learning Communities with the:

- New and beginning teachers' induction group
- Primary Campus Literacy Coach
- Primary teachers
- Whole campus Literacy PLC
- Secondary English and Literacy Data PLC
- Secondary Literacy in Science PLC
- Secondary Literacy Mentors Program.

This allows for expert teams in all faculties and the teaching of literacy and using Dr Munro's strategies explicit.

4 Sures – Writing Agenda Focus

The 4 Sures are the key areas that the Secondary Campus English faculty focus on with regard to writing and improving student outcomes in this area.

Cohesion is the linking of vocabulary (lexical), grammar and ideas throughout a text.

Ideas builds on students' ability in selection, relevance and elaboration of ideas to engage the reader.

Vocabulary is the discerning choice of language to communicate with the reader and develop cohesion within a text.

Audience and purpose is created through the deliberate choice of vocabulary, tone and content for a particular reader and for a particular reason.

Students participate in Writing on Demand which is a low stakes writing activity to develop the craft of writing and specific aspects such as the 4 Sure.

Spelling, Grammar and Punctuation

The Junior Secondary English classes have a cross-curriculum spelling (vocabulary) list each week that takes the key terminology of the 4 core subjects of Science, Maths, Humanities and English.

Senior Secondary sees each subject explore pertinent vocabulary in context of their unit of work.

Grammar and punctuation are explicitly taught at the College from P-12 in context of their studies in all subject areas.




Junior Secondary English has a weekly systematic delivery of grammar and punctuation through explicit teaching and the Gradual Release Model.

Vocabulary and Cognitive Verbs

As 21st century learners under the new QCE system, students are systematically taught the cognitive verb processes from Primary to Junior Secondary and into Senior Secondary.

Using the HRLTP strategies and ASOT, students are taught, with increasing complexity throughout the years, the cognitive verb processes in order to assist them in the new educational system and future endeavours.

The Explicit Teaching Model

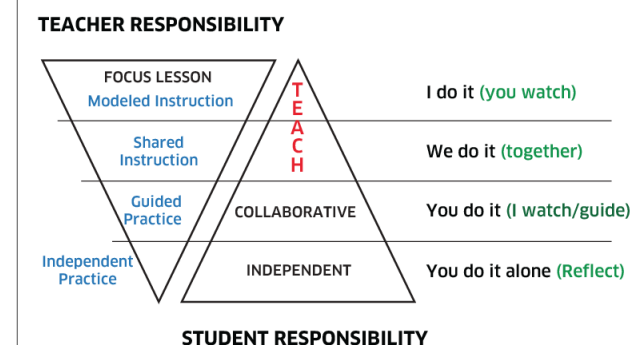
I do	 Stop Think Listen Watch	Demonstration/Modelling The teacher purposefully explains and models the reading strategy or vocabulary being introduced using think-aloud(s).
We do	 Practise together Think Discuss	Sharing and Guiding The teacher continues to demonstrate the reading strategy and invites students to contribute ideas and information and share their thinking. Students practise the strategy and the teacher provides feedback and support.
You do	 Practise Have a go Think Have another go	Applying Students work independently to apply the strategy in a new or more difficult format. The teacher continues to support and encourage the students, feeding their observations and evaluations into further planning.

A WHOLE COLLEGE APPROACH

A P-12 College approach to the teaching of literacy ensures consistency and continuity in the development of each student's knowledge and application with the following key priorities:

- Literacy is taught every day in every class.
- Teachers use a balanced approach to teaching literacy that includes a variety of teaching approaches and high yield strategies based on research such as Dr Munro's High Reliability Literacy Teaching Procedures (HRLTP).
- Teachers explicitly teach students how to comprehend texts using the 7 Key HRLTP strategies.
- Teachers and students work to set individual goals
- Teachers plan and implement learning experiences to ensure goals are practised and achieved.
- Training and development of teachers and faculties are provided through Professional Development and our Mentoring Program.

The Gradual Release Model



Pedagogy








At Chancellor State College the Art and Science of Teaching Frames our pedagogical approach along with the High Reliability Literacy Teaching Procedures, the Explicit Teaching Model and the Gradual Release Framework.

Formative Assessment, Tracking and Feedback Loops

Teachers utilise a variety of techniques to monitor student progress and inform teaching. These include:

- Analysis of student data
- Work samples (formative and summative)
- Literature circles
- Observations
- Conversations (interviews and conferences)
- Diagnostic Testing

John Munro's 7 HRLTPs Comprehension Strategies

						
Getting Knowledge Ready	Working out new words using context	Reading Aloud	Paraphrasing	Questioning	Summarising	Reviewing & Reflecting

Junior Secondary to Senior Secondary Alignment

Junior Secondary and Senior Secondary have a strong vertical alignment in the teaching of Cognitive Verbs preparing students for 21st Century learning and the New QCE system.

Dr Munro's High Reliability Literacy Teaching procedures (HRLTP) are not just the College's foundation for literacy but complimentary for the preparation of learners and their skills with the cognitive verb processes.

The Primary and Junior School sector work together with senior secondary to build the skills and processes necessary for success in the Senior phase of learning.

