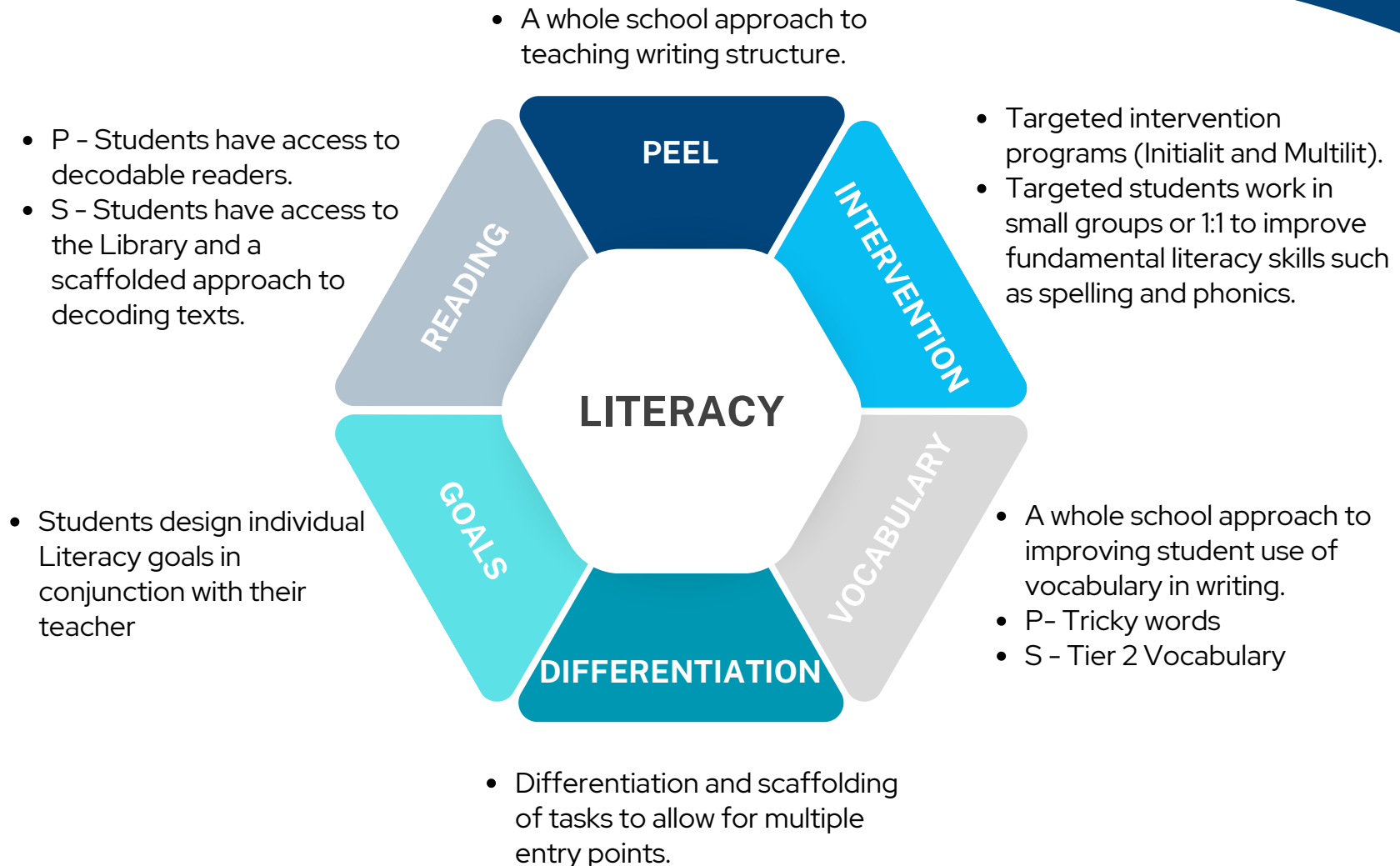
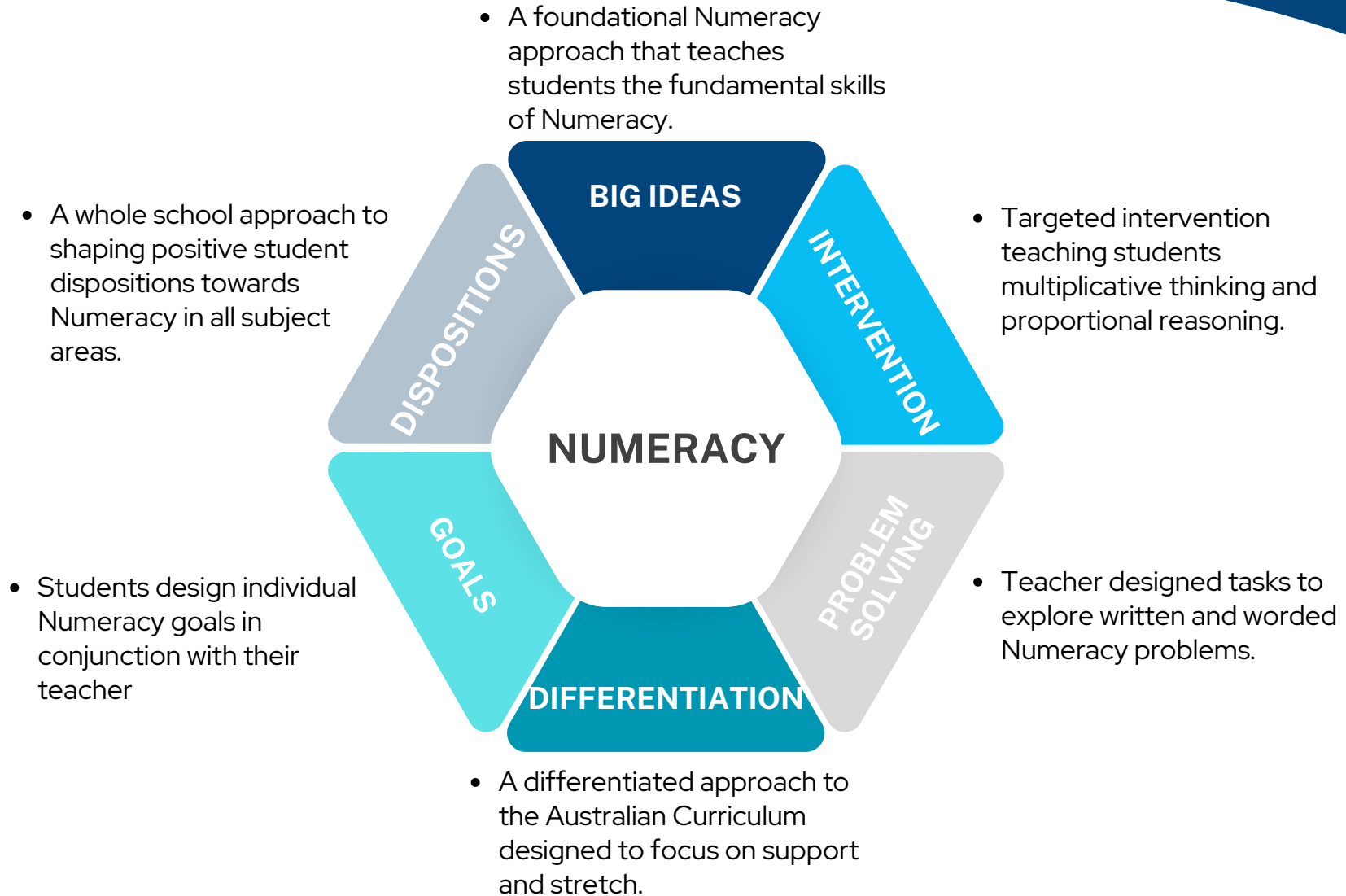


# LITERACY AT LUCINDALE AREA SCHOOL



# NUMERACY AT LUCINDALE AREA SCHOOL



# LAS LITERACY AGREEMENT

## SCHOOL CONTEXT

Lucindale Area School is an R-12 school committed to individual student success, recognising the importance of holistic learning.

We foster continuous curriculum improvement, encouraging the learning of individuals. Students develop a broad range of competencies and skills including recognised sporting programs.

## PURPOSE

The Lucindale Area School Literacy Agreement outlines the agreed approaches to teaching English and Literacy across the school. This agreement ensures consistent approach and language is being used across the school and that all staff are competent in teaching English and Literacy in a broad range of contexts.

## RATIONALE

We believe that all students can be powerful, successful, lifelong learners of Literacy. Every student has the right to at least one year of growth in English for every year of learning. Students should be supported to develop a broad range of Literacy skills that will enable them to be literate, productive and active citizens.

## CURRICULUM

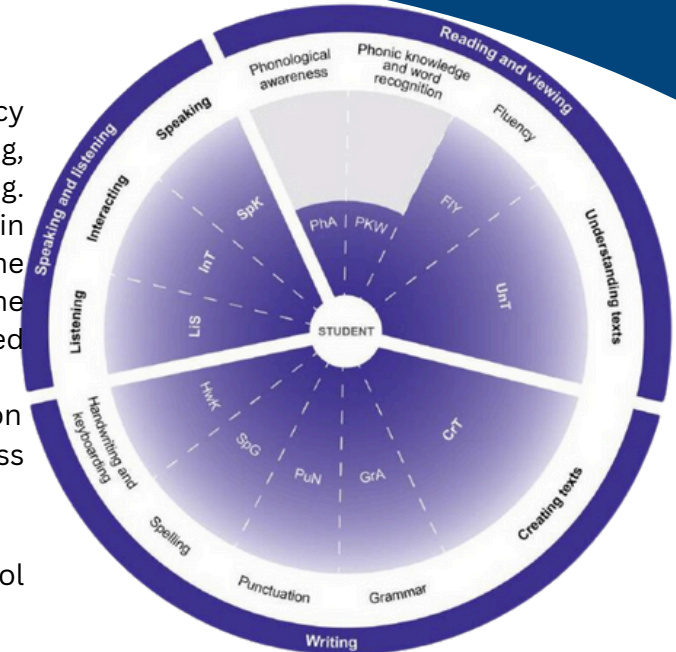
At Lucindale Area School, Literacy involves students, listening, reading, viewing, speaking and writing. Students create and participate in comprehension of texts across the curriculum. Literacy encompasses the knowledge and skills students need to:

- Analyse and evaluate information
- Make meaning and express thoughts and emotions
- Present ideas and opinions
- Participate in activities at school and in their lives beyond school

## SITE IMPROVEMENT PLAN

Agreed upon actions within our Site Improvement Plan are:

- Synthetic Phonics program fully implemented across Junior Primary.
- High quality daily Literacy Blocks
- Regular promotion of the importance of reading regularly.
- Improve Literacy learning to enable quality learning design to meet individual student needs.
- Scaffolding of tasks through Learning Intentions and Success Criteria.
- Use of Literacy data to identify and support individual learning needs of students.



# LAS LITERACY AGREEMENT

## LAS PEDAGOGICAL AGREEMENT

Every teacher at Lucindale Area School will implement high quality curriculum, pedagogy and assessment in their Primary, Middle and Secondary classes using evidence based High Impact Teaching Strategies and the guidelines below:

### EACH LESSON WILL INCLUDE:

- Warm-up task
- Brain break
- Learning Intentions/Success Criteria/ Goal Setting
- 'I do' (teacher demonstration)
- 'We do' (work with peers)
- 'You do' (Individual)
- Check for Understanding
- Multiple Entry and Exit Points
- Key Vocabulary
- Tactile - hands on
- Examples Provided

## ASSESSMENT AND REPORTING

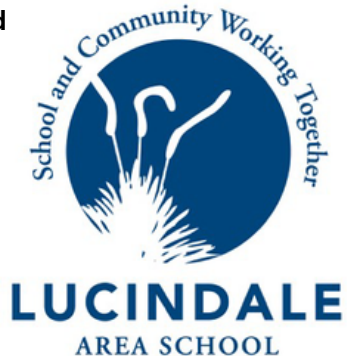
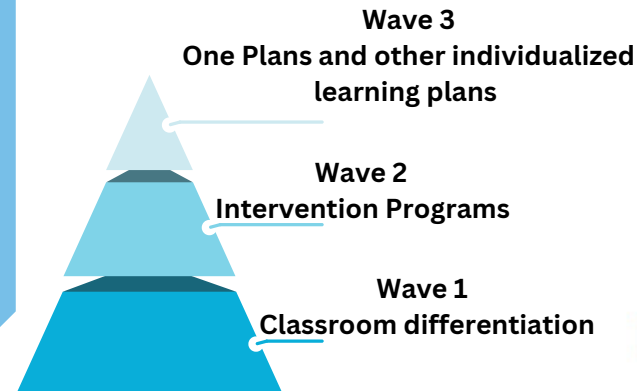
Teachers will use diagnostic, formative and summative assessments throughout the year to inform teaching and learning programs and to make informed judgements about student progress.

Staff will analyse NAPLAN and PAT-R after the testing each year at school level. SACE data will also be analysed in the areas of Mathematics.

Collaborative moderation, within and across sites within the partnership, to ensure the consistency of grade allocation against the Australian Curriculum will occur.

## INTERVENTION

Students can be identified by site based diagnostic, formative or summative assessment processes or NAPLAN and PAT-R analysis. Schools are required to implement the 3 waves of Intervention:





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## SITE IMPROVEMENT PLAN

Agreed upon actions within our Site Improvement Plan are:

- Use of student data to collaboratively set individualised learning goals.
- Establish a culture of active student engagement and learner agency in Numeracy by employing Learning Intentions and Success Criteria.
- Establish a culture of high expectations and positive beliefs and attitudes towards engaging in Numeracy across the site.
- Improve the teaching and learning of Mathematical reasoning by implementing effective interventions.

