



Targeting whole school  
literacy to develop a  
culture of continuous  
improvement

### Warm up activity

**Please look at the student work on your table. What do you notice about the writing?**

**Say 'Hello' to the person next to you and share your observations.**

Not only  
for school  
but for life.



# We work, learn and play on Kaurna land



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# Introducing our team



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Not only  
for school  
**but for life.**



Not only  
for school  
**but for life.**



Literacy  
underpins it all



## Purpose of this session

- Share our context, our journey and our challenges
- Outline our literacy improvement strategies
- Provide an insight into how we approach intervention
- Share the impact of our work



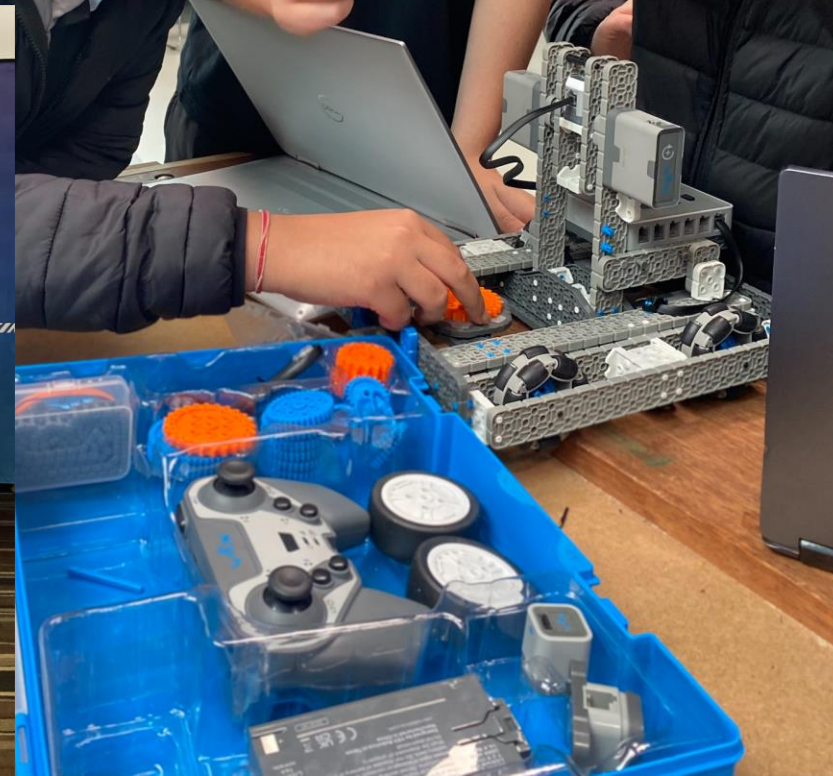
# Our context













## Our groundwork

Leadership re-  
structure

Day/timetable re-  
structure

Values-inclusive merit  
selection

Collaborative  
leadership

Shared moral purpose,  
vision and values

Shared language

Strategic planning and  
prioritising (clarity of  
direction, consistency  
in practice)

Resourcing and  
investment in key  
improvement drivers

Leveraging external  
expertise and growing  
and nurturing internal  
expertise



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**Our vision and  
values have  
become part of  
who we are**



## **Our vision**

Adelaide High School is a vibrant and inclusive learning community where **every student matters and every student is supported to thrive**. We nurture all learners to be resilient, creative, and collaborative. We celebrate diversity, promote intercultural understanding, and connect with communities both locally and globally.

We are part of tradition, and we are making history.

## **Our Values**

**Courage Authenticity Excellence Kindness**

**Not only for school but for life.**



# Our Pillars of Practice



"Every student matters  
and every student is  
supported to thrive."

A shared  
language  
to frame  
our practice

WE ARE COMMITTED TO COLLABORATION AND A  
DELIBERATE APPROACH TO

KNOWING AND  
UNDERSTANDING  
OUR CLIENTELLE

CONTINUOUSLY  
IMPROVING OUR  
PRACTICE

UNDERSTANDING  
AND IMPROVING  
OUR IMPACT



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## Our approach



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A graphic showing two spotlights from the top corners of the page, casting light onto a central oval. The oval has a red border and contains the text 'Writing Improvement'.

Writing  
Improvement

It is embedded practice, that **1 teaching and learning cycle of explicit, high impact literacy instructions occurs at least once per semester per subject across Years 7 to 10.**

In our seven-line timetable, this means that each student receives:

**7** intentional literacy teaching and learning experiences per semester

**14** intentional literacy teaching and learning experiences per year

**56** intentional literacy teaching and learning experiences by the end of Year 10



# Our goal



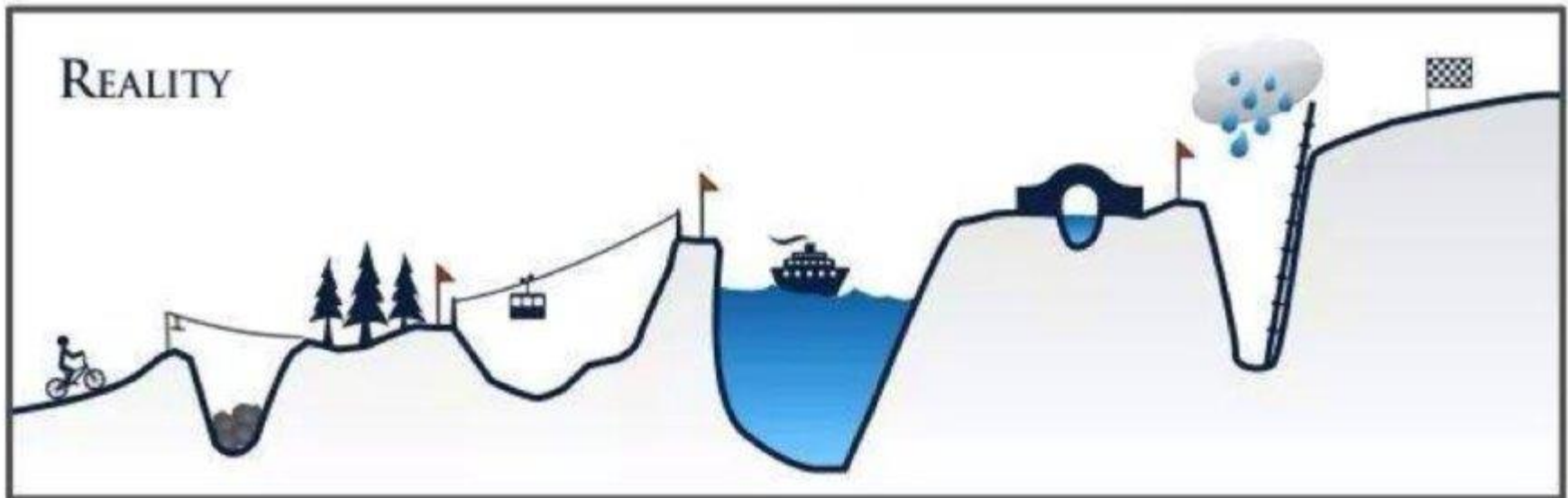


# Our journey

YOUR PLAN



REALITY



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**We grappled  
with**

- Connecting hearts and minds to our moral purpose – the reason we needed to shift
- Changing how we go about our professional learning
- Moving to collaborative everything
- Finding a way to make the learning for teachers and ancillary staff actually change their classroom practice in a consistent way
- Finding little indicators of impact
- Creating a culture of courageous leadership



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# Our approach to writing improvement



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2021

- Our groundwork

2022

- Introduction of the WritingPlus project with Bronwyn Custance
- Genre map development
- Semester 1 WritingPlus units developed across Learning Areas

2023

- Implement WritingPlus units and continue developing units
- Targeted Professional Learning days
- Introduction of **Personal Literacy Project** for semester 1 and 2
- Whole school Sharing of Practice semester 1 and 2
- WritingPlus units developed for semester 2
- 3Ls program
- Literacy onboarding with new staff

2024

- Refinement of WritingPlus
- Continued Professional learning
- Refinement to **Literacy Pedagogy Project**
- Connection to PDP
- Teaching Teams formed
- 3Ls program



# Aims of WritingPlus Project

Aligned with Literacy Guidebook teacher actions, we aim that:

- every teacher is able to explicitly teach students to write for the academic purposes of their learning area/subjects (key disciplinary genres)
- **AHS has a whole-school approach to evidence-based writing instruction**
- assessment task design and writing instruction support students to develop deep content understandings
- students make conscious writing choices that they can articulate and justify.

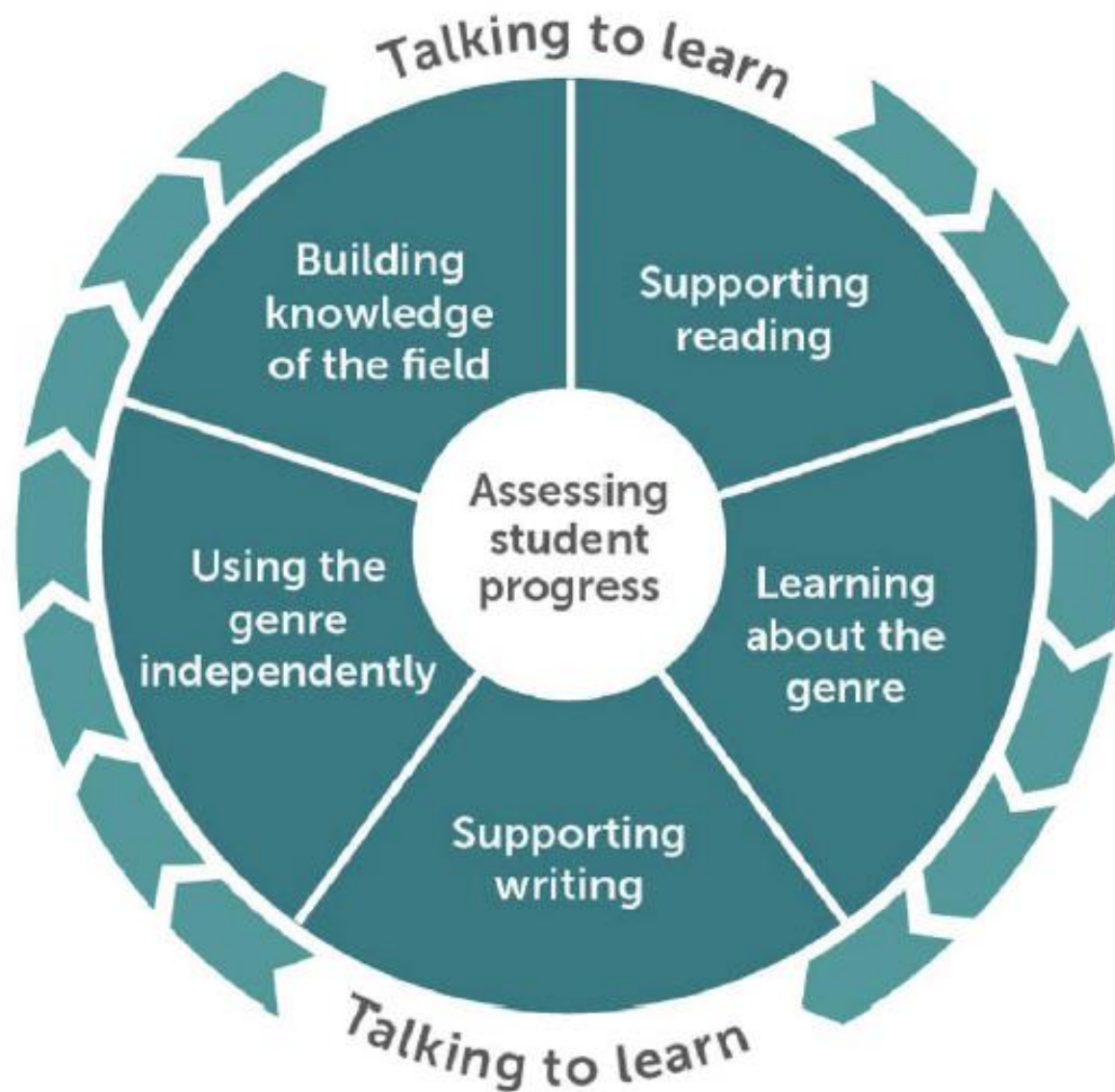


Figure 1 – Teaching and learning cycle  
(Derewianka 2021, Rothery 1994 – adapted)

Year level	Semester 1	The Arts		Design and Tech	English	HASS	Health & PE	Maths	Science
7	Course Focus			Spark	Theme of 'Identity'				
	Genre			Evaluation of a practical process and/or outcome	Narrative				
	Language Features			Sentence starters - phrasebank Causing verbs, evaluative language, 'which' to connect the effect/impact of an action	Clause, Sentence openers				
	Pre-Assessment Link	PRE ASSESSMENT	PRE ASSESSMENT	PRE ASSESSMENT	PRE ASSESSMENT yet to be developed	PRE ASSESSMENT	PRE ASSESSMENT	PRE ASSESSMENT	PRE ASSESSMENT
8	Course Focus	Visual Art	Practitioners statement	Food tech	Virtual Travel Writing	Vikings Empathetic Narrative			
	Genre			Evaluation of a practical	Review	Historical Narrative			
	Language Features		analysis of art work, identifying artistic skills in practice samples, synthesis of learning	Causing verbs, evaluative language, 'which' to connect the effect/impact of an action	Evaluative language, noun groups and verbs: mental processes	Noun groups, nominalised emotions, evaluative language to 'judge' Vikings			
	Pre-Assessment Link	PRE ASSESSMENT	PRE ASSESSMENT	PRE ASSESSMENT	PRE ASSESSMENT Imagery & concrete/abstract nouns	PRE ASSESSMENT	PRE ASSESSMENT	PRE ASSESSMENT	PRE ASSESSMENT
9	Course Focus		Drama: Performance Evidence				Argue for against a statement re body image and factors that contribute to it/for consequences of it		
	Genre	Dance	Evaluation		Narrative suitable to enter in a young writers' competition	Historical Newspaper Opinion piece			SHE Task Endocrine Systems
		Analytical response	Analytical evaluation		Narrative	Historical Argument	Issue Analysis: Argument		Explanation report
	Language Features	Technical subject specific language, Evaluative language: evaluating things	Evaluative language: evaluating things and judging people, Technical subject specific language, Nominalisation to name the 'message' or script.		Thinking and saying verbs, Varied sentence structure, Tense: past, present, future - diff types of past tense	Modality, Text connectives and 'This' as reference item to connect back to previous ideas and say something new about them	TEAL paragraph structure, Text connectives and language of cause/effect		Defining technical terms, noun groups, modality
9	Pre-Assessment Link	PRE ASSESSMENT	PRE ASSESSMENT	PRE ASSESSMENT	PRE ASSESSMENT Brightpath Narrative Writing	PRE ASSESSMENT	PRE ASSESSMENT	PRE ASSESSMENT	PRE ASSESSMENT
10	Course Focus				How does Mark Haddon explore 1 central idea through his application of 3 literary techniques				SHE Task Industrial activity and carbon cycle - climate change
	Genre		Music - Song Analysis	Food tech		WWII Film Accuracy Analysis	Drugs in the community		Explanation report
			Analytical evaluation	Investigation Evaluation	Analytical Interpretation Essay	Discussion	Issues Analysis: Discussion		
	Language Features		evaluative language, verbs to interpret and Register continuum, (used to incidentally model shifting Sentence openers: topic - technical noun /nominalisations, and expanded noun groups),	evaluative language, causing verbs, noun groups and nominalisations	Verbs to 'show and interpret', Quote embedding, text connectives	Expanding sentences with embedded clauses. Adding information through more complex sentence structures.	TEAL paragraph structure, Evaluative language Text connectives and conjunctions of concession eg while, though		Defining/explainign technical terms, which and ing clauses to add effects (and functions with which), verbs expressing views, evaluative language
10	Pre-Assessment Link	PRE ASSESSMENT	PRE ASSESSMENT	PRE ASSESSMENT	PRE ASSESSMENT yet to be developed	PRE ASSESSMENT	PRE ASSESSMENT	PRE ASSESSMENT	PRE ASSESSMENT



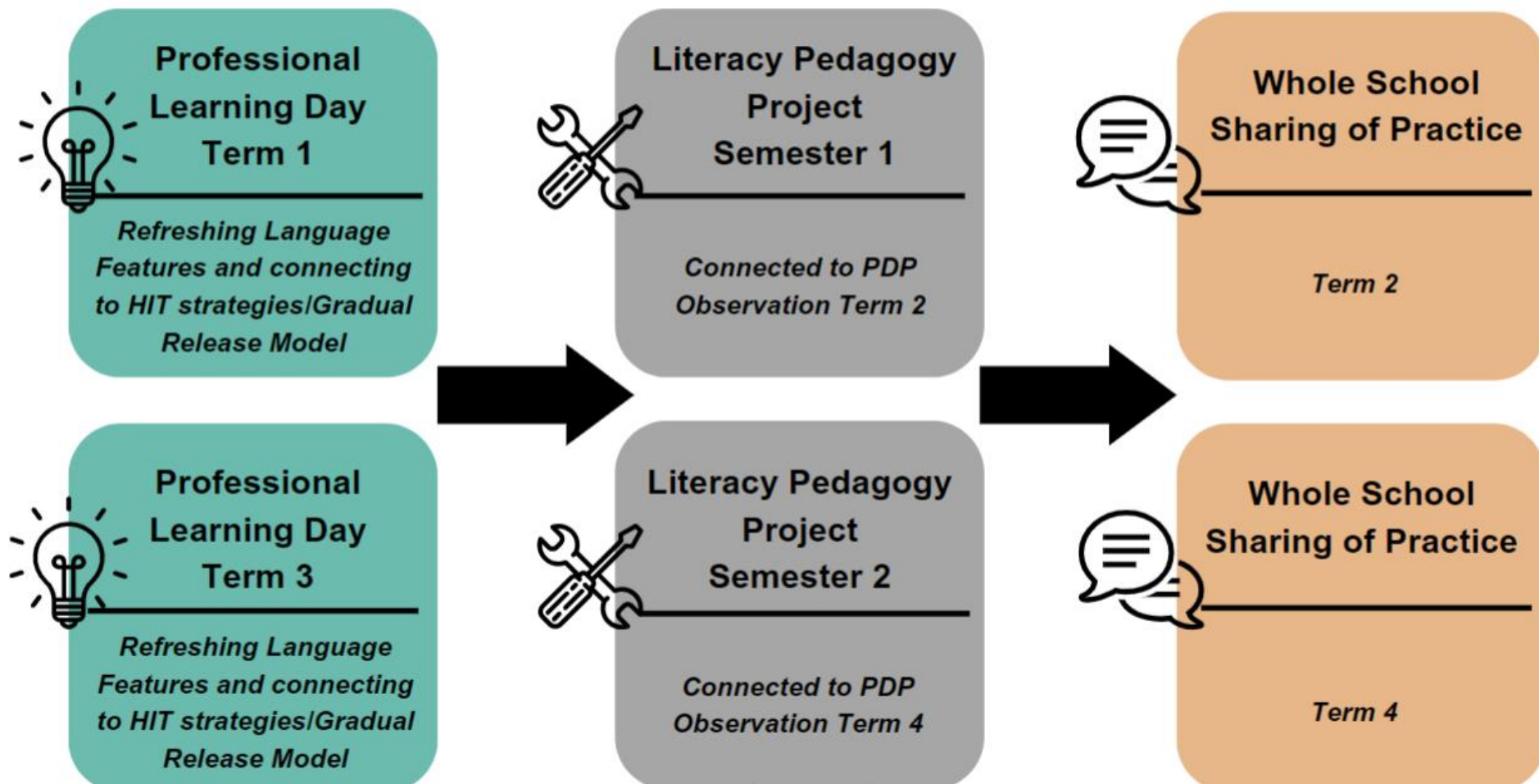
## Language Features of Focus

- The Register Continuum
- Evaluative Language & Modality
- Noun Groups & Nominalisation
- Text Cohesion
- Language for Cause and Effect

**Why these  
Language  
Features?**

Connecting  
our Literacy  
work with  
the Gradual  
Release  
Model and  
High  
Impact  
Teaching  
strategies  
work

# AHS Literacy Actions 2024





2023 T2 PL Day	Language Features	HITS		Checking for Understanding		
Smart Starts	Register Continuum	1.Setting Goals (LIs & SCs)	6. Multiple Exposures	<u>Individual level</u>	<u>Partner/small group</u>	<u>Whole class</u>
Success Criteria	Evaluative Language	2. Structuring Lessons	7. Questioning	Mini whiteboards with open ended questions Kahoot		
Checking for Understanding	Nominalisation	3. Explicit teaching	8. Feedback	Hand signals	Think, Pair, Share	Scale/Rating system
Explicit Teaching/High Impact	Modality	4. Worked examples	9.Metacognitive strategies	Extended reflection	Presentation sharing	Traffic light
	Text Cohesion	5. Collaborative Learning	10. Differentiated Teaching	Summarising		Kahoot
	Language for cause & effect			Self assessment	Trivia games	PearDeck
				Padlet		

Term 1 Professional Learning Day					
<b>Session 1</b> 8:45-10:30	<b>Workshop 1</b> 8:45-9:35	Developing Learning Intentions & Success Criteria when teaching the Register Continuum <b>Room 8.1.3</b>	Developing Learning Intentions & Success Criteria when teaching Nominalisation <b>Room 8.1.4</b>	Developing Learning Intentions & Success Criteria when teaching Evaluative Language <b>Room 8.2.3</b>	Developing Learning Intentions & Success Criteria when teaching Modality <b>Room 8.2.4</b>
	<b>Workshop changeover – Activity in sessions</b> 9:35-9:40				
	<b>Workshop 2</b> 9:40-10:30	Developing Learning Intentions & Success Criteria when teaching the Register Continuum <b>Room 8.1.3</b>	Developing Learning Intentions & Success Criteria when teaching Nominalisation <b>Room 8.1.4</b>	Developing Learning Intentions & Success Criteria when teaching Evaluative Language <b>Room 8.2.3</b>	Developing Learning Intentions & Success Criteria when teaching Modality <b>Room 8.2.4</b>
Morning Tea 10:30-11:00am					
<b>Session 2</b> 11:00-12:45	<b>Workshop 1</b> 11:00-11:50	Developing Learning Intentions & Success Criteria when teaching the Register Continuum <b>Room 8.1.3</b>	Developing Learning Intentions & Success Criteria when teaching Nominalisation <b>Room 8.1.4</b>	Developing Learning Intentions & Success Criteria when teaching Evaluative Language <b>Room 8.2.3</b>	Developing Learning Intentions & Success Criteria when teaching Modality <b>Room 8.2.4</b>
	<b>Workshop changeover – Activity in sessions</b> 11:50-11:55				
	<b>Workshop 2</b> 11:55-12:45	Developing Learning Intentions & Success Criteria when teaching the Register Continuum <b>Room 8.1.3</b>	Developing Learning Intentions & Success Criteria when teaching Nominalisation <b>Room 8.1.4</b>	Developing Learning Intentions & Success Criteria when teaching Evaluative Language <b>Room 8.2.3</b>	Developing Learning Intentions & Success Criteria when teaching Modality <b>Room 8.2.4</b>
Lunch 12:45-1:45pm					
<b>Session 3</b> 1:45-2:45		Staff independently working on: <ul style="list-style-type: none"> <li>Developing Goal 1 of their PDP to focus on their Literacy Pedagogy Project</li> <li>Developing the explicit lesson using the template</li> </ul>			
<b>Session 4</b> 2:45-3:15		Staff meet with their Performance Development Teams to discuss individual goals developed			
<b>Session 5</b> 3:15-3:30		All staff in the hall for feedback and workshop changeover activity			



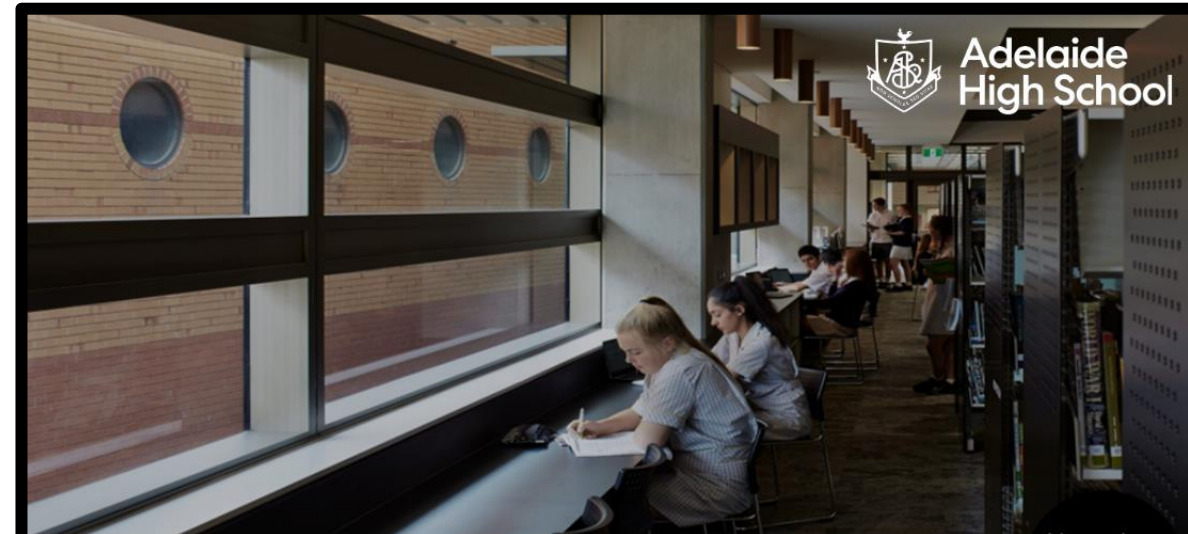


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**Developing Learning Intentions and Success Criteria when teaching Text Cohesion:** Developing Students Vocabulary

Stella Reid and Kate Satomura

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**Developing Learning Intentions and Success Criteria when teaching Text Cohesion:** Text connectives, the reference system and omission

Cerys Butler and Natalia Kot

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**Developing Learning Intentions and Success Criteria when teaching Language for Cause and Effect**

Sam Hutton and Alex Lisle

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# Professional Learning Workshop Workbooks



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## 2024 Literacy Pedagogy Project

Using Learning Intentions, Success Criteria &  
Checking for Understanding when teaching  
the Register Continuum, Nominalisation,  
Evaluative Language & Modality

Workbook for all Workshops  
Term 1 Professional Learning Day



## Evaluative Language

Term 1 Professional Learning Day



Positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess quality of objects such as literary works. Evaluations can be made explicit (for example, through the use of adjectives as in: 'she's a lovely girl', 'he's an awful man', or 'how wonderful!'), however, they can be left implicit (for example, 'he dropped the ball when he was tackled', or 'Mary put her arm round the child while she wept').

Express Feelings	Evaluating Things	Judging People
Telling, showing, evoking	How good, effective, engaging, significant something is	Personal judgement: how normal, special, capable or dependable they are
Happiness Security Satisfaction	Reaction Composition Social Value	Ethics How ethical, moral and honest they are

### Evaluative Language – Evaluating Things

Brainstorm a range of positive and negative evaluative language you could use for each element in your LA context

Evaluating Things	Positive	Negative
Reaction Impact: Did it interest me? Quality: Did I enjoy it?	funny	Boring
Composition Is it well constructed? Is it hard to follow?	clear	Confusing
Social Value Is it worthwhile or significant?	valid	Irrelevant

## Nominalisation

Term 1 Professional Learning Day



### Nominalisation and noun groups

#### What is nominalisation?

The process of turning any language elements that are not nouns into nouns.

- lose to loss
- happy to happiness
- consider to consideration

Helps us to write in more 'abstract terms' (avoid I, we etc and spoken-like language)

Encourages students to write more 'technically' (imperialism, inflation, mentoracy)

#### How do we nominalise these terms?

Expands	
Influences	
Drives	
Confused	
Angry	

#### How might nominalisation improve this sentence?

Too many people were unemployed which meant business were competing for workses so wages went up.

#### The structure of a noun group

Pointer	Numerative	Descriptor	Classifier	Noun	Qualifier
Points to the noun (the, this that)	Refers to number	Describes the noun (big, small, furious, misguided, incompetent)	Classifies the noun (renewable energy, soccer ball, lithium batteries)	The main noun in the noun group	Additional qualifying information (woman who lives next door, consumption in the USA)
those	three	insufferable	physics	students	who wouldn't be quiet



# Literacy Pedagogy Project

## Class Context – Before Implementation

Subject

Lesson in relation to unit (where does this lesson fall in the sequence? How

## Class Context – Before Implementation

Further developing your 2023 Personal Literacy Project

If you

- 
- 
- 

## Class Context – Before Implementation

Differentiation for class context (use your class data tool and Responsive Teaching Strategies to assist)

Responsive Teaching Strategies

Content

Product

Process

Affect/Learning

## Explicit Lesson Structure

Beginning

Smart Start: A 10-15 minute activity that engages students in the key concept/intention for the lesson. An opportunity for low stakes immersion.

## Lesson Reflection – After implementation

What went well with this lesson? (planning/preparation/delivery/comparing to 2023)

Body

What was challenging about this lesson? (planning/preparation/delivery/comparing to 2023)

What further learning do your students require? (what will you do in your next lessons/remainder of the unit?)

End

What further learning do you require?



Edit



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Home



HR & Daily Operations



Mentor Group



Teaching & Learning



Student Engagement



Connect Team



ICT



Staff dashboard

## Literacy

At AHS, we are committed to improving writing and reading skills across all year levels, genres and key language features, as well as explicitly teaching writing and reading strategies. We will see an improvement in student literacy achievement.

### Our Priorities

AHS Professional Learning and Accountability Framework

Assessment, Reporting and Data Collection Calendar

Work Submission Procedure

SACE

Agreed Daymap Expectations

Strategic planning

### School Improvement Plan

Pillars of Professional Practice

Responsive Teaching

Data Strategy

Literacy

High Impact Teaching

Learning design templates

Sharing of Practice

# AHS Literacy Actions 2023

Literacy Professional

Personal Literacy





Professional Learning Day Term 1 Resources

- Powerpoint of the Wednesday Week 3, Term 1 Launch of the 2024 Literacy Pedagogy Project & The PDP (Learning Intentions & Success Criteria)
- Developing Learning Intentions and Success Criteria when teaching Evaluative Language
- Developing Learning Intentions and Success Criteria when teaching Nominalisation
- Developing Learning Intentions and Success Criteria when teaching Text Cohesion
- Developing Learning Intentions and Success Criteria when teaching Language for Cause and Effect

Professional Learning Day Term 2 Resources

- Developing Learning Intentions and Success Criteria when teaching Text Cohesion
- Term 2 Professional learning Day
- Responsive Teaching Strategies

Professional Learning Day Term 3 Resources

- Language for Cause and Effect
- Language for Cause and Effect
- Vocabulary Presentation
- Vocabulary Workbook
- Vocabulary Resource
- Text Cohesion: Text Connectives and the Register
- Text Cohesion Workbook
- Text Connective LEAP Level 1

The Register Continuum

Evaluative Language & Modality

Noun Groups & Nominalisation

Text Cohesion

Language for cause and effect

WritingPlus 2023

WritingPlus 2022  
Bronwyn Custance PD Resources

Week 3, Term 1 Wednesday PD

Staff Professional Learning-20230215\_150803-Meeting Recording.mp4

Adelaide High School

Microsoft Teams

# Staff Professional Learning

2023-02-15 04:38 UTC

Recorded by  
Steele, Briony (Adelaide High School)

Organized by  
Green, Cez (Adelaide High School)

1:39:29

- The Register Continuum Wednesday PD WK3, T1 Powerpoint
- The Register Continuum Visual
- Activity 1 - Identifying Register Continuum Elements in a Text Example
- Activity 2 - Placing Text Examples on the Register Continuum

# Connecting literacy priorities with the Performance and Development Plan



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## EXAMPLE Learning Goal 1: Explicitly teach the Register Continuum to improve Year 7 students writing by the end of Semester 1.

### My goal and purpose

What's important for my own development as a professional?

- Develop my understanding of how to explicitly teach the Register Continuum in my Learning Area context
- Explore a range of learning activities to use when teaching the Register Continuum
- Use Learning Intentions and Success Criteria to guide the lesson and check for student understanding

### What do I need to change?

What's the practice or behavioural change I need to make to achieve my goal?

- I need to prepare lessons with success criteria that align with the unit's learning intentions
- Remember to continue addressing the Register Continuum in following lessons/units

### What do I need to learn?

What do I need to learn and what actions will I take to achieve this change?

- Professional Learning Day to re-refresh the Register Continuum in term 1
- Access literacy resources on Frog from 2023 especially connected to Register Continuum
- Accessing further professional learning through Plink and Reading

### What are my strengths?

What current behaviours and strengths can I leverage to achieve these actions?

- Collaborating with others and seeking feedback from a range of staff to seek help if I need it (Briony for Register Continuum)
- Reflect on last year's Personal Literacy Project and use parts that worked well.

### What support do I need?

What people, processes, habits, resources and tools can I use to help me?

- Performance Development Leader as a sounding board and observe lesson
- Other colleagues who strengths lie in English and Register Continuum

### How will I monitor change?

How will I monitor my practice or behaviour change and what constructive feedback will I seek?

- Monitor student engagement and dispositions in writing activities (using data tool to support and formative tasks as student indicators)
- Summative task to assess overall student development in their writing from Semester 1 to Semester 2 in their Investigations
- Lesson observation with Performance Development Leader

### How will I evaluate impact?

How will I know if I have successfully changed my practice or behaviour?

- Student improvement in summative task completion from pre-assessment
- Built in Success Criteria to my future learning plans.
- Students being able to explain their improvement in their writing
- Students being able to explain how they know they have been successful

# Strategic use of the Professional Learning Schedule

## Professional Learning Schedule

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TERM 2, 2024

	Monday Meetings/PLCs	Wednesday PLCs	Additional PL
<b>Week 1</b> Monday 29/4	3:45pm - 5:00pm All Leaders <ul style="list-style-type: none"> <li>Operational matters</li> <li>Data Strategy</li> </ul>	2.55 for a 3pm start Plenary – operational matters Learning Areas - Data Strategy	
<b>Week 2</b> Monday 6/5	1:00pm - 4:30pm Extended Learning Area Leaders	Teachers at school or home <ul style="list-style-type: none"> <li>Parent-Teacher Connections Preparation as per Weekly Update and video on Frog</li> </ul>	
	3:45pm – 4.30pm Years/Connect Teams	3.00pm – 4.00pm Ancillary Teams Collaboration	
<b>Week 3</b> Monday 13/5	Professional Learning Day	2.55 for a 3pm start All staff. Working with deaf and hard of hearing students (30 mins)  Years Teams Collaborative Learning	
<b>Week 4</b> Monday 20/5	3:45pm - 5:00pm All Leaders learning together - building a courageous culture (Brene Brown, OTL Conversations reflections)	2.55 for a 3pm start Plenary Learning Area Teams	
<b>Week 5</b> Monday 27/5	3:45pm - 5:00pm <ul style="list-style-type: none"> <li>Learning Area Leaders Collaboration</li> <li>Years/Connect Teams Collaboration</li> </ul>	2.55 for a 3pm start Plenary Learning Area Teams – teaching teams	3 Ls starts
<b>Week 6</b> Monday 3/6	1:00pm - 4:30pm Extended Connect/Years collaboration	2.55 for a 3pm start Years Teams <ul style="list-style-type: none"> <li>OP/CPC Professional Learning</li> <li>Year 10 only – EIF</li> <li>Exit Strategy – One Plan Goal Review</li> </ul>	
	3:45pm - 4:30pm Learning Area Leaders		
<b>Week 7</b> Monday 10/6	King's Birthday	2.55 for a 3pm start Learning Areas <ul style="list-style-type: none"> <li>Teaching Teams</li> <li>Sharing of Practice Preparation</li> </ul>	
		3.00pm – 4.00pm Ancillary Teams Collaboration	
<b>Week 8</b> Monday 17/6	3:45pm - 5:00pm All Leaders – collaborative moderation preparation	2.55 or a 3pm start Learning Areas - collaborative moderation	
<b>Week 9</b> Monday 24/6	Reporting Week		



# AHS Sharing of Practice: Term 2, 2023



<b>3:00-3:10</b> <b>Welcome &amp; Acknowledgment of Country</b> <b>Staff go to their Session 1 workshop location and presenters connect to online Microsoft Teams meeting</b>				
3:15 - 3:30	English in Room 121	English in Room 122	Science in Room 123	Science in Room 124
	<u>HITS with Barry Craig</u> Boost your students' ability to create concise topic sentences in analytical writing with a practical lesson for low to high achieving students. This lesson can be easily adapted for different concepts and year levels.	<u>Personal Literacy Project with Jessie Coghill, Jack Lovett &amp; Cerys Butler</u> This session will display a variety of ways the Register Continuum can be taught alongside HITS strategies. You will participate in movement-based activities which can be transferred and implemented to suit any subject area... with the added component of competition!	Personal Literacy Project with Lilly Rice and Cameron Eaton A year 7 science lesson that upskills students' writing abilities through explicit teaching of nominalisation. The HIT strategy of I do, We do, You do is used in this interactive lesson. A great opportunity to learn some skills that you can easily adapt to your learning area	HITS with Min Kim From 43% to 80%- The average score of my Year 12 Physics class. Join my session if you want to see real high impact teaching that is evidence and research based.
3:35 - 3:50	HASS in Room 121	HASS in Room 122	Languages in Room 123	Languages in Room 124
	HITS with Ty Cheesman A session that focuses on starter activities and nominalisation with my Stage 2 Research Project class. Come along to see how you can easily embed both literacy and HIT strategies into a lesson!	<u>Personal Literacy Project with Iona Black</u> A session that looks at an explicit literacy lesson focused on introducing nominalisation to students in an engaging way. You will gain knowledge on how to utilise 'Chat GPT' to increase engagement and allow students to have some agency within literacy lessons. The learning from this workshop will be applicable to all subject areas.	<u>HITS with Alex Varricchio and Andrea Facheris</u> This session will focus on modal verb conjugations and is a great opportunity for staff to deepen their literacy knowledge and metalanguage through the lens of a second language. Come along to see the explicit teaching within a Year 7 and 8 Italian context.	<u>Personal Literacy Project with Kate Satomura</u> Konnichiwa! Ever wondered how Language teachers maximise the use of the target Language in class to help students retain key language structures and vocabulary? In this session, you will be provided with a snapshot of a year 7 beginners' Japanese class, using a 'Smart Start' and a 'You Do Together' activity, to increase student engagement, participation, and target language usage.
3:55 - 4:10	Tech in Room 121	Tech in Room 122	Performing Arts in Room 123	Visual Art in Room 124
	HITS with Catherine Orbons A Food Technology HITS session that provides an opportunity to extend vocabulary with an I do, You do, We do approach. This simple group task incorporates critical thinking, communication, collaboration, and creativity. An active learning session!	Personal Literacy Project with Nathan Clarke In this session, you'll be introduced to a simple activity that will help your students discover how to learn important subject-related vocabulary and terminology using storytelling and gamification. This activity can be adapted to suit various year levels.	HITS with Jessica Seyfang This session is an introduction to lyric-writing for Year 7 Spark students. Kicking off with a mashup Smart Start activity incorporating elements of both Hot Seat and Codebreaker, you will then have the opportunity to write your very own verse. Maybe it will be the first step in writing the next big hit of 2023! Only one way to find out.	<u>Personal Literacy Project with Steph Clarke</u> A literacy masterclass session using simple independent and pair activities to introduce students to evaluative language, using it to improve analytical writing. This activity can be adapted to suit various year levels and concepts.
4:15 - 4:30	Maths in Room 121	Maths in Room 122	HPE in Room 123	HPE in the Gym
	HITS with Daniel Del Pilar In this session, you will be introduced to some tools and resources that utilise technology in facilitating Smart Start Strategies. This is demonstrated in the context of a Year 7 Maths lesson but could be used for a range of subjects across different year levels.	Personal Literacy Project with Chris Brogden This session focuses on providing Year 10 students with the required skills to structure a formal report and to write in the correct idiom, using appropriate language and writing conventions. The focus of this session will center on the formal writing of a Mathematical Investigation through use of structure, the Register Continuum, nominalisation and the use of passive voice.	Personal Literacy Project with Huw Channing This session will provide strategies to teach and encourage students to move along the Register Continuum within a Year 9 HPE classroom. You will have the chance to be active and use evaluative language to reflect upon and analyse the activity. Prepare to be shunted!	HITS with Josh Kolesnikowicz In the gym A Physical Education practical session focusing on using a smart start to get learners warmed up and ready for learning. Come prepared in sneakers for a session focusing on high MIP (Maximal Individual Participation) in Netball.
<b>4:30-4:40</b> <b>Feedback &amp; Close</b>				

Sports Science Team 9/10	
Teaching Team Members:	Mitchell Walton, Andrea Facheris, Cathy Severin, Sue Shillabeer
Teaching Team Leader	
Teaching Team Meeting Day/Time	

Year 9

Sequence Document (AHS template)	In Progress
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WritingPlus Units	Term 1	Term 2	Term 3	Term 4
Unit reviewed and refined				
Cross checked with LAL				

YEAR 9/10	9 SPORTS SCIENCE A			9 SPORTS SCIENCE B			
	Performance Improvement	Applied Physiology mitchell	Sports Psychology				
Unit Plan (AHS Template)	Complete	In progress					
Task Sheet (AHS Template)	Complete	complete					
Rubric	Complete	complete					
Model Text	N/A	N/A		N/A	N/A	N/A	
Cross checked with LAL							

	9 SPORTS SCIENCE A		Term 2		Term 3		Term 4	
	Assignment 1	Assignment 2	Assignment 1	Assignment 2	Assignment 1	Assignment 2	Assignment 1	Assignment 2
Moderation Complete (Confirmed student samples uploaded to Turnitin)								



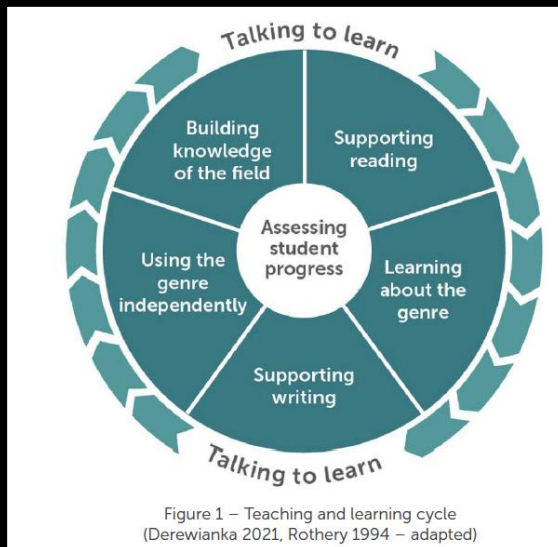


In our seven-line timetable, this means that each student receives:

**7** intentional literacy teaching and learning experiences per semester

**14** intentional literacy teaching and learning experiences per year

**56** intentional literacy teaching and learning experiences by the end of Year 10



The peice was composed of multiple nice objects to create an exciting & composition.

The first step was to draw some intersting objects. This step was done well, however the next step was not good.

Estelle

The composition was unique and composed of various, strategically placed items to create an advanced and detailed picce.

The first step that was completed had been a clever adaptation though the next proved to be of poor quality. Not only had the next step been impractical, but it was also invalid and irrelevant - proving to be of no significance to ~~the~~ the modern society. &

1<sup>st</sup> Draft! The objects used for the composition are interesting and cool. They make me happy. Once I had finnished, I was feeling special.

Katie

Objects used within the composition were chosen with bias to their uniqueness and practicality. They were vital to the piece as they had personal relevance and invoked positive emotions. Once the piece was completed, it felt like a significant milestone.

# Our approach to literacy intervention



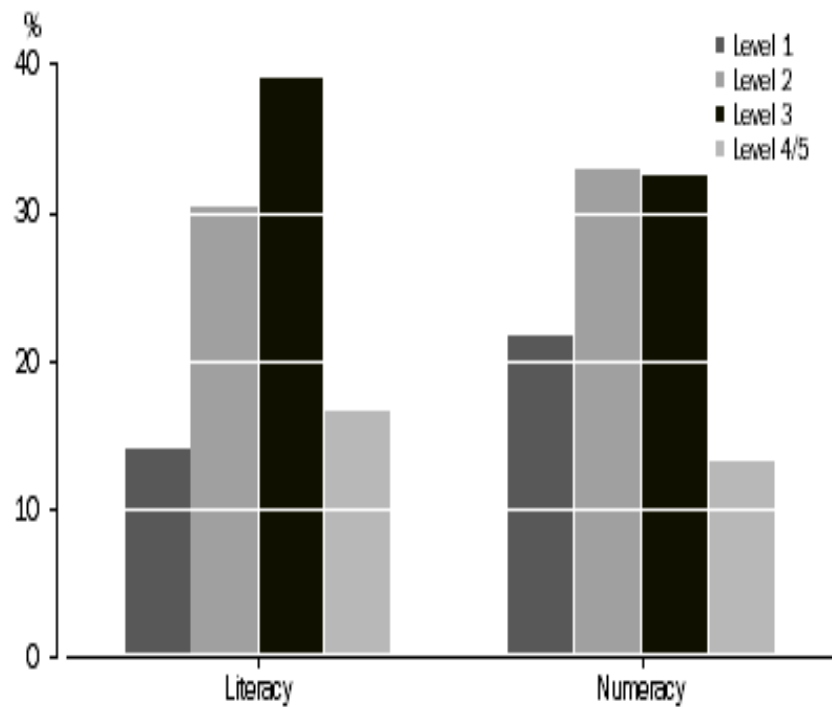
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for school  
**but for life.**

## PRELIMINARY DATA - SKILL LEVELS IN LITERACY AND NUMERACY

Approximately 7.3 million (44%) Australians aged 15 to 74 years had literacy skills at Levels 1 or 2, a further 6.4 million (39%) at Level 3 and 2.7 million (17%) at Level 4/5. For the numeracy scale, approximately 8.9 million (55%) Australians were assessed at Level 1 or 2, 5.3 million (32%) at Level 3 and 2.1 million (13%) at Level 4/5.

Proportion at each skill level, literacy and numeracy



Abs (2013) - <https://www.abs.gov.au/ausstats/abs@.nsf/Lookup/4228.0main+features992011-2012>



Approximately 30 students per year level  
30 families impacted  
30 life outcomes



# Literacy intervention



Screening



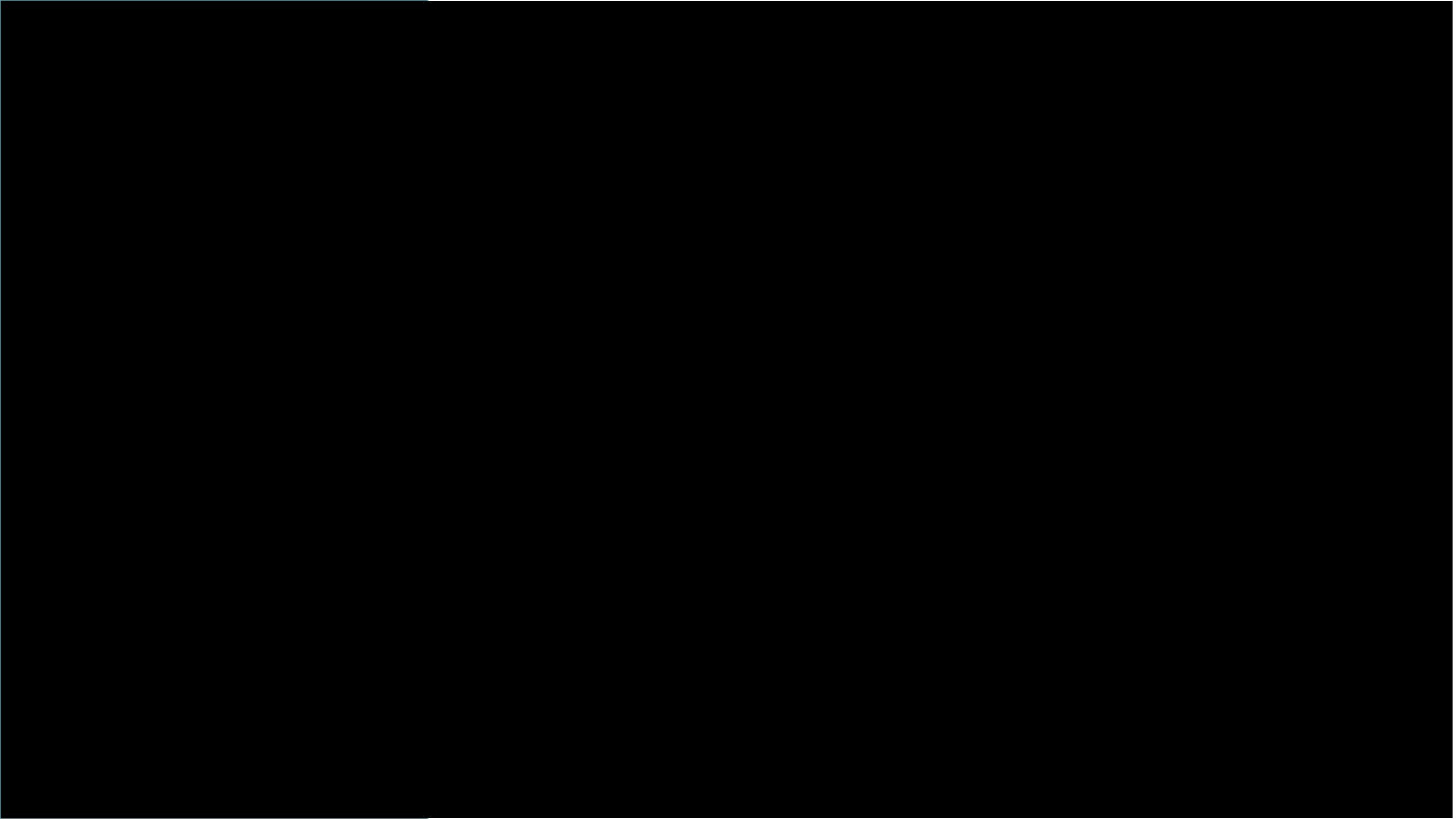
Partnership with families and teachers



Timetabling intervention and support to ensure student engagement and to avoid negatively impacting broader learning outcomes



Highly intentional tracking of student growth





## Our programs



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# Reading Fluency Growth

	T2		T3		T4	
ORF	WRC	%ACC	WRC	%ACC	WRC	%ACC
Year 7 2022	104.8	95.30%	↑ 118.7	98.4%	↑ 127	97%
Year 8 2023	110.8	96%	↑ 118.5	97%	↑ 140.4	97%
Year 9 2024	121	97%	↑ 132	97%		



# Decoding Age Data – An important measure for Playberry Students

Year	7			8		
Test	Test 1	Test 2	Test 3	Test 1	Test 2	Test 3
<b>Decoding Age (PB)</b>	9	11.1	12.7	11.1		12.6
<b>Decoding Gap (PB)</b>	- 3yr 5 months	-2 yr 1 month	- 7 months	- 3 yr 2 months		-1 yr 7 months



# NAPLAN Reading Growth 2023 Yr 9 Literacy Intervention Students

Before intervention

Achievement Level	%
Just in HB	24%
SEA	44%
Below SEA	8%
Well below SEA	24%

After 2 Years of Intervention

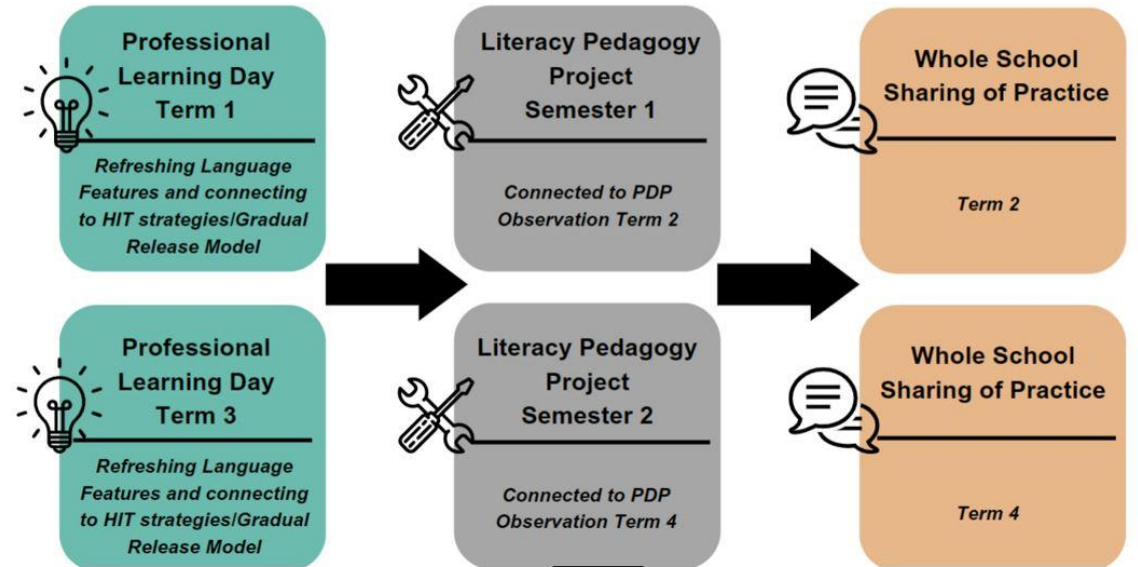
Achievement Level	%
Exceeding	3.3%
Strong	53.3%
Developing	36.7%
Needs Additional Support	6.7%



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# Culture of continuous improvement

- Each intervention facilitator is observed by a leader once per semester, this seen as highly valuable by all participants.
- Facilitators also observe each other in the alternate terms.
- Informal observations are a regular part of practice.



# Indicators of impact



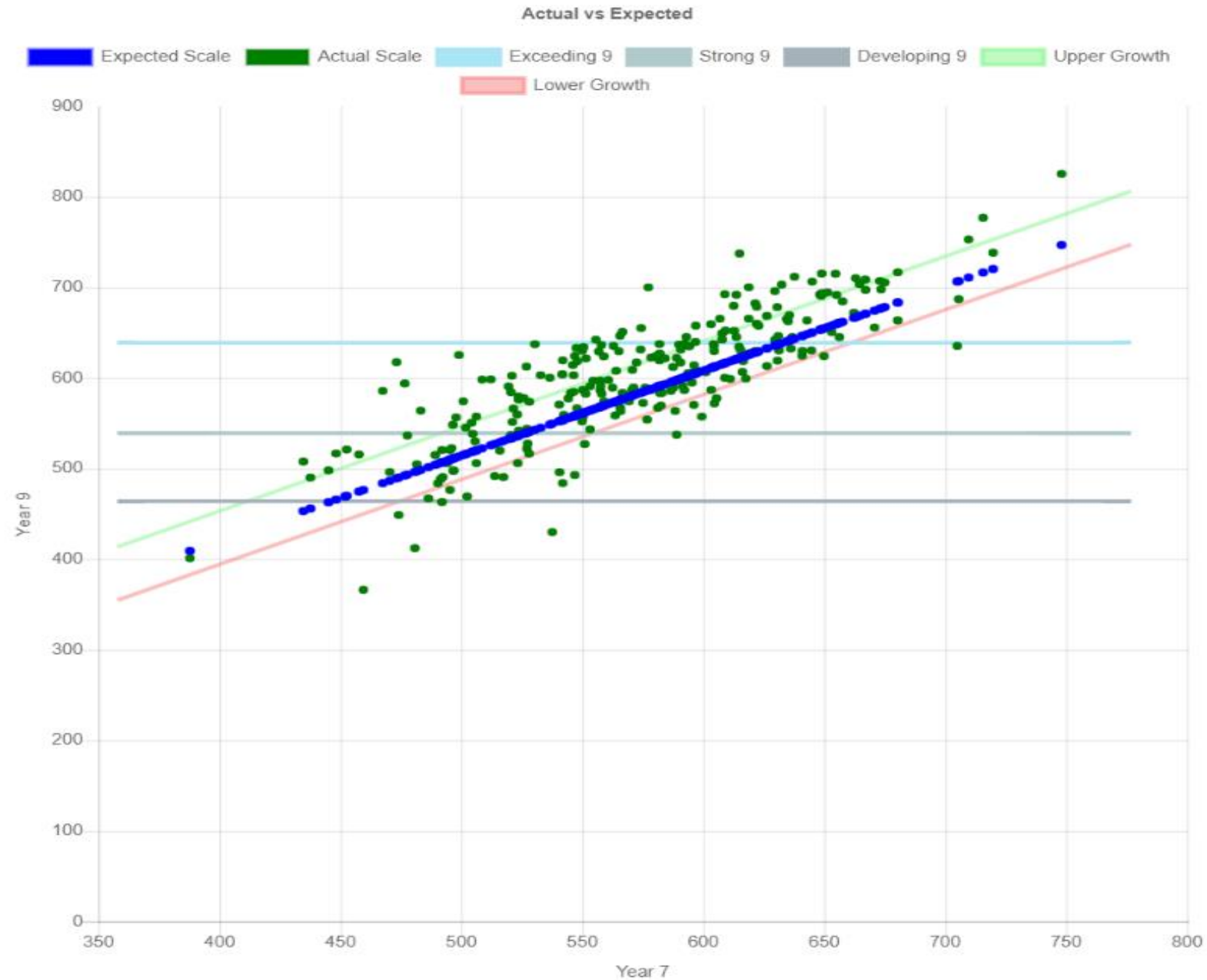
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We are on the  
right track...

## Relative NAPLAN Growth



## Our writing progress

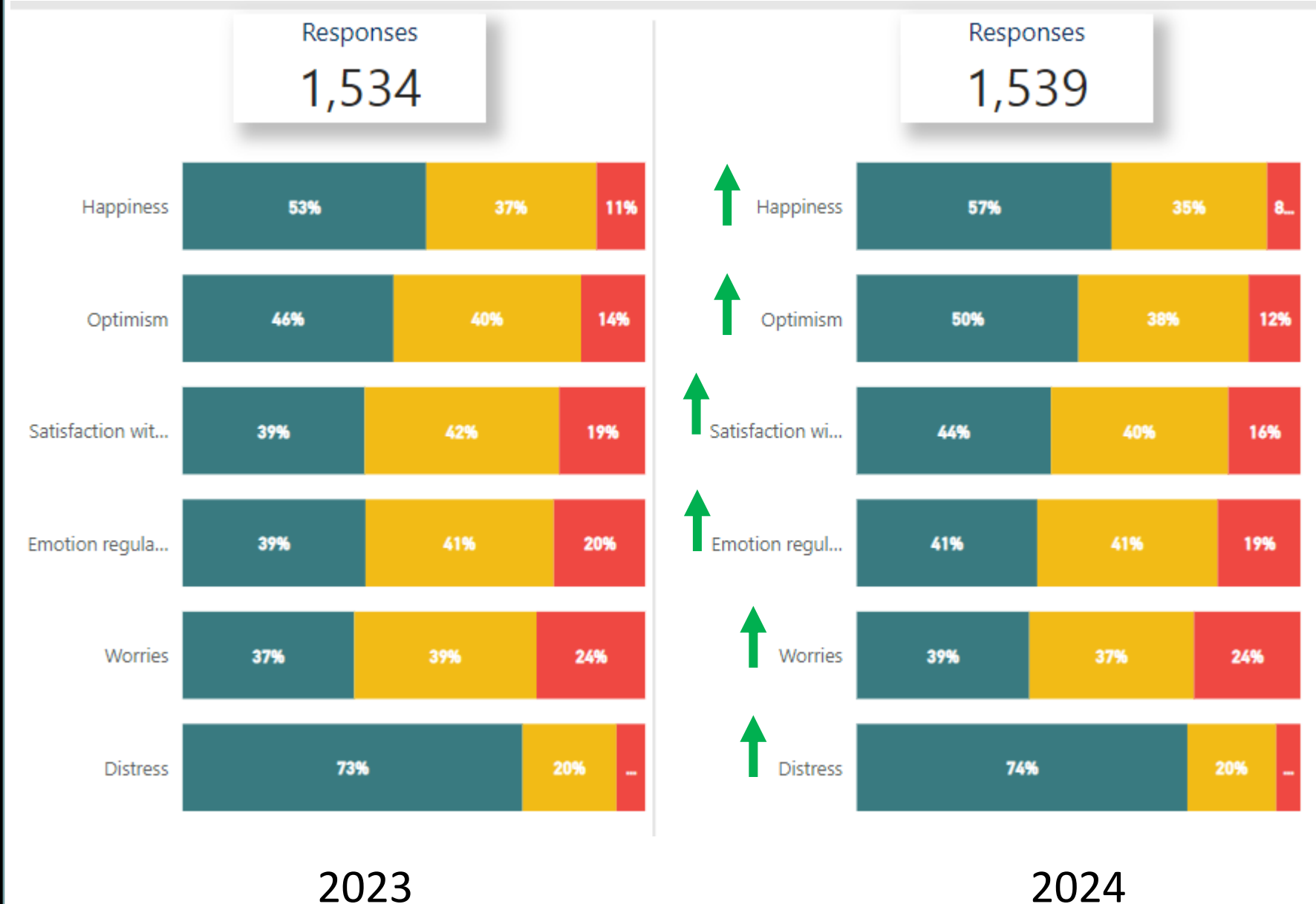
### YEAR 9 2024

### YEAR 7 2022

Criteria	Average of Student Score	/10	Ave of student score	/10
Audience	4.30	7.17	4.14	6.9
Character and Setting	3.24	8.10	3.12	7.8
Cohesion	2.80	7.01	2.68	6.7
Ideas	3.69	7.38	3.55	7.1
Paragraphing	1.40	6.99	1.36	6.8
Punctuation	2.89	5.79	2.85	5.7
Sentence Structure	3.75	6.25	3.72	6.2
Spelling	4.62	7.70	4.5	7.5
Text Structure	2.99	7.47	2.88	7.2
Vocabulary	3.56	7.12	3.45	6.9
<b>Average</b>	<b>3.32</b>	<b>7.1</b>	<b>3.22</b>	<b>6.88</b>

# WEC – Literacy Improvement

## Emotional Wellbeing



Thank you 😊



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Please reach out



Connect with Adelaide High



# Student Sample 1

Connect with Adelaide High



1<sup>st</sup> Draft: The objects used for the composition are interesting and cool. They make me happy. Once I had finished, I was feeling special.

Objects used within the composition were chosen with bias to their uniqueness and practicality. They were vital to the piece as they had personal relevance and invoked positive emotions. Once the piece was completed, it felt like a significant milestone.

# Student Sample 2



The peice was composed of multiple nice objects to create an exciting & composition.

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