Norwood Secondary College Literacy Plan 2024-2026

2024	2025	2026
Embedded Practices • 7-9 English, 10 minutes of reading at the start of the class + 5 minutes of writing (Reader's/Writer's Notebook) at Y7 and 8. • Vocabulary words incorporated into MAPS (list 3-5 words on the board each lesson) • Writer's Notebook in Senior English classes • Writing to Learn strategies: Silent Discussions, Four-Square Reflections, ABC and Top 10/3 Lists, Quick Writes **Areas of Consolidation** • 7-9 Mentoring, 10 minutes of reading at the start of the class • Reading comprehension and vocabulary strategies (to revisit Literacy practices from past years for new staff) • NSC TLI and MYLNS program **New Learning Goals** • Emphasis on reviewing curriculum to support the implementation of Victorian Curriculum 2.0, and developing literacy skills across the curriculum • Supporting VCE staff with new exam formats that require more writing • To develop staff use of data to assess and measure Literacy development (through NAPLAN, PAT, and class assessments)	**Embedded Practices** • 7-9 English, 10 minutes of reading at the start of the class + 5 minutes of writing (Reader's/Writer's Notebook) at Y7 and 8. • Vocabulary words incorporated into MAPS (list 3-5 words on the board each lesson) • Writer's Notebook in Senior English classes • Writing to Learn strategies: Silent Discussions, Four-Square Reflections, ABC and Top 10/3 Lists, Quick Writes • NSC TLI and MYLNS programs **Areas of Consolidation** • 7-9 Mentoring, 10 minutes of reading at the start of the class • Reading comprehension and vocabulary strategies (to revisit Literacy practices from past years for new staff) • Staff capacity building initiatives (Lit-Bytes newsletter and the Literacy Toolkit noticeboard and online resource). **New Learning Goals** • Continued emphasis on reviewing curriculum to support the implementation of Victorian Curriculum 2.0, and developing literacy skills across the curriculum • Continued support of VCE staff with new exam formats that require more writing	**Embedded Practices** • 7-9 English, 10 minutes of reading at the start of the class + 5 minutes of writing (Reader's/Writer's Notebook) at Y7 and 8. • Vocabulary words incorporated into MAPS (list 3-5 words on the board each lesson) • Writer's Notebook in Senior English classes • Writing to Learn strategies: Silent Discussions, Four-Square Reflections, ABC and Top 10/3 Lists, Quick Writes • NSC TLI and MYLNS programs • 7-9 Mentoring, 10 minutes of reading at the start of the class • Staff capacity building initiatives (Lit-Bytes newsletter and the Literacy Toolkit noticeboard and online resource). **Areas of Consolidation** • Reading comprehension and vocabulary strategies (to revisit Literacy practices from past years for new staff) • Ongoing emphasis on reviewing curriculum to support the implementation of Victorian Curriculum 2.0, and developing literacy skills across the curriculum • Ongoing support of VCE staff to develop the literacy skills of their students for improved VCE outcomes in all subject areas

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Proposed Professional Learning • Embedded Literacy development through the Aspiration SIT (Literacy skill development resources and staff capacity development in X2 Staff Meetings) • Continuation of Literacy Newsletter (Lit-Bytes), published twice per term • Introduction of the Literacy Toolkit, with new strategies introduced fortnightly.	• Continued implementation and development of staff use of data to assess and measure Literacy development (through NAPLAN, PAT, and class assessments). **Proposed Professional Learning** • Embedded Literacy development through the Aspiration SIT (Literacy skill development resources and staff capacity development in X2 Staff Meetings) • Continuation of Literacy Newsletter (Lit-Bytes), published twice per term • Continuation of the Literacy Toolkit, with new strategies introduced fortnightly.	• Ongoing implementation and development of staff use of data to assess and measure Literacy development (through NAPLAN, PAT, and class assessments). **New Learning Goals** • To develop Literacy specific observational and coaching opportunities to target literacy development at a staff, team and faculty level • To assess VCE and NAPLAN trends, and identify key Literacy foci for future planning. **Proposed Professional Learning** • Embedded Literacy development through the Aspiration SIT (Literacy Skill Development resources and staff capacity development in X2 Staff Meetings) • Continuation of Literacy Newsletter (Lit-Bytes), published twice per term • Continuation of the Literacy Toolkit, with new strategies introduced fortnightly.