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HEDLAND SENIOR HIGH SCHOOL

Literacy Handbook

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Wayiba (Welcome) to Kariyarra Country. We acknowledge Kariyarra people as the custodians of the Country we learn on. We pay our respects to Kariyarra people, and their connection to the land, sea, and culture.

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Purpose and Scope

Hedland Senior High School implements a consistent, evidence-informed approach to literacy teaching. This handbook defines the practices all staff use to improve students' access to curriculum, strengthen their achievement and independence, and support pathways beyond school.

The handbook applies across Years 7–12 and guides classroom practice, planning, assessment and intervention.

It directly supports the Hedland Senior High School Business Plan priorities for subject-specific literacy and a whole-school focus on vocabulary development.

The handbook should be used by staff and families to attain information on the literacy practices and programs we offer at Hedland Senior High School.

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Literacy Vision and Definition

Our Literacy Vision

Hedland Senior High School develops every student's literacy knowledge and skills to improve understanding across subjects, contexts and pathways. Literacy teaching is explicit, inclusive, culturally responsive and shared across the school.

This guides us to help each student find their own way through personalised pathways to support them in reaching their greatest potential in our community.

Defining Literacy

Literacy is the ability to listen, read, view, speak, write and create meaning. It includes the vocabulary, text structures and communication practices used in each subject.

Shared Responsibility

Every learning area explicitly teaches the vocabulary and literacy skills students need to access its curriculum.

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Guiding Principles

Literacy enables students to participate successfully in a diverse range of pathways—WACE and ATAR, vocational education and training, workplace learning, personalised programs, further study and community life.

Our Principles:

- High expectations: all students are supported to engage with age-appropriate concepts and increasingly complex texts.
- Explicit instruction: teachers explain and model literacy processes, guide students' practice and gradually transfer responsibility to students.
- Disciplinary literacy: literacy practices are taught in the context of authentic subject learning.
- Consistency: common routines and language support students across subjects.
- Evidence: student work and assessment guide teaching and intervention.
- Inclusion and culture: teaching responds to learner needs, identities, languages and communities.
- Improvement: staff review practice and student progress.

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Student Outcomes

Through consistent implementation of this handbook, Hedland Senior High School supports students to:

- Understand and use general academic and subject-specific vocabulary.
- Read, view and critically interpret increasingly complex texts and representations.
- Plan, compose, revise and edit effective texts for different subjects and purposes.
- Speak, listen, explain and justify ideas using appropriate language and evidence.
- Use feedback and strategies to improve.
- Transfer literacy knowledge across subjects, assessments and real-world contexts.

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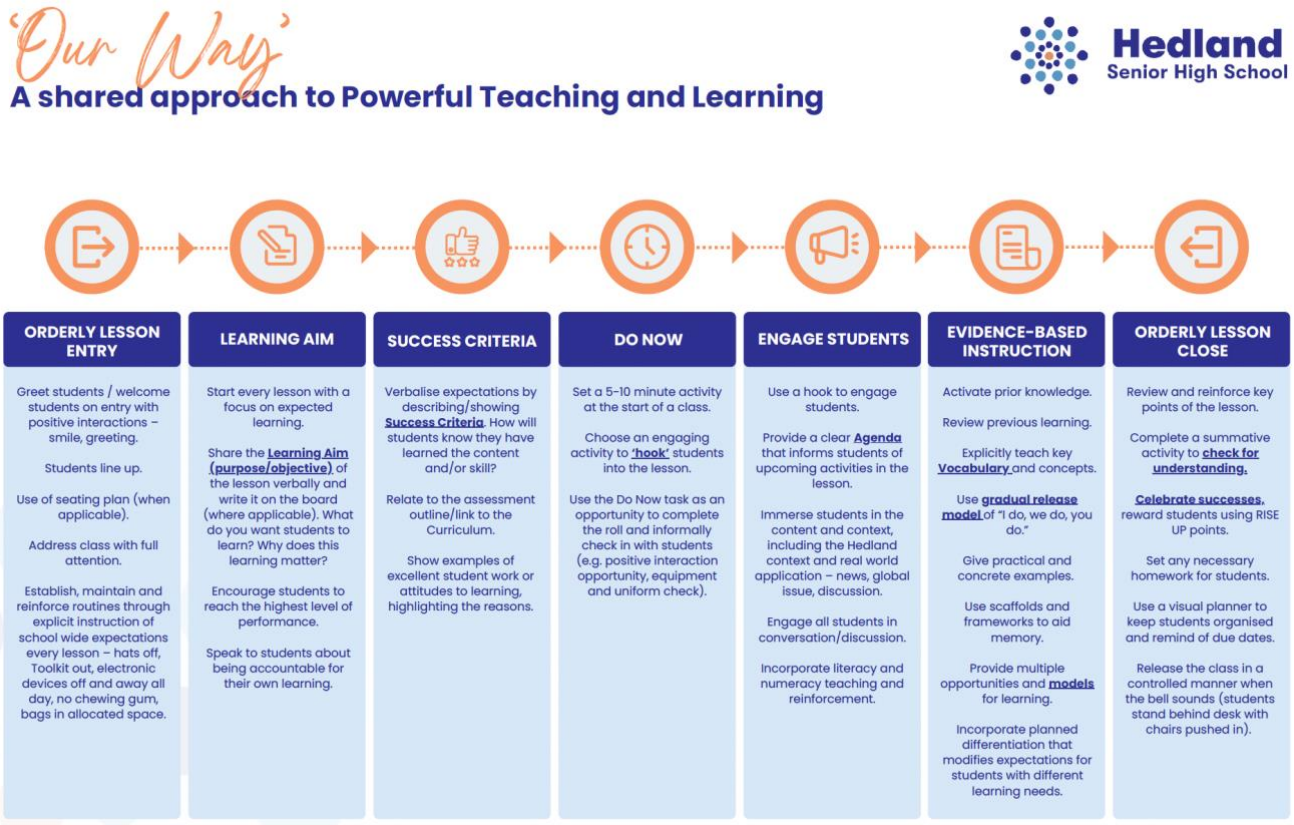
Whole School Literacy: Instructional Practices

Literacy teaching is embedded within Hedland Senior High School's 'Our Way' shared approach to powerful teaching and learning. The following seven-stage routine provides a consistent lesson structure while allowing teachers to respond to their curriculum, students and context.

'Our Way' Instructional Classroom Routine

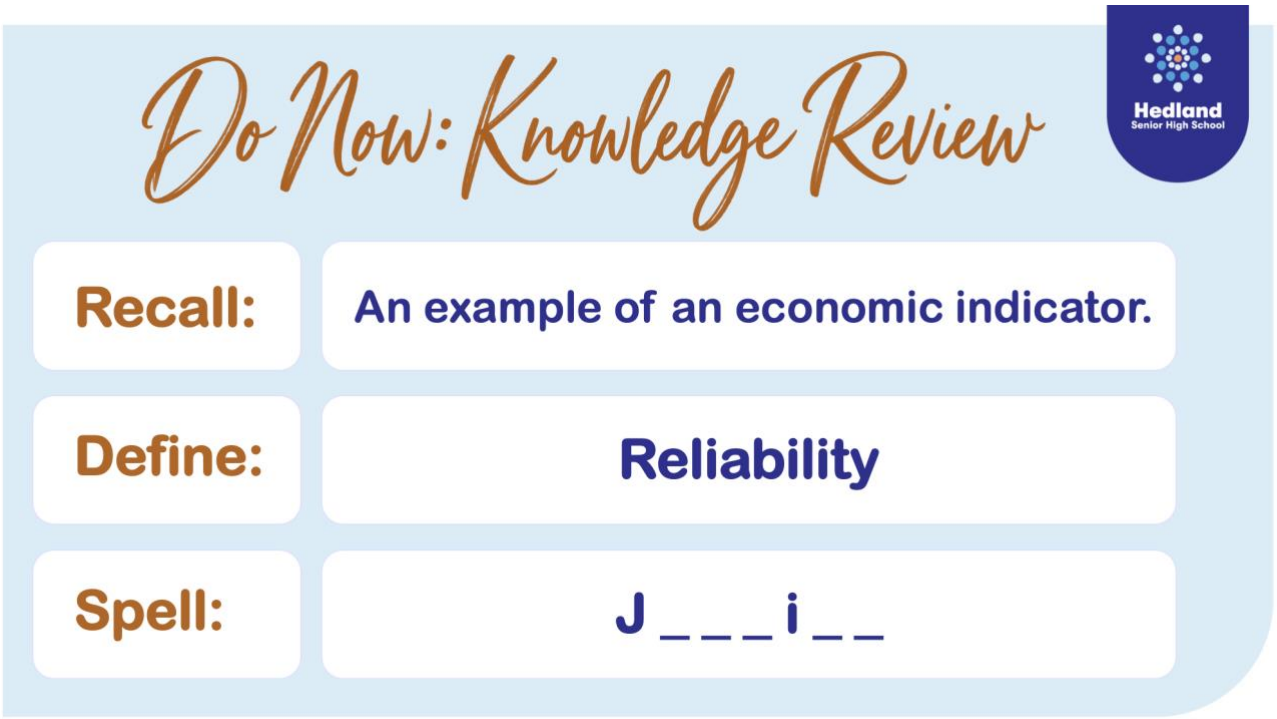


Literacy Do Now: Knowledge Review

The school's agreed literacy-focused Do Now uses a brief Recall, Define and Spell sequence. It is designed to strengthen vocabulary knowledge without displacing subject content.

- **Recall:** students answer a teacher-selected question that retrieves important knowledge from previous learning.
- **Define:** students explain the selected word in clear, subject-appropriate language.
- **Spell:** students retrieve the spelling of one high-value curriculum word from a partially completed prompt.

Example: explicit literacy & vocabulary teaching shown in a 'Do Now' activity within a HASS lesson.



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Common Literacy Practices

Literacy within 'Our Way'

Literacy is made visible across the routine: vocabulary and prior knowledge are retrieved in the Do Now, lesson-specific literacy demands are named in the Learning Aim and Success Criteria, language and text processes are explicitly modelled during Evidence-Based Instruction, and understanding is checked during the Orderly Lesson Close.

The following practices form the school's shared literacy practices. Teachers select the practices relevant to the lesson's curriculum and literacy demands.

Practice	Agreed Approach
Learning aims	Identify the curriculum learning and make the literacy demand explicit when it is central to success.
Vocabulary	Select a small number of high-value words; teach pronunciation & meaning, provide examples and use in context; revisit through retrieval and application.
Teacher modelling	Use worked examples, think-alouds and annotation to reveal how an expert reads, reasons, speaks or writes in the subject.

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Practice	Agreed Approach
Guided practice	Provide scaffolded opportunities with prompts, questioning and timely feedback before independent application.
Reading	Establish purpose, activate relevant knowledge, preview text features, model comprehension strategies and check understanding.
Writing	Unpack task and success criteria; model structure and language; use 'I do, we do, you do' where needed; support planning, drafting, feedback and editing.
Do Now: Knowledge Review	Use brief retrieval of vocabulary and prior learning, including cumulative review over time.
Scaffolding	Provide the temporary support required for access, then reduce it as students develop competence and independence.
Feedback	Give specific, actionable feedback on the literacy features that are most important to the task and next stage of learning.

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Whole School Literacy: Across the Learning Areas

Each faculty identifies and teaches the distinctive ways knowledge is communicated in its discipline. Faculty planning specifies the priority vocabulary, text types, reading processes, writing expectations, representations and oral-language demands students encounter.

Learning Area	Literacy Demands
English	Interpreting and creating literary, persuasive, analytical and multimodal texts; language knowledge; critical analysis.
Mathematics	Interpreting multi-step questions; using precise terminology, notation and representations; explaining and justifying reasoning.
Science	Reading scientific information; interpreting diagrams and data; writing explanations, investigations and evidence-based conclusions.
HASS	Evaluating sources; using disciplinary concepts; constructing evidence-based explanations and arguments; interpreting maps, timelines and data.
Health and Physical Education	Interpreting health information; using technical vocabulary; communicating procedures, strategies, reflection and evaluation.
Technologies	Following and creating procedures, briefs, specifications and evaluations; using technical vocabulary, diagrams and digital conventions.

Learning Area	Literacy Demands
The Arts	Interpreting and creating multimodal works; using arts terminology; explaining intention, context, process and evaluation.
Vocational and Senior Pathways	Understanding course-specific and workplace language; reading instructions and regulations; completing authentic spoken and written communication.

Curriculum Planning

Hedland Senior High School embeds literacy within curriculum planning rather than treating it as an additional program. Learning-area and course plans:

- Align teaching and assessment with the relevant WA curriculum, course or program requirements.
- Identify the literacy demands of key concepts, texts and assessment tasks.
- Sequence priority vocabulary, text structures and communication skills across the year.
- Include explicit instruction, modelling, guided practice and independent application.
- Plan reasonable adjustments, extension and targeted supports.
- Use student evidence to refine subsequent teaching.
- Include opportunities for moderation and review of student work.

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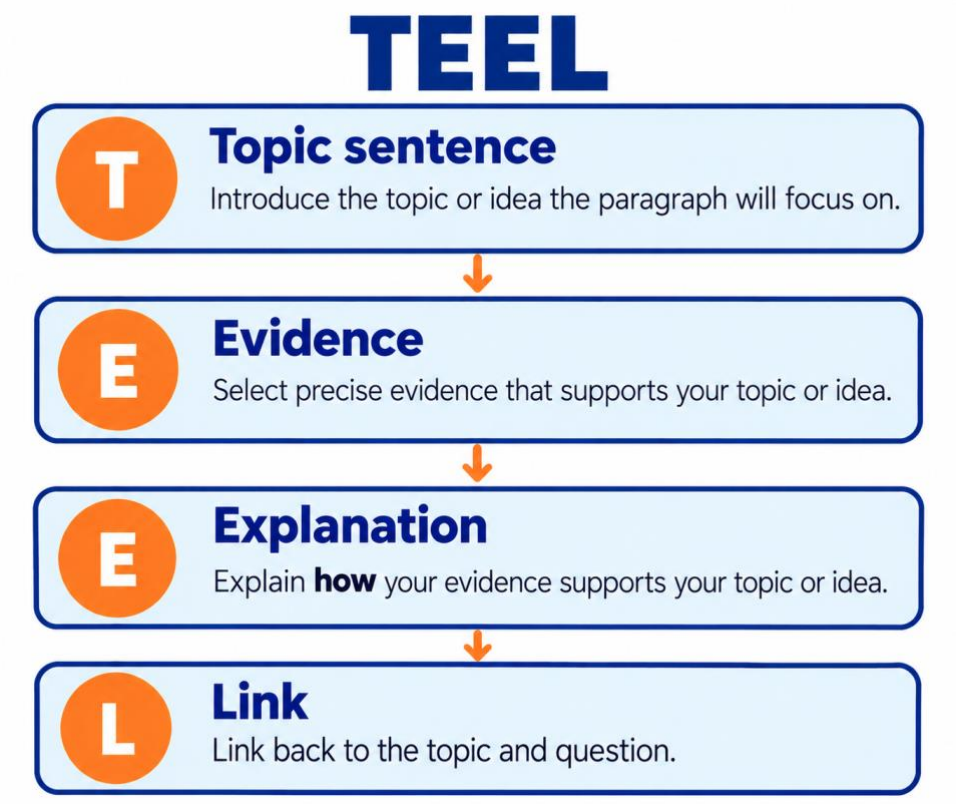
Teaching Analytical Writing Structures

English and Humanities and Social Sciences (HASS) collaborate on the explicit teaching of TEEL paragraph structures to strengthen student attainment in analytical writing. Shared terminology and a consistent sequence help students transfer their analytical writing knowledge between learning areas while responding to the distinct evidence and conventions of each discipline.



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English-HASS Collaboration

Agreed approach: teachers explicitly model each stage, construct examples with students, provide guided practice and gradually remove scaffolds.

Teachers will:

- Use the shared labels **Topic sentence**, **Evidence**, **Explanation** and **Link**.
- Teach students to select precise textual, historical, geographical or source-based evidence.
- Model how analysis explains significance rather than retelling or listing evidence.

This model is shared by English & HASS and available for all subjects to use to support essay writing success.

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Literacy Intervention: Learning Support

Literacy Support through Learning Support

Hedland Senior High School provides literacy support through classroom adjustments, Special Educational Needs (SEN) planning and targeted intervention. Support aims to help students access learning, strengthen foundational skills and develop confidence and independence.

Who is the support for?

Literacy support is available to students who need additional assistance with reading, spelling, writing or understanding written information. Students may have a diagnosed disability or an identified learning need; a diagnosis is not required for teachers to provide classroom adjustments.

Needs are identified through teacher observations, classroom assessments, work samples, literacy screening and discussions with students and families. Assessment information, including PAT and Elastik where available, helps staff identify areas requiring support.

SEN planning may be considered when a student is working approximately two or more years below the expected curriculum level or is likely to receive an E grade despite reasonable adjustments. Decisions are made individually, considering the student's learning profile and available evidence.

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What does the support involve?

SEN Planning and Classroom Support:
A SEN plan identifies curriculum goals matched to the student's current skills. Teachers provide explicit instruction, appropriate adjustments and opportunities to practise these skills within classroom learning.
Literacy support may include:

- Breaking instructions and tasks into manageable steps.
- Using visuals, vocabulary previews, modelled examples and sentence starters.
- Providing supported reading, modified texts and additional processing time.
- Supporting students to plan, organise and communicate their ideas.
- Providing education assistant support where allocated.

Literacy needs are considered across learning areas, as students use reading, writing and comprehension skills throughout the school day.

Targeted Literacy Intervention

Targeted intervention provides additional, structured practice in foundational literacy skills. Depending on assessed needs, students may work on spelling, decoding, word recognition, reading fluency, vocabulary, comprehension and written expression.
The morning literacy intervention uses Spelling Mastery, with explicit teaching, guided practice and regular review. Progress checks help staff assess how students are responding and identify next steps.
Some students may also receive individual or small-group support during the school day, based on their needs and available staffing.

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When and where does support take place?

Classroom adjustments and SEN goals are addressed within students' regular lessons. Morning literacy intervention is scheduled in the library from **7:45 to 8:25 am**, with **Year 7 attending Wednesdays and Thursdays, and Year 8 attending Mondays & Tuesdays.**
Regular attendance and arriving on time help students benefit from the sequence of lessons and repeated practice. Any additional individual or small-group sessions are arranged according to student need and timetable availability.

Which staff members are involved?

The Head of Learning Support coordinates identification, planning and intervention in collaboration with classroom teachers and education assistants. Classroom teachers remain responsible for teaching, assessing and reviewing students' SEN goals. Education assistants help deliver structured intervention and reinforce skills under teacher direction. Other school staff and external professionals may contribute where relevant to the student's needs.

How can families be involved?

Families provide valuable information about their child's strengths, learning experiences and support needs. They can assist by sharing relevant assessment reports, discussing concerns with staff and supporting consistent attendance at intervention sessions. Short, positive opportunities to read, discuss texts and practise skills at home can reinforce school learning. Families are encouraged to speak with staff about activities suited to their child. Parents and carers can contact their child's classroom teacher or **Brianna Christopoulos, Head of Learning Support**, through the school or Compass to discuss literacy support, SEN goals or intervention.

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Literacy Intervention: EAL/D Students

Hedland Senior High School provides targeted literacy support for students who are learning English as an Additional Language or Dialect (EAL/D). The intervention aims to strengthen students' English language and literacy skills, build confidence and provide additional opportunities for students to achieve their full potential.

Who is the support for?

The EAL/D literacy intervention supports **Year 7 and Year 8 students** who come from language backgrounds other than Standard Australian English.

Students are selected for intervention based on their EAL/D backgrounds and identified language and literacy needs. The program provides additional support to help students access curriculum content, develop their communication skills and participate confidently in classroom learning.

What does the support involve?

Students attend **two intervention sessions each week**, providing additional opportunities to develop and practise their English language and literacy skills.

Depending on students' individual needs, sessions may focus on:

- Developing vocabulary and understanding of academic language.
- Strengthening reading fluency and comprehension skills.
- Improving spelling, sentence structure and written expression.
- Developing speaking and listening skills.

- Building confidence in communicating ideas and participating in classroom activities.

Teaching is tailored to students' language development needs, with explicit instruction, modelled examples, guided practice and opportunities to apply new skills.

When and where does support take place?

EAL/D literacy intervention takes place during the school week, with students attending two scheduled hour-long sessions. These sessions provide additional, structured support alongside students' regular classroom learning. Students continue to develop and apply their language and literacy skills across all learning areas.

Which staff members are involved?

The Literacy Specialist delivers this intervention with support from Aboriginal and Islander Education Officers (AIEOs).

Outside of this intervention program, classroom teachers continue to support EAL/D students through appropriate teaching strategies, vocabulary instruction and classroom adjustments that help students access curriculum content.

What is the aim of the intervention?

The EAL/D literacy intervention aims to strengthen English language proficiency, reduce barriers to accessing curriculum content and support students in becoming confident, independent learners.

Through targeted teaching and additional opportunities to practise, **Hedland Senior High School is committed to helping every student achieve their personal best.**

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How can families be involved?

Families play an important role in supporting their child's language and literacy development. They can help by encouraging regular attendance, discussing school learning and providing opportunities for reading and communication at home.

Families are encouraged to share information about their child's home languages and linguistic background with the school to help staff better understand their individual needs and ensure they have access to appropriate literacy support.

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Literacy Intervention: OLNA

Who is the support for?

OLNA Support Classes are for Year 11 and Year 12 students who are yet to achieve Category 3 in one or more components of the Online Literacy and Numeracy Assessment (OLNA): reading, writing and numeracy.

What does the support involve?

Students use OLNA.com.au to complete practice questions and tests with guidance from a classroom teacher. They focus on the components in which they are yet to achieve Category 3. The teacher helps students understand what each question asks, practise strategies for responding and review areas that need further attention.

When and where does the support take place?

Students attend one timetabled period each week at school and have access to a computer during the lesson. They continue attending until they achieve Category 3 in all three OLNA components.

Which staff members are involved?

OLNA Support Classes are usually taught by English or Mathematics specialists. Teachers guide students through the practice activities and provide feedback to help them identify what to work on next.

How can families be involved?

Students can access the online program from home. Families can support them by encouraging regular practice.

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Whole School Inclusion and Responsiveness

At Hedland Senior High School, teachers plan literacy instruction so that all students can access curriculum content, participate in classroom learning and demonstrate their understanding. They draw on students' languages, cultural knowledge, strengths and interests when planning support and extension.

English as an Additional Language or Dialect (EAL/D)

At Hedland Senior High School, teachers value students' languages, identities and knowledge. They create inclusive classrooms, where they teach curriculum content alongside the Standard Australian English students need to understand and communicate what they learn. Teachers explicitly teach subject vocabulary, use visuals to clarify meaning and model spoken and written responses.

Aboriginal English and Culturally Responsive Practice

Teachers at Hedland Senior High School complete three modules from the Department of Education's EAL/D Aboriginal English Online Learning Hub. This training builds foundational knowledge of Aboriginal English and supports teachers to recognise its importance to the cultural identity of many Aboriginal students and families.

In the classroom, they build on students' existing language strengths by explicitly exploring differences between Aboriginal English and Standard Australian English and supporting students to code-switch according to audience, purpose and context.

Teachers select curriculum content, texts and programs that feature and celebrate Aboriginal and Torres Strait Islander stories, cultures and perspectives.

Students with Disability and Additional Learning Needs

Teachers provide, document and review reasonable adjustments that support students to access literacy instruction and demonstrate their learning. Depending on individual needs, adjustments may include accessible text formats, instructions broken into steps, graphic organisers or assistive technology. Teachers review how well these adjustments support participation and progress and refine them as students' needs change.

Extension and Challenge

Teachers extend students who are ready for greater challenge by increasing the complexity of texts and tasks, deepening the literacy demands of each learning area and gradually giving students more responsibility for how they approach their work. Teachers model advanced thinking, provide feedback and create opportunities for students to apply familiar literacy strategies to unfamiliar texts, problems and contexts. Students in the extension class also gain additional experience sitting exams under timed conditions and practising how to interpret questions and organise responses.

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Roles and Responsibilities

Role	Core Responsibilities
Principal and Executive Team	Set direction; approve priorities and resources; ensure policy alignment; monitor implementation and outcomes; report to the school community.
Literacy Specialist	Coordinate the Literacy Handbook; support the Literacy Committee; facilitate professional learning on literacy; curate whole school literacy resources; organise whole school literacy events; deliver targeted EAL/D literacy intervention.
Head of Learning Support	Coordinate whole-school learning support for literacy needs; oversee individual education plans; guide staff in implementing reasonable adjustments; coordinate education assistant support; monitor student progress; coordinate Learning Support Literacy Intervention; liaise with families and external specialists.
Heads of Learning Area	Embed disciplinary literacy in faculty plans; lead moderation and collaboration; monitor agreed practices; identify staff and student support needs; support the implementation of whole school literacy practices in learning area classrooms.
Teachers	Identify and explicitly teach lesson-specific literacy demands; differentiate; gather evidence; provide feedback; implement documented adjustments; collaborate and communicate concerns; implement whole school literacy practices in their classrooms.

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Role	Core Responsibilities
Support Staff	Assess needs; deliver and document intervention; monitor progress; communicate with teachers and families.
Students and Families	Engage with goals, strategies and feedback provided by the school; share relevant information about student learning needs with the school; support learning and reading at home.

Appendix: Alignment and References

This handbook aligns with the following current sources. Hedland Senior High School verifies links and requirements during each formal review.

- **School Curriculum and Standards Authority.** Western Australian Curriculum and Assessment Outline, including the Literacy General Capability and learning-area curriculum materials. https://k10outline.scsa.wa.edu.au/
- **School Curriculum and Standards Authority.** Pre-primary to Year 10: Teaching, Assessing and Reporting Policy and Policy Standards. https://k10outline.scsa.wa.edu.au/home/policy
- **WA Department of Education.** Curriculum, Assessment and Reporting in Public Schools policy and procedures. https://www.education.wa.edu.au/web/policies/-/curriculum-assessment-reporting-in-public-schools-procedures
- **WA Department of Education.** Students at Educational Risk in Public Schools policy and procedures. https://www.education.wa.edu.au/web/policies/-/students-at-educational-risk-in-public-schools-policy-1
- **WA Department of Education.** National Assessment Program policy. https://www.education.wa.edu.au/web/policies/-/national-assessment-program-policy
- **School Curriculum and Standards Authority.** Online Literacy and Numeracy Assessment information and current handbook. https://senior-secondary.scsa.wa.edu.au/assessment/olna
- **Hedland Senior High School.** School website, Public School Review Documentation, Business Plan and program information used to contextualise the framework. https://hedlandshs.wa.edu.au/
- **Australian Government.** Disability Standards for Education 2005. https://www.education.gov.au/disability-standards-education-2005