***Leading Whole School Literacy through Library Initiatives at Lynwood Senior High School***

*The physical building environment of Lynwood Senior High School (LSHS) library is over 40 years old, however it is the processes and the people that create this dynamic teaching and learning space. The Library team of LSHS invite you inside our four walls to showcase our innovative initiatives that have been strategically implemented to meet the needs of our student population. Welcome to the hub of literacy teaching and learning at Lynwood Senior High School Library.*

*Crucial to our success as a team has been the intent to “add value” to our school community. We achieve this through support and implementation of the whole school Literacy focus. It is with this purpose and intent that our programs and our team has evolved. We are very resourceful and discerning about how we grow and develop our library business. We can honestly say, that there are no individual agendas but a constant focus on the greater whole. In order to present this insight, we will first delve into our specific context, invite you to meet our team and the range of differing responsibilities each team member has. We encourage you to be aware that these library processes have evolved through years of dedicated research and an avid interest in best educational practice, in addition to a range of evidence gathered by the library leadership based on individual team members and their strengths, to student behaviours, values and interests.*  *The following article is a testimony to this type of collaborative team work, co-written by Jennifer Currie (Teacher Librarian in Charge and Literacy Co-ordinator) and Sorelle Miller (Teacher Librarian and Literacy Support).*

***Understanding how our library business sustains the school community:***

At Lynwood, our core business has been built on trusting relationships that recognise each team member for their existing experience, interests, passions and expertise. The library has evolved and adopted a growth mindset encouraging staff to share and learn and think laterally about the ways in which student literacy skills can be enhanced and developed.

Our library embraces the diversity of our student population; students from 60 different Nationalities from non-English speaking backgrounds and English as an Additional Language or Dialect (EALD) including 69 Indigenous Aboriginal students. We are also inclusive of our Intensive English Centre (IEC) which supports the development of 200 IEC students.

***Our Library Leading the Whole School Literacy Approach:***

The school library is tasked with developing and supporting students’ reading literacy (comprehensions of texts and making inferences) and information literacy (a critical approach to information) skills across the whole school.

***Library and Literacy Core Business***

1. **The Reading Appreciation Program (RAP)**

Integral to the students’ reading literacy at Lynwood Senior High School is the Reading Appreciation Program (RAP). Reading for pleasure is used as a bridge to facilitate the shift from learning to read, to reading to learn. RAP embeds the importance of stories as a rich resource of contextual understandings illustrating different viewpoints, problems and solutions, attitudes, values, conflict, cultures and lifestyles whilst supporting NAPLAN and OLNA requirements.

Endorsed by Dr Margaret Merger’s recent research in facilitating teenagers’ engagement in reading, RAP highlights the importance of library time for borrowing books. The English Learning Area and the IEC support the program by enabling us to access all Year 7 to 9 classes. The English teachers choose to book their classes in for an hour, once a fortnight. Within this structure, we currently teach 33 RAP classes over a two-week cycle. Included in this schedule are nine EALD/IEC classes taught weekly to support their need for consistency in developing routines and functional literacy.

In a nutshell, The RAP program’s successful implementation is based upon the following;

* WA Cross Curricular priorities, Aboriginal and Torres Strait Islanders, Australian Engagement with Asia and Sustainability.
* Four Teacher Librarians working the program and all lower school students being exposed to regular library visits through the RAP program.
* English Teachers attend with their classes and support the lessons as this is not an extra provision of D.O.T.T. time.
* A teaching and learning program based on The West Australian Curriculum requirements for each year level, that all Teacher Librarians follow and negotiate with their classroom teachers.
* Developing rapport with students and therefore impacting student reading attitudes.
* Teacher Librarians and classroom teachers actively discouraging students from “fake reading”. (Looking at or borrowing a book without reading it).
* Exposing students to a variety of literature, (whether in hard copy or E books), to foster reading for pleasure.
* A wide choice of teaching resources and activities that support the English Curriculum Year 7-10 Scope and Sequence and the Intensive English Centre Progress Maps.
* RAP goals that are individually, class and year level orientated.
* Completion of student in-class reading records.
* The value of each book read, varies in accordance with its length and complexity. (Ranging from 1 point to 3 points)
* Individual progress, goals and commitment to reading for pleasure are personally monitored by the Teacher Librarians through the reading record.
* Certificates are awarded for reading milestones.
* A section of the library is devoted to RAP containing both Fiction and Non- Fiction books and is organised into sub genres. New sub genres are added with new interest categories e.g.: Gaming
* Aligning each teaching text to a teaching package, organised in year levels to ensure progression and incorporating specific cross curricular themed weeks e.g. Library Week, Sustainability Week, Harmony Week and Reconciliation Week.
* Kylie Coten is responsible for resource acquisition and co-ordinating teaching and learning resources.
* The *Red List* is created at the end of each semester and Sorelle Miller monitors borrowing habits of every student to determine those students requiring extra assistance to read independently at home.
* Class competitions based on the class achievement of milestones is utilised to add extra incentive in Years 8 and 9, with rewards given at the end of the year in Term 4.

Students are asked to complete their individual student reading record during each RAP session and different year levels, have different points of focus, reflecting the English Learning Area’s priorities. These records allow students to express how they connect to the story, the plot, the theme, the characters, the setting as well as an overall rating for the narrative. Students are rewarded with reading milestone certificates, celebrating points received for completion of books read at home. It is the responsibility of each Teacher Librarian to create rapport with individual students, ensure reading goal and commitment sheets are completed at the beginning of the school year and encourage each student to value their interests through reading. These goals and commitments are then referred to at the beginning and end of each term.

Each student from Years 7 to 9 is monitored and those who have not read or borrowed or improved are highlighted at the end of each semester and this list is given to the classroom teacher to provide extra support and encouragement for the following terms. For some students, this is the only exposure to regular modelling and time carved aside specifically for reading for pleasure.

Jennifer has been integral in the implementation of High Impact Teaching Strategies (HITS) and Explicit Instruction in Literacy. These strategies aim to reduce variability between teaching across the school in order to improve literacy outcomes for students. Jennifer has been extensively engaged in professional learning and classroom observation in order to hone her skills to provide accurate and timely feedback to teachers. The principle of engagement norms and instructional strategies are modelled in all library lessons.

 **2) Information Literacy: The HaSS Program**

In this program, learning objectives are interlaced with information skills, for each Year level from Years 7 to 10. The overall objective, is to empower and ensure that students are able to adeptly analyse and evaluate information and utilise their Information Literacy Skills to support their own ideas and opinions to current issues in society, therefore working towards becoming independent learners.

**The HaSS Information Skills Program** (Summarises the HaSS program across year groups and focus topics)

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| --- | --- | --- | --- |
| Year 7 | Term 1 | **Geography - Water** (2 lessons) | * OPAC
* Define the topic
* Fiction/Non Fiction
* Index/Contents
* Vocabulary extension
* Encyclopaedias
* Referencing
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| Term 3 | **Ancient Rome**(4 lessons included notemaking and sentences test)  | The Information Process* Define the topic
* Notemaking /annotating text
* Referencing
* Sentence Structure
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| Year 8 | Term 1 | **Geography - Landscapes** (5 lessons including test – extended response compare and contrast – valuing landscapes) | The Information Process* Define the topic
* Compare and contrast Annotating/Notemaking
* Referencing
* Paragraphing
* Extended response
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| Year 9 | Term 2 | **Arctic Tourism**(5 lessons including extended writing test on positive and negative impacts) | The Information Process* Define the topic
* Notemaking/annotating/footnotes
* Referencing
* Extended writing

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| Year 10 | Term 3 | **The Holocaust**(5 lessons including persuasive essay test) | The Information Process* Define the topic
* Primary/Secondary sources
* Notemaking
* Referencing
* Persuasive Essay
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Referencing and Literacy objectives such as notemaking skills, sentence structure, paraphrasing and paragraph construction are specifically taught through HaSS content. Using rubrics detailing information literacy requirements are independently marked and moderated by Teacher Librarians. These programs vary in length from two to five sessions depending on the learning objectives and are taught by Teacher Librarians, with the HaSS teacher on board for support (See summary table). Sessions are run to a semester schedule and can be taken in the library or the classroom. The assessment data is valued by the HaSS teachers and incorporated into their final grade assessments as well as contributing to whole school literacy data. Jennifer (TiC) innovates and regularly reviews with the HaSS team -the suitability of content and prepares the presentations in accordance with the Explicit Instruction principles of lesson design and delivery whilst also incorporating the Western Australian Curriculum requirements.

 **3) Intervention Programs**

In addition, evidence-based intervention programs are in place and promoted through the school literacy network. E.g. PAT Testing and OLNA support.

* The PAT Testing Licenced databases are purchased through Literacy funds and Science and Maths Learning areas.
* The Library provides the opportunity for classes to conduct whole class testing through flexible scheduling.
* Tracking progress is a library initiative for students in Years 7 – 10, for standardised and school-based PAT testing in Reading, Writing, Science and Mathematics. These resources are utilised to ascertain the effectiveness of Literacy strategies for reading and writing across learning areas.
* Practice NAPLAN and OLNA testing is implemented systematically each year.
* We co-ordinate and collate the online access to a range of reading and writing strategies; a range of school based and standardised test data on each student, through the Literacy Connect portal.
* OLNA preparation of senior school students before and after school. Teacher Librarians are involved as well as other members of staff.

At its peak, on average our library will experience up to 1000 clients passing through its entry gates in one day. The minimum average is 700 clients. The effectiveness of library and literacy programs has contributed to the increased Full Time Equivalent (FTE) of qualified teaching staff. The frequency of library-centred instruction and collaborative instruction between library and learning area staff, has also facilitated the human resources in the library being valued by the whole school. Whilst other schools are seeing a decrease in their Teacher Librarians, Lynwood has defied national trends and the fraction of time allocated to the Library and Literacy has grown to be the equivalent of 2.4 FTE Teacher Librarians.

Libraries play a key role in teaching our students how to access information and work towards becoming independent learners. We believe in the Lynwood SHS ethos “*Learners Today, Leaders Tomorrow*” and build capacity in our students as critical thinkers and learners, able to integrate, adapt and change. Our aim is to assist and equip our students in developing 21st century essential skills such as Information Literacy, critical thinking and communication in an environment that connects and engages. We are accessible for curricular and non-curricular activities not only supporting Literacy but the well-being of our students, teachers and wider community. Our library literacy initiatives are highly visible and the library environment a dynamic, interactive place that students love to visit. We do truly do what we love and love what we do. This is what has kept us in business and our business skillsets evolving.