



LITERACY POLICY

Rationale:

Active and effective participation in Australian society depends on the ability to speak, listen, read, view and write with confidence, purpose and enjoyment. The establishment of sound and well developed literacy skills at an early age have been demonstrated as essential to future student learning. Students need to graduate from the Early Years with the ability to read, write, listen and speak effectively in order to make the best progress in the Middle and Later Years. During Middle and Later Years the study of literacy is about the appropriate and effective use of language, the use of language as a means of learning and the development of knowledge about language.

Aims:

The English curriculum aims to develop in students:

- The ability to speak, listen, read, view and write with enjoyment, purpose, effect and confidence in a wide range of contexts
- A knowledge of the ways in which language varies according to context, purpose, audience and content, and the capacity to apply this knowledge
- A knowledge of the linguistic patterns used to construct different texts and the capacity to apply this knowledge especially in writing
- A broad knowledge of a range of texts and a capacity to relate this to aspects of contemporary society and personal experience
- The capacity to critically discuss and analyse language and texts.
- An appreciation of the ways textual interpretation and understanding may vary according to cultural, social and personal differences
- An awareness of the ways in which structures and features are used by authors to construct meaning

Implementation:

Prep-Year 10

- The Victorian Essential Learning Standards (VELS) for English will be used to indicate the learning outcomes for each year level
- The students' work is continually assessed by the class teacher using Progression Points as a benchmark, with reports for parents each semester
- The English program is to be a balance of the three dimensions of Reading, Writing, and Speaking & Listening.
- Literacy study for each student will be not less than 10 periods per week in Prep to 4 and 9 periods per week in 5/6 and 5 periods for Year 7 -12.
- Student progress in all dimensions of English will be reported in half and end of year academic reports, as well as reported upon in the school's annual report.
- All students will study a sequential Literacy course based upon the VELS
- Literacy will be linked to other curriculum areas in an integrated approach
- Support programs will be available for students who are deemed at risk.
- To encourage strong parent participation, students in Prep to Year 4 will take home books to practice their reading skills.
- A staff member will be allocated the responsibility for co-ordinating Literacy across Prep to Year 6.
- Assessment data will be collected and analysed on an annual basis to inform learning and teaching practices across the college.
- Appropriate professional development will be made available for all participating staff.
- Professional Development programs will be offered to parents, parent helpers and all teaching and integration aides in priority areas of Literacy where needed.

- An assessment schedule consistent with Literacy requirements will be developed and implemented

VCE/VCAL

English at this level encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. Students will continue the learning established through the VELS in the key discipline concepts of texts and language, and the dimensions of reading, writing, speaking and listening. It is an underlying principle of the Literacy study that all students will engage in activities which aim to:

- Combine learning about the nature of language in human thought and communication with learning to use English more effectively and creatively
- Develop skills in description and analysis of a diverse range of spoken and written English texts
- The students' work is continually assessed by the class teacher using Study Guide outcomes as a benchmark, with reports for parents each semester

General

- All teachers will be given access to current curriculum resources, including online documents and are required to work with their respective teams and sub schools to develop and implement a course for all students.
- Moderation of Literacy tasks will be completed by staff to assist in the planning, assessment and evaluation of programs

Evaluation:

The effectiveness of this policy will be reviewed as part of the College's four year review cycle.