

LITERACY POLICY

Definition of Literacy:

Literacy is the ability to read and use information and to write appropriately, in a range of situations. It includes the ability to use modern technology with understanding. Literacy involves many skills in reading, writing, speaking, listening, viewing, representing ideas, researching and critical thinking. It is used to develop knowledge and understanding, to achieve personal growth and to function effectively in our society. Literacy also includes the recognition of number and basic mathematical signs and symbols within text.

Beliefs:

1. Literacy requires a whole school approach to be effective.
2. The teaching of literacy is the responsibility of all teachers. All subject departments accept their role as teachers of literacy in the context of teaching subject content.
3. There is a current need to improve students reading skills through enhancing teachers proficiency in implementing reading strategies and then implementing reading strategies across all KLA's years 7-12.
4. Students with skills that need developing should be provided with individual or small group assistance.
5. Students require explicit modelling and clear guidance to become confident in technological literacies.
6. Learning experiences should provide a clear model of successful texts and opportunities for students to create their own texts with support as they move towards independence.
7. That teachers in all subject departments undergo quality professional development in literacy.
8. Teachers monitor individual student's literacy improvement in the context of their subject.
9. Students will develop a repertoire of literacy, learning and research strategies, which they will independently apply across the curriculum.
10. Improvements in student's literacy will enhance students self esteem and further life opportunities for success.

Strategies

- Administer NAPLAN or equivalent testing to students in Stages 4 and 5.
- Audit the literacy requirements of each KLA as they complete their accreditation process.
- Use the results of NAPLAN or equivalent to:
 - implement identified student specific strategies across KLA's
 - identify students below the benchmark through liaison with the department of Special Education
 - enrich students through liaison with the Gifted and Talented coordinator.
 - analyse the effectiveness of previous interventions and teaching strategies.
- Raise literacy skills of students below the benchmark through targeted programs including intensive reading programs
- Ongoing strategies to develop a reading culture including the running of the MS Readathon.
- Trial a school-wide literacy focus for the week
- Support KLA's in developing adjusted assessment tasks with consistent text type scaffolds
- Support the development of consistent, explicit teaching of research and information skills across KLA's.
- Identify needs for professional development in implementing literacy strategies based on NAPLAN results and staff surveys.
- Provide resources for staff to implement consistent literacy strategies across KLA's
- Educate parents on the importance of literacy in secondary school and how they can help.
- Liaise with feeder schools to facilitate their understanding of the requirements for NAPLAN or equivalent testing in year 7.

Evidence of Improved Literacy

- Data demonstrates growth in literacy achievements with Stage 4 and across Stage 4 and 5 Basic Skills Testing.
- School audit of literacy strategies demonstrates improved student achievement in NAPLAN or equivalent testing
- A noticeable improvement in workbook quality
- Tracking of students from BST Primary to HSC shows improved literacy skills
- Professional learning and resources are readily available and increased in number
- Effective partnerships have been developed between the school, parents and the community to target students' literacy skills