

ST EUPHEMIA COLLEGE

K-12



LITERACY POLICY 2014

1. Policy Statement

The Literacy Policy at St Euphemia College is premised on the principles that literacy competence is the responsibility of all staff and is central to achievement in all areas of teaching and learning.

2. Applicability

This policy applies to all teachers, students, parents and caregivers of St Euphemia College.

3. Context/Rationale

Literacy comprises essential skills that lay the foundation for all future learning. These skills continue to grow and develop throughout an individual's lifetime and are fundamental to success at School, in the workforce and in life.

To be literate within our contemporary society requires students to read, view, write, speak, listen and think critically in order to understand written, visual, and technologically based information.

An effective Literacy Program should also recognise the need to cater for individual student needs in small group situations.

The School requires all its students to take part in NAPLAN testing.

4. Roles and Responsibilities

Responsibility of the Principal/Delegated Authority

The Principal/Delegated Authority is expected to:

- ensure the implementation and evaluation of the policy in the School
- monitor the progress across the School and standards of students' literacy
- select and appoint teaching staff to supervise formal assessments such as NAPLAN
- determine the suitability of the resources used in the School
- allocate sufficient time to allow the implementation of the School's Literacy Policy
- raise the profile of Literacy within the School.

Responsibilities of all Staff

All staff members are expected to:

- be responsible for the teaching and learning of literacy skills, knowledge and understandings across all Key Learning Areas
- allocate sufficient time to explicitly plan, program and teach literacy to ensure students' achievement of syllabus standards
- develop and deliver literacy programs that reflect the School's expectations
- assess student performance and evaluate teaching practices in order to further enhance literacy development.

Responsibility of the Literacy Coordinators

The School Literacy Coordinators are expected to:

- make teachers aware of the components of Literacy and how they can support students' literacy needs
- collaborate with and provide feedback to classroom teachers
- monitor, evaluate, review and report on the implementation of this policy
- assist KLA/faculties to devise literacy strategies for implementation into programs across the subject areas

- develop a support network to consolidate programs implemented in Years 5 & 6 to avoid curriculum overlap in Year 7
- liaise with Literacy consultants to promote a support network and to be informed of new strategies and resources
- evaluate progress by collecting data related to the School's literacy performance and support the Principal or Delegated Authority in Literacy
- support KLA/faculties in the implementation of the School's Literacy Policy
- help to monitor the impact of the Literacy Policy on standards of literacy
- review School resources within the School availability and appropriateness
- coordinate funding applications to support student needs
- evaluate funding applications.

Responsibility of the Students

Students are expected to:

- work cooperatively with staff to identify and assess their literacy development needs
- work to the best of their ability in all learning situations
- develop their ability at whatever level, to understand and use language effectively
- take responsibility for recognising their own literacy needs
- seek support and make improvements.

Responsibility of the Parents and Caregivers

Parents and caregivers are expected to:

- work cooperatively with staff to support their child's literacy development
- encourage their children to read and talk about what they have read
- encourage their children to talk about their learning
- encourage their children to listen attentively to other people and to contribute constructively to conversations in a range of situations
- read their children's progress reports, praise good work and discuss concerns
- attend meetings arranged for the purpose of discussing or supporting their children's learning.

5. Monitoring, Evaluation and Reporting Requirements

The Principal/Delegated Authority is required to monitor the School's compliance with this policy.

Teachers K-12 use school based and nationwide Literacy assessment information to inform teaching and learning and regularly evaluate the effectiveness of teaching programs.

The College reports formally and informally to parents and caregivers and school communities on student literacy achievement using nation-wide and school based assessment information.

St Euphemia College employs a range of tools to assess and report on student achievement. These measures form part of the School's overall assessment and reporting procedures:

Primary School:

- Observation
- Class Assessments
- NAPLAN
- ICAS Competitions
- Standardised Testing.

High School:

- NAPLAN
- Class Assessments

All assessment information collected forms part of the ongoing assessment and observation that teachers use to:

- monitor and report on students' progress
- evaluate the effectiveness of learning and teaching programs
- design more effective learning and teaching programs.

6. Policy Review

This Policy and the School's Literacy Procedures will be reviewed as required.