

ST EUPHEMIA COLLEGE

K-12



LITERACY PROCEDURES

2014

Literacy Procedures

Introduction

These Procedures should be read in conjunction with St Euphemia's Literacy Policy.

Procedures

St Euphemia College is committed to identifying and addressing the literacy needs of our students and allocating appropriate support within a whole school planning approach.

Teachers will ensure students are equipped with a range of literacy practices and skills that support students to understand, use, write, analyse and evaluate texts for a variety of purposes and audiences.

Teachers K-12 will develop and evaluate a broad and responsive set of effective literacy teaching practices to meet the diverse learning needs of students.

Improving Literacy Achievements

Literacy support consists of three main approaches:

1. in-class support of students
2. withdrawal of students for one to one, or small group programs
3. specific literacy lessons.

St Euphemia College seeks to improve literacy achievements by:

- embedding literacy strategies to support students' literacy development in teaching and learning and teaching programs across Key Learning Areas
- ensuring the early identification of student literacy strengths and areas of need
- analysing the NAPLAN results and other assessments and use this information to identify those students who need specific help
- setting appropriate literacy targets based on state-wide targets, as a result of guided school self-evaluation of:
 - student achievement data
 - current school literacy practices
- aligning available resources to programs designed to achieve school literacy targets
- accessing focused programs which support whole school planning to achieve literacy targets
- incorporating strategies into school management plans that build staff capacity in the area of literacy teaching
- providing professional development for all teachers in the teaching of Literacy
- including professional learning for New Scheme teachers on how to teach literacy in a balanced, integrated way that includes evidence-based approaches
- including a literacy focus in all induction programs
- supporting teachers in how to teach literacy and in particular reading
- implementing professional learning programs for all staff in areas of identified literacy needs that are consistent with the Literacy Policy and Procedures
- using materials and implementing strategies that ensure communication between home, school and community
- distributing information to parents and caregivers about how to assist their children's literacy learning at home

- providing opportunities to celebrate and showcase the literacy achievements of the students through programs such as: *The Premier's Reading Challenge*, *Wide Reading Program* and *National Literacy Week*
- withdrawing students for one to one, or small group programs for specific skill building.
- monitoring procedures to provide evidence of the success of intervention strategies
- monitoring assessment results to identify school trends
- modifying learning strategies and assessment items with guidance from the Literacy Coordinator
- making special examination provisions eg. Readers, scribes
- explicit teaching of: phonemic awareness, phonics, vocabulary knowledge, comprehension, concepts about print, grammar, punctuation, spelling and handwriting.

Time Allocation

The Primary School allocates approximately 2 hours to a literacy block. This allows the College to meet the requirements of the English K-6 syllabus while providing scope for the integration of other KLAs. This block includes shared and guided instruction and opportunities for independent practice. In addition, students experiencing difficulties work with the Literacy Support teachers either in small groups or in a team teaching situation. Also, extension students are provided with more challenging literacy lessons.

The High School has one period per week of literacy classes for all students from Year 7 to Year 9 and Year 10 fortnightly. These classes are separate and distinct from English classes and focus purely on Literacy issues across all KLAs. Literacy is also embedded in all 7 -12 teaching programs across all KLAs. In addition, Literacy Extension Classes (support and enrichment) operate during and after School for selected students.