



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.

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:

Years 7-10

- 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.
- 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 Years 7 and 8 will take home books to practice their reading skills.
- 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 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

Review cycle and evaluation

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