



PROCEDURE: Literacy

UPDATED: 2022

REVIEWED BY: Senior Executive

STATEMENT OF INTENT:

Alice Springs (Maparntwe) Declaration 2019 on Educational Goals for Young Australians (MCEETYA 2008) recognises literacy as an essential skill for students in becoming successful learners and as a foundation for success in all learning areas. General capabilities, a key dimension of the Australian Curriculum play a significant role in realising the goals set out in the Melbourne Declaration. The Australian Curriculum includes seven general capabilities of which literacy is one.

Northlakes High School provides a whole school approach to literacy improvement including ongoing reflection on current practices in literacy teaching and learning. This reflection determines appropriate support and strategies for improved student learning outcomes.

APPLICABILITY:

All teaching staff at Northlakes High school

DoE POLICY/PROCEDURE REFERENCE:

*Literacy K-12 Policy Statement Objectives

1.1 Literacy

1.1.1, 1.1.2, 1.1.3

1.2 Literacy Teaching

1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7

1.3 Literacy Assessing and Reporting

1.3.1, 1.3.2

This policy should be used in conjunction with

- All NSW Education Standards (NESA) Syllabus
- Aboriginal Education Policy
- Assisting students with learning difficulties
- Professional Learning policy for schools
- Curriculum assessing and reporting to parents K-12
- School Excellence Policy
- Multicultural Education Policy
- People with disabilities statement of commitment

DEFINITIONS:

In the Australian Curriculum, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in

society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

Literacy Progression

Literacy development influences student success in many areas of learning at school. The national Literacy Learning Progression can be used to support students to successfully engage with the literacy demands of K-10 syllabuses.

RATIONALE:

This policy is intended to:

- Ensure provision of school systems to actively monitor assessment data
- Ensure literacy targets are embedded in school's Strategic Direction Planning
- Ensure staff undertake professional learning in literacy teaching
- Ensure all teaching staff undertake responsibility for teaching literacy
- Ensure a whole school approach for explicitly teaching literacy is adopted
- Ensure school-based and state-wide assessment information informs teaching
- Ensure students operating with significantly low literacy levels received targeted literacy intervention

PROCEDURES:

- School-based and state-wide assessment information informs the school plan
- All students undertake LaST testing on entry to Northlakes High School
- Students with significantly low literacy levels receive targeted last intervention
- Teachers plan for and differentiate literacy instruction to meet students' different learning needs
- All faculties are aware of the literacy demands of their syllabuses and commit to the explicit teaching of literacy, focusing on whole-school target areas
- Training and development in the explicit teaching of literacy is provided for all teachers
- Northlakes High School will engage in networking opportunities (especially the local management group) to develop consistent strategies across campuses and enhance literacy outcomes for students
- Northlakes High School will strive to establish community links to enhance professional knowledge and drive educational action research
- Northlakes High School will report formally and informally to parents, caregivers and school communities on student literacy achievement using state-wide and school-based assessment information

