

LITERACY POLICY

Rationale and Concept of Literacy

Literacy is the ability to read and use written information and to write appropriately, in a range of contexts. It is used to develop knowledge and understanding, to achieve personal growth and to function effectively in our society. Literacy skills are seen as fundamental to learning and success at school and in later life. WGHS is committed to improving the literacy standard of all students in all years.

The functional view of language is concerned with the relationship between language and meaning; that is, how people use language to do things. The focus areas for our school are language, reading and writing. Writing includes understanding and producing written language at the text, sentence and word levels. Reading includes extracting meaning from written text at factual, inferential and evaluative levels. Language incorporates usage (grammar), spelling and punctuation. Literacy also includes oral language, information technology and the visual media.

Approach to the Teaching of Literacy

The key elements for literacy improvement are:

- The teaching of skills in an explicit and systematic way;
- Continuity in each student's development;
- Early identification of students in need;
- Targeted school programs to cater for identified needs;
- Provision of appropriate support for students experiencing difficulty;
- Intensive local training and development of teachers;
- Monitoring students' literacy achievement;
- The establishment and effective operation of a literacy team in the school;
- Development of effective partnerships with parents.

Literacy in the Key Learning Areas

Teachers in all faculties have a crucial role to play in the development of the literacy skills of their students. Head Teachers are responsible for ensuring that staff are supported and that programs identify the literacy features of their subject area. Literacy strategies are to be included in Year programs 7-12 and assessment tasks.

Outcomes

The expected outcome is improved literacy skills for all students. This is achieved by enhanced teacher skills, a whole-school approach, links between primary and secondary schools, working with parents, supporting students with literacy problems and accurate assessment of student needs.

Roles of Key Personnel

Literacy Co-ordinator is responsible for:

- Identifying literacy priorities and developing an action plan for the year with the team
- Writing a literacy policy with the team
- Monitoring the effectiveness of the work of the team
- Publicising the school's achievements in literacy

Literacy Team is responsible for:

- Planning and implementing school-based literacy training and development
- Identifying appropriate professional learning opportunities and facilitating participation
- Analysing and disseminating English Literacy and Assessment (ELLA) data
- Identifying general student needs in relation to literacy support

English Head Teacher is responsible for:

- Leading the English Faculty in the development of best practice in literacy teaching
- Evaluating the effectiveness of the English staff use of the ELLA data
- Modelling best practice in literacy in the classroom
- Convening the Literacy Team and liaising with the Co-ordinator

Support Teacher Learning Difficulties is responsible for:

- Identifying students needing specialist literacy intervention
- Working with identified students to improve outcomes in literacy
- Assisting staff with teaching strategies to improve student performance in literacy

ESL Teachers are responsible for:

- Identifying ESL students needing specialist literacy intervention
- Working with identified students to improve outcomes in literacy
- Assisting staff with teaching strategies to improve ESL student performance in literacy

English Teachers are responsible for:

- Utilising the ELLA results to improve student performance in literacy
- Implementing faculty programs in literacy in the classroom
- Monitoring the progress of their students in literacy
- Evaluating the effectiveness of their literacy teaching

Head Teachers are responsible for:

- Leading their faculties in the development of appropriate literacy inclusions in programs

Teachers are responsible for:

- Implementing faculty programs in literacy in the classroom
- Monitoring the progress of their students in literacy
- Evaluating the effectiveness of their literacy teaching

Parents are responsible for:

- Expressing interest in their daughter's literacy progress
- Supporting their daughter's home study and reading