

TERANG COLLEGE

ENGLISH

POLICY (Students)

1. RATIONALE

- 1.1. Active and effective participation in Australian society as thoughtful individuals and as informed global citizens depends on the ability to speak, listen, read, view and write with confidence, purpose and enjoyment. The study of English draws from the broader concepts of language, literacy and literature.
- 1.2. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.
- 1.3. It is about the appropriate and effective use of language; the development of knowledge about language; the use of language as a means of learning and an appreciation of the pleasure of literature.

2. AIMS

- 2.1. The English program aims to develop in students:
 - 2.1.1 the effective ability to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency purpose and enjoyment
 - 2.1.2 the ability to structure, organise, express and develop ideas fully to facilitate interaction with others, entertain, persuade and argue
 - 2.1.3 a knowledge of the ways in which language varies according to context, purpose, audience and content to create meaning
 - 2.1.4 the ability to discuss in writing and by speaking, challenging ideas that relate to aspects of contemporary society, personal experience and observation
 - 2.1.5 the ability to discuss and analyse texts and language critically, and to develop interpretations of a range of texts
 - 2.1.6 to be interested in and develop the skills of the aesthetic aspects of text, and develop an informed appreciation of literature
 - 2.1.7 a knowledge of the ways interpretation and understanding may vary according to cultural, historical, social and personal differences.

3. IMPLEMENTATION

- 3.1. Issues, actions and decisions relating to this policy will take into account Department of Education and Training policies, memos, guidelines and circulars and Ministerial Orders and Acts.
- 3.2. The English domain is an essential component of the Victorian Curriculum.
- 3.3. All students at the College will study a sequential English course based upon the learning focus statements contained within the Victorian Curriculum and VCAA study design documents.
- 3.4. All teachers are required to work with their respective teams and PLT to contribute to the development and implementation of a viable and effective English course for all students and to implement student needs based lessons using agreed planning templates and lesson structures.
- 3.5. Student's individual abilities must be monitored using formal measurements and learning opportunities will be provided that cater for the identified needs of each student.

- 3.6. Student progress in all dimensions of English will be reported in regular academic and effort reports, discussed at parent/student/teacher interviews as well as in the College's annual report.
- 3.7. Literacy support will be provided to students for whom it has been identified by a classroom teacher and in consultation with the special needs coordinator are in need of extra assistance.
- 3.8. English study for each student 7-12 will be 5 x 50 minute lessons per week. Yr 5-6, up to 10 periods per week.
- 3.9. Remedial Programs, support and resources are provided for students who are deemed at risk through systematic data analysis, teacher and specialist professional judgements.
- 3.10. English activities that reflect the topics being studied at school, and are appropriate to each child's ability, will form a regular component of student's homework as deemed necessary by staff.
- 3.11. A staff member will be allocated the responsibility for coordinating English across the College as well as implementing an English budget developed by staff and resourced by College Council.
- 3.11 The English PLT leader will conduct discussions regarding the analysis, interpretation and use of collected data during PLT meetings to create strategies to improve student outcomes.

4. EVALUATION

- 4.1. This policy will be reviewed by the as part of the College's three-year review cycle.

Approved by College Council on 20/08/2018