

TERANG COLLEGE

LITERACY

POLICY (Student)

1. RATIONALE

The establishment of sound and well-developed literacy skills are essential to future student learning and successful interaction with the world. Students who leave the College unable to read or write effectively, experience significantly reduced vocational and further educational opportunities.

2. AIMS

- 2.1. To provide a program that ensures all students are delivered a high standard literacy curriculum that supports students in reaching a high level of literacy.

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. Literacy is a government priority and as such, our College commits itself fully to the realisation of high literacy standard for all of our students.
- 3.3. The College will have a sequential and highly organised P-10 literacy program based upon the standards detailed in the Victorian Curriculum.
- 3.4. The College will appoint a trained Literacy Learning Specialist who is required to oversee and coordinate all aspects of the program, provide support and direction to others when needed, and organise professional development as required.
- 3.5. The Literacy Learning Specialist and teachers will be further supported by external literacy coaches and expert consultants as appropriate.
- 3.6. The College will provide a minimum 10 x 50 minutes periods per week of literacy for Prep to 6 students, and 5 x 50 minute periods for all 7-10 students.
- 3.7. Reading intervention will be provided for students in the greatest need as determined by the Literacy Learning Specialist. At the 5-8 level, students deemed at risk through systematic testing will undergo Sounds Write in small focus groups.
- 3.8. Literacy aides will be maintained to assist students requiring other literacy support, and all teaching aides will be provided with literacy training.
- 3.9. Appropriate professional development will be made available for all participating staff.
- 3.10. An assessment schedule will be developed and implemented, with minimum achievement standards and targets being set for all students in each area of literacy. Ongoing formative assessment will be a feature of all classroom programs as well as a differentiated data-driven curriculum for each student based on achievement data.
- 3.11. Assessment data will be collected and analysed as required, with the results being used to monitor performance, as well as to drive program development and delivery.

3 EVALUATION

- 4.1 This policy will be reviewed every three years as part of the College's Policy review cycle.

Approved by College Council on 20/08/2018