

Bowen Cluster P-12 Literacy Policy

Rationale

This policy describes the expectations for improving students' literacy achievement across the Bowen cluster. It outlines the objectives for the teaching of literacy, assessment and reporting, and outlines the frameworks, policies and relevant documents that have informed this policy.

1. Objectives - Policy statement

1.1 Literacy

1.1.1

Literacy is the ability to understand and evaluate meaning through reading and writing, listening and speaking, viewing and creating.

1.1.2

Literacy skills need to continually expand and diversify because our rapidly changing social and economic environment requires competence in a range of new communication forms and media.

1.1.3

Literacy competence is central to achievement in all areas of learning as students progress through the early, middle and later years of schooling and into the workforce and personal life.

1.2 Literacy teaching

1.2.1

Literacy teaching in Bowen cluster schools will incorporate explicit and systematic instruction in the skills, knowledge and dispositions required for students to be literate.

1.2.2

Teachers will develop and continually refine a broad and responsive set of effective literacy teaching practices to meet the diverse learning needs of students.

1.2.3

Literacy teaching will draw on the strengths of a comprehensive range of evidence and research-based approaches to meet the learning needs of all students.

1.2.4

Teachers across all key learning areas are responsible for the teaching and learning of literacy skills, knowledge and dispositions.

1.2.5

Literacy teaching will include the explicit teaching of: phonemic awareness; phonics; vocabulary knowledge; comprehension; reading texts; speaking; concepts about print; and writing (grammar, punctuation, spelling and handwriting).

1.2.6

Teachers will ensure students are equipped with a range of literacy practices and skills that support them in decoding and constructing by using, analysing and evaluating texts for a variety of purposes and audiences.

1.3 Assessing and reporting

1.3.1

Teachers will use school-based assessment information to inform teaching and to regularly evaluate the effectiveness of embedded literacy teaching practices within teaching programs.

1.3.2

Schools will report formally and informally to parents, caregivers and school communities on student achievement using state-wide and school-based assessment information.

2. Audience and applicability

2.1

This policy applies to all teachers of Bowen cluster schools.

3. Context

3.1

This policy was informed by and should be used in conjunction with:

- Australian Curriculum
- Curriculum to Classroom
- Literacy Continuum
- School-based pedagogical frameworks
- Fullan and Sharratt's high impact practices
- Inclusive Education Policy
- Australian Professional Standards for Teachers

4. Responsibilities and delegations

4.1

The principal of each school is responsible for designating staff member/s to oversee the implementation of this policy.