



LITERACY

PREAMBLE

To develop citizens, who can operate in an informed and productive way, students should be provided with opportunities to experience satisfaction and success in their learning and to take responsibility for their progress. This will allow teachers to maximize their students' capacity to become independent and life-long learners.

It is intended to raise the standard of literacy to ensure that all students are achieving at, or above, the expected CSF range for their year level, in each strand of English. It is expected that all teachers at Hampton Park Secondary College are teachers of literacy. With the support of the Literacy Centre, offering programs for students with low literacy skills, we aim to improve the literacy levels of all our students.

1.0 PURPOSE

- 1.1 To develop a whole school approach to improve year 7-12 students' literacy standards, focusing on reading, writing, speaking and listening skills.
- 1.2 To maximize student potential for academic success in all Key Learning Areas at all year levels.

2.0 GUIDELINES

- 2.1 Using information resulting from data gathering of student literacy skills, highlighting those students who have special literacy needs in the classroom, teachers should offer a broader range of learning activities to meet the needs of all students
- 2.2 The Literacy program should be offered and extended to include a greater number of students in the higher levels of the school, including VCE
- 2.3 Curriculum should include literacy teaching strategies, testing, evaluation and modification of the current program in order for the literacy needs of all students to be met. Evaluation should be on-going, with initial assessment at the beginning of the year to assess starting points for teaching.
- 2.4 Teachers from HPSC and feeder primary schools should plan, devise and implement common goals in order to enhance literacy skills in incoming students. Feeder schools should work together with the Secondary school sharing information and effective teaching strategies.
- 2.4 HPSC should trial various literacy programs (such as READ 180 and Accelerated Reader) and evaluate their effectiveness in improving literacy levels.
- 2.5 Literacy development is the responsibility of teachers of all subjects. To achieve the literacy aims of the College it should be the responsibility of all teachers to:
 - Understand students' needs in terms of language development
 - Provide a range of language opportunities
 - Offer a good model of language usage
 - Produce clear, accurate, legible and appropriate classroom materials
 - Explain language usage in the subject area.
- 2.6 Staff should be provided with professional development opportunities on effective literacy strategies
- 2.7 Literacy programs should be adequately resourced
- 2.8 Regular P.D. should be available to all staff involved in the literacy program
- 2.9 To further develop literacy at HPSC we need to allocate more time to literacy support in the form of teacher hours. Teachers should be given the opportunity to choose Literacy Support (or Numeracy Support) as a designated part of their teaching allotment. Should traineeship funding become available, employ tutors for individual / small group instruction.
- 2.10 It is recommended that the College aims to operate the Literacy Centre with the following staff:
 - Literacy Coordinator
 - Literacy teachers
 - Literacy Support staff
 - Integration Support staff
- 2.11 It is envisaged that the Literacy Centre should eventually consist of:
 - at least one full sized classroom equipped with computers and book resources
 - extra video and audio equipment

- two withdrawal teaching rooms for working with small groups
- a large store room with adequate storage facilities.
- comfortable furniture, like beanbags and lounge chairs
- bookshelves.

3.0 IMPLEMENTATION

- 3.1 Literacy classes will be offered to students in Years 7 - 10
- 3.2 To ensure the Literacy Program is adequately resourced more Literacy Teachers will be employed.
- 3.3 All incoming Year 7 students will undergo a testing process to monitor reading, writing and comprehension. Students who are below expected age level in reading skill will participate in programs such as the “Soundway to Spelling, Writing and Reading” program. They will attend English/Literacy for one semester.
- 3.4 Results from Grade 6 testing at feeder primary schools will be passed on to the Literacy Coordinator
- 3.5 All new incoming students in Year 8 – 10 will undergo a reading test to monitor reading skills to ensure literacy needs are met, and be placed in a literacy group if necessary.
- 3.6 All students in Years 7 – 10, who enrol during the year, will undergo a reading test to ensure reading skills are monitored. This test will be delivered by the A.P enrolling the student at the time.
- 3.7 KLAs will develop alternative programs of enrichment and enhancement with relevant curriculum documented by KLA teams formed for this purpose
- 3.8 Professional development needs of staff will be met by offering training in literacy strategies to be used in the classroom, with emphasis on ways to assist students with below expected age-level reading and writing skills.
- 3.9 Teachers will shadow primary classrooms to further their professional development, especially in the Middle Years.
- 3.10A Middle Years Coordinator will be employed, to work closely with the Literacy and Numeracy Coordinators

4.0 EVALUATION

- 4.1 The Literacy Policy will undergo cyclic minor and major evaluation
- 4.2 Both minor and major evaluation will follow the evaluation procedures as outlined in the College Evaluation Policy