



LITERACY

POLICY

Purpose: To improve the levels of achievement from Prep to Year 12 in all domains of the curriculum with a particular emphasis on Literacy and Numeracy (2013-16 Strategic Plan)

At Mortlake College we strive to improve literacy outcomes across all levels so that each student demonstrates at least 12 months growth for each 12 months of school.

A range of targeted literacy programs operate to develop literacy skills. Within the P-4 area the CAFÉ program is embedded into each room, along with the BigWrite program and THRASS.

At Years 5-10 we have introduced the '6 Traits of Writing', whilst also using some of the principles from CAFÉ and other programs used at P-4.

A large part of professional development time is spent on sharing ways to develop literacy skills. We have had a Literacy Co-ordinator whose role has involved working with staff and students as appropriate. Moderation of student work along with sharing of explicit strategies have been very valuable professional learning activities. There is an acceptance from Mortlake College staff that literacy learning is a shared responsibility.

This year a large part of the Literacy role was around planning for the introduction of the Fountas and Pinnell LLI system, and then helping with the implementation of the program into the school. These resources are also being used in the general classroom as well as for small group LLI. A specialist teacher has been employed to run the LLI system with small groups of students, and in late 2016 we replaced the Reading Recovery system with this one.

Analysis of data is an important part of our teaching practice, and to this end we have added PAT testing to our assessment schedule in order to have further information about student needs in the area of literacy and target our teaching to those areas. Teachers also use this data to create ILPs for students.

We have aligned the English curriculum with the Victorian curriculum to ensure that we are covering the literacy outcomes specified in the scope and sequence documentation. The audit process is an ongoing one to ensure that no essential learning is missed.

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle or more frequently if required by changed circumstances.

This policy was last ratified by School Council in....

September 2016