



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 (2017-20 Strategic Plan)

At Mortlake College we strive to improve literacy outcomes across all levels so that each student demonstrates at least 12 month's 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 major initiative in 2016 was the introduction of the Literacy Intervention strategy which is based around the Fountas & Pinnell Levelled Literacy Intervention strategy. This is intended to lift the literacy skills of students identified as needing support. The program is led by the Literacy Intervention staff member who is supported by the additional equity funding.

A large part of professional development time is spent on sharing ways to develop literacy skills. We have Literacy Leaders at both primary and secondary levels whose roles involve 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.

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

The English curriculum has been aligned 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....

March 2017