



# McAuley Catholic Central School

## **Literacy Policy**

# **LITERACY POLICY**

## **Purpose**

The policy describes the importance of literacy for students to be successful learners and articulates the role of all teachers in the continuous literacy development of students. It provides a framework for the planning, implementation and evaluation of effective literacy implementation and practice across all Key Learning Areas.

## **Policy**

The Archdiocesan Catholic Education Office requires each archdiocesan school to develop Agreed Practices in Literacy that meet the National and NSW government requirements and are informed by

- Archdiocesan CE policies
- The Melbourne Declaration on Education For Young Australians
- The Australian Curriculum'
- The NSW Education Act 1990
- BOSTES
- Canberra Goulburn CEO Read On And Write On Documents

## **McAuley Agreed Practices in Literacy include the following:**

- K- 6 Handwriting Agreed Practice
- K -6 Editing Agreed Practice
- K-10 Reading Agreed Practice
- K-10 Writing Agreed Practice

## **Definitions**

The Australian Curriculum makes the following statements in regard to Literacy capability

*Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school.*

BOSTES NSW makes the following statements in regard to Literacy capability

*Literacy skills are important to enable students to engage in the learning and demonstrate their understanding across the curriculum.*

The above statement from BOSTES underpins McAuley's approach to teaching literacy skills across all KLA areas from K-10.

## **Teacher Procedures**

Teachers develop the literacy skills of students by using a variety of practices and programs to enhance student understanding across curriculum areas. Careful consideration of literacy embedded across the curriculum enhances a student's understanding of the particular content addressed and their appreciation of literacy as a communicative and investigative tool.

Learning and Teaching programs are developed using the BOSTES NSW syllabus documents which have the embedded Australian Curriculum.

McAuley applies school agreed assessment practices to literacy. These practices include

- the use of school and National assessment data in literacy to guide teaching programs and to monitor the progress of each student.
  - diagnostic processes to identify students who require extension or support.
  - diagnostic processes to identify students who are at above, below or at specified stage benchmarks.
  - Summative assessment processes
  - Formative Assessment processes
- Refer to the Assessment and Reporting Agreed Practices

A whole school Literacy Plan is developed annually and is included in both the School Strategic and Annual Management Plans.

The internal School Review process is used to monitor the effectiveness of the school Literacy Agreed Practices.

Approved By	McAuley Executive
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