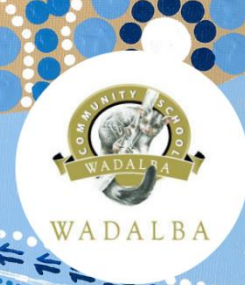


LITERACY POLICY



DoE Policy statement

1.1 LITERACY OVERVIEW

- 1.1.1 Literacy is the ability to understand and evaluate meaning through reading and writing, listening and speaking, viewing and representing.
- 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 NSW schools will incorporate explicit and systematic instruction in the skills, knowledge and understandings required for students to be literate. Literacy will be taught in a balanced and integrated way.
- 1.2.2 In the early years, literacy teaching will include the explicit teaching of: phonemic awareness; phonics; vocabulary knowledge; comprehension; concepts about print; grammar, punctuation; spelling and handwriting.
- 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 will ensure students are equipped with a range of literacy practices and skills that support them in code-breaking and in understanding, using, analysing and evaluating texts for a variety of purposes and audiences.
- 1.2.5 Teachers K-12 will develop and continually refine a broad and responsive set of effective literacy teaching practices to meet the diverse learning needs of students.
- 1.2.6 Teachers K-12, across all key learning areas, are responsible for the teaching and learning of literacy skills, knowledge and understandings.
- 1.2.7 Teachers K-12 will allocate sufficient time to explicitly plan, program and teach literacy to ensure students' achievement of syllabus standards.

1.3 LITERACY ASSESSING AND REPORTING

- 1.3.1 Teachers K-12 will use school-based and state-wide literacy assessment information to inform teaching and to regularly evaluate the effectiveness of teaching programs.
- 1.3.2 Schools will report formally and informally to parents, caregivers and school communities on student literacy achievement using state-wide and school based assessment information.
School plans will identify:
 - Literacy targets that reflect system-wide targets, including those for Aboriginal students.
 - Strategies including the professional learning necessary to achieve school literacy targets.

2. AUDIENCE AND APPLICABILITY

All department teachers, schools, regions and directorates.

3. CONTEXT

- 3.1 Initiation of this policy occurred under the Office of Schools Plan 2006-2008 and the State Literacy Plan 2006-2008.
- 3.2 As stated in the department's Strategic Plan, under the School Success Model all schools will set local measures focusing on HSC achievement, and growth in reading and phonics screening.
- 3.3 This policy is to be used in conjunction with:
 - [All NSW Education Standards Authority \(NESA\) syllabuses](#)
 - [Aboriginal Education policy](#)
 - [Inclusive Education for students with disability policy](#)
 - [Professional Learning for Teachers and School Staff](#)
 - [Curriculum planning and programming, assessing and reporting to parents K-12](#)
 - [School Excellence policy](#)
 - [Multicultural Education policy](#)

4. RESPONSIBILITIES AND DELEGATIONS

- 4.1 Principals:
Implement and monitor this policy in their schools.
- 4.2 Principals, school executive and delegated teachers:
Supervise policy implementation in schools and report to their school education directors.
- 4.3 Directors, Educational Leadership:
Support principals to implement this policy.
- 4.4 Users:
Verify this is the current and complete version of the document, located on the department's [Policy Library](#).
- 4.5 Literacy Coordinator K-6 and Literacy Coordinator 7-12:
Provide advice on interpreting and implementing the policy.
Monitor, evaluate, review and report on the implementation of this policy.
- 4.6 Director, Literacy and Numeracy:
Publishes and ensures currency of the policy and support material.
Notifies staff of any changes to this policy.

5. MONITORING AND REVIEW

The Director, Literacy and Numeracy monitors the implementation of this policy, regularly reviews its contents to ensure relevance and accuracy, and updates it as needed.

6. WHAT IT LOOKS LIKE AT WADALBA COMMUNITY SCHOOL

- 6.1 Literacy Teams
The Wadalba Community School Literacy Teams are formed across KLAs. Literacy Teams are split between a Reading Team and a Writing Team. The teams will identify the literacy needs determined from NAPLAN and PAT data analysis. School literacy needs will be further identified by:
 - Teacher observations (anecdotal records).
 - PAT Data.
 - Check In Testing.
 - Class based testing/assessment.
 - NAPLAN testing results.
 - Parent referral/concern.

- LAST referrals and testing.
- Faculty referrals.
- Counsellor referrals.
- Primary feeder school data.
- Explicit and systematic teaching of identified literacy deficits.
- Continued links between the school and partner primary schools.
- Improving links between primary and secondary to ensure continuity of literacy development.
- The teams will identify the literacy needs determined from NAPLAN, Check in Assessments and PAT data analysis.

6.2 KLA Responsibilities

- Support reviewing curriculum and programs.
- APCI to support faculty focus.
- Every faculty will have a clear literacy focus and classroom strategies embedded in all learning and teaching programs.
- Every faculty will utilise the strategies delivered by the Writing and Reading teams at relevant staff meetings.
- A range of literacy strategies will be in evidence in teachers' programs.
- Each faculty will identify the specific literacy needs of the faculty.
- The policy will reflect the use of Literacy resources that are developed.

6.3 Training and Development

The Literacy Team will:

- Train and develop skills in data analysis of NAPLAN and PAT.
- Deliver strategies at staff meetings and Professional Learning Afternoons.
- Ensure that all teachers be trained in the broad literacy conventions that also acknowledge numeracy and digital media.
- Ensure that Training and Development is provided so that teachers have the confidence and competency necessary to explicitly teach literacy.

6.4 Wadalba Literacy Strategies

The following strategies will be implemented by staff as required:

- Literacy competencies (writing, reading, talking, viewing, responding) are explicitly taught in classroom programs.
- School and faculty focus on specific areas of competency, driven by NAPLAN and PAT data.
- Writing programs using school and community resources.
- Spelling programs using school and community resources.
- Reading programs using school and community resources.
- Training teachers in the literacy demands of their subject area and developing an awareness of how these skills may be similar or different to those used in other subjects.
- Ensuring opportunities for teachers, across the College, to work together to plan and implement literacy outcomes within learning area.
- **Using resources as provided by the Literacy Teams during Professional Learning.**
- Super 6 strategies.
- 12 ways to write sentences.
- Writers toolbox.
- Differentiation of tasks to teach at part of instructional need.

6.5 What is the Check-In Assessment?

The Check-In Assessment is an online assessment package utilised for students in Year 6. It is composed of a reading and numeracy assessment which is designed to:

- Provide teachers with consistent and up-to-date information about new students' skills and abilities in literacy and numeracy.
- Identify students at risk of falling behind.
- Help inform targeted teaching and intervention strategies.
- Include links to teaching strategies available in Scout.
- Map student achievement to the National Literacy and Numeracy Learning Progressions in PLAN2.
- Supplement existing school practices.
- Help tailor teaching more specifically to individual student needs.

7. POLICY REVIEW AND APPROVAL

Policy last reviewed	5.12.24
Reviewed by	WCS School Staff
Next scheduled review date	5.12.26