



# Williamstown High School Literacy Policy

## 1. Rationale

The Victorian Government's Literacy and Numeracy Strategy aims to lift student outcomes across the state as part of the Framework for Improving Student Outcomes (FISO). As such, Williamstown High School (WHS) has renewed focus on identifying and implementing strategies to improve the teaching and learning of literacy at our school with the aim of improving student success.

At WHS all staff work in an environment where the teaching of literacy is a shared responsibility, and are committed to ensuring that students experience explicit literacy teaching in all classes. By equipping students with high level literacy skills we are empowering their learning in all areas and fostering an ability to use agency and voice in the school context and beyond.

## 2. Purpose

This policy will outline the ways in which WHS is supporting the teaching and learning of literacy in Years 7-12.

## 3. Implementation

All staff at WHS share responsibility for explicitly teaching literacy skills and promoting literacy in their subject areas. All staff are provided with ongoing professional learning to build their capacity in using universal literacy strategies, and as a result adapt classwork and assessment tasks to meet the specific literacy needs of their students.

Formal testing of student's literacy skills will provide data to teachers which when triangulated, will inform decisions around formal literacy intervention and extension, as well as differentiation and modification of classwork and resources across subject areas. This data will be shared with students and parents to better understand and support the literacy needs of students, report progress, and assist goal setting.

WHS will liaise and collaborate with our community partners, feeder schools and neighbouring schools to continually improve our literacy practice, strengthen transition and build new professional relationships.

## 4. Specific procedures

### Data Collection

All students in Years 7-10 will participate in formal diagnostic testing. These results will be triangulated with NAPLAN data, as well as other formal assessment data to understand and track student progress and needs. This data will be shared with students and parents, and used to inform targeted teaching.

### Literacy Individual Learning Plans (ILP's)

Students who are more than two years behind in their reading, writing and/or speaking and listening skills will have a literacy individual learning plan developed initially for them by their English teacher and built upon by other subject teachers. This ILP outlines their areas of need and tracks their progress throughout the year. This document is used by all subject teachers so the student is provided with appropriate and supportive work.

### **Interventions**

A literacy intervention teacher will work with groups of students to intervene in their literacy learning. They will participate in formal literacy classes that aim to address their individual areas of need. These students are selected through data collection and consultation with staff.

### **5. Evaluation and review**

This policy will be monitored by the Literacy Leader, the English curriculum team and the Principal team.

The Literacy Policy is monitored and reviewed every three years.

### **6. Definitions & references**

Literacy is defined as students' ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in the workplace and community. Texts include media texts, everyday texts and workplace texts from increasingly complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language, including the language of schooling and academic study. Students learn to adapt language to meet the demands of more general or more specialised purposes, audiences and contexts. They learn about the different ways in which knowledge and opinion are represented and developed in texts, and about how more or less abstraction and complexity can be shown through language and through multimodal representations. This means that print and digital contexts are included, and that listening, viewing, reading, speaking, writing and creating are all developed systematically and concurrently. (VCAA, 2017).

VCAA. (2017). Definition of Literacy. Retrieved from:

<https://www.vcaa.vic.edu.au/foundation10/Pages/viccurriculum/literacy/intro.aspx>

### **7. Consultative process**

The whole school English team and the Principal team were consulted in the creation of this policy by providing feedback on the existing policy and a draft of the new policy. Bayview Campus Principal tabled draft of policy to Edpol during Term 4, 2019.

### **Ratification:**

This policy was ratified by school council on 29 October 2019