



Related Policies

CECG Assessment
CECG Homework
CECG Reporting Accountabilities
CECG School Review and Development Program
SFX Assessment
SFX Curriculum
SFX Numeracy

Purpose

This policy articulates the role of all teachers in the continuous literacy development of students and provides a framework for the planning, implementation and evaluation of effective literacy policies and practices.

Policy

The Catholic Education Office requires each Archdiocesan school to develop Agreed Practices in Literacy that meet National and State/Territory Government requirements and are informed by:

- Archdiocesan policies
- The Melbourne Declaration on Educational Goals for Young Australians
- The Australian Curriculum
- Compliance requirements of the ACT Education Act (2004) or the NSW Education Act 1990.

Agreed Practices in Literacy are to be recorded in the school core Curriculum Document.

Teachers in Archdiocesan Catholic schools develop students' literacy skills and understanding through targeted and contemporary teaching and learning. St Francis Xavier College's agreed practice in Literacy is contained in the Teaching and Learning Procedure manual.

Definitions

The Australian Curriculum makes the following statements regarding Literacy.

Literacy

Is the skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts. 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. Success in any learning area depends on being able to use the significant, identifiable and distinctive literacy that is important for learning and representative of the content of that learning area.

Literate

Becoming literate is not simply about knowledge and skills. Certain behaviours and dispositions assist students to become effective learners who are confident and motivated to use their literacy skills.

They include students managing their own learning to be self-sufficient; working harmoniously with others, - being open to ideas, opinions and texts from and about diverse cultures; returning to tasks to improve and enhance their work; and being prepared to question the meanings and assumptions in texts. As students become Literate, they develop and apply Literacy through:

- Text knowledge
- Grammar knowledge
- Word knowledge



- Visual knowledge.

Procedures

Teachers will develop the literacy of students by using skills, concepts and processes across the curriculum. Careful consideration of literacy embedded across the curriculum enhances students' understanding of the content

Teaching and Learning programs are developed using the Australian Curriculum general capabilities, AITSL teaching standards and Tactical Teaching strategies to inform their Literacy teaching practises.

The College applies whole 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.

The College develops a whole school Annual Literacy Plan which is embedded in the school Strategic and Annual Management Plans.

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

Guidelines

Further details procedures and processes regarding Literacy are in the **SFX Teaching and Learning Procedure Manual**.

Information

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