Alexandria Park Community School
Literacy Policy
2011-2013

Rationale

Literacy is Talking and Listening, Reading and Writing. It is central to students’ intellectual social and emotional development and has an essential role in all key learning areas, and empowers the individual for success in life. Competence in English will enable students to learn about the role of language in their own lives, and in their own and other cultures. They then will be able to communicate their thoughts and feelings, to participate in society, to make informed decisions about personal and social issues, to analyse information and viewpoints, to use their imaginations and to think about the influence of culture on the meanings made with language (English K-6 syllabus).

Organisation of Literacy in School:

We recognise the importance of links between speaking, listening, reading and writing and take care to provide opportunities for the students to experience each aspect in order to enhance their learning. Whenever possible, we link the skills learned during literacy lessons to other areas of the curriculum

Literacy skills occur across all K.L.A.’s through:

- Literacy morning in each primary class
- D.E.A.R. each morning in high school
- student assembly presentations,
- sports reports,
- drama productions,
- SRC
- debating club
- journalist club
- foyer displays
- ICT

These skills will be supported by:

- Reading recovery teacher
- STLA
- Learning centre on both campuses
- E.S.L.
- LOTE
- Speech pathologist
- Community mentors
- District personnel support
And

- Regular focus/blitz activities throughout the year based on needs identified from data
- Continuous assessment and data analysis practices that are used to inform teaching and professional development
- All staff trained in scaffolding techniques and utilising these skills in the classroom as appropriate
- Regular staff discussions about literacy
- Analysis of BST and ELLA data to inform teaching practices and identify students who need additional support
- Use of the applied learning centre model in K-4

Entitlement to the Literacy Curriculum:

All students are to have access to the Literacy curriculum regardless of gender, race, cultural background or any physical or sensory disability. It is understood that, in order to implement this policy of inclusion, certain issues must be addressed, namely: learning objectives, teaching and learning styles and how access will be provided.

Assessments e.g. class assessments, BST, ELLA, SNAP, School Certificate and HSC can be used as a resource to support planning for students who are working well below age-related expectations.

(Acknowledgement to Sherbourne Public School Literacy Policy)