



LITERACY POLICY

A Melba College we value:

- Excellence and creativity in our achievements and ambitions
- Integrity and honesty in our actions and relationships
- Diversity in our curriculum, in each other and in our community
- Strong and open communication between our school and our homes, and between our teachers, our students and our families
- A commitment to social justice and a passion to protect and improve our environment and our community

RATIONALE

Effective literacy skills underpin all learning. At Melba College we are committed to ensuring that all students develop the skills necessary both to achieve academic success and to equip them for lifelong learning that will enable them to fully participate in society. The whole school community is involved in creating an environment where literacy is explicitly addressed and valued. Each discipline has its own specialised language and texts and so all teachers need to teach the reading, writing, viewing, speaking and listening demands of their content area. The English program has a particular, but not exclusive, role in developing literacy which is every teacher's responsibility.

This policy is being developed to support improved Literacy and Numeracy outcomes across the college. If we share a commitment to teaching the Literacy and Numeracy skills which underpin all learning and implement this consistently across all classrooms, then student learning will improve. In order to do this, we need to have common understandings about Literacy and Numeracy development, clear definitions of what the most effective Literacy and Numeracy strategies are and agreed processes for identifying the skills that need developing as well as tracking the level of improvement.

DEFINITIONS

Literacy is 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 (Victorian Curriculum and Assessment Authority, 2017).

Numeracy is the knowledge, skills, behaviours and dispositions that students need in order to use mathematics in a wide range of situations. It involves recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully. Number, measurement and geometry, statistics and probability are common aspects of most people’s mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people’s understanding of the natural and human worlds, and the interaction between them. Students are exposed to increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently. There is now also good evidence that other areas of development—such as resilience and perseverance—support achievement in numeracy as well (VCAA, 2017).

Melba College’s beliefs about the importance of teaching Literacy and Numeracy skills explicitly are under-pinned by DET policy and the Framework for Improving Student Outcomes (FISO) Improvement Model and Improvement Strategy as well as the initiatives outlined in the Melba College Strategic Plan and Annual Implementation Plans (AIPs).

Literacy and Numeracy Teaching and Learning Strategy is based on the idea that while it is the **work that teachers do with their students** that is so important for improving every student’s literacy and numeracy, we all have different roles and responsibilities at each level of the education system. We all **share responsibility** for making this aspiration a reality: students, parents and carers, teachers, school leaders, regional and central office leaders. It requires a shared focus that aligns each layer of the system—central office leaders working with regional staff, who are working with school leaders, who are supporting teachers in their daily practice and engaging parents and carers as partners in their child’s learning.

At Melba College we believe that:

Every teacher is a teacher of Literacy and Numeracy

- All subjects have specific vocabulary and text conventions that need to be specifically taught by subject teachers. All teachers need to reinforce comprehension strategies.

Students need to have their learning differentiated and supported

- Classroom discussion and teacher modelling is needed to build vocabulary and to show students how to take the concepts studied in class and express them clearly in written form.
- The Gradual Release of Responsibility lesson structure supports students to progressively take on greater responsibility for their learning by first providing direct teacher instruction and modelling, then supported practice both in small groups and through conferring before providing opportunities for individual practice to consolidate skills.
- Time for independent reading will be provided within the curriculum in years 7 to 9 to supplement reading done at home. Teacher knowledge is essential
- Professional learning needs to be provided to develop a common language and build teacher knowledge.

Student learning needs will be identified and acted upon

- Student progress in acquiring skills will be tracked and acted upon to ensure that all students continue to develop skills to their potential.

- Literacy and Numeracy intervention is most effective when direct instruction of strategies is embedded in the regular curriculum and supported in all learning areas rather than one-off out of classroom experiences.
- While student diversity is best accommodated by differentiating the instruction within the classroom, there are case-specific exceptions where additional interventions will be required, both inside and outside the program to address identified learning needs.

Effective instruction requires systematic monitoring and use of assessment data

- Formative assessment is the foundation for supporting Literacy and Numeracy learning through matching teaching strategies to individual student needs during curriculum planning.
- Effective instruction requires systematic monitoring of student learning and use of this data to adjust learning and track progress.

IMPLEMENTATION

Literacy and Numeracy is a whole school priority and will be supported and resourced by providing adequate funding, professional development and given status within the leadership team.

a. Curriculum provision and documentation reflects effective instruction as outlined in this policy

Students will make the greatest progress where teaching is consistently delivered across classrooms and all subject areas plan to address the specific literacy demands of their content area. The College Course Accreditation process will ensure that Curriculum Area Teams (CATs) specifically address the literacy demands of their content areas. Allocation of curriculum time for skill development is a key element in allowing students to build and consolidate skills. English and Maths classes will be allocated a minimum of 5 periods per week at Years 7 to 9. Of this time, at least the equivalent of one period per week will be allocated to an independent reading or numeracy comprehension program where students are actively guided in their reading development by the class English teacher or numeracy literacy by the Maths teacher. This will include regularly monitoring student progress through conferences and diagnostic assessment according to the college assessment schedule.

b. Development of a Literacy Plan and a Numeracy Plan.

A Literacy plan and Numeracy plan will be developed from the goals in the School Strategic Plan. This document will focus on a strategic range of effective literacy strategies to meet the specified targets. Definitions of strategies will be documented to build understandings.

c. Identifying and tracking student progress

A Diagnostic Assessment Schedule will be developed to ensure that student literacy learning needs are identified and that progress is tracked to allow targeted teaching to address student learning needs. A range of general and individual learning plans will be developed to ensure that each student's literacy needs are being explicitly addressed.

d. Professional learning at whole school and campus level as well as through coaching of small groups and individuals

Systematic professional learning will be delivered both at a whole school level and to teams and individuals through coaching sessions. Priorities for professional learning will be identified through the college's whole school plan and further refined in the College Literacy Plan in order to have a focused approach which allows teachers the

chance to consolidate and fully implement new learnings. The goal of all professional learning is to see changed practices evident in classrooms consistently across the college.

e. Professional dialogue about practice through Professional learning Teams (PLTs), including Curriculum Area Teams (CATS)

Opportunities need to occur for professional dialogue about the learning needs of specific students and strategies which can help to address these needs. This will occur through CAT meetings based on information collected through the diagnostic assessment schedule as well as through other PLTs formed for this purpose.

f. Develop a Literacy and Numeracy culture

Opportunities for independent reading and numeracy tasks will be created within class time. The English and Maths programs at Years 7 to 9 will devote at least one period a week of class time for independent reading practise or numeracy tasks during which reading or numeracy skills are explicitly taught. All subject areas have a responsibility to promote wider reading around their subject area and to reinforce numeracy comprehension strategies. The Campus Library will play a particular role in promoting a reading and numeracy culture across Melba College.

ROLES AND RESPONSIBILITIES

Literacy and Numeracy Specialist

Literacy and Numeracy Specialists are responsible for supporting teachers to change their practice and implement effective literacy and numeracy procedures by working with teachers and their students in classrooms. The role of the specialist coaches is to support teachers to work more effectively to address the learning needs of their students, not to directly support individual students. Literacy and Numeracy specialists will work with teachers to review how they address the literacy and numeracy demands in their curriculum units and use a coaching cycle to conduct substantive discussions with teachers to identify areas to work on, model lessons and observe teachers practising literacy strategies and then de-brief after the lesson to reflect on the learning.

The Literacy Specialist Leader

The Literacy Leader is responsible for:

- Managing the Literacy Program across the college
- Developing a coaching model to support teachers effectively implement literacy strategies in the classroom
- Developing a support program for students with additional literacy needs
- Managing the collection, use and distribution of literacy data and developing protocols for the use of this data
- Coordinating the analysis of literacy diagnostic assessment for the whole school, year, class and individual levels
- Establishing and resourcing classrooms that support literacy
- Developing a Literacy Coaching program
- Organising Professional Learning sessions for all staff to develop consistent literacy practices

The Numeracy Leader

The Numeracy Leader is responsible for:

- Managing the Numeracy Program across the college
- Developing a coaching model to support teachers effectively implement numeracy strategies in the classroom
- Developing a support program for students with additional literacy needs
- Managing the collection, use and distribution of numeracy data and developing protocols for the use of this data
- Coordinating the analysis of numeracy diagnostic assessment for the whole school, year, class and individual levels
- Establishing and resourcing classrooms that support numeracy
- Developing a Numeracy Coaching program
- Organising Professional Learning sessions for all staff to develop consistent numeracy practices

Curriculum Domain Leaders

Curriculum Domain Leaders (CDLs) are responsible for identifying the literacy and numeracy demands of their subject areas and helping class teachers to plan to address this through the curriculum. This involves working with the literacy support team and numeracy support to identify these expectations and implement effective classroom strategies. CD leaders, with the support of the Literacy Leader and Numeracy Leader will analyse the college literacy and numeracy data to identify trends in student skill development. They coordinate the development of curriculum units for a whole year level and additions and modifications to curriculum units for groups of students that target the literacy and numeracy gaps and misunderstandings of students in their CD areas. Classroom teachers

Literacy and Numeracy learning are inextricably linked. All teachers have a responsibility to teach literacy and numeracy and to also support the literacy and numeracy development of students. Continued literacy and numeracy development occurs when:

- Teachers model and explicitly explain the tasks and the literacy components alongside the content they are teaching.
- Student learning is differentiated to achieve success and are provided with feedback to improve all their skills including literacy.
- Students are given frequent opportunities to practise and develop their literacy knowledge and skills.
- Formative assessment of both a formal and informal nature is used across all content areas to give students feedback on their growth in literacy skills as well as content knowledge. Assessment rubrics for tasks that involve students expressing ideas and solving problem tasks should address relevant aspects of expression as well as other course specific learning objectives.

Parents

Partnerships that link the home, the school and the community are important to improving literacy and numeracy. Parents can support the literacy and numeracy development of their children by taking an interest in their reading and discussing their current reading; taking part in their numeracy tasks and discussing current numeracy activities. Parents can enhance this partnership by maintaining liaison with the school and teachers to be aware of the progress being made and to raise concerns about the current learning rate of their child.

Students

Students learn most effectively when they play an active role in their own learning. Students should set goals to improve their skills based on feedback from diagnostic testing and class results. Regular reading and numeracy problem solving significantly improves student performance across all their learning. Students will be provided opportunities to read widely at school and are expected to read for at least 30 minutes per night in line with the College Homework Policy. Students should also focus on numeracy extension and are expected to numeracy problem solve for at least 30 minutes per night in line with the College Homework Policy.

SPECIFIC PROCEDURES

Identifying student needs and tracking progress

All students in Years 7 to 10 will be tested during the year using a variety of formal diagnostic literacy and numeracy tools, including PAT reading and On Demand. These results will be triangulated with the NAPLAN data and with observed data from teacher reading conferences by the English teachers.

Data will be made available electronically for easy access. Teachers will have an opportunity in Curriculum Area Team (CAT) meetings and Professional Learning Teams (PLTs) to consider the students in their classes and plan for addressing their needs.

This data will be analysed by the Literacy Leader to identify students with significant learning needs. According to the results, student needs will be addressed through either a Year Level, Group or Individual Learning Plan.

Year level plans

All SATS will be provided with an analysis of the learning needs of the cohort based on earlier NAPLAN testing and current diagnostic assessments in the form of skills that need to be addressed. This will be used to identify general skills that should be addressed through the curriculum. Improvement will be tracked at a whole school level.

Group plans

A list of students who are between 1 and 2 years behind or more than one year ahead in their literacy development will be compiled at the start of each year that details the specific areas of comprehension that these students struggle with or at which they excel. This will be distributed to class teachers to ensure that their planning uses a range of approaches and texts of suitable levels that will accommodate the learning needs of these students. CAT leaders will be supported to lead discussions about the teaching approaches that will facilitate this.

Individual plans

Students who are greater than 2 years behind or above the expected achievement in literacy will have an individual learning plan developed in line with the AEN policy framework. Individual teachers will be supported to develop and implement strategies that scaffold the learning of these students.

Interventions

Individual literacy learning plans and additional support will be provided for all students two or more years below or above the expected AUS VELs level. In ordinary cases, the development of students is best met within the mainstream classroom. Where a group of students is well below expected level, and where there is a compelling case that it is in the balance of their overall interests, a withdrawal program may be organised. This will be done in a way that does not reduce student access to future

pathways by withdrawing them from subjects where they intend further study. A systematic program will be developed and documented.

Coaching support

Melba College will make provision for a team of literacy coaches to be employed each year. These coaches will work with both English teachers and across the curriculum to embed effective literacy practices.

The specific process for identifying needs and tracking progress is set out in the flowchart on the following page:

LINKS AND APPENDICES (including processes related to this policy)

- Related policies**
- Related legislation**
- Department resources**
- Other resources**
- Melba College Policies**

EVALUATION

This policy will be reviewed annually or more often if necessary if there are changes in regulations, local circumstances or as a result of knowledge gained from rehearsal of the plan.

Policy Reviewed by School Council	Person Responsible for Policy	Next School Council Review
2020	Assistant Principal Compliance	2023

Tracking and monitoring student literacy and numeracy progress

