



RANDWICK BOYS' HIGH SCHOOL LITERACY POLICY

Writing Date: November 2008
Implementation Date: January 2009

Preamble:

The development, implementation and ongoing evaluation of teaching Literacy programs that explicitly teach literacy is the responsibility of all Key Learning Areas and all staff members.

The successful evaluation of this policy will be measured by improvement of student literacy from Year 7 to 12.

NAPLAN, School Certificate and Higher School Certificate data and teachers' professional judgement, as well as school based assessment tasks and tasks completed in class will be used to identify areas of need in student literacy.

This policy addresses the dimensions of pedagogy outlined in the *Quality teaching in NSW public schools* document. Pedagogy refers to:

- Promoting high levels of intellectual quality (higher order thinking skills),
- Promoting a quality learning environment,
- Making explicit to students, the significance of their work (Quality teaching in NSW public schools).

Policy:

This policy determines how Randwick Boys' High School will ensure that students' literacy is at the core of all teaching and learning in the school.

Purpose:

The purpose of this policy is to make clear to all stakeholders the ways in which Randwick Boys' High School will:

- Program teaching with a focus on improving students' literacy,
- Explicitly teach literacy in all subject areas,
- Explicitly assess students' literacy in formal and informal assessment tasks,
- Report on students' literacy
- Support teachers in the professional learning in relation to literacy and the teaching of literacy.

Policy Procedures:

Composition of the Literacy Team:

- The School's Literacy Team will be led by one of the Deputy Principals or another Executive Member who has demonstrated interest and capacity in improving student literacy.
- The Literacy Team will have a representative from each faculty. The team will meet on a regular basis and improve the literacy plan as needed to ensure each student achieves to his potential. The literacy team, along with the Executive, should analyse NAPLAN results, School Certificate and Higher School Certificate results.

- The literacy team should liaise with the school executive to enhance the important role the team plays in improving literacy across the school

Teaching, Learning and Reporting:

- The teaching, assessing and reporting of literacy is a whole school responsibility. Each faculty must identify literacy based outcomes for each syllabus stage and respond with explicit teaching, assessing and reporting. These outcomes will be included in the faculty program for each stage along with course descriptors (as stated in each syllabus).
- Sustained, meaningful writing tasks will be regular outcomes in each unit of work being taught at the school. Head Teachers will need to plan their programs and ensure sustained writing is being completed in their faculties. Examples for each program can become part of the TARS process each semester.
- All faculty assessment tasks will contain identifiable literacy outcomes. These outcomes will be included in the marking criteria and in feedback given to students.
- Each semester report for each faculty will include a literacy based outcome.

The Use of Data:

- External data will be used to track individual students as well as cohorts from NAPLAN to the School Certificate to the Higher School Certificate.
- Results in NAPLAN, School Certificate and HSC will be used to determine the literacy needs of students each year. The Learning Support Team and in particular the Support Teacher, Learning, will be responsible for preparing an overview on student performance for the Executive.
- To ensure the implementation of literacy focuses, faculty registration will show how literacy focuses are being taught in each faculty.

Teaching Text types:

- At the beginning of each year, faculties will review which text types they are teaching in each stage. This will be discussed at executive meetings to ensure all text types are covered and no text type is being taught more at the expense of another. Faculty information regarding text types that will be taught during each unit, will be issued to students at the beginning of each unit of work.
- Where possible, visual stimulus promoting text types should be visible in classrooms and other places in the school. Faculties may apply to the Finance Committee for additional funding to Faculty Budgets to purchase relevant material.
- The literacy team will highlight a particular text type each fortnight and examples will be included in the newsletter each week. This 'saturation' will enable students to keep text types at the forefront of their learning

Teacher Professional Learning and Support:

- Development of staff expertise in the teaching of literacy will be a priority for the school. This will be reflected in the school plan, annual school report and Professional learning budget
- Programming time should be allocated within each faculty to ensure that literacy is evident in each unit of work, every assessment task and is included in every student report.
- Teacher Professional Learning Funds may be sought where faculties seek to undertake large planning or programming tasks in relation to literacy, consistent with school priorities. Such applications should be made to the Deputy Principal responsible for TPL.