



---

## LITERACY AND NUMERACY POLICY

---

### PREAMBLE

Literacy and numeracy skills are a means of empowering our students to live their lives in a dignified and authentic manner in accordance with the ethos of St Patrick's College.

Through the development of literacy and numeracy skills, it is anticipated that each student will be enabled to live a life of faith, commitment and compassion. Literacy and numeracy will empower our students and as such are perceived to be of vital significance in the context of Catholic education.

We aim to develop a literacy and numeracy culture within St Patrick's College where the whole College community assumes responsibility for the teaching of literacy and numeracy and values the empowerment that enhanced literacy and numeracy skills bring to our students. The teaching of literacy and numeracy is an integral part of each teacher's responsibilities in all subjects.

The acquisition of literacy and numeracy skills must be perceived as making a vital contribution to students' understanding of subject content. The strategies adopted to strengthen literacy and numeracy standards are those which best allow students to engage with the subject content.

### DEFINITION OF LITERACY

Literacy is a wide ranging term which cannot be encapsulated fully within a single statement. Clearly, literacy is a means of cultivating each student's language capabilities to her potential. Through the development of literacy skills, we at St Patrick's College hope to provide our students with the:

- Ability to communicate through speaking, listening and writing.
- Ability to use the most appropriate text type when engaging in written work.
- Ability to receive, process and interpret information.
- Skills to locate information from a variety of sources, including written texts, visual texts, electronic media and information technology.
- Ability to follow oral instructions.
- Ability to express thoughts and ideas in a coherent and confident manner.
- Ability to function independently within a range of situations.

### Australian Curriculum, Assessment and Reporting Authority (ACARA), 2011

In the Australian Curriculum students become literate as they develop the skills to learn and communicate confidently at school and to become effective individuals, community members, workers and citizens.

These skills include listening, reading and viewing, writing, speaking and creating print, visual and digital materials accurately and purposefully within and across all learning areas.



## DEFINITION OF NUMERACY

Numeracy (mathematical literacy) refers to the individual's ability to use mathematical ideas efficiently to make sense of the world. It makes use of number and spatial sense, combined with critical mathematical thinking involving measurement, chance and data.

To be numerate is to use mathematics effectively to meet the general demands of life at home, in paid work and for participation in community and civil life.

A numerate individual is one who has the ability to interpret, apply and communicate mathematical information in commonly encountered situations to enable full, critical and effective participation in everyday life (Catholic Education Office, Diocese of Wollongong, Numeracy Policy, 2001).

## RATIONALE

St Patrick's College Literacy and Numeracy Policy aims to:

- Raise and develop the verbal, non-verbal and written communications skills of all students.
- Expand and continue an integrated whole school approach to literacy and numeracy across all KLAs.
- Foster higher expectations of literacy and numeracy levels for all students.
- Provide support to students of differing abilities within a whole school approach to literacy and numeracy.
- Utilise information available from external assessments in order to provide a focus for all staff to continue building on the literacy and numeracy skills that students have acquired. These sources may include:
  - Primary school NAPLAN results
  - Best Start Year 7
  - Year 7 and 9 NAPLAN results
  - Record of School Achievement results
  - HSC minimum standards testing
  - External competitions
  - PISA (Program for International Student Assessment)
  - TIMSS (Trends in International Mathematics and Science Study)
- Use resources available to build and track literacy and numeracy skills including but not limited to:
  - Word flyers
  - Smarter Maths
  - Canvas – Literacy/Numeracy/Library pages
  - Enhanced learning
- Develop intervention strategies to ensure literacy and numeracy levels are raised.
- Ensure that all students' needs are catered for through differentiated tasks using Understanding by Design principles.



## **PRINCIPLES**

The following principles guide the enhancement of literacy and numeracy outcomes for all students at St Patrick's College:

- All teachers have a professional responsibility to strive to improve literacy and numeracy outcomes for all students within a whole school and cross-curricular approach.
- All students should be capable of utilising the information skills of defining, locating, organising, selecting, presenting and evaluating.
- A broad range of program options are available to enhance literacy and numeracy outcomes. These include curriculum practices that respond to identified learning needs and support the delivery of inclusive curriculum offerings.
- Data of student progress is used to inform change in curriculum design and teaching practice.
- Literacy and numeracy outcomes are enhanced if students make connections to the real world within a framework of planned learning experiences.
- Identification of barriers to learning and the pursuit of strategies to overcome these barriers.

## **PROCEDURES**

In order to deliver individualised support in an inclusive environment to improve literacy and numeracy outcomes of all students:

- Teachers must be familiar with the different learning needs of students and cater for the range of abilities within differentiated teaching programs.
- Teachers must commence each lesson with clear and concise learning intentions.
- Teachers have access to PD in effective literacy and numeracy strategies.
- Teachers have access to and utilise data to inform student growth in literacy and numeracy achievements.
- Faculties collaborate in mapping of literacy and numeracy skills across KLAs from Years 7-12.
- Teachers must clearly define set tasks and assist students by interpreting and explaining desired outcomes.
- Teachers provide a range of resources to cater for the varied learning styles and abilities of students.
- Teachers are supported by the Librarian.
- Explore and develop inclusion in schemes such as the Premier's Reading Challenge, the Principal's Reading Challenge and other ways of introducing students to a wider range of literature.
- Provision of scaffolded resources and KLA specific examples made available to students and staff.
- Each KLA will have embedded specific literacy and numeracy strategies in all programs for Years 7-12.