The Role of Students is to:

- Communicate with their families and teachers as users of contemporary and traditional literacy practices
- Actively participate in developing their love of literacy learning
- Reflect and evaluate their progress and growth as literacy learners

References

Melbourne Declaration
SACCS Literacy Strategy
Australian Curriculum
SACE Board
CC Learning Dream

Implementation date: January 2011
Review date: January 2013
Rationale for a Literacy Policy

This policy provides a statement on what literacy at Caritas College involves and the implications for the work of students, staff, leaders and the wider community.

The policy is intended to be used by staff and leaders to define their work and the nature of their roles within the school. It will also inform whole strategies and management of resources.

For the purposes of this policy literacy may be defined as:

Literacy is the flexible and sustainable mastery of a repertoire of practices with the texts of traditional and new communications technologies via spoken language, print and multimedia.

SACCS Literacy Strategy Review Report June 2005

‘… literacy is broadly defined as the ability to understand, analyse, critically respond to, and create spoken, written, and visual communications, and use information and communication technologies in different contexts.’

SACE Board of SA Literacy Policy Jan 2009

‘Growing a repertoire of English usage … the ability to understand and produce the English language accurately, fluently, creatively, critically, confidently, and effectively in a range of modes, and digital and print settings, in texts designed for a range of purposes and audiences.

ACARA – Australian Curriculum English 2010

The teaching and learning dream for students, families and staff at Caritas College is to:

● Lead each learner to realise their full potential by developing a love of learning and moving into wholeness in the spiritual, intellectual, social, physical, emotional and moral domains (Catholic Education SA Strategic Plan 2010-2014)
● Engage, influence and serve educational partners to achieve the best learning outcomes for young people (CESA Strategic Plan 2010-2014)
● Respect diversity as a norm, including linguistic diversity in a range of contexts, for a range of purposes, and in forming diverse identities
● Enable access for young people to reach their potential
● Transform minds and hearts so that the created world is made new again; Empower young people to design their social futures through literacy development; social justice for disadvantaged
● Celebrate the gifts of wisdom, creativity, innovation, hard work and inclusivity

Context for education at Caritas College in the Josephite tradition:

● Excellent education that resonates with the ordinary circumstances of life
● Inclusive curriculum, accessible to each student, that allows for different learning styles and abilities, and which is available and responsive to the needs of the poor and disadvantaged
● Nurturing a learning dream with young people to discern and contribute to the world through the love and service of others in order to create socially just futures.

At Caritas College we prioritise literacy and numeracy as fundamentals of learning. We aim to engage all members of the school community in developing these fundamentals of learning.

The Role of the School Board is to:

● Be informed of all South Australian Commission for Catholic Schools and Caritas College policies in relation to Literacy.
● Monitor the implementation and review of policy relating to Literacy.

Role of the Principal is to:

● Ensure all staff at Caritas College understand and use:
  - SACCS Literacy Strategy
  - National Strategies for Literacy Education
  - Current best practice in literacy education
  - SACE Literacy Strategy
● Review and reform literacy practices regularly
● Develop, monitor and review this policy in accordance with equal opportunities legislation, the SACE Certificate, Australian Curriculum, and State and National reporting requirements
● Ensure that appropriate resources are available to implement this policy
● Work with parents in supporting students to meet accepted community standards of literacy practices
● Support the development of a whole school programme which promotes development of literacy curriculum, methodologies and resource allocation
● Develop a culture that is accountable, transparent, ethical and which fosters wellbeing in such areas as assessment, monitoring and the analysis and use of data (CESA Strategic Plan 2010-2014, 4.5)

The Role of Parents is to:

As first educators of children/young people, families have a significant role in the ongoing learning of their child. In partnership with the school, families:

● Become familiar with the Caritas College Literacy Policy
● Take up opportunities to become informed and to participate in strategies which support the implementation of the Literacy Policy
● Work effectively with teachers to review data to improve literacy outcomes for young people

The Role of Staff Members is to:

● Understand and use:
  - SACCS Literacy Strategy
  - National Strategies for Literacy Education
  - Current best practice in literacy education
  - SACE Literacy Strategy
● Actively participate in professional learning, in order to enhance student literacy
● Regularly monitor and review classroom practices with all stakeholders, in accordance with literacy definitions contained in the policy
● Engage with data analysis to help further inform teaching practices to support student improvement

The Role of the School Board is to:

● Monitor the implementation and review of policy relating to Literacy.

Role of the Principal is to:

● Ensure all staff at Caritas College understand and use:
  - SACCS Literacy Strategy
  - National Strategies for Literacy Education
  - Current best practice in literacy education
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● Review and reform literacy practices regularly
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