



ENGLISH POLICY

Rationale:

- Active and effective participation in Australian society depends on the ability to speak, listen, read, view and write with confidence, purpose and enjoyment. The study of English, and the broader concept of literacy, is about the appropriate and effective use of language, the use of language as a means of learning and the development of knowledge about language.

Aims:

The English program aims to develop in students:

- the ability to speak, listen, read, and write effectively with confidence, purpose and enjoyment
- a knowledge of the ways in which language varies according to context, purpose, audience and content, and the capacity to apply this knowledge
- a knowledge of the linguistic patterns used to construct different texts, and the capacity to apply this knowledge, especially in writing
- a broad knowledge of a range of texts and a capacity to relate this to aspects of contemporary society and personal experience
- the capacity to discuss and analyse texts and language critically
- a knowledge of the ways textual interpretation and understanding may vary according to cultural, social and personal differences, and the capacity to develop reasoned arguments about interpretation and meaning.

Implementation:

- The English domain is an essential component of the Discipline-based Learning Strand of the Victorian Essential Learning Standards.
- All students at our school will study a sequential English course based upon the learning focus statements contained within the Victorian Essential Learning Standards.
- All teachers are required to work with their respective communities to contribute to the development and implementation of a viable and effective English course for all students, and to implement student needs based lessons using agreed planning templates and lesson structures.
- Student's individual abilities must be monitored using formal measurements including English Online Interview (EOI) tests, running records etc, and learning opportunities must be provided that cater for the identified needs of each student.
- Student progress in all dimensions of English will be reported in half year and end of year academic reports, as well as be reported in the school's annual report.
- All students will have Reading and Writing goals which are shared with parents through communication books/diaries.
- Intervention will take place with students deemed 'at risk' within the classroom.

- Each term action plans will be developed based on literacy data collected for students deemed 'at risk' and those working above expected level. Individual Learning Plans will be shared with parents once they have been created by the teachers
- English study for each student will be not less than 10 hours per week, consisting a Reading and Writing Block and Independent Reading, time-tabled before lunch of each school day.
- English activities that reflect the topics being studied at school, and are appropriate to each child's ability, will form a regular component of each student's homework regime.
- A staff member will be allocated the responsibility for coordinating English across the school as well as implementing an English budget developed by staff and resourced by school council.
- All staff will be involved in Literacy Coaching throughout the year and coaching plan will be developed.
- PD will be developed for staff based on school and teachers needs.
- The Literacy assessment schedule must be adhered to and results shared across the community.
- The Principal Class team will take part in Instructional Literacy walks focusing on classroom environment, lesson structure and content of lessons on a termly basis.

Evaluation:

- This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in....

November 2016