



MacKillop College

Policy: Literacy and Numeracy

Introduction

As a Catholic school, MacKillop College provides a curriculum and learning environment underpinned by Gospel values that support our students to reach their potential. MacKillop College recognises Literacy and Numeracy are integral to students' ability to access all aspects of the curriculum, and to develop life-long learning.

Consistent with the Australian Curriculum (ACARA, 2010), MacKillop College recognises:

Literacy involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts ...

Consistent with The Australian Association of Mathematics Teachers (AAMT, 1997), MacKillop College recognises:

Numeracy is a fundamental component of learning, discourse and critique across all areas of the curriculum. It involves the disposition to use in context, a consideration of:

- *underpinning mathematical concepts and skills from across the discipline (numerical, spatial, graphical, statistical and algebraic);*
- *mathematical thinking and strategies;*
- *general thinking skills; and*
- *grounded appreciation of context.*

With these ideas in mind, MacKillop College views the development of Literacy and Numeracy to be the responsibility of all teachers and learners across all areas of the curriculum.

Principles

MacKillop College is committed to:

- Supporting staff in recognising the various Literacy and Numeracy demands within the curriculum
- Designing and implementing teaching and learning opportunities that allow all students to access the curriculum regardless of their Literacy and Numeracy capabilities
- Utilising assessment practices to identify the various Literacy and Numeracy capabilities of the students at the College
- Promoting Literacy and Numeracy as fundamental for life-long learning

Objectives

Literacy and Numeracy as a whole school priority, must be supported in the following ways:

- Through engagement with the capabilities, Literacy and Numeracy, provided for in the Australian Curriculum
- Through the continued and ongoing development of Literacy and Numeracy considerations in Unit Planners. This may be supported by students Progressive Achievement Test (PAT) data and the use of the PAT Teacher Resource Centre
- Through student, teacher and parent collaboration, to develop and document Individualised Learning Plans (ILPs) for learners requiring additional Literacy and Numeracy support
- Through ongoing Professional Learning in Literacy and Numeracy

Implementation

i) Principal commitment

The principal is responsible for ensuring that:

- the objectives of this policy are integrated into practice
- there is the provision of adequate teaching resources and professional learning
- Literacy and Numeracy leaders are suitably qualified

ii) Staff commitment

Staff are responsible for ensuring that:

- the principles of the policy are translated into practice in all areas of the curriculum
- Literacy and Numeracy ILPs are maintained

This policy works in conjunction with the following policies, procedures and guidelines

- Professional Learning policy
- Learning Diversity policy
- Julian Tenison Woods policy (Gifted and talented policy)
- Learning and Teaching policy

Rory Kennedy
(Principal)

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