1. Rationale

Effective literacy in English is an essential tool for achieving excellence in education and success in all facets of life.

Students from rural areas, low socio economic backgrounds and Aboriginal learners often have additional needs in this area which need to be addressed if these students are to fully participate in Australian society.

Narromine High School is a small rural high school with a significant Aboriginal enrolment. It is vital that the learning needs of these students be targeted as early as possible in their secondary schooling, to allow them the best chance of success in later years.

Literacy is a major school initiative under the National School Partnerships plan.

2. Definitions

a. Literacy

Literacy involves the integration of speaking, listening and critical thinking with reading, writing and increasingly, technology. Effective literacy is intrinsically purposeful, flexible and dynamic and continues to develop throughout an individual’s lifetime. It is used to develop knowledge and understanding, to achieve personal growth and to function effectively in our society.

Australia’s Language (1991:9)
Australian Language & Literacy Policy

3. General Principles of Literacy at Narromine High School

- Students need to feel confident about themselves and their use of language in order to achieve success in all KLAs
- Students need to have clearly articulated purpose for learning.
- Students require effective Standard Australian English models in Speaking, Listening, Reading and Writing in all KLAs
- The development of Literacy is a responsibility of the whole school community.
- Students learn differently, according to differing styles, intelligences and preferences.
- Students and staff require a common language to deal with the literacy demands of learning.
• Addressing the inequities in Literacy achievement of students is a matter of social justice, which must be addressed if students are to fully participate in Australian society.

4. Goals of Literacy Plan

In articulating the goals of the School Literacy play, Narromine High is guided by the NSW DET Literacy Policy K-12, the State Literacy Plan and ongoing analysis of NAPLAN data.

• To focus on consolidating and developing the Literacy skills of students in Stage 4, so that all students have a sound basis to meet the Literacy demands of Stages 5, 6 and life beyond school.
• To articulate and explicitly teach the literacy skills required for reading to learn, written tasks and all assessment tasks across all KLAs.
• To continue to reduce the difference in overall achievement between NHS and the State average in all areas of NAPLAN.
• To provide effective and targeted assistance to students most at risk and in need of Literacy support, as identified by NAPLAN and in school testing.
• To extend the Literacy skills of more able students.

5. Literacy and the KLAs General Principles

• The responsibility for secondary teachers is not necessarily to teach students how to read but rather to give students access to the language of subject content.
• Each subject area in the secondary school makes use of distinctive forms of discourse to frame its concept and relationships in discussing its context.
• A selection of literacy strategies is needed within a KLA to cater for all students.
• Teachers need to model literacy learning strategies to students.
• Listening and speaking should be integrated with reading and writing activities.

Planning an whole-school approach to literacy
NSW Department of School Education (1997; 53, 65)

To be reviewed May 2012