



# Literacy Support

## Policy

Policy review team members: Julie Purcell, Brett Bell, Kelli Bamberry, John Bothe, Jodie Prendergast, Sebastian Renato, Donna Wheatley, Jane Herring, Bev Harvey, Lisa Grgic

This policy was last ratified by School Council on 26/11/18

### Rationale:

Literacy support is designed to provide extra assistance to students to improve their reading and writing skills.

### Aims:

To ensure all students are adequately supported to assist them in progressing in their learning to read and write.

### Implementation:

Data analysis of students mid year and end of year progression points in reading and writing are initially used to establish the student cohort for targeted support.

Classroom teachers work in conjunction with the Literacy Support Teacher to develop Individual Learning Plans (ILPs) with specific goals for these students. Students attend individual or small group sessions 1-2 times per week as required.

Literacy support is available over a three day period working in a specialist room or within the student's classroom where needed.

#### Criteria for inclusion

1. Students are not funded in the Program for Students with a Disability (PSD), and not receiving support of a designated integration aide
2. Students are generally 12 months or more behind the expected level in reading and/or writing
3. Students identified or suspected of experiencing dyslexia are assisted/supported where required, depending on the degree of need.

#### Role of Literacy Support Teacher

The Literacy Support Teacher will:

1. Attend ILP meeting when requested
2. Provide regular feedback/advice/support to parents, teachers and specialist teachers. This may be in the form of testing, reports, discussion groups or meetings
3. Assist with appropriate equipment to be used with students such as CPens, Decodable readers and apps such as text to speak
4. Keep up to date with current literacy educational evidence based studies to enhance practice.

#### Reasons/Process for students exiting the Literacy Support Program

1. Students achieve their ILP goals resulting in them reaching the expected level of achievement
2. Students refuse to fully engage in the program
3. Conversation is had with classroom teacher and parents as to the successful achievement of goals.

### Evaluation:

This policy will be reviewed as part of MEPS two –year review cycle

School Council President: Kymberly Davidson

Signature:

Date: 26.11.18

