Identity Statement
To provide a school community that draws on the traditions of the Brigidine Order, that celebrates life, reaches out to others and actively cares for our world.

Vision Statements
- We are immersed in and challenged by the Gospel values of Jesus, which permeate every aspect of our school life.
- A strong sense of belonging and community is nurtured and extended into the faith community and the wider community.
- Quality teaching and learning experiences are operating in all areas of learning so that the potential of each person is developed and challenged.
- The rights and dignity of all members of the school community are recognised, acknowledged and developed and extended to the care of the world in which we live.

Mission Statements
Because we believe these we will:
- Provide an environment in which students are treated as individuals and are encouraged to develop a love of and interest in learning, a sense of wonder and a sense of her/his own worth.
- Develop an understanding that relationships are based on self-discipline, respect and love for others.
- Promote an atmosphere of joy and a sense of fun in students by celebrating achievements and various facets of their lives.
- Involve parents and other people in the wider community to work with teachers, to enrich, extend and support our learning experiences.
- Evaluate all areas of the curriculum systematically to ensure that the best possible programs, skills and resources are being provided.

Graduate Outcomes
We endeavour to create graduates who will:
- Have a dynamic faith
- Be committed to social justice
- Be environmentally aware
- Develop and sustain loving relationships
- Be life-long learners
- Realise their potential
- Be creative problem-solvers
- Be resilient, confident and independent
- Be respectful
- Have courage and integrity
- Be self-aware
- Enjoy their experiences

Basic Beliefs
We need to provide situations which:
- Provide challenge and opportunity
- Focus on identifying and solving intellectual and / or real word problems
- Closely resemble the ways that students will be expected to use their knowledge and skills in the real world
English Policy

- Give some choice over the specific questions they want to answer and how to present their new understandings.

AusVels

Planning documents will include standards from the dimensions of Reading, Writing, Speaking and Listening. Documents will outline the term plan as well as a yearly plan for each school level.

First Steps - Addressing Current Literacy Challenges (2nd Edition) – Year levels will use the First Steps documents for Reading, Writing, Listening and Speaking as their main support for English planning. Teachers will plot their students within the phases of First Steps and organise whole class, small group and individual activities to the phases the students are grouped in.

Supplementary resources:

THRASS – Teaching Handwriting, Reading and Spelling skills
A Sound Way - Phonological Awareness Program
Colourful Semantics – Sentence structure / Grammar Program
Reading Eggs / Reading Eggspress – Reading Program
Extension Program – Extension Program
Spelling Matters – Spelling program
Spelling Rules – Spelling Program
Victoria Modern Cursive – Handwriting program
7 Steps Writing – program outlining the writing process

Planning:

Classroom teachers will allow for approximately 10 hours per week of English sessions.

Yearly Plan – will include AusVELS and a summary of the text forms to be covered for the year, First Steps plans as well as the schools Throughline.

Term Planner – This will include AusVELS statements Major Teaching Emphasis (use of texts, contextual understanding, conventions and processes and strategies) Teaching and Learning experiences, resources and Assessment. Text forms to be covered during the term should also be stated.

Weekly Planner - Should include the following: Date, time, Major Teaching Emphasis (e.g. Conventions, Processes and Strategies), the focus of the lesson and a brief description of the activity – including whole class and small group within their appropriate phase, individual learning plans for students receiving extra assistance (include teacher’s Learning Support Officer timetable), relevant page references and resources, assessment and evaluation.

Teacher’s planning documents are reviewed by Principal / Deputy Principal

Support

- The intensive Literacy Support Dis –Star program is available for students in various year levels.
- Speech therapy – available for those students who meet the criteria
- Occupational Therapy Checks / programs for students with handwriting difficulties
- Colourful semantics / reading tools
English Policy

Evaluation and Assessment

- Australian Standardised Spelling test
- NAPLAN
- PROBE
- Dictation test
- Samples of student writing
- PM Benchmark reading levels
- Alpha Assess Reading Levels
- Pat-R
- Letter ID
- BURT
- High Frequency words
- Record of oral language
- Concepts about print

Protocols and Procedures

Record Keeping and Assessment:
Student’s individual abilities will be monitored by classroom teachers using the following formal and informal methods to guide teaching and to monitor progress over time:

- Running records
- Observation survey in Years Foundation and 1
- NAPLAN in years 3 and 5
- Teacher observations and anecdotal records
- Pat-R
- Record achievement to be kept by individual teachers
- Australian standardised spelling test
- PROBE
- Foundation entry auditory processing assessment
- Record of oral language
- MIOOW words
- Foundation oral language screening assessment

Reporting

Formal Parent / Teacher interview in Term one and Term three
Written mid year and end of year report
Informal communication with parents, as required.
English Policy

Communication to parents:

- Newsletter
- Email / Twitter / Facebook / Instagram
- Program Support Meetings

Ratification Date:

Principal Signature:__________________________________________________

Board Chair Signature:_____________________________________________