

# How do Victorian Secondary schools present 'literacy' in the 21st century and is this influenced by a school's socio-economic status\*?

A major cause of educational inequality within Australia is due to the restrictive practices of 'conventional literacy teaching' (reading & writing), resulting in 'educational lockout' for many disadvantaged students. This infographic explores how Victorian Secondary schools present their 'LITERACY' values.



LOW SES school websites



HIGH SES school websites



## CONVENTIONAL LITERACY:

A shift from 'literacy' to 'literacies' is evident across many schools but stronger on LOW SES school websites.

The prevalence of term 'literacy & numeracy' underscores the influence of standardised testing on 'literacy' perceptions.

This emphasis on traditional literacy (e.g. NAPLAN) appears to be stronger on HIGH SES school websites.



LOW SES schools are twice as likely (2.093% odds ratio) to explore 'alternative literacies' e.g. 'digital literacy' & 'financial literacy'.

Our acceptance of 'literacies' is supported by PISA\* assessments and the Victorian Curriculum.



## DIGITAL LITERACY:

'Digital literacy' poses a powerful challenge to conventional literacy ideologies as reflected on LOW but particularly HIGH SES school websites.

85% of ALL schools encouraged the use of 'digital technologies' to support literacy.

Digital literacy is subtly represented by a number of digital-related terms e.g. e-learning, technological literacy, multimodal learning.

59% of ALL schools currently impliment a 'digital technology program'.



The promotion of 'Digital literacy' is supported by political, economic and social factors.

HIGH SES schools are powered by greater levels of digital Discourse, most likely due to superior funding, resources and community influences.

\*Socio-economic Status: Measured by an ICSEA (Index of Community Socio-educational Advantage) Value as cited on the Victorian 'My School' website.

\*PISA: Programme for International Student Assessment

