



Selection of Appropriate Texts Guidelines

SOURCES OF AUTHORITY	
CEWA Policy	Education
Executive Directive	Curriculum, Assessment & Reporting

AIM

The Catholic school aims to help students integrate culture, faith and life. It values culture and fosters its critical transmission. Underlying its approach will be absolute values founded upon the teaching of Jesus Christ. Careful selection of texts is, therefore, important in the Catholic school.

DEFINITION

Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media.

Three essential principles underlie the selection of an appropriate text:

- The importance of context
- Assessing impact
- The classifiable elements

The classifiable elements may include areas of language, violence or themes. At all times the age appropriateness of a text is apparent when selecting material for class use (Including movie, film, visual text Australian film classification) and as such any issue arising will need to address one of these areas and its unsuitability to the age and year group of the child.

GUIDELINES

1. Texts are used to:
 - support and develop the desired outcomes of schooling;
 - address student diversities in culture, gender, special learning needs and socio-economic background;
 - provide students with learning experiences which access a wide range of knowledge, understandings and skills.
2. Texts enable students to:
 - develop their unique potential - physical, emotional, creative, spiritual, intellectual, moral and social;
 - develop a critical understanding of the diversity of beliefs and values found in society and in human experiences;
 - deepen their understanding of the values of Christ including absolute values such as the sacredness of human life and the dignity of the human person.
3. Some texts enable students, with assistance, to challenge dominant societal ideas, particularly stereotypes and undesirable models of human behaviour.
4. Texts dealing with controversial topics or challenging situations need to be selected with sensitivity to community expectations.
5. Texts containing gratuitous or extreme violence, or pornographic material, have no place in a Catholic school.

GUIDELINES

When identifying texts to be used to support the Learning & Teaching program, each individual teacher shall read, view and/or listen to the component that will be utilised with students. The teacher should obtain information from other professionals or networks about the suitability of identified materials to support their selection of the relevant texts.

Viewing Texts - Primary Campus

For viewing texts, a general guideline is that G (General) rated films are suitable for primary students. G rated content is very mild in impact. The G classification is suitable for everyone. G products may contain classifiable elements such as language and themes that are very mild in impact.

There may be occasion to view text that has a PG (Parental Guidance) rating. Where viewing of PG rated materials needs to occur, permission must first be sought from the Head of Primary, with details of the related reasons that support the link to the curriculum through the teaching & learning program. If permission for the students to view part or all of the PG rated viewing text is granted, then parents must be informed via email, at least one week prior to the viewing of the text, enabling an adequate return time. If permission is not given from parents for individual students, alternate arrangements must be made by the classroom teacher for that child so that they will be unable to see or hear the viewing text. If the viewing text is integral to the teaching, learning and assessment program, an attempt must be made to source an alternate text and that student, or students will have the opportunity to display understanding of the relevant content descriptions.

Viewing Texts - Secondary Campus

In Years 7-10, there is often a requirement to study texts that require higher level thinking and topics with deeper meaning and context beyond that of a primary school student. It is deemed appropriate that materials of a G, or PG rating are suitable for secondary (Years 7-10) students, but there may be occasion to view text that has an M (Mature) rating. The content is moderate in impact. Films and computer games classified M (Mature) contain content of a moderate impact and are recommended for teenagers aged 15 years and over.

Children under 15 may legally access this material. However, M classified films and computer games may include classifiable elements such as violence, language and nudity of moderate impact. Where viewing of M rated materials needs to occur in a secondary (Years 7-10) context, permission must first be sought from the Head of Secondary, with details of the related reasons that support the link to the curriculum through the teaching & learning program. If permission for the students to view part or all of the M rated viewing text is granted, then parents must be informed via email, at least one week prior to the viewing of the text, enabling an adequate return time. If permission is not given from parents for individual students, alternate arrangements must be made by the classroom teacher for that child so that they will be unable to see or hear the text. If the text is integral to the teaching, learning and assessment program, an attempt must be made to source an alternate text and that student, or students will have the opportunity to display understanding of the relevant content descriptions.

In senior secondary (Years 11 & 12), there is often a requirement to examine texts that require adult-like thinking and topics with deeper meaning, context of a global nature involving societal issues that are developmentally beyond that of a middle school student. It is deemed appropriate that materials of a G, PG, or M rating are suitable for senior secondary students, but there may be occasion to view text that has an MA 15+ (Mature Accompanied) rating.

MA 15+ classified material contains strong content and is legally restricted to persons 15 years and over. It may contain classifiable elements such as sex scenes and drug use that are strong in impact. Children under the age of 15 may not legally watch, buy or hire MA 15+ classified material unless they are in the company of a parent or adult with parent/guardian permission for that individual child.

Where viewing of MA 15+ rated materials needs to occur in a senior secondary (Years 11 & 12) context, permission must first be sought from the Head of Secondary, with details of the related reasons that support the link to the curriculum through the teaching & learning program. If permission for the students to view part or all of the MA 15+ rated viewing text is granted, then parents must be informed via email, at least one week

prior to the viewing of the text, enabling an adequate return time. If permission is not given from parents for individual students, alternate arrangements must be made by the classroom teacher for that child so that they will be unable to see or hear the text. If the text is integral to the teaching, learning and assessment program, an attempt must be made to source an alternate text and that student, or students will have the opportunity to display understanding of the relevant content descriptions.

It is important to note that at no time, materials or part-thereof that are R rated are appropriate for any student. The content is high in impact. R 18+ materials are legally restricted to adults (18 and older) and will be offensive even to sections of the adult community.

At no time are any other items are to be viewed with other ratings, these include other ratings used within the Australian Government Film and Media classification system and items obtained with international classification coding. Materials viewed are to have been purchased/legally downloaded and classified in Australia, as there are different methods for classifying and on occasion different edits that may change the status and therefore the appropriateness of the viewing text.

Primary & Secondary Campus - Written Texts

For written publications, the following guidelines exist. Most publications including magazines do not need classification and may be legally bought and read by children and therefore are suitable and available for use in the teaching and learning program. It is identified through the Literature strand in the *Australian Curriculum: English Foundation to Year 10* aims to engage students in the study of literary texts of personal, cultural, social and aesthetic value. These texts include some that are recognised as having enduring social and artistic value and some that attract contemporary attention. Texts are to be chosen because they are judged to have potential for enriching the lives of students and expanding the scope of their experience, and because they represent effective and interesting features of form and style.

The range of literary texts for study from Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Each year level description in the Western Australian Curriculum: English Foundation to Year 10, provides information about the nature of texts to be studied including appropriate types of texts and typical linguistic and structural features. Across the years of schooling, students will engage with literary texts in spoken, written and multimodal form, including digital texts, such as narratives, poetry, prose, plays and films that are appropriate for their specific schooling year.

As all written texts would have been read by the class teacher, if there is material that the teacher has identified that may be unsuitable for their students, this should be discussed with the Head of Primary/Secondary prior to the students reading the text. A determination by the Head of Primary/Secondary will then occur and be followed by the relevant teacher/Learning Area, which may include proceed as normal, proceed with a parent information note identifying the written text and outlining any potential issues, or requesting the teacher to obtain a different reading source.

Teachers and the school are best placed to make decisions about the selection of texts in their teaching and learning programs that address the content in the Australian Curriculum while also meeting the needs of the students in their classes.

Process for dealing with concerns with texts

The process for parents/guardians to deal with a concern that they may have with a particular text is to speak with the class teacher outlining their specific concern. If the parent/guardian feels the matter is still unresolved, then they are to discuss this matter with the following members of staff (in that order):

Primary Campus	Secondary Campus
1. Classroom or subject teacher	1. Classroom or subject teacher
2. Cluster Leader	2. Head of Learning Area
3. Head of Primary	3. Teaching & learning Coordinator
4. Principal	5. Head of Secondary
	6. Principal

If a parent/guardian feels their complaint has still not been dealt with appropriately after discussions with the Head of the campus then the matter can be discussed with the school Principal. At this stage any decision that is made will be final and written correspondence to the parent will be forwarded outlining this information.

Student responsibilities

Students are to comply with school regulations regarding the access, possession and transmission of materials, which includes text. This comprises areas of general conduct, bullying, harassment and acceptable digital access and use. Any related breaches will be dealt with by the appropriate staff member at each campus.

Authorised by	Andrea Woodgate	Signature:	
		Date:	20 April 2022
Effective Date:	April 2022	Next Review:	2025

