



**Australian Government**



**CATHOLIC EDUCATION**  
OFFICE OF WESTERN AUSTRALIA



**STRENGTH THROUGH CHRIST**

***ST JOSEPH'S SCHOOL  
PEMBERTON***

**SCHOOL LEVEL PLAN  
LITERACY AND NUMERACY**

**2010**

**KEY CONTACT AT SCHOOL: Fintan Archer**

**REGIONAL CONSULTANT: Deborah Robertson**

## **PURPOSE OF NATIONAL PARTNERSHIP IN LITERACY AND NUMERACY**

Funding provided through the Commonwealth Government Smarter Schools National Partnership Program, along with co-investment from the Western Australian education sectors and schools, is designed to build the capacity of Western Australian schools to contribute to the achievement of the following five higher level outcomes;

- All children are engaged in and benefitting from schooling
- Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving
- Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children
- Australian students excel by international standards
- Young people make a successful transition from school to work and further study

The Catholic Education Office National Partnership for Literacy and Numeracy has two key objectives. Through a systematic and co-ordinated approach, ensure that all students reach their God-given potential by:

- optimising literacy and numeracy learning and whole of life outcomes for students and members of Catholic school communities; and
- building the capacity of staff to meet the diverse range of learners in our schools.

Specific outcomes that are anticipated are;

- Models of effective instruction that embed explicit literacy and numeracy teaching and learning within the broader curriculum will be evident in every school
- Schools ensure a whole school approach to literacy and numeracy teaching and learning
- Schools involve the parent and business community in the development and enhancement of curriculum and teaching and learning programs
- Strengthened connections between classrooms, between schools and with the broader educational community
- Processes and structures to support the literacy and numeracy learning of our diverse range of students embedded at the school and system level
- Processes and structures for ongoing data-informed pedagogical enhancement and professional capacity building embedded at the school and system level.

Improvement targets have been set for all schools involved in the Literacy and Numeracy National Partnership. These relate to improvements in NAPLAN results for Years 3 and 5 as well as some local measures relating to improvement over time and attendance.

## **School Profile**

St Joseph's School is a Catholic primary school located in Pemberton, with a current enrolment of around 70 students from Kindy -Year 7. The school is comprised of mixed age classes, allowing opportunities for extension and consolidation whilst providing a family atmosphere, where children learn from older students and consolidate understandings through mentoring younger students. The collaborative environment strengthens community in the school and creates a positive ethos. The school's focus is on the needs of the whole child: spiritual; physical; intellectual; social and emotional. Individuality is encouraged through developmental practice to allow each child to learn at their own pace. The school's Early Learning Centre offers students the opportunity to work in a play-based environment consolidating skills and understandings necessary for abstract learning in later years. Both staff and students are highly skilled in using digital technologies to enhance the learning process. Skills are continuously developed to maximize motivation, learning potential and effective delivery. Gospel values continue to underpin the vision at St Joseph's to develop a sense of peace, security and dignity throughout our school.

### **Name of specific National Partnership Project(s):**

Literacy & Numeracy K-7 NP

### **Literacy and Numeracy Strategies**

The following supportive structures form a foundation for our literacy and numeracy strategies:

- *Enabling shoulder to shoulder learning*
  - Appointment of a Coordinator of Professional Learning
  - Provision of relief funds to release teachers from the classroom to work collaboratively
- *Developing models of quality practice*
  - Appointment of a key teacher in numeracy, attending four days of professional development in 2010 with follow-up onsite visits from consultant.
  - Appointment of a key teacher in literacy, attending four days of professional development in 2010 with follow-up onsite visits from consultant.
- *Distributing Leadership*
  - Data analysis & decision regarding focus to be undertaken by all staff
- *Engaging in Action Learning*
  - Identification of a singular focus
  - Commitment to Collaborative Professional Learning in Action process
- *Professional Learning Community*
  - Regular gatherings to investigate and discuss implementation of focus
- *Professional Learning*
  - Ongoing commitment to professional reading from a wide range of sources
  - Provision of professional development as required in focus area

We provide further learning support for children with particular needs.

## **Focus Area Investigation & Implementation**

We are investigating:

***“How are we going to develop whole school spelling strategies and practices to enhance home-school partnerships and spelling levels for all students?”***

To assist with this investigation we have decided to implement the following initiatives:

- Development of a sound understanding of each student’s point of need through the sustained use of formative and summative assessment tasks
- Mapping of student achievement against an agreed continuum of understanding about spelling
- Use of teaching strategies that deepen understanding of spelling.
- More parent education and two-way communication about how to support their children in learning spelling.

We will use the following tools to collect evidence about our initiative

- South Australian Spelling Test
- School designed small group diagnostic tasks
- Documentation of PLCMs and action learning tasks.

### **Maintain & Monitor:**

We will ensure previous gains made in Literacy are maintained by:

- Monitoring our school data to ensure previous initiatives remain effective
- Working with new staff to build understanding and effectiveness in school determined initiatives for literacy

### **Funding**

<b>Specific National Partnership Project</b>	Literacy and Numeracy K – 7
<b>Australian Government Funding Allocated</b>	\$34,000.00
<b>Western Australian Co-investment – CEOWA</b>	\$10,000.00
<b>School Co-Investment</b>	\$25,000.00