ST JOSEPH’S COLLEGE

ALBANY

SCHOOL LEVEL PLAN

LITERACY AND NUMERACY

2011

KEY CONTACT AT SCHOOL: Mike Watson

REGIONAL CONSULTANT: Julie Kay
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, 5 and 7 as well as some local measures relating to improvement over time and attendance.
School Profile

St Joseph’s College is located in the coastal centre of Albany, some 420km south of Perth. It is a co-educational Catholic College comprised of approximately 600 students from Kindergarten to Year Twelve. Established in 1978 through the amalgamation of three schools, St Joseph’s College continues a rich tradition of Catholic Education in Albany that spans over one hundred and fifty years. The College is divided into three sub schools: Junior School - Kindergarten to Year Six; Middle School - Years Seven to Nine; Senior School - Years Ten to Twelve. The College offers various pathways to cater for a variety of gifts within the student cohort and has a rigorous academic program and supportive pastoral care for each child. In the secondary school there is both a university entrance focus as well as pathways in Vocational Education and Training. A range of extra curricular activities operate with the College and there are various opportunities through sport, music and the arts for students to thrive within a challenging but supportive setting. The College is situated on a twenty hectare site with excellent grounds and good facilities for students.

Name of specific National Partnership Project(s):

Literacy & Numeracy K-7 NP

Literacy and Numeracy Strategies

To facilitate the literacy and numeracy development of our students, the following structures were implemented:

- **Enabling shoulder to shoulder learning:**
  - Appointment of two Coordinators of Professional Learning who are provided with two days of professional learning in 2011 and regular onsite support from our school support consultant.
  - Provision of relief funds to release teachers from the classroom to work collaboratively.

- **Developing models of effective practice:**
  - Appointment of two key teachers in numeracy, each attending two days of professional development in 2011 with follow-up onsite visits from the specialist area consultant.
  - Appointment of two key teachers in literacy, each attending two days of professional development in 2011 with follow-up onsite visits from the specialist area consultant.

- **Distributing Leadership:**
  - Data analysis & decision regarding focus to be undertaken by all staff.
  - Ownership of decisions regarding implementation of our investigation to rest with the Professional Learning Community.

- **Engaging in Action Learning:**
  - Use of evidence to identify a singular focus for investigation.
  - Commitment to Collaborative Professional Learning in Action model process.

- **Professional Learning Community:**
  - Regular gatherings held 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.
  - Relief provision for teachers to visit other schools to view a variety of models of practice in our focus area.
Focus Area Investigation & Implementation

We are investigating:

“How do we insure all students have the necessary knowledge and skills to work mathematically in the areas of place value and problem solving?”

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

- Fortnightly PLC meetings.
- Maintain a Key Teacher in Numeracy
- Maintain Co-ordinator of Professional Learning
- Maintain Key Teacher in Literacy
- Dedicated Literacy time (Maintained)
- Investigate the practices currently in place and programmes to support and enhance these
- Maintain class visits and shoulder to shoulder learning
- Begin to explore the National Curriculum
- Inventory of current mathematics resources
- Allocation of funds to upgrade Mathematics resources

Maintain & Monitor

We will ensure previous gains made in Numeracy and 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 and numeracy

Funding

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<thead>
<tr>
<th>Specific National Partnership Project</th>
<th>Literacy and Numeracy K – 7</th>
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<tbody>
<tr>
<td><strong>Australian Government Funding Allocated</strong></td>
<td>$20,000.00</td>
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<tr>
<td><strong>Western Australian Co-investment – CEOWA</strong></td>
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<td><strong>School Co-Investment</strong></td>
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