ST JOSEPH’S COLLEGE
ALBANY

SCHOOL LEVEL PLAN
LITERACY AND NUMERACY

2010

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

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 who is provided with four days of professional learning in 2010 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 quality practice**
  - Appointment of one key teacher in literacy and one in numeracy, each attending four days of professional development in 2010 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

In addition to these supportive structures we will be implementing the following second wave strategies:

- Co-ordinator of Literacy support
- Literacy support
- Numeracy support
Focus Area Investigation & Implementation

We are investigating:

‘How do we meet the spelling needs of all students in a class?’

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

- Creating a shared understanding and language about spelling development across the school through professional learning events and shoulder to shoulder learning
- Developing a sound understanding of each student’s point of need through the sustained use of formative assessment tasks
- Mapping of student achievement against an agreed continuum of understanding about spelling development
- Collaboratively developing of a bank of teaching strategies that ensure a deep understanding of spelling.

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

- ‘Words their Way’ spelling inventories
- Sound Way phonics checklist
- Early years observation survey
- PIP’s testing
- School designed formative assessment tasks

Maintain & Monitor:
We will ensure previous gains made in numeracy and other areas of 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

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<thead>
<tr>
<th>Specific National Partnership Project</th>
<th>Literacy and Numeracy K – 7</th>
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<tr>
<td>Australian Government Funding Allocated</td>
<td>$34,000.00</td>
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<td>Western Australian Co-investment – CEOWA</td>
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