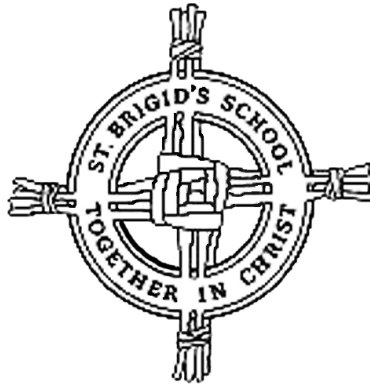




**Australian Government**



**CATHOLIC EDUCATION**  
OFFICE OF WESTERN AUSTRALIA



***ST BRIGID'S SCHOOL  
COLLIE***

**SCHOOL LEVEL PLAN  
LITERACY AND NUMERACY**

**2010**

**KEY CONTACT AT SCHOOL: Paul Cronin**

**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 and 5 as well as some local measures relating to improvement over time and attendance.

## **School Profile**

St Brigid's School Collie is a co-educational Catholic Primary school from Kindergarten to Year 7 and our primary purpose is to provide children from the town of Collie and its surrounds with a Catholic Education in a safe, caring and loving environment. Our school is centred on Christian Values whereby all members of our school community treat each other with the respect and dignity each deserves. "Together in Christ" is the school motto. The school is characterised by its strong sense of community between the school, parish and parents. Parents actively support the school and the staff work collaboratively as a team in its endeavours to provide our children with the opportunity to reach their full potential. The school took over the old St. Edmund's College campus in 2003 and was completely refurbished before the move. Specialist subject areas include, Art, Drama, Library, ICT and Physical Education. All classes are equipped with Interactive White Boards as well as four computers. A lap top trolley of 20 computers and a lab of 30 are available for use with the children. St Brigid's is a RAISE school which has Reading Recovery operating in the junior years. A Chaplain is also employed to work closely with the children and parents in implementing our pastoral care program.

### **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 a key teacher in numeracy, attending four days of professional development in 2010 with follow-up onsite visits from the specialist area consultant.
  - Appointment of a key teacher in literacy, 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 and third wave strategies:

- Reading Recovery
- Extending Mathematical Understanding
- Provision of a Learning Support Coordinator
- Extension program for gifted and talented students

## **Focus Area Investigation & Implementation**

We are investigating:

***'How do we ensure that all students develop a deep knowledge and understanding of the Space strand in numeracy?'***

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

- Creating a shared understanding and language about development in Space 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 the Space strand..
- Collaboratively developing of a bank of teaching strategies that ensure a deep understanding of the Space Strand.

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

- Mathematics Assessment Interview
- PAT-Math
- School designed formative assessment tasks
- NuLit Data

### **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**

<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