



Australian Government



CATHOLIC EDUCATION
OFFICE OF WESTERN AUSTRALIA



***ST PIUS X CATHOLIC SCHOOL
MANNING***

**SCHOOL LEVEL PLAN
LITERACY AND NUMERACY**

2011

KEY CONTACT AT SCHOOL: Rob Romeo

REGIONAL CONSULTANT: Louise Cimetta

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 Pius X Catholic School is a parish based, co-educational school catering for students from Kindy-Year 6. The school offers a holistic education aimed at the total development of each student in the spiritual, religious, intellectual, physical, social and emotional areas. The school nurtures a strong pastoral care program to create a safe, engaging and challenging environment for all. Programs include; Student Leadership Committees, Class Buddy System, Peer Support and the Virtues' Program. Specialist programs are offered in Music, Physical Education, Library, Languages, IT, Numeracy and Literacy. Students are encouraged to participate in extra curricula activities; including the performing arts, learning of musical instruments, sporting activities and community activities planned by the local Council and community organisations. St Pius X Community members take the values lived by Jesus Christ as the foundation of everything we do. We believe that Christ is reflected in the lives of each and every person within the school community. We aim to achieve excellence through cooperation and interdependence. We strive continually to become a place where all people will learn to love and love to learn.

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 can we ensure our students have a greater command of the conventions of punctuation and grammar in the English language?”

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

- Continue the use of NAPLAN, EasyMark Narrative and Punctuation and Grammar Standardised tests. Data gathered from these tests and school based data will be used to develop a highly diagnostic classroom teaching program in Grammar and Punctuation.
- As a staff we will research the concept of ‘Differentiated Curriculum’ for Punctuation and Grammar to ensure all students needs are catered for at point of need.
- Conduct research into best known practice and engage in professional reading and professional development. We will follow the CPLiA Model in order to carry out our investigation.
- Continue to ensure that our investigation is led by an appointed Coordinator of Professional Learning. Key teachers in Literacy will be appointed to assist and attend professional development and have an integral role in this investigation.

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

Specific National Partnership Project	Literacy and Numeracy K – 7
Australian Government Funding Allocated	\$15,000.00
Western Australian Co-investment – CEOWA	\$5,000.00
School Co-Investment	\$10,000.00