



Australian Government



CATHOLIC EDUCATION
OFFICE OF WESTERN AUSTRALIA



***SACRED HEART SCHOOL
BEAGLE BAY***

SCHOOL LEVEL PLAN

LITERACY AND NUMERACY

2011

KEY CONTACT AT SCHOOL: Benjamin Doyle

REGIONAL CONSULTANT: Leanne Cook

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

Sacred Heart School is a Catholic co-educational K to 10 composite school comprised of 115 students. It is located in Beagle Bay, a remote Aboriginal community. It was a bilingual school where instruction was given in French and Nyul Nyul, the language of the traditional owners of the land around Beagle Bay. They also learnt to speak and sing in English and were taught Latin hymns. The school offers a holistic education, embracing the spiritual, religious, intellectual, physical, social and emotional development of all students, where relationships and learning are both important. The school focuses on literacy and numeracy across all years. Vocational pathways are offered in the senior school. As a futures oriented school, we are committed to developing independent learning skills amongst students and strongly encourage the use of learning technologies in the classroom. A broad range of extra-curricular activities in sport, music, drama, dance and a wide range of academic competitions and clubs, enhance the pastoral and educational programs offered. Inter House sporting competitions, broad student leadership experiences, both highlight the quality of pastoral care provided to students. The model of schooling offered by Sacred Heart School is underpinned by Gospel values.

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

Both literacy and numeracy learning areas will be investigated and implemented in the school.

For *literacy* the school will focus on:

- The Reading Recovery program, which has identified that many students benefit from intensive one on one tuition. The ability to decode words and maintain meaning of content read will significantly improve students' academic results in all learning areas. As a result the school will look at establishing a consistent approach to the teaching of phonics/spelling. This may be achieved through:
 - Specifically tailored professional development
 - The investigation of spelling programs such as Words Their Way or the Orthographic Hurdle
 - Professional Learning Communities focus
 - Sharing of best teaching strategies and resources
 - Opportunities for key teacher release and shoulder to shoulder mentoring

For *numeracy* the school will focus on:

- Continuing the work of the LAND Project, which the school has been involved in for the last 2 years, with the aim at improving consistency between year levels in the teaching of mathematics. This project has focused on the overall pedagogy involved in teaching numeracy and how this can be sustained with high teacher turnover and Leadership change.
- Improving students understanding concepts of space, particularly attributes of shapes both 2 and 3 dimensional. This will be is an area of focus across the school in 2011 through:
 - Professional Learning Communities focus
 - Sharing of best teaching strategies and resources
 - Opportunities for key teacher release and shoulder to shoulder mentoring

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	\$25,000.00
Western Australian Co-investment – CEOWA	\$10,000.00
School Co-Investment	\$15,000.00