



Australian Government



CATHOLIC EDUCATION
OFFICE OF WESTERN AUSTRALIA



***CHRIST THE KING SCHOOL
BEACONSFIELD***

**SCHOOL LEVEL PLAN
LITERACY AND NUMERACY**

2010

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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

Christ the King School is a Catholic community dedicated to educating the whole child as a caring and respectful member of society. It was established adjacent to the Christ the King Church in 1903 and relocated to its current site in York Street in 1997. The school has an enrolment of 407 children across Kindergarten to Year Six. The school aims to encourage students to become meaningful and active members of society, who model their Catholic faith. It works in partnership with families and parish to create a cooperative, enriching and affirming community. It further aims to provide opportunities for all students to reach their potential by offering a supportive, engaging and challenging educational environment. The school seeks to implement 'best practice' in all its classrooms through literacy/numeracy dedicated time, professional learning community meetings, literacy/numeracy coordinators and support teachers. It offers Reading Recovery and EMU programs. Specialist teachers offer programs in physical education, performing arts, Italian, library and ICT. Individual tuition in music is available and the Active After-School Hours program is conducted. The school hopes all will live up to its motto, to "Care for and Respect Everyone".

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 two Coordinators of Professional Learning who are provided with two 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 effective practice*
 - Appointment of two key teachers in numeracy, each attending two days of professional development in 2010 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 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

Focus Area Investigation & Implementation

We are investigating:

'How do we ensure that all students develop a deep knowledge of mental computation strategies?'

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

- Creating a shared understanding and language about development in mental computation 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 mental computation development
- Collaboratively developing of a bank of teaching strategies that ensure a deep understanding of mental computation.

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

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

Maintain & Monitor

We will ensure previous gains made in literacy and other areas of numeracy 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

Specific National Partnership Project	Literacy and Numeracy K – 7
Australian Government Funding Allocated	\$27,000.00
Western Australian Co-investment – CEOWA	\$7,000.00
School Co-Investment	\$25,000.00