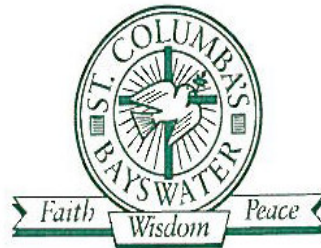




**Australian Government**



**CATHOLIC EDUCATION**  
OFFICE OF WESTERN AUSTRALIA



***ST COLUMBA'S SCHOOL  
BAYSWATER***

**SCHOOL LEVEL PLAN  
LITERACY AND NUMERACY**

**2010**

**KEY CONTACT AT SCHOOL: Greg Martin**

**REGIONAL CONSULTANT: Judith Reeves**

## **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. Columba's School, Bayswater was established by the Sisters of Mercy in 1936. It is a co-educational Catholic school providing primary education to approximately 250 children from Pre-Kindy 3 Year Olds to Year 6. The school is an integral part of and has a close relationship with the St Columba's Parish. St. Columba's School is a well resourced RAISE school (Raising Achievements in Schools) with an emphasis on Pastoral Care, Early Intervention, Gifted and Talented, literacy and numeracy. The school is also actively involved in the Primary Connections Science program. Specialist programs in the areas of Information Technology, Physical Education, Music, Science and Library skills also operate within the school. An 'Options' program has been implemented into the curriculum, giving the students in Years 5-6 the opportunity to experience and explore a variety of hobbies and interests. St. Columba's School has a vibrant and committed staff, an active and supportive parent body and strong links with the local community. The school's motto: 'Faith, Wisdom, Peace' is lived out in our vision of 'fostering the total development of each child within a caring community that is totally committed to supporting and living the Catholic principles and ideals'.

### **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.
  - Provision of relief funds to release teachers from the classroom to work collaboratively.
- *Developing models of quality practice*
  - Appointment of two key teachers in numeracy, each attending one day of professional development in 2010 with follow-up onsite visits from consultant.
  - Appointment of one key teachers in literacy, attending two days of professional development in 2010 with follow-up onsite visits from consultant.
- *Distributing Leadership*
  - Data analysis & decision regarding focus to be undertaken by all staff.
  - Appointment of Key Leaders and Coordinators in Early Childhood Education, Junior and Middle/Senior grades.
- *Engaging in Action Learning*
  - Identification of a two foci being the embedding of spelling and the envisioning of numeracy.
  - Commitment to Collaborative Professional Learning in Action process.
- *Professional Learning Community*
  - Regular gatherings to investigate and discuss implementation of focus.
  - Regular meetings with colleagues and visits to classes at neighbouring schools.
- *Professional Learning*
  - Ongoing commitment to professional reading from a wide range of sources.
  - Provision of professional development as required in focus area.

In addition to these supportive structures we have implemented the following second and third wave strategies:

- Reading Recovery
- Extending Mathematical Understanding
- Learning Support Coordinator

## **Focus Area Investigation & Implementation**

We are investigating:

***‘How do we determine that the new programs implemented are bringing about the required improvements in the students’ spelling and writing?’***

To assist with this investigation, we have implemented the following initiatives:

- Development of 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 spelling development (Words Their Way Program).
- Use of teaching strategies that deepen understanding of sound/symbol relationships.
  - Use of concrete materials (Words Their Way Resources, Word Sorts and games).
  - Identification of patterns of the written word.
  - Development of basic principles of spelling (Alphabet, pattern & meaning).

We are using the following tools to collect evidence about our initiative

- Therapy Focus - Kindergarten
- PIPS – Pre-Primary
- Observation Surveys – Yrs 1, 2, and some 3’s.
- Reading Recovery
- Using IT to enhance the pedagogy in both literacy and numeracy.
- Gifted and Talented testing for the Enrichment Program
- ‘Words Their Way’ assessment tools.
- South Australian Spelling Assessment
- School designed small group diagnostic tasks.
- Diana Rigg Program: (Pre-Kindy – Year 2)

We are currently in the phase of embedding the above initiatives in Spelling at St Columba’s and are about to investigate a Numeracy focus.

### **Maintain & Monitor:**

As we implement our new focus of Numeracy, we will ensure gains made in Spelling are maintained by:

- Monitoring our school data to ensure the Spelling 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>	\$27,000.00
<b>Western Australian Co-investment – CEOWA</b>	\$7,000.00
<b>School Co-Investment</b>	\$25,000.00