



**Australian Government**



**CATHOLIC EDUCATION**  
OFFICE OF WESTERN AUSTRALIA



***YIDARRA CATHOLIC PRIMARY SCHOOL  
BATEMAN***

**SCHOOL LEVEL PLAN  
LITERACY AND NUMERACY**

**2010**

**KEY CONTACT AT SCHOOL: Carmel Costin**

**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**

Yidarra Catholic Primary School is a co-educational Catholic Primary School catering for approximately 500 children from pre-kindergarten to Year 6. We are continually expanding on our Early Childhood Programme and modern facilities are being developed with the anticipated growth in this area. A vibrant and committed staff works to provide the best possible educational opportunities for students and pride themselves on the quality of education offered. Yidarra is a safe, positive learning environment where children can reach their potential. We place a strong emphasis on Literacy and Numeracy, and provide an early intervention programme in the form of Reading Recovery, a Support Programme and Rainbow Reading Programme. We offer a curriculum that promotes best practice and is reflective of current teaching methods. Other specialist areas provided are Physical Education, Music, Technology, Library and Italian. Yidarra works collaboratively with the Thomas More Parish to ensure an authentic Catholic School setting. The School Board and Parents and Friends Association are positive active Associations within the School setting and provide financial support for educational resources.

### **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 effective practice*
  - Appointment of two key teachers in numeracy, each attending four days of professional development in 2010 with follow-up onsite visits from the specialist area consultant.
  - Appointment of a key teachers 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 continue to implement the following second and third wave strategies:

- Reading Recovery
- Early Intervention
- Extending Mathematical Understanding – MAI.
- Provision of a Learning Support Coordinator

## **Focus Area Investigation & Implementation**

We are investigating:

***'How do we ensure all students have a better understanding of addition and subtraction?'***

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

- Creating a shared understanding and language about addition and subtraction development 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 addition and subtraction development
- Collaboratively developing of a bank of teaching strategies that ensure a better understanding of addition and subtraction.

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

### **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