

LITERACY AND NUMERACY

Effective Systems with Shared Understandings

Our work moves us toward a shared understanding of these four fundamental beliefs.

- a) All students can achieve high standards given the right time and support.
- b) All teachers can teach to a high standard given appropriate support.
- c) High expectations and early intervention are essential.
- d) Teachers need to be able to articulate what they do and why they teach the way they do.

The first parameter outlines a set of beliefs and understandings that are the foundation for the literacy and numeracy work being done at Braeview School. The set of beliefs and understandings are a guide for thinking about our work. At the same time, they are what emerge over time from focused interactions within the school. Leaders in our school not only share these beliefs, they also “walk the talk”- and take action to demonstrate them.

CONNECT WITH COMMUNITY

Early and On-going Intervention

One of the core beliefs outlined in Parameter 1 – Shared Beliefs and Understandings Among All Staff - is that high expectations and early intervention are essential to student achievement. “Early and On-going Intervention” expands on this belief and refers to early, on-going and targeted intervention across year levels.

- A range of student assessment data is examined to determine individual student need

- Teachers are skilled in using a range of instructional strategies matched to student need

• An Early Intervention Program (literacy and numeracy) will be introduced for students across the school

Parent / Caregiver Involvement in Supporting Literacy

In our ongoing work in our school we work towards establishing positive and literacy/numeracy-focused community-home-school relationships. Initially, teams reach out to establish pre-school literacy programs, with teachers going out to kindergartens as part of a school readiness program. As we continue to work towards involving parents in the literacy lives of their children and other children in the community, we have come to appreciate what a valuable resource parents/caregivers/communities can be.

- Establishment of strong community-home-school relationships
- Braeview School understands and appreciates parents/caregivers/communities as a valuable resource in our students’ literacy lives

EXCELLENCE IN EDUCATION AND CARE

Designated Staff Member for Literacy	Literacy Professional Development	In School Team Meetings	Commitment of School Budget to Acquiring Literacy and Numeracy Resources	Action Research as an Example of Staff Commitment to Learning and Professional Development	A Case Management Approach to Monitoring Student Progress
<p>The Leadership Team are key resource people in our school. They will model strong literacy and numeracy practices and be literacy/numeracy mentors to all staff.</p> <ul style="list-style-type: none"> • Leadership will have strong assessment and instructional knowledge • Leadership will model / demonstrate successful literacy practices • Leadership will address challenges of literacy/numeracy work in our school • Leadership will be Team builders, Lead learners and Master teachers 	<p>By reducing the amount of time spent on administration items staff meetings will become key venues for focussed interactions and part of the professional responsibility of the learning community. Teams use this time effectively to explore implications for teaching and learning of literacy and numeracy in the day-to-day life of our school</p> <p>Focus on weaving together formative assessment and instructionally authentic practice through literacy and numeracy</p> <ul style="list-style-type: none"> • Focus is informed by current school data • Focus on specific elements of Literacy/Numeracy Strategy 	<p>Teams will meet regularly to have discussions focussed on the literacy and numeracy achievement. Teams consider student data generated from common assessment tasks and/or exemplars. The collaborative examination of data promotes a common understanding of the expected standards across year levels and provides a basis planning next steps for instruction.</p> <ul style="list-style-type: none"> • Focus on literacy/numeracy achievement of all students • Utilise common assessment tasks • Collaborative moderation of student work promotes consistency and further informs effective instruction 	<p>As we develop a deeper understanding of what constitutes literacy /numeracy resources, through collaborative team and cross team conversations, purchasing will take place of literacy/numeracy materials across the curriculum.</p> <p>Resources support student learning needs and teacher professional learning</p> <p>Resources are compiled and organised in support of differentiated instruction in classrooms</p> <p>Resources meet a range of abilities and needs and address a range of interests</p> <p>Consideration is given to material and human resources</p>	<p>As part of the DIAF model staff are required to participate in inquiry focussing upon school priorities. Action research is a powerful contributor to improved teacher knowledge and understanding which leads to improved student learning. Each year, an increasing number of schools elect to participate in Action Research by posing questions for inquiry concerning literacy/numeracy and improved student achievement across all subject areas. Questions directly related to school data allows teams to focus the inquiry together throughout the year and produce a report at year end that documents their journey, their findings and possible future directions.</p>	<p>In order to use data to drive instruction and select resources, we use a case management approach.</p> <p>Put individual faces on data so that teachers can make informed decision around differentiating instruction.</p> <p>Encourage all teachers in the school to take collective responsibility for all students</p> <p>Ensure consistent review of the data and updated information on students’ progress</p> <p>Ensure diagnostic and formative assessment tools are in place that allow all staff to monitor student progress throughout the year.</p> <p>Data informs “next steps” for meeting the needs of each student and “next steps” for meeting the professional development needs of the site.</p>
Targets					

EVERY CHILD ACHIEVES POTENTIAL

Appropriate Literacy and Numeracy Instruction in all Areas of the Curriculum

An understanding of the valuable connections that can be made through cross-curricula literacy and numeracy work done in all year levels, R to 7. A balanced literacy approach lends itself just as appropriately to the exploration of “texts” in the maths curriculum as in the science or language curriculum, and is just as appropriate in a Reception classroom as it is in a Year 7 classroom.

Cross-curricula connections are valued and utilised in support of literacy and numeracy instruction.

The components of balanced literacy/numeracy are evident across year levels and subjects.

Maximum Participation in Literacy/Numeracy Activities

Regular student participation in literacy/numeracy activities across the curriculum is necessary for student achievement. Students need to be equipped with suitable social skills to be productive members of classroom. Classrooms need to incorporate the school values and provide differentiated literacy/numeracy activities for individual students.

Braeview’s “Brave View” program will be delivered across the year.

Classroom Student Behaviour Management practices across the school will be reviewed.