LITERACY AND NUMERACY

Effective Systems with Shared Understandings
Our work moves us toward a shared understanding of these four fundamental beliefs.

- All students can achieve high standards given the right time and support.
- All teachers can teach to a high standard given appropriate support.
- High expectations and early intervention are essential.
- 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 Braview School. The set of beliefs and understandings is 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 Ongoing 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

EXCELLENCE IN EDUCATION AND CARE

- Designated Staff Member for Literacy
  - The Leadership Team and the literacy/numeracy mentors in our school will model strong literacy and numeracy practices and be literacy/numeracy mentors to all staff.

- Literacy Professional Development
  - By reducing the amount of time spent on administration tasks, staff meetings will become key venues for focused 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.

- In School Team Meetings
  - Teams will meet regularly to have discussions focused 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.

- Commitment of School to Acquiring Literacy and Numeracy Resources
  - As we develop a deeper understanding of what constitutes literacy/numeracy resources, through collaborative teams and cross team conversations, purchasing will take place of literacy/numeracy materials across the curriculum.

- Action Research as an Example of Staff Commitment to Learning and Professional Development
  - As part of the DArr model staff are required to participate in inquiry focusing 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 and use it to inform teaching.

- 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 will be infused into our work and be a focus of the literacy and numeracy work done in all year levels. To it T: A balanced literacy approach lends itself not only as appropriately to the exploration of “texts” in the maths curriculum as in the science or language curriculum, and it 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.

EVERY CHILD ACHIEVES POTENTIAL

- Minimum 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 the 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.