Preamble:

At St Francis Xavier School, we pride ourselves on working together as a community for the benefit of our children. We have a strong belief that learning is a life-long endeavour and that we can all learn from each other. This belief is tightly aligned with our mission statement and with our beliefs and values about teaching and learning.

Mission:

The St Francis Xavier Catholic School community recognises the likeness of God in all. We aim, in particular with one another, to give witness to and to teach the Catholic traditions. At St Francis Xavier we promote the development of the whole person and strive for equality and excellence in education.

Rationale:

After a strong emphasis on Literacy over past years, and the successful implementation of a more cohesive approach to the teaching of reading and writing in the school, our focus for 2011 has turned to Numeracy. We intend to maintain our good Literacy practices, while improving our pedagogy in the teaching of Mathematics. The introduction of the Australian Curriculum: Mathematics gives us a vehicle to drive change.
Reform Area 1:

**Strong Leadership, Effective Teams. Strong School Leadership and whole school engagement with Literacy and Numeracy.**

<table>
<thead>
<tr>
<th>Target</th>
<th>Sustainability and Consistency of Teacher Practice in Numeracy.</th>
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<tbody>
<tr>
<td>Time Frame</td>
<td>Commenced Semester 2, 2010 and continuing for 2011.</td>
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</table>
| Strategies: Big Picture | • Continued employment of Literacy and Numeracy Improvement Teacher (LNIT).  
• Professional Dialogue about Mathematics  
• Improved Maths pedagogy within the school.  
• Continued support of Literacy and Numeracy focus by school Leadership Team and the allocation of appropriate time and resourcing. |
| Expected Outcomes:  
What is the desired result? | • Development of a Numeracy plan and School Numeracy Support Document.  
• Whole school engagement in professional learning about the teaching of Mathematics.  
• Teachers using a variety of strategies to teach Mathematics. |
| Actions: What will it look like in our school? | • Form a Numeracy Consultative Committee which will include a parent representative.  
• Collaborative formation of staff vision for the teaching of numeracy and what it looks like at St Francis Xavier School.  
• Construction of Numeracy Plan, School Numeracy Support Document and timeline.  
• Complete the roll-out of the new Mathematics resources purchased end of 2010. Maths Kits to all classes. Maths resources for specific units of work available for borrowing from Library e.g. Fractions kit.  
• All teachers aware of kits, Maths resources and how they can be utilised. |
Apply for AQOQTP grant to participate in Building an Inquiry Culture Project, based on improving pedagogy in Mathematics. *(This application has been successful, March 10th March, 2011. Separate documentation will outline this project).*

- Work in conjunction with Michael Barra, Education Officer, BCE.
- Dedicated staff meetings on Mathematical pedagogy.
- LNIT to prepare, coordinate and deliver Professional Learning opportunities for staff.

### Performance Measures

- Teachers using the School Numeracy Support document to support their planning.
- Examples of teacher planning
- Teacher feedback via questionnaire/survey on effectiveness of the process of developing a school numeracy plan.
- Observation and professional conversations about numeracy teaching at St Francis Xavier.

### Reform Area 1:

**Strong Leadership, Effective Teams. Strong School Leadership and whole school engagement with Literacy and Numeracy.**

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### Strategies: Big Picture

- Re-formation of Literacy committee
- Induction of new teachers in literacy pedagogical practices across the school.
- Support for existing staff in the teaching of literacy.
- PD for School Officers

### Expected Outcomes: What is the desired result?

- Completion of School Literacy Support document.
- Shared understanding of Literacy practice at St Francis Xavier School.
- New teachers are well-informed about Literacy practices at St Francis Xavier School.
**Actions: What will it look like in our school?**

- Literacy Committee meets to finish working on the document, commenced 2010.
- Replace teachers who have left the committee.
- LNIT to meet with new staff and work through St Francis Xavier’s literacy practices.
- Targeted professional learning for specific teachers.
- LNIT to support teachers in modelling, team teaching, planning and resourcing.

**Performance Measures**

- Completed document on Staff Drive.
- Examples of teacher planning.
- Improvements in NAPLAN results, PM Benchmarks, PAT R Comprehension, ESL Bandscales and TORCH assessments.

**Reform Area 2:**

High expectations- Focussed Teaching.

Effective and evidence based teaching of Literacy and Numeracy.

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<th>Effective and consistent teaching of Literacy and Numeracy</th>
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<td>Time Frame</td>
<td>2010, 2011 and ongoing</td>
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**Strategies: Big Picture**

- Engagement with the Australian Curriculum: English and Mathematics
- Shared practice and language between staff.
- Data informed teaching

**Expected outcomes: What is the desired result?**

- Increased teacher confidence with curriculum change.
- Improved learning outcomes for students.
- Informed decision making with regard to curriculum delivery and resourcing.
- Appropriate and personalised professional learning opportunities.
- Whole staff professional learning about Grammar and incorporate the teaching of grammar into current practice.
**Literacy and Numeracy National Partnerships: Implementation Strategy for Brisbane Archdiocesan Schools, School: St Francis Xavier, Goodna, 2011.**

| **Actions: What will it look like in our school?** | • Movement towards an inquiry approach to the teaching of Mathematics.  
• Informed teaching to areas of documented need.  
• Professional development opportunities about Australian Curriculum.  
• Planning sessions for teachers with CST, LNIT, ESL Teacher and TL.  
• Data analysis and teacher-input to inform Literacy and Numeracy practices.  
• Involvement in AGQTP (Developing an Inquiry Culture) as above.  
• Focussed PD on problem solving and inquiry learning.  
• Attendance at professional learning Grammar workshops.  
• Implementation of PAT Maths Years 3-7.  
• LNIT to support teachers in modelling, team teaching, planning and resourcing.  
• Effective use of resources and considered purchasing of these.  
• Teaching episodes focussed on areas of need as identified through data collection. |
| **Performance Measures** | • Examples of teacher planning.  
• Demonstrated evidence of professional learning through classroom practice, sharing at staff meetings and teachers' CPD records.  
• Improvements on standardised testing.  
• Meeting of ‘school set’ targets.  
• Final AGQTP report. |
Reform Area 3: Differentiated Intervention – Improved learning

Monitoring student and school Literacy and Numeracy performance to identify where support is needed.

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<th>Target</th>
<th>Data informed teaching</th>
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<td>Strategies: Big picture</td>
<td>Creating a culture of using data as part of the teaching-learning cycle.</td>
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**Expected outcomes:**

- Differentiated learning experiences for students appropriate to need.
- Improved student results in standardised testing and teacher–formulated assessment.
- Increased student engagement.
- Improved tracking of data.

**Actions:**

- LNIT to work with teachers on data analysis.
- LNIT, ESL Teacher, TL and STIE to plan with teachers for adjustments to planning in light of data analysis.
- LNIT to update new staff on data analysis.
- Use of data to inform planning and teaching in Literacy and Numeracy.
- Use of data to identify student needs and to make adjustments to teaching.
- Use of data to inform whole school practices, decisions and focus areas.
- Detailed analysis of NAPLAN 2011 results with teachers and follow-up planning.
- Differentiated groupings for Guided Reading, Home Reading and targeted teaching.
- Use of Student Achievement Summary folders to record results of formal testing.
- Utilise BCE personnel to assist with data analysis: Mark Snart, Graeme Akers, Michael Barra.
- LNIT to work with teachers on in-class models of supporting student learning.

**Performance Measures**

- Examples of teacher planning.
- Improvements in NAPLAN results, PM Benchmarks, PAT R Comprehension, ESL Band scales, PAT Maths and TORCH assessments.
- Meeting of National Partnership targets.
LNIT Role:

The Literacy and Numeracy Improvement Teacher (LNIT) is employed as part of the Partnerships program. In addition to supporting the targets outlined above, other aspects of LNIT role include:

- Resourcing
- Supporting teachers with setting up Literacy and Numeracy initiatives e.g. Guided Reading, Home reading, Spelling, Maths groups
- Supporting targeted groups of children identified through data.
- Writing newsletter items on Literacy and Numeracy
- Presenting Parent workshops on Literacy and Numeracy, with TL and STIE
- NAPLAN planning and student preparation
- Liaising and planning with leadership team
- Liaising and planning with specialist support staff i.e. STIE, ESL Teacher, TL.
- Co-ordinating standardised testing.
- Managing Partnerships budget under direction of Principal.
- Coaching and mentoring as directed by Principal
- Attending Professional Learning activities and disseminating information to staff.
- Completed bi-annual reports for National Partnerships project.
- Complete applications for additional funding as directed by Principal
- Engage in professional reading on a regular basis, and provide staff with relevant articles to read.
- Communicate to staff on a regular basis via the LNIT Update.