St Joseph's School

SCHOOL VISION

In the spirit of St Mary of the Cross, MacKillop, St Joseph's School, Wyndham is a welcoming and supportive Catholic Community. We challenge our community members to discover God in themselves and in others, and to live by Gospel values. We are committed to enabling personal and academic excellence. We respect cultural diversity and share our difference through two-way learning.

SCHOOL MISSION

Recognition of the cultural diversity of St Joseph's School in Wyndham permeates all teaching and learning through mutual sharing of the development of meaningful relationships.

We develop relationships by:

- Bearing witness to Jesus' message by the way we live, the way we relate to each other, and participation in parish/school life.

- Providing a challenging and comprehensive curriculum that promotes a respect of learning and a positive view of self as a lifelong learner for every individual.

- Ensuring that the needs of the whole person are met - spiritually, socially, emotionally, academically and physically.

- Demonstrating our support through open communication, pastoral care and service to all.

VALUES AND BELIEFS

We believe that the parents are the first educators of their children.

- We will always personally do our best to meet the needs of our students.

- We will support all staff and students to be their best.

- We will be honest and positive in dealing with all community members.

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LITERACY & NUMERACY POLICY

CORE BELIEFS ABOUT TEACHING AND LEARNING

- Students learn in different ways
- Students learn from and with each other
- Students learn by teaching others
- Students should have the opportunity to demonstrate and record their learning in different ways
- Students can follow different pathways to reach the same learning milestones
- Students need to be encouraged to take risks in their learning
- Students learn by being actively involved
- Students need time to grasp concepts introduced, time for thinking, reflecting, reacting and sharing the processes involved
- Students learn when they feel good about themselves and their self esteem is nurtured by being part of a positive classroom atmosphere - 'the culture of the classroom'

SCHOOL ORGANISATION OF LITERACY AND NUMERACY

We aim to deliver Best Practice Literacy Teaching and Learning by ensuring that:
- From Year 1 to Year 7 Literacy is taught in five, two hour, dedicated literacy blocks across the week. Each two hour block will include one hour of focused reading tasks and one hour of focused writing tasks.
- Numeracy is taught in five, one hour dedicated numeracy blocks across the week.
- Within the *reading* hour teachers will teach explicitly using a range of best practice procedures as described in the table below.
- Within the *writing* hour teachers will teach explicitly, using a range of best practice procedures as described in the table below.
- Within the numeracy hour teachers will teach explicitly using a range of best practice procedures as described in the table below.
- Cued Articulation will be used in classrooms from Kindergarten – Year 2 and to help children establish knowledge of sounds used in the English Language.
- Use of the 3 Cuing System (that is, giving cues that support the reading of continuous text by the integration of Meaning, Structure and Visual Information) will be used across the school to teach reading strategies.
- Students will be provided opportunities to interpret and create digital texts.
- Teachers, where possible, will make the most of Information Communication Technologies (ICT) available to them.
- Consider a student's literacy in the first language or dialect (i.e. Aborignal English, Criole or other languages) as a foundation for developing literacy skills in the language of instruction (SAE). Allow second-language learners to use their first language(s) when necessary to clarify their understanding and to keep up with content learning in all subject areas. Teachers are expected to work collaboratively with ATA's to embed Two-Way Teaching and learning practices across the school.
- All resources are organised, well ahead of time and organised in a way that means no instructional time is lost in accessing or preparing them ready for student use.
- The classroom is rich in student generated print which is displayed in a creative and aesthetically pleasing way. Displays are referred to by students during independent work and chane regularly to reflect the changing needs of the students.

- Assessment guides instruction. Assessment before learning helps the teacher to plan for instruction. All assessment before and during learning provides ongoing, specific feedback for students and teachers.
- _First Steps_ Reading and Writing Resources are used to guide planning and implementation of Literacy Teaching and Learning.
- _The Western Australian Curriculum_ is used to guide planning of Literacy Teaching and Learning.
- _The Western Australian Curriculum_ outcomes to be used for formal assessment at the end of each semester.
- _MATHEMATICS ASSESSMENT INTERVIEW (MAI)_ to be used as the standardised test to level students. On-going MAI assessment is used for planning and implementation of Numeracy Teaching and Learning.

We believe that Best Practice Literacy Teaching can take place by considering the Gradual Release of Responsibility Model (**See Appendix One)** when planning Learning Experiences for students using the Teaching Procedures and Pedagogy as described below (**See Appendix Two for description of each Teaching Procedure**)

READING HOUR		
Whole class 10- 20 minutes During this part of the reading hour students will partake in: • Shared Reading • Modelled Reading • Reading to Students • Word Work	**Small Group** 25- 40 minutes During this part of the reading hour students will partake in: • Guided Reading Sessions • Independent Reading Activities • Quality reading focused learning activities	**Whole class** 5- 10 minutes During this part of the reading hour students will partake in: • Reflection Time: students are encouraged to articulate their learning led by quality teacher questioning

WRITING HOUR		
Whole class 20-30 minutes During this part of the writing hour students will partake in: • Shared Writing • Modelled Writing • Word Work	**Small Group** 25- 40 minutes During this part of the writing hour students will partake in: • Guided Writing Sessions • Interactive Writing • Independent Writing Activities • Quality writing focused learning activities	**Whole class** 5- 10 minutes During this part of the reading hour students will partake in: • Reflection Time: students are encouraged to articulate their learning, led by quality teacher questioning

NUMERACY HOUR		
Whole class 20-30 minutes During this part of the writing hour students will partake in: • Shared Numeracy • Modelled Numeracy	**Small Group** 25- 40 minutes During this part of the writing hour students will partake in: • Guided Numeracy Sessions • Independent Numeracy Activities • Quality numeracy focused learning activities	**Whole class** 5- 10 minutes During this part of the reading hour students will partake in: • Reflection Time: students are encouraged to articulate their learning, led by quality teacher questioning

SPELLING

Each Classroom from Pre-Primary to Year 7 will spend ten minutes four days per week on explicit spelling instruction. Spelling instruction will be supported by the classroom expectation that all students will engage in daily writing, for a variety of purposes and audiences. Spelling instruction will be integrated across all areas of literacy learning, and other curriculum areas where incidental opportunities for the teaching of spelling arise.

ASSESSMENT

During Term 1, students from Year 1 to Year 7 will be tested using the following Assessment Procedures:
- Observation Survey
  -including: Burt Word, Writing Vocab, Letter ID, Clay Word, Hearing and Recording Sounds in Words and Concepts about Print for Yr 1 – 3; Burt Word, Writing Vocab and Hearing and Recording Sounds in Words for Yr 4 – 7… unless the students need the whole test)
- SA Spelling Test
- Duncan Word Test
- PM Benchmarking (for students reading below Level 30)
- Fountas & Pinnell Running Records (for students reading above Level 30)
- MAI

During Term 1, and again in Term 4, students in Pre-Primary will be tested using the following Assessment Procedures:
- PIPS
- Letter ID
- Concepts about Print
- Writing Vocab

Where a student has reached the maximum possible score in a particular test, it is not required that they repeat that test in subsequent testing periods.

New enrolments to the school are to be tested within their first 10 days of school attendance.

Students With Disabilities (SWD) & students with Special Learning Needs will be tested using assessment procedures as deemed appropriate, to the individual, through consultation between the Learning Support Teacher, Class Teacher, Principal and ATAs.

Running Records are to be taken at least once a month on all students reading between Levels 1 & 30 and entered onto the Running Records Spreadsheet (T share) monthly. MAI Growth Points should be collected on a weekly basis, and recorded on the T Share monthly.

Actual testing results (that is, the student score sheets, not just a raw score) are to be kept in individual student files and passed on to the next years teacher. Tables that reflect whole year level scores are also to be passed on to the next years teacher.

Informal assessments (such as checklists and anecdotal notes) are also to be used across the year.
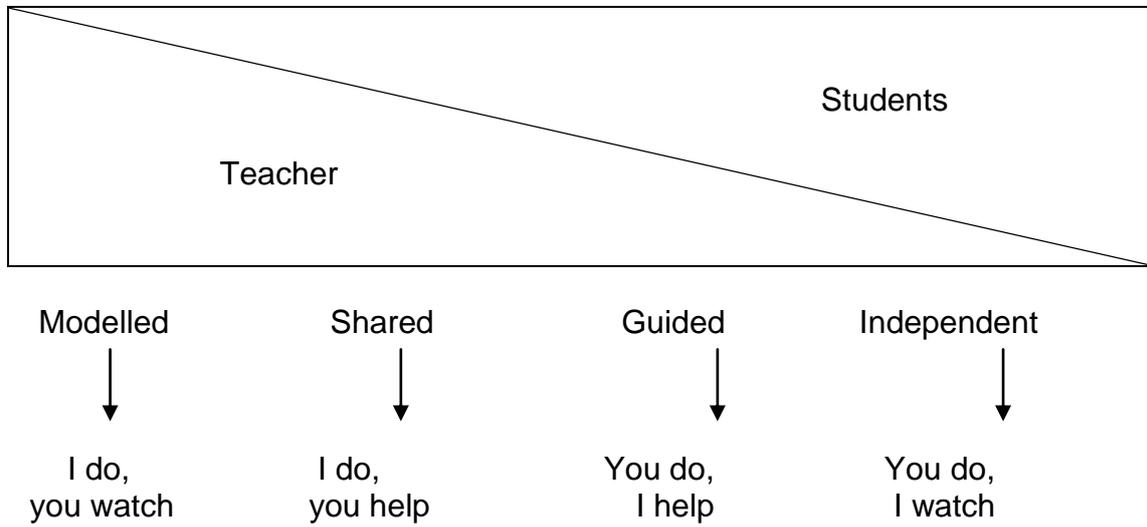
Evidence of student achievement must be kept in students files. Evidence can be stored in video/photo form, in worksheet form or copies of students work. Evidence should be collected and stored each term (minimum requirements).

COMMITMENT TO ONGOING IMPROVEMENT OF LITERACY TEACHING

It is an expectation that all teachers will commit to new Whole School initiatives that arise from actions taken to address the school Literacy Plan, in the interests of improving Literacy outcomes for all students.

Gradual Release of Responsibility Model:

Teacher		Students	
Modelled	Shared	Guided	Independent
↓	↓	↓	↓
I do, you watch	I do, you help	You do, I help	You do, I watch

TEACHING PROCEDURES - READING

Shared Reading
Shared Reading is a teacher managed blend of modelling, choral reading and focused discussion. Sessions should have a singular (or limited) focus, enlarged text for whole class to see, differentiated questioning, and allow for multiple readings of the same text.

Modelled Reading
Demonstrating reading behaviours and verbalising (by making clear 'think aloud' statements) the cognitive processes involved with those behaviours – there is a singular (or limited) focus.

Guided Reading
Guided reading is the bridge between shared and independent reading. Teachers work with small groups of students with common needs to enable them to use and develop reading strategies. Students focus primarily on constructing meaning by using strategies to solve problems, and understand concepts or ideas they have not previously met in print. The idea is for children to take on new texts, read them with support, and after the guided reading session be provided with opportunities to re-read these texts independently.

Independent Reading
Independent Reading involves students orchestrating the reading process independently. Daily opportunities for students to read independently on easy level text should be should be provided.

Reading to Students
Read a text aloud to students. Foster the enjoyment of reading by allowing students to enjoy text by listening to competent, fluent, interesting and uninterrupted reading.

Reflection
Students articulate their learning led by quality teacher questioning.

TEACHING PROCEDURES - WRITING

Modelled Writing
Modelled Writing involves the teacher composing messages in a variety of genre, modelling and making explicit the thinking processes used in planning, composing and drafting ideas for a purpose and an audience, strategies for spelling, using conventions, revising, refining and editing.

Shared Writing
Shared Writing is similar to modelled writing but teachers and students work together on planning, composing, writing and editing the text. The teacher scaffolds the students as they problem solve throughout the writing process.

Guided Writing
Guided Writing is the bridge between shared and independent writing. Teachers work with small groups of students with common needs to enable then to use and develop strategies taught in shared and modelled writing.

Independent Writing
Involves students writing daily for a variety of purposes and audiences, both creatively and using aspects from instruction in modelled, shared and guided writing. The teacher provides individual guidance and feedback during conferences. Some writing is shared and published.

Reflection
Students articulate their learning led by quality teacher questioning.

TEACHING PROCEDURES - NUMERACY

Modelled Mathematics

Modelled mathematics provides the most teacher support. It involves the teacher modelling and describing effective strategies, making link to the students previous experiences and sharing related shills ande understandings that ca be brought to the experience. The teacher articulates key mathematical ideas while modelling the use of materials and how the mathematis can be recorded.

Shared Mathematics

Shared mathematics involves the teacher introducing the key mathematical ideas, leading a discussion and questioning students to help them make connections. Teachers and students work together to identify the known skills relevant to the experience, highlight and explore other related skills, explore mathematics using materials, oral language and /or written recordings, and make connections between mathematical ideas to create a generalisation.

Guided Mathematics

Guided mathematics provides less teacher support than does modelled or shared mathematics. The teacher introduces the learning experience, encourages students to identify relevant known skills and scaffolds individual learning. Students talk, think and work their way towards making sense of the mathematical ideas while the teacher guides, reinforces and addresses any issues that may arise.

Independent Mathematics

Involves students working independently with familiar quality numeracy focused learning activities. Students manipulate materials, seek clarification, record and articulate understandings. Daily opportunities for students to consolidate leart skills /nderstandings should be provided.

Reflection

Students articulate their learning led by quality teacher questioning.