This plan is divided into four sections. It commences with an overview of our school which outlines our student population and the special programs we have been involved in over the past 3 years. The second section shows an outline of the programs and strategies we are currently using (2010) and our current focus on literacy and numeracy. The third section is our data analysis that identifies trends in our data: the emerging trends – both positive and negative (areas of concern); our comparison to ‘like schools’ and the state. The fourth and final section outlines our plan for 2011 based on the trends identified in section 3 and the potential shift in our literacy and numeracy focus for the whole school.

Section 1: Our school

Luurnpa Catholic School in Wirrimanu Aboriginal Community, Balgo Hills is a remote, co-educational, K-10 School in the Lasallian tradition, situated on the edge of the Great Sandy and Tanami Deserts. The student population is 100% indigenous children. Children come from a rich language environment. The community language is Kukatja and children may understand other Indigenous languages. Prior to beginning school, children may have some interaction with Aboriginal English and minimal, if any experience, of Standard Australian English or written language.

The school has had a fairly stable staff over the past five years with three new teaching staff this year. The 2011 staff is comprised of the Principal, Bursar, five classroom teachers, and three specialist teachers, a support teacher, seven Aboriginal Teacher Assistants and three volunteers. There are 117 children currently enrolled with 70% attendance rate.

In 2011 the school has the following classroom structure

Secondary Class (Years 7-10)
Primary D (Yrs 5-6)       Primary C (Yr 4)
Primary B (Yrs 2-3)       Primary A (Grade 1 Pre-Primary)
Kindergarten
Areas of concern in our school that influence learning:

- Limited knowledge of Standard Australian English
- Cultural and funeral obligations result in the transience of some families leading to irregular attendance at Luurnpa Catholic School.
- Engagement of the curriculum with the senior students.
- Hearing loss in 50% of the students in the school (‘Sound-field’ amplification systems are in all classrooms)
- General health, nutrition and social concerns for some students impair their ability to learn.
- Limited opportunities for employment within the community lead to limited opportunities for the students to apply educational learning experiences in the present and the future.
- Difficulty for teachers to show students the link between school education and the benefits to self and community.
- The Challenge for teachers to move students from oral literacy to the other areas of literacy.

Focus:

At Luurnpa Catholic School we are committed to using our data to help us focus on a united approach to improve the literacy and numeracy levels across the whole school.

In 2010 our whole school literacy focus was reading and writing and our numeracy focus was basic number areas. The data collected in 2010 will be used to make informed decisions about our school focus in literacy and numeracy for 2011.

Section 2: Our current programs & strategies

Programs

- Accelerated Literacy (A.L. or NALP) in the primary years
- English as an Additional Language or Dialect (EALD) in the secondary years
- Bridging the Gap (Extending Mathematical Understanding : EMU; Maths Assessment Interview : MAI)
- Early Years Learning Framework & ECE programming (Early Childhood Teacher)
- PATHS: Positive Attitudes and Thinking Skills
- ITAS: Indigenous Tutorial Assistance Scheme
- ICT

Strategies

- South East Kimberley regional network meetings
- Literacy & Numeracy dedicated time
- Professional Development with Wendy Cowey on the AL process
- Professional development for staff in PATHS, literacy and numeracy
- ATA tertiary education and professional development
- Support staff and Professional Development from Broome CEO
Section 3: Data and emerging trends

Reading Results 2010 using the Education and Assessment Reporting System (EARS) and Early Years Literacy and Numeracy Data (EYLND) pre-testing data 2010

Year 1 and 2 reading Benchmarks taken from ELYND data as at pre-testing 2010

In Primary B at the commencement of 2010, five students were reading at Benchmark Level 2, nine students were reading at Level 1 and six students had not yet reached Benchmark 1.
Year 3

Writing Results for Year 3, 2010, using the EARS (Education and Assessment Results), May 2010

Year three reading results indicate that two students are performing at Band level 3 which is just above the National Minimum Standard, 5 students are performing at the National Minimum standard and 9 students are performing at below the National Minimum standard.

Year 3 Benchmarks taken from EYLND as at pre-testing 2010

In Year 3 Three students were reading at Benchmark Level 7, one student at Level 4, two at Level 2, six at Level 1 and eight students who were not yet reading at Benchmark Level 1.
Year 5 reading results show 100% of the students are performing below the minimum National Standard. This year level results indicate that students are at high risk of not moving forward at an acceptable rate. This score is below the lowest level of achievement students need to have to be able to make progress and move forward with their learning.
Year 7 reading results indicate two students are performing at the minimum national standard and three students are performing below the national minimum standard.

School Data (KimLit) data as at pre-testing 2010

These results show that the students at in Year 7 need targeted support to continue progress in reading. In 2011 these students will have a support teacher in their class during the literacy times. Students will also receive assistance from the ITAS teacher.
WRITING

Writing Results 2010 using the EARS and EYLND

Years 1 and 2

EYLND data as at Pretesting 2010

Writing Vocabulary

Results indicate that students in Years 1 and 2 need support to further develop and extend their personal word banks. In 2010 students will work on a key sight word list to achieve higher sight word recognition.

Clay Dictation Test

Students at this year level require further support to develop skills that promote independent writing.
The Year Three writing report shows that two students were at the lower end of the National Minimum Standard while 14 students were at the lower end of the below National Minimum Standard. These students need further support to promote independent writing skills.

EYLND Dictation results for Grade 3 as at Pretesting 2010
Results show that these students have a reasonable ability to hear sounds in words. Only two students performed at lower than 10 sounds.

Grade 5

Writing Results 2010 using the EARS, May 2010, for Grade 5

The year 5 writing results show that at the time of testing 100% of the students were performing at below the National Minimum Standard. These students were unable to complete this writing task unsupported. They students are in an extremely high risk category. It is likely that 1005 of the students did not complete any tasks on this test.

School data for Dictation as at Pretesting 2010
These results indicate that many of the students in this area have some knowledge of words but this was not reflected in the NAPLAN test results. This indicates that these students cannot write when asked to complete a written task independently.

**Writing Results 2010 using the EARS, May 2010, for Year 7**

**Year 7**

The results of the Year 7 test results shows that 100% of the students who presented for the writing tests were performing at well below the National Minimum Standard.

These students were unable to complete any tasks unassisted.
School Data Writing data For Year 7 Pretesting 2010

This plot indicates that students at this level have a limited bank of known words.

**Numeracy**

**Mathematics Assessment Interview (MAI) testing 2010**

In 2010 we participated as a project school in the Bridging the Gap to Numeracy Gap (Extending Mathematical Understanding – EMU). As a project school we had to collect data from the Mathematics Assessment Interview (MAI) for Years 1-3.

As we found the change in our teaching methods using a ‘hands on’ approach to maths appeared to dramatically increase the children’s learning, we decided to collect data in term 4 for the whole school (1 to 7) as the progress in the children’s learning is very encouraging.

Below are our results collected in March and November.

At the beginning of 2010 our results show most children in Yr 1-3 are growth point 2 but a large percentage are in growth point 0 for counting. We decided to concentrate on counting in Semester 1. Therefore we need to investigate this further at the end of 2010.
At the end of 2010 our results clearly show that the vast majority of children improved by at least two growth points with some achieving three. The children who remained on the same growth point are our non-attending children and children with special needs. It is very encouraging to see that some children have progressed across two or more growth points.

**Areas of concern:** We have analyzed the at risk children and planned to focus on their movement forward in growth points next year. There will also be focus on the children in Years 1-4 that remain on growth point 0 in counting.

At the beginning of 2010 our results in Place Value show most children in Yr 1-3 are growth point 1 but a large percentage are in growth point 0. Therefore we need to investigate this further.
At the end of 2010 our results show that the majority of students from years 1-7 are only on growth point 2 for Place Value.

All children in Years 1-3 have moved a growth point.

Areas of concern: To see how low overall children’s understanding of place value is has come as a shock to all staff particularly in the upper year levels. This will definitely be an area of focus in 2011.

At the beginning of 2010 our results in Addition and Subtraction show most children in Yr 1-3 are growth point 0 but a large percentage are in growth point 1. Therefore we need to investigate this further.
At the end of 2010 our results show improvement in Years 1-3 in Addition and Subtraction. Most children have moved 2 growth points.

At the beginning of 2010 our results in Multiplication and Division show most children in Yr 1-3 are split between growth points 0 and 1 with the remainder in growth point 2. Therefore we need to investigate this further.
At the end of 2010 good progress has been shown in this area for Year 3s.

Our results show the limited amount of work we did in Multiplication and Division. This needs to be further investigated in 2011.

Again from our data we can see that areas that we have not given time have seen little or no gains made by the children.
Section 4: The future for Luurnpa Catholic School

**Literacy:**

After the analysis of our data it is clear that we need to focus on Writing for English in 2011. Our 2010 Test result trends show that most students at our school are at high risk of being unable to read and write at a survival level when they finish at Luurnpa Catholic School.

Luurnpa Catholic School will use the ESL/ESD English Progress Maps (DEET) as their guide for Reading and Writing outcomes in 2011 (See Appendix 1 for Levels). Whilst using the outcomes from this document, several strategies for teaching reading will be in place across the whole school.

As a staff we will continue our 2010 focus on reading but will concentrate our reflective efforts on Writing in 2011.

**Writing**

Writing trends indicate that our students are less likely to be able to write than read. A whole school approach is needed to raise all children’s writing levels to the recommended level in the ESL/ESD progress maps.

PM writing is to be used in each classroom, even the Accelerated Literacy rooms.

Students are to write every day.

Students are to engage in individual writing tasks unassisted by the teacher. This is to prepare them to demonstrate their Knowledge on the Annual NAPLAN tests.

Spelling strategies are to be incorporated into the teaching of writing.

Student writing samples are to be displayed in the class notice board and updated regularly.

Due to the limited number of known words the staff has chosen to use the MIOOW most common 100 words across all year levels.

**Reading**

Across the school the classroom practice is to be Whole - Small - Whole. However, Small-group work and guided reading sessions are to be incorporated into these sessions. Reflective learning practices are also to be introduced at the end of each literacy sessions.

Teachers who are trained in Accelerated Literacy may continue to use this process for classroom teaching. The elements of small-group work and reflective learning practices are to be incorporated into AL sessions.
Each student is to have an individual book box in which there will be a variety of readers targeted at the child’s Individual Working Level.

Students are to read daily.

Guided reading sets will be in each classroom to be used for focused teaching groups.

Teachers will focus on ways to hear each child at reading every day by an adult or skilled reader if possible but at least three times a week in every full week of the school year.

**Recommendations**

**Literacy**
It is recommended that PD be provided to all staff members to support our writing focus this will enable them to consolidate their understanding of the ESL/ESD Progress maps.

- Children’s parents will be invited to come and listen to and read with their children.
- Whole school events are to be organised to celebrate students’ Reading and Writing achievements.
- To introduce the PM writing scheme across the school
- Teachers work on a common planning proforma for the whole of the staff to provide a classroom planning document that is easily understood.
- Investigate planning documents for Whole-small-whole classrooms.
- PM readers are to be used as the base reading scheme for individual reading across the school. However it is suggested that other leveled texts are also to be used from Grade 4 upwards. Non Fiction books are recommended as a substantial part of the Senior students reading scheme.
- A set of ESL/ESD Reading and Writing documents are to be provided for each teacher in the school.

**Numeracy**
It is clear from our data that the areas of number that we have worked on have seen great improvements. However there are some areas that require more focus in 2011.

- At the beginning of 2011 staff will look at devising a scoping sequence to show where focus in the number part of numeracy is most needed.
The four areas of number will be worked on each term however one area needs to be given more focus during each term e.g. Term 1 – Counting, Term 2 – Place Value, Term 3 – Addition and Subtraction, Term 4 – Multiplication and Division.

As concepts about the area of Time are an issue in this community some focus will be given to this area throughout the year.

Multiplication and Division have been given some focus in some classrooms however this has not shown in the results and needs to be further investigated.

Maths lessons should continue to be based on EMU strategies and only use worksheets for consolidation.

Any other programs that teachers would like to use in their classrooms need to be discussed as a whole staff or with the principal as EMU/hands on strategies should be given precedence.

An audit of mathematical resources needs to be undertaken and identified resources purchased.
Appendix 1

ESL/ESD levels to be used at Luurnpa Catholic

Pre primary

Early Childhood
Level 1
RV 1
The student: is new to reading and viewing in SAE and, in some cases, new to reading; attends to some simple, familiar visual (printed and/or electronic) shared SAE texts; recognises some familiar content relating to own cultural background; begins to interpret graphology and meanings at the word level; observes others closely; relies heavily on memory, the teacher, and visual and contextual support to help make meaning

Pre-primary Beginning Grade 1

Early Childhood
Level 2
RV 2
The student: attends and responds to simple, familiar, visual and written shared SAE texts; makes simple interpretations largely based on the HL and culture; begins to develop SAE vocabulary and graphophonic recognition skills; begins to interpret meanings at the phrase level; uses memory and begins to recognise familiar SAE words to decode texts; makes connections between prior knowledge and information in texts; creates images to help make meaning.

Grade 1

Early Childhood
Level 3
RV 3
The student: begins to read and view simple, familiar SAE texts in controlled contexts with support; demonstrates some comprehension of ideas in texts informed by the HL and culture; interprets meanings at the sentence level; draws on a developing SAE vocabulary and sounding out skills to decode texts; uses the strategies of predicting, connecting and creating images more successfully to help make meaning

Grade 1 and Beginning Grade 2

Early Childhood
Level 4
RV4
The student reads and views simple, familiar SAE texts in controlled contexts with support; begins to comprehend main ideas and some detail literally; interprets SAE meanings at the sentence level with more consistency; draws on a more developed SAE vocabulary, sounding out and chunking skills to decode texts; begins to compare information in texts to self and other texts to help make meaning.

**Grade 2 and Beginning Grade 3**

**Level 5**

The student reads and views a narrow range of longer, but simple, SAE texts on familiar and some unfamiliar topics with some support; comprehends main ideas and most detail literally; begins to interpret meanings at the compound sentence level; draws on an extending range of SAE vocabulary, graphophonic and morphological skills to decode texts; begins to use the strategies of self-questioning, re-reading and reading on, to help make meaning.

**Grade 3**

**Level 6**

The student reads and views a broader range of SAE texts on familiar and some unfamiliar topics with little support; comprehends literal meanings and some very simple inferences in most texts; begins to interpret some complex SAE language structures; consolidates decoding skills; consults references when needed; begins to adjust reading rate where appropriate.

**Level 7**

The student reads and views a range of SAE texts in most social and learning contexts with greater control and independence; comprehends literal meanings and simple inferences; has greater control over interpreting some complex SAE language structures; independently decodes texts, using analogy; skims and scans texts to locate information and link ideas across texts.

**Grade 3 and Beginning Grade 4**

**Level 8**

The student independently and competently reads and views a range of texts in all social and learning contexts; has some understanding about how cultural attitudes and beliefs affect language use; independently and competently interprets some complex SAE language structures; competently decodes texts using knowledge of SAE vocabulary, graphophonic and morphological skills; determines importance in texts; summarises and paraphrases key ideas.

**Grade 4**
**Middle Childhood**

**Level 1 RV1a**
The student is from a **limited schooling background** and is new to reading; attends to simple, familiar, shared texts; begins to recognise some familiar content relevant to the home culture; recognises a small bank of sight words; observes and copies others, gaining meaning through teacher modelling, scaffolding, visual and contextual support.

**Grade 4 and beginning Grade 5**

**Middle Childhood**

**Level 1b RV1b**
The student is new to reading and viewing in SAE; attends and responds to simple texts; brings own linguistic competence and understandings of culture and context; recognises a small bank of sight words and develops basic knowledge of sound/symbol relationships; observes, copies and begins to chorus from texts, gaining meaning through teacher modelling, scaffolding, visual and contextual support.

**Grade 5**

**Middle Childhood**

**Level 2 RV2**
The student makes meaning and responds to short SAE texts that contain familiar language; demonstrates awareness of different contexts and purposes for simple written and visual texts; develops simple sight vocabulary and early graphophonic awareness; uses modelled reading, vocabulary knowledge and simple decoding skills.

**Year 6**

**Middle Childhood**

**Level 3 RV3**
The student reads a greater variety of simple texts of increasing length and responds with developing expression; recognises the purposes of texts at school and within the local environment; develops vocabulary and morphological knowledge; learns from modelled reading, and uses HL strategies and increased decoding skills; makes predictions.

**Year 6 and 7**

**Middle Childhood**

**Level 4**
The student reads and views texts with predictable structures and vocabulary, of increasing volume and on familiar topics with contextual support; interprets at a literal level and develops simple metalanguage; identifies basic SAE organisation and features; draws on expanding knowledge of SAE use, culture and conventions to employ strategies beyond simple prediction, decoding and word recognition.
Year 7  
Middle Childhood  
Level 5  
RV5  
The student reads and views for an expanding range of purposes with growing SAE proficiency; demonstrates awareness of some cultural perspectives; begins to make some inferences and non-literal interpretations; identifies key features of simple text types and grammar with greater confidence; extends repertoire of strategies to make meaning.

Writing

Luurnpa Catholic School will use the ESL/ESD English Progress Maps (DEET) as their guide for Writing Outcomes.  
The levels at which the students will work are as below

Preprimary  
Level 1  
W1

The student is new to writing in SAE and, in some cases, new to writing; draws or paints to represent ideas and makes approximations of SAE letters and symbols; becomes aware that writing and drawing are different; experiments with putting marks on a surface; observes others closely; relies heavily on the teacher, visual and contextual support during drawing or writing activities.

Preprimary and Beginning Year 1  
Early Childhood  
Level 2  
W2

The student experiments with SAE letters, symbols and words with the intention of communicating with others; understands that writing and drawing are different and that writing conveys a meaning; demonstrates emerging awareness of different written symbols; begins to write short, familiar words; uses memory to write letters and words; copies short, familiar environmental print.

Year 1 and Year 2  
Early Childhood  
Level 3  
W3

The student begins to write familiar SAE words and short, predictable phrases and sentences in controlled contexts with support; uses the HL, culture, previous experiences and developing SAE cultural knowledge to understand basic text types; uses environmental print, beginning sound/symbol knowledge and a developing SAE vocabulary when writing.
Year 2

Early Childhood
Level 4
W4

The student writes simple, familiar SAE texts in controlled contexts with support; writes with literal intention; writes own short sentences in simple SAE with more consistency, applying beginning knowledge of text structures and features; uses a more developed SAE vocabulary and sound/symbol knowledge; continues to rely on teacher modelling, scaffolding and asking Others for help.

Year 3

Early Childhood
Level 5
W5

The student writes a narrow range of longer, but simple, SAE texts on familiar and some unfamiliar topics with some support; becomes more aware of different cultural content and specific linguistic features; begins to write some complex SAE language structures, including compound sentences and simple cohesive devices; uses an extending range of SAE vocabulary, graphophonic skills and knowledge of text structures and features for planning own work.

Year 4

Early Childhood
Level 6
W6

The student writes a broader range of SAE texts on familiar and some unfamiliar topics with little support; begins to include simple inferences in writing; writes using more complex SAE language structures and a small range of cohesive devices more consistently; consolidates knowledge of spelling, word and text organisational choices for planning and reviewing own work; consults references when needed.

Early Childhood
Level 7
W7

The student writes a range of simple, creative and informative SAE texts linking relevant ideas logically together with greater control and independence; uses simple inferences in writing; recognises the advantages of writing; discusses own writing with others; has greater control over SAE language structures, features and conventions; independently selects punctuation, spelling, word, grammar and text to plan, write and review own writing.