

St Joseph's Quirindi Learning Enhancement Plan



2015



Focus area	Commentary	Work plan	Milestone	Progress/ Adjustment
<p>English</p>	<p><u>Reading Intervention</u> Through the Diocesan Learning Enhancement strategy St Joseph's will be running programs in PreLit, MiniLit, MultiLit and Comprehension</p> <ul style="list-style-type: none"> ● PreLit <ul style="list-style-type: none"> ○ Kindergarten, Year ½ teaching staff members and 1 paraprofessional to be provide professional development and trained in PreLit. ○ Kindergarten teacher to run the PreLit program on all Kindergarten students in 2015 ○ Paraprofessional to run two PreLit groups of Year 1 students ● MiniLit <ul style="list-style-type: none"> ○ DLES allocation of 16HPF towards paraprofessional run MiniLit program for identified infants students. ○ 3 Paraprofessionals trained in the MiniLit program ● MultiLit <ul style="list-style-type: none"> ○ DLES allocation of 64HPF towards paraprofessional run MultiLit program for identified Primary students. ○ 3 Paraprofessionals trained in the MultiLit program ● Comprehension <ul style="list-style-type: none"> ○ DLES allocation of 8HPF towards paraprofessional run comprehension program for identified primary students. ○ 3 Paraprofessionals trained in the Comprehension program ○ Paraprofessional will run two 30 minute groups of children 	<ul style="list-style-type: none"> ● Staff PD on Readon and Comprehension. ● Project teacher monitor, evaluate & provide feedback to paraprofessionals. ● Teaching staff released from class to witness reading intervention in action. ● Creation of whole school comprehension term planner 	<ul style="list-style-type: none"> ● NAPLAN and Literacy targets set for each grade. Please refer to St Joseph's 2015 Strategic Improvement Plan to see detailed SMART Targets 	

<p>Read-on Implementation of Read-On Program.</p>	<ul style="list-style-type: none"> • Whole school clarification of Reading expectations • Facilitating support for teachers • Promoting an ethos of a community of continuing learners 	<ul style="list-style-type: none"> • Participation in professional Learning sessions • Prioritising curricula over extracurricular activities through a 9.00-12.00 Uninterrupted Literacy and Numeracy Block • Whole staff expectation that every children must read aloud to an adult every day! 	<ul style="list-style-type: none"> • Whole school statements on aspects of reading. 	
<p>Benchmarking Benchmark & track students above a level 30PM</p>	<ul style="list-style-type: none"> • Purchase of Fountas and Pinnell Benchmark Assessment Series Levels 30 	<ul style="list-style-type: none"> • Professional development for staff on the benchmarking of students above level 30 	<ul style="list-style-type: none"> • Students receive a benchmark level after level 30 	
<p>Fluency Track the fluency of all St Joseph's students</p>	<ul style="list-style-type: none"> • Introduction of WARP as a school resource • Setting of expectations on when WARP data for each student is required 	<ul style="list-style-type: none"> • Professional Development on implementing the WARP Program. • Track each student's WARP result each term (Years 2-6) 	<ul style="list-style-type: none"> • Student WARP scores recorded each term for K-6. • Students meet WARP targets (St Joseph's SIP 2015) 	
<p>Comprehension Analysis of data in 2014 demonstrated that St Joseph's students had made great gains with their reading in the areas of fluency, word recognition and word attack skills. Similar gains were not occurring with students' comprehension.</p>	<ul style="list-style-type: none"> • In 2015 a major focus at St Joseph's will be directed towards improving student comprehension skills and results 	<ul style="list-style-type: none"> • Creation of a St Joseph's whole school Comprehension Term Planner. • Professional Development run at staff meeting by Diocesan Learning coordinator • Staff Programs clearly outlining the explicit teaching of comprehension strategies that align to the school scope and sequence and Paraprofessional comprehension group. • Analysis of PAT data in February and SMART Data from 2015 NAPLAN results to direct future targets 	<ul style="list-style-type: none"> • Students meet Reading targets for both Literacy and NAPLAN (St Joseph's SIP 2015) • Comprehension term Planner visible in Teaching and Learning Programs 	
<p>TAC-P Language screener and program for Kindergarten students</p>	<ul style="list-style-type: none"> • TAC-P Speech Screener to be conducted on all Kindergarten students in February 2015 • Results to be analysed by local Speech Pathologist Jenni Hird in 2015. Parents will then have a direct pathway to specialist help if required. 	<ul style="list-style-type: none"> • Kindergarten teacher to receive Professional Development on the TAC-P Program. • Kindergarten Teacher to follow language Program and reassess in Term 4 	<ul style="list-style-type: none"> • Identified students receiving Professional help through Local Speech pathologist. 	
<p>Hunter New England Health Speech Pathology Formation of a tighter partnership with local health provider</p>	<ul style="list-style-type: none"> • Form local partnership through the TAC-P program with results analysed by HNEH Speech Pathologist Jenni Hird before referring students directly to the Quirindi branch of HNEH. 	<ul style="list-style-type: none"> • Identified students have followed referral and sought Speech pathology through local agency. 		
<p>Employment of Speech Therapist Access as professional to</p>	<ul style="list-style-type: none"> • Data has indicated St Joseph's has a very high student population of children with speech concerns 	<ul style="list-style-type: none"> • \$5000 of school budget directed at employing local Speech pathologist Rebecca Bates to work on a holistic school approach to 	<ul style="list-style-type: none"> • A whole school path has been created to holistically approach 	

	meet an identified need of St Joseph's children	<ul style="list-style-type: none"> • Whole school approach to oral language 	language development in second semester.	oral language concerns.	
	<p><u>Implementation of English Syllabus</u> The NSW English Syllabus for the Australian Curriculum was implemented at St Joseph's in 2014</p>	<ul style="list-style-type: none"> • Creation of a new style English Scope and Sequence for St Joseph's Quirindi appropriate for NSW English Syllabus for the Australian Curriculum. • 	<ul style="list-style-type: none"> • English Tracking <ul style="list-style-type: none"> ○ Staff to track English Syllabus content explicitly taught in 2015. ○ Analyse tracking sheets in term 4 to locate loopholes and provide direction for 2016. 	<ul style="list-style-type: none"> • 2016 Scope and Sequence developed with target areas for St Joseph's children. 	
	<u>Implement DEC Literacy Continuum</u>	<ul style="list-style-type: none"> • St Joseph's explored the continuum in 2014. Professional language from the continuum was used when reporting student outcomes in second semester. 	<ul style="list-style-type: none"> • PD on the DEC Continuum provided by CSO consultant to all teaching staff • All St Joseph's children (K-6) will be placed on the continuum and progressed tracked. 	<ul style="list-style-type: none"> • All St Joseph's students are on the DEC Continuum by end of Semester one. 	
Mathematics	<u>Implementation of Mathematics Syllabus</u>	<ul style="list-style-type: none"> • The NSW Mathematics Syllabus for the Australian Curriculum will be implemented at St Joseph's in 2015 	<ul style="list-style-type: none"> • Creation of a new style Mathematics Scope and Sequence for St Joseph's Quirindi appropriate for NSW Mathematics Syllabus for the Australian Curriculum. • Creation of a Mathematical programming template for all staff which provides structure for teachers implementing the new Syllabus. • Mathematics Tracking <ul style="list-style-type: none"> ○ Staff to track Mathematics Syllabus content explicitly taught in 2015. ○ Analyse tracking sheets in term 4 to locate loopholes and provide direction for 2016. • Professional Development <ul style="list-style-type: none"> ○ Staff to be provided with professional development through online modules of work. The course has been created by Teacher Training Australia (TTA) and are titled: "Differentiation: Place Value and Concepts" • Purchase of resources to help in the implementation of the New Mathematics Syllabus. Class sets of: <ul style="list-style-type: none"> ○ Black magnetic Ten Frames. ○ Magnetic MAB Blocks. ○ Targeting Maths Teaching Resource and Blackline Masters (K-6) 	<ul style="list-style-type: none"> • Teachers program and implement explicit teaching of the NSW Syllabus for the Australian Curriculum (Mathematics). 	
Science	<u>Implementation of Science and Technology</u>	<ul style="list-style-type: none"> • The NSW Science Syllabus for the Australian Curriculum will be implemented at St 	<ul style="list-style-type: none"> • Creation of a Science Scope and Sequence for St Joseph's Quirindi appropriate for NSW Science 	<ul style="list-style-type: none"> • Teachers program and implement 	

	<u>Syllabus</u>	Joseph's in 2015	<p>Syllabus for the Australian Curriculum.</p> <ul style="list-style-type: none"> • Creation of a Science and Technology programming template for all staff which provides structure for teachers implementing the new Syllabus. • To introduce Armidale Diocesan Catholic Values for all K-6 units in 2015. 	explicit teaching of the NSW Syllabus for the Australian Curriculum (Science and Technology).	
History /HSIE	<u>Implementation of History Syllabus</u>	<ul style="list-style-type: none"> • The NSW History Syllabus for the Australian Curriculum will be implemented at St Joseph's in 2015 for one unit- Celebrating 100 Years of ANZACs. This unit would fall under the Change and Continuity strand in HSIE. As the new NSW <i>History K-10 Syllabus</i> replaces the <i>Change and Continuity</i> strand in the current <i>HSIE K-6 Syllabus</i> it is a great opportunity to introduce the History Syllabus to St Joseph's. We are showing this on our Scope and Sequence for HSIE. 	<ul style="list-style-type: none"> • Creation of a History Scope and Sequence for St Joseph's Quirindi appropriate for NSW Science Syllabus for the Australian Curriculum. 	<ul style="list-style-type: none"> • Teachers program and implement explicit teaching of the NSW Syllabus for the Australian Curriculum (History) in term 2. 	
	<u>ANZAC Day 100 Year Commemoration</u>	<ul style="list-style-type: none"> • St Joseph's will holistically celebrate the 100 year anniversary of the Gallipoli landing by ANZAC forces throughout 2015. This will include: 	<ul style="list-style-type: none"> • HSIE Scope and Sequence and units of work to reflect an ANZAC theme in Term 2 2015 • Providing access to teachers and staff to ANZAC's Online. • Providing access to teachers and staff to ANZAC's In Our Classrooms • Students to identify will local ANZAC's • Students to March in the local ANZAC Day Parade with a certificate displaying individual sponsorship of a local ANZAC. 		
Daily Structure	<u>Literacy and Numeracy Block</u>	<ul style="list-style-type: none"> • Setting of identified uninterrupted time where every student is taught Literacy and Numeracy 	<ul style="list-style-type: none"> • Between 9.00am and 12.00pm Monday to Friday all children will be taught Literacy and Numeracy. • No extracurricular activities are timetabled for this period. 	<ul style="list-style-type: none"> • No interruptions to teaching and learning time have been recorded during 9.00-12.00. 	