

Smarter Schools National Partnership Literacy & Numeracy St Philomena's School Moree School Plan

School Plan March 2009- December 2010



National Partnership for Literacy & Numeracy

St Philomena's selected literacy/reading focus

Time line of events for *National Partnership for Literacy & Numeracy*

<i>When</i>	<i>What</i>	<i>Action / Process</i>	<i>Responsibility</i>
February 2009	Principal informed about participation National Partnership for Literacy & Numeracy	Engage assistance and direction from CSO staff. Further analysis of data at school level, especially in reading and numeracy. Form a NPLN team to attend relevant scheduled training.	CSO staff
February 2009	School staff informed	Explained and shared by way of Bulletin with specific information contained outlining/explaining factual data explaining why, goals and how.	Principal
March 2009	School Board P&F and parent community informed	Discussed & shared by way of Bulletin with specific information contained outlining/explaining factual data explaining why, goals and how. Letter contained in school newsletter.	Principal
August 2009	Implementation commences Training session for Leadership Team at Dubbo (x 4 persons)	Deep analysis of Smart Data to determine school priority focus utilising expertise of CSO staff and guide sheets <i>Decision made to pursue literacy/ reading</i> Element #2 Element # 3	Leadership Team (4 member team)
August 2009	Appoint a Leading and Learning Classroom Teacher (LLCT)	Advertise / appoint LLCT Element #2	CSO principal
September 2009	Completion of DASA survey & student/ parent surveys & School Self Evaluation (utilising approx 5 days)	Release team members for implementation and facilitation Element # 3	Leadership Team
October 2009	Training session for Leadership Team at Canberra X 3 members attending	Leadership for School Improvement Training Element # 2	Leadership Team)
October 2009	Staff commence Leadership for School Improvement Training	Whole School Pupil Free Day Element # 2	Leadership Team
November 2009	Facilitator Training for Focus On Reading (whole school program) commences x 1 person	3 day course in Sydney PHASE 1 x Element #1 Element #2	LLCT (1 person)

<i>When</i>	<i>What</i>	<i>Action / Process</i>	<i>Responsibility</i>
<i>November/December</i>	Train staff (commence phase 1) 12 staff x 1 day each	Train K-6 staff re Focus On Reading Priority to stage 2/3 initially Element # 1	LLCT
<i>November 2009</i>	Training for Multilit (intervention program) 2 x team members for 3 days	3 day course in Sydney Element #1	LLCT 1x Leadership Team
<i>November 2009</i>	Multilit assessment 1 x Team member x 2 days 2 x LLCT days	Commence placement tests/ assessment of students for Multilit program. Element #1	LLCT & Trained leadership Team member
<i>December 2009</i>	Employment of Multilit Tutors	2 x tutors employed 15 hrs each per week	
<i>December 2009</i>	ILP writing	ILP for Targeted students on Multilit Element #1	LLCT
<i>February 2010</i>	Additional Employment hours of LLCT		CSO Principal
<i>February 2010</i>	Training for Multilit Tutors X3 (utilising AEA)	Training in Armidale for 1 day + accommodation Element #1	
<i>February 2010</i>	FOR Video conference	LLCT attends Armidale 1 day + accommodation	
<i>2010</i>	Facilitator Training for Focus On Reading (whole school program) continues	3 day course in Sydney PHASE 2 3 day course in Sydney PHASE 3 Element #1 Element #2	LLCT
<i>2010 on going</i>	Embedded professional development for School Improvement Program	Staff meetings Pupil Free Day Element #2	Leadership Team
<i>2010</i>	Continue Training approx 12 K-6 staff in Focus On Reading Phase 1 /2 /3	Undertaken in evening sessions and 1 x pupil free day This is equivalent to approx 9 more days per teacher (12 teachers) Element #1 Element #2	LLCT

Strategic Intent

4.2

1. Participation in the National Partnership for Literacy and Numeracy will give teachers and school executive opportunities to embed practices that will further develop their teaching of literacy or numeracy.

(St Philomena's = Literacy/reading focus).

Key Performance Indicator	DET Analytic Framework	Strategy	Responsibility	Evidence
All teaching (27) staff will be proficient in the first three domain areas and positive movement in the remaining two		Re engagement of the surveys for review All staff undertake SMART e learning Element # 3	NPLN Team	Staff proficiency in domains 1,2,3. A positive shift in the DASA survey
Accountability /management decisions for school program implementation		Employ a Learning and Leading Classroom Teacher (LLCT) Element #2	CSO , Principal	Training all 12 primary staff members in Focus on Reading and Multilit in 2010
Literacy is embedded across all KLAs in the K-10 school	Area 17 : <u>Literacy Skills</u>	Literacy value statement to be placed in all classrooms and programs. Element #2 Staff have specific literacy expectations in all written work in all KLA s Element #2	Class teachers	Reflected in classrooms. Reflected in student written and oral work. Reflected through results from K-10 in all assessments.
Literacy targets in school plans are effective and SMART: Specific, Measurable, Relevant and Time framed <u>Area7</u> Literacy targets in school plans are effective and SMART: Specific, Measurable, Relevant and Time framed <u>Area7</u> <u>1 Increase</u> the proportion of students in Stage 2 & 3 in the top 2 bands by 3% or more annually in <u>reading</u> <u>2 Reduce</u> the proportion of students at and below the national minimum standard by 5% annually in <u>reading</u> <u>3 Increase</u> the proportion of Aboriginal students in Stage 2 &3 in the top 2 bands by 3% or more annually in <u>reading</u> <u>4 Reduce</u> the proportion of Aboriginal students in Stage 2 & 3 at and below the national minimum standard by 5% or more annually in <u>reading</u>	Area 7: <u>Smart targets</u>	Ensure that the focus of the targets is on improved student outcomes. (Area 7 2.3) Element # 3 Set up systems to ensure there is a safety net for students who are experiencing literacy difficulties (Area 17 2.5) Element # 3 Leadership Team member (1) who is LLCT attends Training in Sydney in October 2009 for Focus On Reading (FOR) Train 12 K – 6 staff at school Element # 1 Implement Whole School program “ Focus on Reading(FOR) commencing in K-6 school. Element #2 LLCT (1) & Leadership Team member (1) {2 persons in total } attend training in Sydney in November 2009 for Multilit and train teaching staff at school (12 primary teachers) and 3 tutors for those in bottom two bands and all indigenous students Element #2 Implement Multilit Element # 1	LLC attends training LLCT trains teachers/tutors Class teachers Tutors LLCT	1) 3% or more student increase in top two bands in NAPLAN data Stage 2&3 2) 5% less of students at or below the national minimum standard in NAPALN for Stage 2 & 3 for reading 3) 3% or more increase in Aboriginal students in top 2 bands in NAPLAN for Stage 2 & 3 for reading 4) 5% reduction of Aboriginal students at or below the national minimum standard in NAPLAN data in Stages 2 & 3 for reading Meet CSO reading benchmarks for ESI and Stage 1 Improved performances in National Partnership Assessment groups (Schools Step Up)

Decisions about school/class timetables/calendars made to maximise instructional time for literacy & numeracy and to facilitate staff collaboration	Area 2: <u>Instructional Time.</u>	Establish effective routines for stage/ department and whole school events (Area 2/ 3.4) Review the school calendar and assess the events to minimise disruption (Area 2 3.4)	Principal Class/ KLA teachers APs LLCT	Increased preservation of prime learning time across the school Evident in timetables and school calendar
Improve student attendance, where needed to 95% or more	Area 12: Parent Partnerships	Monitor student attendance and take a proactive approach, as needed.	Class teachers APs Principal AEAs	Improvement for specific students re attendance.
Increase parent responsibility for educational partnership	Area 12: Parent Partnerships	Raise priorities for attendance, homework	Principal School Executive Team Class Teachers Aboriginal Educational Assistants	Response to home support for targeted students.
The school will develop effective partnerships with parents and carers to develop and promote literacy	Area 12: Parent Partnerships	Conduct workshops to enhance parent knowledge, skills and understanding of literacy to assist their child at home (Area 12 2.7) (2 x year min) Use parent meetings for teachers to discuss current literacy programs (Area 12 2.4) Element #2	LLCT Curriculum Coordinator Principal	Support for workshops and for parent readers.
Consistent alignment to the achievement of the CSO PM Benchmarking framework across K-6		Explicit teaching strategies to enhance modelled, guided and independent reading Element #2	Class teachers LLCT	Student progression through the PM levels and comprehension
School library develops an increased borrowing by all students; with particular emphasis on stages 3-5		Review literacy materials in the classrooms and school library (Area 17 2.2) Review the library layout to create reading areas for older students	Librarian KLA teachers Class teachers Principal	Increased borrowing from the library

Strategic Intent

4.2

2. Professional development from the National Partnership Team Leadership for School Improvement and their specific implementation will drive the school with a framework and strategies to plan and implement improvement identifying high leverage strategies to achieve sustained continuous improvement

Key Performance Indicator	DET Analytic Framework	Strategy	Responsibility	Evidence
The School will use the DET Analytical Framework to drive its improvement in literacy and numeracy and to enhance the school leadership for improved sustainability of quality teaching.		Prioritise the 25 areas from the framework to plan for school improvement Element #2	Principal NPLN Team	Mapping and clear direction for School Improvement Focus. SMART Targets met
There is clarity and consensus about the schools goals and expectations in literacy Building of teacher quality	Area 4 : Goals and expectations	St Philomena's will use the DET Analytic Framework of Practical Measures to drive its improvement in literacy and enhance the school leadership with focus on sustained school improvement. Element #2	Principal NPLN Team AP Classroom teachers	Processes commenced to establish the school plan of: Focusing on school improvement Implementing improvement

<p>Teacher beliefs and values about teaching and learning have been challenged</p> <p>Staff recognise themselves as leaders within the school (pre and post course survey)</p>		<p>All educational staff complete the National Partnership on Literacy and Numeracy Team Leadership for School Improvement Program Phase 1, 2 &3</p> <p>Element #2 Element #1</p>	<p>Principal NPLN Team AP Classroom teachers</p>	<p>Signs of the specific commencement of embedded practice that support school improvement</p>
<p>Growth in NAPLAN results Stage 2-5 and base line data at both top two bands and bottom two bands will surpass the NSW improvement measures in reading.</p>		<p>All educational staff complete the National Partnership on Literacy and Numeracy Team Leadership for School Improvement Program Phase 1, 2 &3</p> <p>Element # 1</p>		<p>NAPLAN data</p> <p>Schools Step</p> <p>School Diagnostic data</p>
<p>School planning is driven by data focus for school improvement</p>		<p>Implementation of National partnership Programs</p> <p>Element # 3 Element # 1</p>	<p>Principal NPLN Team AP CSO</p>	<p>Literacy targets met</p> <p>Mapping and clear direction for School Improvement focus</p>
<p>It is important for the school leaders and teachers to have an understanding of their learners, that is Aboriginal & Torres Strait Islander learners</p> <p>The school recognises, values and supports the literacy needs of a diversity of student learners including Aboriginal & Torres Strait Islander students</p> <p>Participants will know their students better and have a deeper understanding of Aboriginal issues in our area.</p>	<p>Area 11 : Diverse Student Needs</p>	<p>In 2010 at least 1 staff member (possibly 2) will attend an Aboriginal Cultural Immersion program</p> <p>Element #2</p> <p>The school will provide a context and experiences for its new staff to understand local aboriginal history, significant town sites and the living communities which our students are drawn.</p> <p>Element #2</p>	<p>CSO Principal</p>	<p>Increased understanding of student learners from Aboriginal & Torres Strait Islander backgrounds</p>

St Philomena's School, Moree

National Partnership on Literacy and Numeracy Reform Elements

1. Effective, evidence based teaching
2. Strong leadership and whole school engagement in literacy and numeracy
3. Monitoring school and student performance to identify when support is needed

Budget Item	Reform Element	Notes	2009/10 Allocation
Leadership Professional Learning	2		\$ 5,321
Smart Data Analysis	3		\$ 3,830
Literacy Whole School Program	1	Focus on Reading	\$ 14,073
Literacy Student Intervention	1	Multilitt	\$ 31,630
Classroom Leader	1 & 2		\$ 27,311
Cultural Immersion	2		\$ 3,600
Resources	1		\$ 15,000
Total Budget Plan 2009/10			\$ 100,765



Australian Government

