

St Joseph's Quirindi

KEY PRIORITY AREA	4: Teaching & Learning			
	March 2009 – December 2010			

4.1 Curriculum Implementation				
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4.2
Specific Programs
National Partnership for Literacy & Numeracy *St Joseph'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 SSNPLN team to attend relevant scheduled training.	• CSO staff
July 2009	School staff informed	Explained by way of staff meeting with specific information relating to National Partnerships.	Principal
August 2009	School Board P&F and parent community informed	Discussed shared at P&F/ Board meetings Letter contained in school newsletter.	Principal
August 2009	Implementation commences Training session for Leadership Team at Dubbo.	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>	Leadership Team
August 2009	Appoint a Leading and Learning Classroom Teacher (LLCT)	Advertise / appoint LLCT	CSO Principal
October 2009	Training session for Leadership Team at Canberra	Leadership for School Improvement Training provided by DET. Analytical Framework Survey to support School Improvement in Literacy and Numeracy completed.(Completed data returned to school in December)	Leadership Team
October 2009	Training for Focus On Reading (whole school program)	3 day course in Sydney	LLCT
November - January	School Implementation of Focus On Reading begins	Plan for and begin initial training for all teaching staff re Focus On Reading (Phase 1 completed by Term 1 Week 2)	LLCT
November	Identification of targeted students	Development of individual learning plans (ILPs) for targeted students based on 2008 & 2009 NAPLAN	LLCT
November 2009	Training for Multilit (intervention program)	3 day course in Sydney	LLCT Leadership Team

			member
January 2010	Multilit assessment	Commence assessment of students	LLCT & Trained leadership Team member

Strategic Intent

4.2 SPECIAL PROGRAMS

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 to enhance student outcomes.

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

Key Performance Indicator	DET Analytic Framework	Strategy	Responsibility	Evidence
All teaching staff will be phase 2 on the DASA Matrix for all 7 domains		Provide staff with copy of DASA Matrix. All staff undertakes SMART e learning. Staff undertakes follow up DASA Survey toward end of 2010. Engage new staff in Data analysis. Staff will be trained in SMART 2 navigation and all teaching staff will have access to online data.	• SSNPLN Team	• To be completed by CSO School Review Team
Literacy is embedded across all KLAs in the school	Area 17 : <u>Literacy Skills</u>	Review and update scope and sequences to ensure Literacy is targeted across the whole school. Staff have specific literacy expectations in all written work in all KLA s	Class teachers	
School sets targets based on SMART target setting acronym. (Specific, Measurable, Relevant and Time related.) All Yr 5 show positive growth in overall Literacy <u>Increase</u> the proportion of students in Stage 2 & 3 in the top 2 bands in Reading. <u>Reduce</u> the proportion of students at and below the national minimum standard in Reading PM_Benchmark_Targets Kinder PM 8 Yr 1 PM 15 Yr 2 PM 22	Area 7: <u>Smart targets</u>	Display SMART acronym widely across the school. Ensure targets are regularly discussed with staff both formally and informally. On staff meeting agenda twice a term. Set up systems to ensure there is a safety net for students who are experiencing literacy difficulties eg MULTILIT and teacher observation, other assessments LLCT attend Training in Sydney in October 2009 for Focus On Reading (FOR) and 2010 Train teaching staff at school Implement Whole School program " Focus on	LLC attends training Class teachers Tutors LLCT Dale Cain (CSO) LLCT Principal	

		<p>Reading(FOR)</p> <p>Staff programs are informed by SMART data and reflect FOR strategies.</p> <p>LLCT & Leadership Team members attend Training in Sydney in November 2009 for Multilit</p> <p>Employment of an EA for MULTILIT 2010 (10.5hrs pw) Tutors trained for identified students. Implement Multilit</p> <p>Liaise with other NPLN schools.</p> <p>Identify targeted students in Bands 1&2 in 2008, 2009 & NPLN Monitoring data and develop ILP proforma.</p>	<p>Dale Cain (CSO) LLCT</p> <p>Tutors</p>	
<p>Decisions about school/class timetables/calendars made to maximise instructional time for literacy & numeracy and to facilitate staff collaboration</p>	<p>Area 2: <u>Instructional Time.</u></p>	<p>Literacy and numeracy taught in stage groups for S 2 & 3.</p> <p>Teaching blocks established to maximize effective use of staffing allocation. (Key block 9.00am - 12.30pm) Use of SSNPLN funding to support separate stage classes for Yrs 3-6 (0.18 fte)</p> <p>Review the school calendar and assess the events to minimize disruption. Quarantine Mon – Thurs as ‘Non- Interruption Time’ of teaching block as far as possible.</p> <p>Review and update of available resources to support literacy programs.</p>	<p>Principal Class teachers APs LLCT</p>	
<p>Increase full day attendance of students.</p>	<p>Area 12: Parent Partnerships</p>	<p>Monitor student attendance Establish tracking records and provide graphs to parents.</p>	<p>Class teachers Principal</p>	
<p>Increased parent involvement in</p>	<p>Area 12:</p>	<p>Parent Information night</p>	<p>Principal</p>	

educational partnership	Parent Partnerships	held Parent Reading workshops held Encourage parent helpers in school / class Use parent meetings for teachers/ students to discuss current literacy programs Establishment of lunchtime interest group programs delivered by staff, parents and other community members. Newsletter items reinforcing school focus on teaching and learning as core business.	Class Teachers	
Develop positive relationship with Town Library		Take children to Quirindi Town Library minimum of 2 times during 2010. Town librarian to visit school and promote membership and borrowing.	Librarian Class teachers Principal	

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 as a frame of reference for improved student outcomes.		Make analytical framework available to all staff. Staff identifies strategies currently employed. Use suggested strategies as relevant to the schools' context. Professional Development needs highlighted.	Principal SSNPLN Team	To be completed by CSO School Review Team
Staff recognise themselves as leaders within the school		Staff participate in the National Partnership on Literacy and Numeracy Team Leadership for School Improvement Modules during staff meetings specifically established for this purpose.	Principal SSNPLN Team Classroom teachers	

		<p>Student feedback processes and frequency reviewed in light of Hattie's research.</p> <p>Staff use Hattie research to inform and help direct changes to teaching styles and practice</p> <p>Purchase all the recommended readings and create staff area for perusal.</p> <p>Staff take turns to present one thing on this regularly at staff meetings.</p> <p>QLA teaching tools are integrated into whole school practice.</p>		
4.3 Analysis of Student assessment				
4.4 Learning Technology				
4.5 Additional Needs				
4.6 Programming and Assessment				
4.7 Reporting				

St Joseph's Primary School, Quirindi

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		\$ 3,850
Smart Data Analysis	3		\$ 2,175
Literacy Whole School Program	1	Focus on Reading	\$ 18,500
Literacy Student Intervention	1	Multitilt	\$ 21,200
Classroom Leader	1 & 2		\$ 7,515
Resources	1		\$ 14,000
Total Budget Plan 2009/10			\$ 67,240



Australian Government

