



Diocese of Wilcannia Forbes Implementation Plan



An Australian Government Initiative



Implementation Plan

Smarter Schools Literacy and Numeracy National Partnership (SSLNNP)

School: St Mary's

Town: Warren

Principal: Mrs Elizabeth McCole

Duration of the Partnership: 2009- 2010

This National Partnership is a Literacy focus

-Whole school program selected for the Smarter School National Partnership: First Steps Reading.

-Intervention method selected for the Smarter School National Partnership: MULTILIT.

School Contact: Mrs Elizabeth McCole (Principal)

Diocesan Contact: Mrs Mary-Ellen Dempsey (Administrator of Schools)

Program Facilitator: Mrs Elizabeth O'Callaghan

Teaching and Learning Classroom Leader: Miss Tessa Franks (Education Services Support Officer)

Smarter Schools National Partnerships Broad Aims	Goals	Targets
Achieving effective evidence based teaching.	<p>All staff become competent in the use of <u>NAPLAN SMART data</u> to:</p> <ul style="list-style-type: none"> ▪ Evaluate teaching practices across K-6 to inform future teaching and learning; ▪ Address the needs of all students. 	<ul style="list-style-type: none"> ▪ Training of all staff in NAPLAN SMART data analysis of reading. ▪ Staff actively and consistently using NAPLAN SMART data as a diagnostic tool, with evidence in the class program.
	<p>All staff to use <u>NAPLAN SMART data to inform teaching and learning targets</u></p>	<ul style="list-style-type: none"> ▪ Staff to engage with e learning modules on the EMSAD portal to target and maximise learning for students.
	<p>All staff become proficient in the implementation of the <u>First Steps Second Edition Reading Resource</u> which supports the <u>K-6 English Syllabus</u></p>	<ul style="list-style-type: none"> ▪ All staff trained in <i>First Steps Second Edition Reading Resource</i>. ▪ Teaching and Learning Classroom Leader works in collaboration with a school based Lead Teacher to provide ongoing support for teachers in implementing the <i>First Steps Second Edition Reading Resource</i>. ▪ Evidence of the use of the <i>First Steps Second Edition Reading Resource</i> in class programs and classrooms. ▪ Consultative process facilitated by the Teaching and Learning Classroom Leader to develop agreed practice for the use of the <i>First Steps Second Edition Reading Resource</i> to support the teaching and learning of reading. ▪ Ensure the embedding and sustaining of best practice in reading K-6.
	<p><u>Establish an effective literacy block.</u></p>	<ul style="list-style-type: none"> ▪ Input from Diocesan Teaching Educator and

		<p>Teaching and Learning Classroom Leader to explore current research on effective literacy blocks.</p> <ul style="list-style-type: none"> ▪ Diocesan Teaching Educator and Teaching and Learning Classroom Leader working collaboratively with teachers to establish the literacy block. ▪ Agreement on whole school practice, with a common language for the teaching of reading.
	<p><u>To focus on comprehension skills and strategies K-6.</u></p>	<ul style="list-style-type: none"> ▪ Input from Diocesan Teaching Educator and Teaching and Learning Classroom Leader on the teaching and learning of comprehension strategies with the particular emphasis of the 'Gradual Release of Responsibility' (Pearson and Gallagher 1983).
<p>Demonstrating strong leadership and whole school engagement in literacy</p>	<p><u>To strengthen and build upon the partnership with families to form a literacy community which supports students in the development of their reading.</u></p>	<ul style="list-style-type: none"> ▪ School to provide families with ongoing information regarding the <i>First Steps Second Edition Reading Resource</i>. ▪ Promote a greater awareness of the importance of reading. ▪ Staff to facilitate indigenous parent involvement.
	<p><u>Participation in a whole school leadership program.</u></p>	<ul style="list-style-type: none"> ▪ Participation by all teachers in "Leaders Transforming Learning and Learners" (LTLL program), a partnership with Australian Catholic University. ▪ Ongoing support and training for staff to build capacity in order to embed and sustain best practice. ▪ Ongoing support and mentoring for the Principal by Program Facilitator.
	<p><u>Appropriate resources to support the teaching and learning of reading.</u></p>	<ul style="list-style-type: none"> ▪ Staff review and investigate the purchase of suitable resources to support the English K-6

	<p><u>Provide resources with an Aboriginal perspective to enhance student engagement and promote foundation skills.</u></p>	<p>Syllabus and the First Steps Second Edition Reading Resource.</p> <ul style="list-style-type: none"> The Lead Teacher will source culturally appropriate resources to support the English K-6 Syllabus and the <i>First Steps Second Edition Reading</i>.
	<p><u>The use of technology to be integrated into teaching and learning.</u></p>	<ul style="list-style-type: none"> Staff access training from the school based ICT Teacher to develop and enhance technology skills. Evidence of the use of technology in class programs and classrooms. Purchase of appropriate digital reading resources.
<p>Developing processes to monitor school and students performance to identify when support is needed.</p>	<p><u>To promote effective school processes for monitoring student performance K-6.</u></p>	<ul style="list-style-type: none"> Evaluate and review school processes for monitoring and tracking of student performance K-6, including assessment of new enrolments. Teaching and Learning Classroom Leader implements a process of unpacking assessment information to identify and target all students where data indicates need. Teaching and Learning Classroom Leader facilitates the exploration of data driven teaching and learning using information gathered from a range of sources.
	<p><u>Improve the attendance of indigenous students.</u></p>	<ul style="list-style-type: none"> Develop a system which monitors and addresses the attendance of indigenous students. Work closely with parents and explore meeting places beyond the school grounds.

Implementation To Achieve Effective Evidence Based Teaching

Target	What <i>The activities and programs required to progress the key improvement strategies</i>	How <i>The budget, IT, learning equipment, IT, learning time, learning space</i>	Who <i>The individuals or teams responsible for implementation</i>	When <i>The date, week, month or team for completion</i>	Achievement Milestones <i>The changes in practice or behaviours</i>
Training of all staff in NAPLAN SMART data analysis of reading.	Professional Development Day (PDD) in the analysis of NAPLAN SMART data.	School based PDD Laptops with SMART data loaded.	Diocesan Education Services team and Program Facilitator.	17/9/09	<ul style="list-style-type: none"> ▪ Data has been analysed and report completed. ▪ Individual Learning Programs devised and implemented for identified students. ▪ Target setting for students for improved comprehension with particular emphasis on: connecting, predicting, inferring, skimming, determining importance and summarising and paraphrasing.
Staff to engage with e learning modules on the EMSAD portal to target and maximise learning for students.	Teachers released to work with the Lead Teacher to engage and use e learning modules	Internet access, half-day release per teacher	Teaching Learning Classroom Leader, Lead Teacher	Term Two	<ul style="list-style-type: none"> ▪ NAPLAN SMART Data Analysed for 2009/2010 using knowledge gained from e learning modules ▪ Identify targets to be explicitly taught ▪ Students identified for

Staff actively and consistently using NAPLAN SMART data as a diagnostic tool, with evidence in the class program.	Sharing of expectations of how data analysis is to be reflected in class programs.	PDD Staff meetings Laptops loaded with SMART data Examples of proformas	Diocesan Education Services Team.	Term 1, Week 1, 2010 and ongoing.	targeted individualised programs
All staff trained in First Steps Second Edition Reading Resource. Ongoing support for teachers in implementing the First Steps resource.	In-servicing of all teachers in <i>First Steps Second Edition Reading</i> . Evidence of the use of the First Steps Second Edition Reading Resource in class programs and classrooms.	Formal training for untrained staff. Focus of the Professional Learning Cycle for all staff. Lead Teacher released one day a week to support teachers in the effective implementation. Consultative process facilitated by Teaching and Learning Classroom Leader to develop agreed practice for the use of the First Steps Resource to support the teaching and learning of reading.	<i>First Steps Second Edition</i> facilitators. Diocesan Education Services Team.	3 & 4 May, 2010. Term 1 and 2, 2010.	All <u>students</u> - accelerate improvement Evidence in program and classroom practice All staff trained in <i>First Steps Second Edition Reading</i> . Evidence of effective teaching of reading and classroom practice. Clear, documented record of agreed practice. Documentation evident in English Education Plan and class program .
The embedding and	Establish an effective	Reflected in class	Program Facilitator,	Professional	Supervision and sharing of class

<p>sustaining of best practice in reading K-6.</p>	<p>literacy block.</p>	<p>programs. Promotions of professional learning conversations e.g. Staff meeting agenda. Evidence in classroom practice.</p>	<p>Teaching and Learning Classroom Leader, Diocesan Education Services Team, Principal.</p>	<p>Learning Cycle- Term 1 Weeks 2,3,4 &5 2010.</p>	<p>programs in accordance with Diocesan policy. Regular, planned and structured conversations at staff meetings reflecting on best whole school practice, and development of a common language for the teaching of reading including a focus on metalanguage.</p>
<p>The explicit focus on comprehension skills and strategies K-6.</p>	<p>The study of best practice approaches in teaching and learning of comprehension skills.</p>	<p>As a central focus of the professional learning cycle, with the particular emphasis on the “Gradual Release of Responsibility” (Pearson and Gallagher 1983).</p>	<p>Teaching and Learning Classroom Leader, Diocesan Education Services Team, Principal, Lead Teacher.</p>	<p>Term 1 &2 2010.</p>	<p>Professional Learning Cycle:</p> <ul style="list-style-type: none"> • Peer classroom visits • Inter- school visits • Team teaching <p>Planned, explicit teaching of comprehension strategies using modelled, shared and guided reading. Evidence in classroom program and practice.</p>

Demonstrating Strong Leadership and Whole School Engagement In Literacy

Key Improvement Strategies	What <i>The activities and programs required to progress the key improvement strategies</i>	How <i>The budget, equipment, IT, learning time, learning space</i>	Who <i>The individuals or teams responsible for implementation</i>	When <i>The date, week, month or term for completion</i>	Achievement Milestones <i>The changes in practice or behaviours</i>
To strengthen and build upon the partnership with families to form a literacy community which supports students in the development of reading skills.	Parent/carer information sessions focusing in supporting children to read.	Daytime/evening sessions.	Principal and Teachers.	Term 1, Week 7	Parents/carers have a deeper understanding of how to support their child in reading.
	Information sessions for parents providing classroom support with reading.	Daytime/evening sessions.	Principals and Teachers	Term 1, Week 8.	Greater participation of parent/carer support in the classroom. Parents who are confident in the support of children in reading sessions. Parental support aligned with classroom teaching approaches.
	Facilitation by staff indigenous parent involvement.	Personal contact with aboriginal families.	Principal and Teachers.	Term 1, 2010. Periodic revisiting.	Increased involvement of Aboriginal parents/carers.

<p>Participation in a whole school leadership program.</p>	<p>Literacy Week activities on reading, including an aboriginal perspective.</p>	<p>Literacy information packs. Local library.</p>	<p>Teaching and Learning Classroom Leader, Principal, Teachers.</p>	<p>Literacy Week Term 3 Week 6.</p>	<p>Increased parent/carer participation, including aboriginal parents/carers in Literacy Week. Increased use of local library resources.</p>
<p>Participation in a whole school leadership program.</p>	<p>Leadership program in partnership with Australian Catholic University "Leaders Transforming Learning and Learners" (LTLL).</p>	<p>Professional learning (2 day intensive workshop).</p>	<p>Associate Professor Michael Bezzina & Dr Charles Burford, Australian Catholic University, Strathfield. Program Facilitator, Teaching and Learning Classroom Leader, Diocesan Education Services Team and Staff.</p>	<p>Term 4, 23/24 November 2009.</p>	<p>Engagement with the LTLL conceptual framework. Development of a strategic school plan based on moral purpose, teacher leadership and the promotion of authentic learning.</p>
<p>Participation in a whole school leadership program.</p>	<p>Engagement with online support networks to facilitate sharing of ideas and experience across schools and resources.</p>	<p>Use of a learning management system for learning related to elements of the LTLL framework particularly authentic learning elements and literacy programs.</p>	<p>Program Facilitator, Teaching and Learning Classroom Leader, Principal and Teachers.</p>	<p>Terms 1, 2 & 3, 2010.</p>	<p>Term 4 2010 presentation of LTLL project.</p>

<p>Appropriate resources to support the teaching and learning of reading. Provide resources with an Aboriginal perspective to enhance student engagement and promote foundation skills.</p>	<p>Audit of current school reading resources.</p>	<p>Development of a system for effective and efficient resource management.</p>	<p>Principal, Lead teacher to facilitate staff and student input.</p>	<p>Term 2, 2010.</p>	<p>Current reading resources to promote engagement and enjoyment. Digital assets register of all reading material. All staff aware of reading resources in the school. All staff readily access appropriate resources to meet student need.</p>
	<p>Purchase of resources</p> <ul style="list-style-type: none"> ▪ classroom readers, ▪ literature with an aboriginal perspective ▪ high interest books for boys ▪ digital 	<p>SSNPLN funds.</p>	<p>Lead Teacher.</p>	<p>Term 1, 2010.</p>	<p>Student input for selection of new resources.</p>
<p>The use of technology to be integrated into teaching and learning.</p>	<p>Professional learning for all staff.</p>	<p>Use of Promethean Activboards. Use of Microsoft office tools and Internet. SSNPLN funds to source training and release time.</p>	<p>Principal and Teachers, Diocesan Educational Services Team, Teaching and Learning Classroom Leader, outside providers.</p>	<p>Ongoing 2010 and beyond.</p>	<p>Evidence of technology as a teaching and learning tool to engage 21st century learners. Evidence of integrated ICT in classroom programs and practice.</p>

Developing Processes To Monitor School and Student Performance To Identify When Support Is Needed:

Key Improvement Strategies	What <i>The activities and programs required to progress the key improvement strategies</i>	How <i>The budget, IT, learning time, learning space</i>	Who <i>The individuals or teams responsible for implementation</i>	When <i>The date, week, month or term for completion</i>	Achievement Milestones <i>The changes in practice or behaviours</i>
To ensure effective school processes for monitoring student performance K-6.	Development of individual and group teaching and learning programs for targeted students. Training in MULTILIT, intervention program for individual students.	Analysis of 2008/2009 NAPLAN data and school based assessment	Learning Support Teacher, staff and Program Facilitator, Teaching and Learning Classroom Leader, Diocesan Education Services Team.	Term 4, 2009. Terms 1 & 2 2010.	Target setting, development, assessment and monitoring of Individual and group Literacy Plans. Implementation of the MULTILIT program for identified students.
	Review and develop a whole school process for the monitoring and tracking of all students K-6.	Systematic review of research and current practice during staff meetings. SSNPLN funding for release for sharing of student information.	Teaching and Learning Classroom Leader, Principal, Learning Support Teacher, Lead Teacher, Staff, Diocesan Educational Services Team.	Term 3, 2010.	Development of school policy for: <ul style="list-style-type: none"> ▪ gathering and recording of student data; ▪ monitoring /tracking of students; ▪ reporting of student performance K-6; assessment processes for new enrolments.

<p>Improve the attendance of indigenous students.</p>	<p>Review of current research and reflection on school practice.</p>	<p>Professional learning conversations.</p>	<p>Program Facilitator, Teaching and Learning Classroom Leader, Diocesan Office and outside personnel. Internet/journal research.</p>	<p>Terms 2&3, 2010.</p>	<p>Digital documentation of all data stored on the school server. Implementation of current research based practice. Explicit teaching of identified areas of need. Evidence of differentiation in class programs and teaching and learning.</p>
<p>Improve the attendance of indigenous students.</p>	<p>Develop a set of procedures to address non-attendance.</p>	<p>Investigate local services available.</p>	<p>Teaching and Learning Classroom Leader, Diocesan Office Aboriginal Education Support Officer.</p>	<p>Term 2, 2010.</p>	<p>Increased attendance. Closer partnership between home/school.</p>

St Mary's Warren

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
Lead Teacher	1 & 2	0.2 classroom release terms 3 and 4 2009	25 500
Casual Relief		0.2 classroom release terms 1-4 2010	11,100
		A bank of days monitored by the lead teacher to facilitate professional learning.	
		One release day per teacher, per PLC	
		Total 30 days	
		Subtotal	\$ 36 600
SMART data workshops	3	One day workshop for all staff members	
		Travel	110
		Sustenance	335
		Accommodation for facilitators	
			13 560
Leaders Transforming Learners and Learning (LTLL)	2	Program Cost/ Facilitator costs (airfares, accommodation, sustenance)	
		2 day course and online component	610
		for all staff- travel, accommodation, sustenance	
		One day, term 4 2010, final presentation - travel, accommodation, sustenance	350
		Course Materials	170
School self Evaluation (SSE)	3	Overnight trip to partner school for 1 staff – travel, accommodation and sustenance,	100
		Validation team travel, accommodation (3) and sustenance	520
		Administration time Diocesan Office	610
Developing and refining the school plan	1,2 & 3	Trip to partner school for staff –release (4), travel and sustenance	1 600

St Mary's Warren

Reading whole school program (First Steps Reading)	1	First Steps Reading: Facilitator Training (2) Attending Diocesan training day (4)	4 000 4 000
Reading individual student intervention (Multi-lit)	1 & 3	Multi-lit training: Learning Teaching Mentor(1) , school staff member (4) accommodation (2), meals (2) and travel (4)	1 650 360
Resources	1,2 & 3	Purchase of resources as per school implantation plan	15 000
		Subtotal	\$ 42 975
General operating expenses		Other expenditure related to implementing NPLN program specified in the revised school improvement plan	10 929
		Subtotal	\$ 10 929
Total budget plan 2009/10			\$ 90, 504.00