



Diocese of Wilcannia Forbes Implementation Plan



An Australian Government Initiative



Implementation Plan

Smarter Schools Literacy and Numeracy National Partnership (SSLNNP)

School: Holy Family School

Town: Parkes

Principal: Mrs Denise Gersbach

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 Second Edition

-Intervention method selected for the Smarter School National Partnership: MULITLIT

School Contact: Mrs Denise Gersbach(Principal)

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

Program Facilitator: Mrs Elizabeth O'Callaghan

Teaching and Learning Classroom Leader: Mrs Patricia Cleal (Education Services Support Officer)

Smarter Schools National Partnerships Broad Aims	Goals	Targets
Achieving effective evidence based teaching.	<p><u>All staff become competent in the use of NAPLAN SMART data to :</u></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><u>All staff become proficient in the implementation of the <i>First Steps Second Edition Reading Resource</i> which supports the K-6 English Syllabus.</u></p>	<ul style="list-style-type: none"> ▪ All staff trained in <i>First Steps Second Edition Reading Resource</i> ▪ Lead teacher in collaboration with the Teaching and Learning Classroom Leader provides 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 to develop agreed practice for the use of the <i>First Steps Second Edition Reading Resource</i>. ▪ to support teaching and learning in reading.
	<p><u>To improve the comprehension skills of all students.</u></p>	<ul style="list-style-type: none"> ▪ Explore the teaching and learning of comprehension as a central focus of the professional learning cycle, with particular emphasis of the “Gradual Release of Responsibility” (Pearson and Gallagher 1983).
	<p><u>Appropriate resources to stimulate and support optimum learning.</u></p>	<ul style="list-style-type: none"> ▪ The Teaching and Learning Classroom Leader Lead Teacher source current researched based resources for teachers and students.

<p>Demonstrating strong leadership and whole school engagement in literacy.</p>	<p><u>Strengthen and build upon the partnership with families to form a literacy community which supports students in the development of 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>. ▪ Whole school promotion of the importance of reading.
	<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. ▪ Agreement on whole school practice, with a common language for the teaching of reading.
	<p><u>Appropriate resources to support teaching and learning in reading.</u></p>	<ul style="list-style-type: none"> ▪ The Lead Teacher, in collaboration with the Principal and Teaching and Learning Classroom Leader, source suitable resources to support the English K-6 Syllabus and the <i>First Steps Second Edition Reading Resource</i>.
	<p><u>Provide resources with an Aboriginal perspective to enhance student engagement and promote foundation skills.</u></p>	<ul style="list-style-type: none"> ▪ The Lead Teacher in collaboration with the Principal, Teaching and Learning Classroom Leader and Aboriginal Education Worker, source suitable resources to support the English K-6 Syllabus and the <i>First Steps Second Edition Reading Resource</i>.
<p>Developing processes to monitor school and student performance to identify when support is needed.</p>	<p><u>To ensure effective school processes for monitoring student performance K-6.</u></p>	<ul style="list-style-type: none"> ▪ Evaluate and review school processes for monitoring student performance K-6. ▪ Identify and target all students where data indicates need.

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, 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>
Training of all staff in NAPLAN SMART data analysis.	Professional Development Day (PDD) in the analysis of NAPLAN SMART data.	School based PDD Laptops with SMART data loaded.	Program Facilitator, Teaching and Learning Classroom Leader, Diocesan Education Services Team.	14/9/09	Data has been analysed and report completed.
Staff use NAPLAN SMART data as a diagnostic tool, with evidence in the class program.	Professional Development Day in the use of data to inform strategic responsive and informed instruction.	School based PDD. Use of Interactive Whiteboard and laptops.	Teaching and Learning Classroom Leader in collaboration with staff.	Term 4 2009	Target setting for improved Comprehension with particular emphasis on: Inferring, predicting, identifying implicit and explicit information. Students in the upper bands show positive growth at or above the state average Each indigenous student shows improve of at least one band in reading.

<p>All staff trained and competent in the use of <i>First Steps Second Edition Reading Resource</i>.</p>	<p>Ongoing training in <i>First Steps Reading Resource Second Edition</i> for all staff. New and casual teachers given a professional briefing on First Steps.</p>	<p>Staff meetings, professional reading, e-learning, mentoring and networking, professional learning.</p>	<p>Diocesan Office Education Services Team.</p>	<p>Ongoing throughout 2009 and 2010.</p>	<p>Evidence of effective teaching of reading and classroom practice. The articulation of a common language (refer to <i>First Steps Reading Map of Development</i>) Professional learning conversations embedded in school culture.</p>
<p>Consultative process 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.</p>	<p>Professional learning regarding school expectations on the implementation of <i>First Steps Second Edition Reading Resource</i>.</p>	<p>Collaborative decision making process.</p>	<p>Teaching and Learning Classroom Leader and staff.</p>	<p>Term 4 2009 and Term 1 2010.</p>	<p>An agreed practice is evident throughout the school and in teaching programs.</p>
<p>The explicit focus on comprehension skills and strategies K-6 using the “Gradual Release of Responsibility” model (Pearson and Gallagher 1983).</p>	<p>Professional Learning with particular reference to the <i>First Steps Second Edition Reading Resource Book Chapter 4</i>.</p>	<p>Professional conversations, Team teaching, sharing of resources, mentoring, stage meetings, visits to other schools.</p>	<p>Teaching and Learning Classroom Leader, Diocesan Education Services Team, All teaching staff.</p>	<p>Consistently to the end of 2010.</p>	<p>Students improve their comprehension skills.</p>
<p>Provision of current researched based resources for teachers and students.</p>	<p>School audit and update of resources. The purchase of resources.</p>	<p>SSNPLN Funding</p>	<p>Teacher and student input facilitated by the Lead Teacher.</p>	<p>Ongoing purchases on a needs basis during 2010.</p>	<p>Engaged, eager learners, quality resources in classrooms.</p>

Demonstrating Strong Leadership and Whole School Engagement In Literacy

Targets	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 team for completion</i>	Achievement Milestones <i>The changes in practice or behaviours</i>
To provide families with ongoing information regarding the <i>First Steps Second Edition Reading Resource</i> .	Parent information sessions, information packs, presentation at parent meetings, First Steps newsletter items, parent surveys.	Newsletter, parent/teacher interviews, meeting venues. Attendance and survey data collated and used to inform future directions.	Diocesan Education Services Team, Teaching and Learning Classroom Leader, Principal and all teaching staff.	Information session each term. First Steps Newsletter items twice per term. Information pack – term one. Parent meeting – each term.	Completion of parent surveys. Parents/carers have a deeper understanding of how to support their child.
Promote a greater awareness of the importance of reading.	Parent information sessions, information packs, presentation at parent meetings, First Steps newsletter items, parent surveys. Birth to Kindergarten Reading Day- all students. Visits to Parkes Shire Library. Borrowing from our school library. Advertising reading around the school environment.	Newsletter, parent/teacher interviews, meeting venues. Attendance and survey data collated and used to inform future directions. Posters, Parkes Library, school notice-boards and signs.	Lead teacher, Principal and all teaching staff.	Information session each term. First Steps Newsletter items twice per term. Information pack – term one. Parent meeting – each term. Advertising on a regular basis.	Completion of parent surveys, parents attending information sessions, children borrowing more regularly from the library.

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Participation in a whole school leadership program.	Leadership program in partnership with Australian Catholic University, “Leaders Transforming Learning and Learners” (LTLL program).	Professional learning (2 day intensive workshop).	Associate Professor Michael Bezzina and Dr Charles Burford, Australian Catholic University, Strathfield. Program Facilitator, Teaching and Learning Classroom Leader, Diocesan Education Services Team, Staff.	Term 4, 23 – 24 November, 2009.	Engagement with the LTLL conceptual framework. Development of a strategic school plan based on moral purpose, teacher leadership and the promotion of authentic learning.
Greater capacity for staff in authentic leadership and learning.	Professional learning.	Engagement with the initiatives of the SSNPLN.	Program Facilitator, Teaching and Learning Classroom Leader, Diocesan Education Services Team, external facilitators.	Ongoing throughout the Professional Learning Cycles.	Staff with increased capacity to embed learning from the SSNPLN initiatives.
Agreement on whole school practice, with a common language for the teaching of reading.	Review current practice using research and evidence gathered at the local level.	Recording and communicating school based approach to teaching reading.	Program Facilitator, Teaching and Learning Classroom Leader, Diocesan Education Services Team, Lead Teacher, all teaching staff. Executive to oversee the sequence of learning.	18/12/09	Evidence in class programs and classrooms, program checklists. Reading sequence of learning K-6.
Appropriate resources to support the teaching and learning of reading.	Audit of current school reading resources. Purchase of resources	SSNPLN funds.	Lead teacher, all staff.	Term 1 2010.	Subscriptions, resources in classrooms, evidence in staff meeting minutes. Establishment of a professional reading nook in the staffroom.

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Provide resources with an Aboriginal perspective to enhance student engagement and promote foundation skills.	Update and purchase of resources.	SSNPLN funds.	Lead teacher, all staff, Aboriginal Education Workers, Librarian.	Term 1 2010.	Establishment of a professional reading nook in the staffroom, reading focus during NAIDOC Week, Aboriginal book displays in library, classrooms and administration block (one display per term).
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Developing Processes To Monitor School and Student Performance To Identify When Support Is Needed:

Target	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 team for completion</i>	Achievement Milestones <i>The changes in practice or behaviours</i>
Evaluate and review school processes for monitoring student performance K-6.	School policy, documentation of procedures for standardised testing and tracking of students reviewed and presented to staff. Documenting class and whole school formal assessment results.	Consultative process lead by Principal, Lead Teacher and Special Education Teacher.	Executive, Learning Support Teacher, Lead Teacher, all teaching staff	29/1/10 Commencing term 4 2009	School policy documenting standard procedures. Development and use of a format for recording assessment K-6. Meetings with individuals/stages to share data and review procedures.
Identify and target all students where data indicates need.	NAPLAN Smart Data, formal assessments K-6, Learning Support groups list (targeted students), First Steps Reading Profiles.	Collaboration to: develop student intervention plans; determine literacy groupings; reading recovery candidates.	Principal, Lead Teacher and all teaching staff.	Regular and structured implementation and review.	Student assessment data indicating growth.

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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 0.2 classroom release terms 1-4 2010	25 500
Casual Relief		A bank of days monitored by the lead teacher to facilitate professional learning. One release day per teacher, per PLC Total 40 days	14 800
		Subtotal	\$ 40 300
SMART data workshops	3	One day workshop for all staff members Travel Sustenance	40 122
Leaders Transforming Learners and Learning (LTLL)	2	Program Cost/ Facilitator costs (airfares, accommodation, sustenance) 2 day course and online component for all staff- travel, accommodation, sustenance One day, term 4 2010, final presentation - travel, accommodation, sustenance Course Materials	19 800 3 600 1 500 300
School self Evaluation (SSE)	3	Overnight trip to partner school for 1 staff – travel, accommodation and sustenance, Validation team travel, accommodation (1) and sustenance Administration time Diocesan Office	80 190 600

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Developing and refining the school plan	1,2 &3	Overnight trip to partner school for staff – travel, accommodation and sustenance	70
Reading whole school program (First Steps Reading)	1	First Steps Reading: Facilitator Training (2) Attending Diocesan training day (5)	4 000 5 000
Reading individual student intervention (Multi-lit)	1 & 3	Multi-lit training: Learning Teaching Mentor(1) , school staff member (2) accommodation (1), travel and meals (1)	1 500 90
Resources	1,2 &3	Purchase of resources as per school implantation plan	10 000
		Subtotal	\$ 46 892
General operating expenses		Other expenditure related to implementing NPLN program specified in the revised school improvement plan	24 414
		Subtotal	\$ 24 414
		Total budget plan 2009/10	\$ 111,606