



Diocese of Wilcannia Forbes Implementation Plan



An Australian Government Initiative



Implementation Plan

Smarter Schools Literacy and Numeracy National Partnership (SSLNNP)

School: St Joseph's Primary School

Town: Balranald

Principal: Natalie Lay

Duration of the Partnership:

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: Natalie Lay

Diocesan Contact: Prue Horan

Program Facilitator: Jim Finucane

Teaching and Learning Classroom Leader: Simone Harding

Smarter Schools National Partnerships Broad Aims	Goals	Targets
Achieving Evidence Based Teaching	<p>All staff become competent in the use of NAPLAN SMART data 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. <p>To improve the comprehension strategies with explicit and consistent instruction for all students.</p>	<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.
		<ul style="list-style-type: none"> Literacy Support Teacher/Lead Teacher to liaise with Principal to ensure that comprehension strategies are being explicitly taught in guided and shared reading sessions each week. 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>To achieve significant improvement in reading outcomes across all grades.</p>	<ul style="list-style-type: none"> Use the ‘First Steps’ reading resource to support small group reading instruction. In-servicing of parents of a home reading program Provision of a visually rich learning environment where reading is an obvious key focus
	<p>To improve the vocabulary knowledge of all students</p>	<ul style="list-style-type: none"> Staff to revisit existing vocabulary scope and sequence to ensure that explicit instruction is taking place and to ensure that vocabulary is a central focus of the professional learning cycle
Demonstrating strong leadership and whole school engagement in reading	<p>To support the school’s home reading program with current and relevant resources with particular focus on literature that will appeal to the interest of boys.</p>	<ul style="list-style-type: none"> Staff to explore various publishing houses to determine most appropriate home reading material Invite students to nominate reading materials for purchase to support their interest and ability levels

	<p><u>To engage with parents in the purchase of reading literature.</u></p>	<ul style="list-style-type: none"> ● Make note of parent recommendations in the purchase of Reading literature ● Inform students and parents when resources are purchased via the newsletter to ensure all parties are well informed ● Inclusion of digital resources purchases where appropriate
	<p><u>Participation in a whole school leadership program</u></p>	<ul style="list-style-type: none"> ■ Participation by all teachers in Leaders Transforming Learners and Learning (LTL program) ■ Ongoing support and training for the Lead Teacher and Learning Support Teacher ■ Agreement on whole school practice, with a common language for the teaching of reading
	<p><u>To provide resources which reflect a broader world view incorporating the experiences of a variety to cultural groups.</u></p>	<ul style="list-style-type: none"> ● Diverse Reading resources including Aboriginal literature need to be purchased across all grades with particular reference to the K-4 grades ● The Lead Teacher sources current researched based resources for teachers and students ● Explore Scholastic Bookclub for suitable materials.
	<p><u>To provide parents with information re First steps Reading resource and how it is utilised</u></p>	<ul style="list-style-type: none"> ● Lead Teacher and Principal to formulate a package for presentation to parents at an information evening ● Parent meeting to be held explaining the philosophy of ‘First Steps’ and how the resource works in our school and how to support their children at home ● All class teachers to send home tips and strategies to assist with parental input based on the individual child’s phase of development ● Learning Support Teacher to continue to provide tips and pointers related to Reading via the school newsletter

<p>Developing processes to monitor school and student performance to identify when support is needed.</p>	<p><u>To provide further explanation of NAPLAN results for parents.</u></p>	<ul style="list-style-type: none"> • Lead Teacher and Principal to co-ordinate interviews • Reflecting on NAPLAN results to direct teaching and learning across all grades
	<p><u>To skill students in reading for a particular purpose K-6</u></p>	<ul style="list-style-type: none"> • All classes to be explicitly taught Reading behaviours such as working in silence, reading from a source and answering on a separate sheet
	<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 • Evaluate record keeping and data associated with all students with particular emphasis on 'at risk' students.

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, 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 of Reading	Completion of the SMART eLearning modules by all staff Dedication of 2 staff meetings where SMART data is analysed	Computers with SMART DATA program loaded	Lead Teacher Principal All staff	Term 3, Weeks 1 and 2 staff meeting	Successful completion of the modules
Staff actively and consistently using NAPLAN SMART data as a diagnostic tool, with evidence in the class program.	Identifying the areas using SMART DATA that the school has fallen below expectations and use that information to drive the teaching and learning in relation to Reading	Staff meeting focussed on the identification of areas for development and linking this information into all classroom programs within the 'First Steps' framework	Lead Teacher Principal All staff	Term 3, Week 4	Data has been analysed and targets have been set for students in the following areas: <u>Comprehension</u> <u>Strategies</u> ; inferring, skimming, determining importance and summarising and paraphrasing <u>All students</u> - accelerate improvement Evidence in program and classroom practice
Literacy Support	Meeting to determine a	Monitoring and	Lead Teacher	Term 2 stand down	Timeline will be evident

<p>Teacher/Lead Teacher to liaise with Principal to ensure that comprehension strategies are being explicitly taught in guided and shared reading sessions each week.</p>	<p>sequence of learning/focus for comprehension skills Development of a time line for all classes outlining fortnightly comprehension skill focus area</p>	<p>professional sharing of experiences during weekly staff meetings Classroom visits to observe both shared and guided Reading lessons Sharing of best practice resources and ideas Peer mentoring</p>	<p>Principal Visiting peer mentors</p>	<p>time- initial meeting between Principal and Lead Teacher Term 3, Week Two present timeline to staff during staff meeting</p>	<p>in teacher’s programs Evidence in program and classroom practice</p>
<p>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>	<p>Professional Reading by all staff</p>	<p>Staff will be presented with a variety of professional reading articles relating to comprehension Professional dialogue will take place during staff meetings to discuss the merits and challenges of each article</p>	<p>Lead Teacher Principal All Staff Diocesan Education Services Team</p>	<p>Term 2, Week 5 – emails sent to Diocesan education services team and Lead Teachers/ Learning Support Teachers for advise on sourcing current professional reading Term 2, Week 10 – staff meeting with Teaching Educator</p>	<p>Email sent to Diocesan Team and LST’s 19/5/2010 Professional reading and dialogue around learning to read</p>
<p>Use the ‘First Steps’ reading resource to support small group reading instruction.</p>	<p>Explore notion of ‘streaming’ of phases across K-6 during Guided Reading sessions</p>	<p>Discussion at staff meetings to determine potential for success If favourable create K-6 framework with all students grouped within their phase</p>	<p>Principal Lead Teacher All teaching staff</p>	<p>Term 2, Week 5</p>	<p>An in depth discussion was conducted on the idea of ‘streaming’ of phases. The staff has decided not to pursue this as an option.</p>
<p>In-servicing of parents re: home reading program</p>	<p>Provision of a learning opportunity for all parents on desirable home reading practices</p>	<p>Creation of a package containing relevant information Parent meeting</p>	<p>Principal Lead Teacher All teaching staff Diocesan Education</p>	<p>Term 3, Week 4</p>	<p>Increase in commitment to existing home reading program and increased skill base for parents to</p>

<p>Provision of a visually rich learning environment where reading is an obvious key focus</p>	<p>Classroom environments to be print rich –commercial products, teacher and student created materials</p>	<p>Allocate an area of the room linked to writing, with student’s published work on display</p>	<p>Services Team</p> <p>All teaching staff</p>	<p>Term 2, Week 5 - ongoing</p>	<p>assist their child’s reading development</p> <p>Current first steps focus to be displayed with corresponding work samples</p> <p>Ensure word banks are prominently displayed in all classrooms</p>
<p>Staff to revisit existing vocabulary scope and sequence to ensure that explicit instruction is taking place and to ensure that vocabulary is a central focus of the professional learning cycle</p>	<p>Coordinating the whole school approach to vocabulary development</p> <p>Professional Reading by all staff</p>	<p>Staff Meeting</p> <p>Exploring ‘First Steps’ resources and Manyak’s sequence</p> <p>Staff will be presented with a variety of professional reading articles relating to vocabulary</p> <p>Professional dialogue will take place during staff meetings to discuss the merits and challenges of each article</p>	<p>Lead Teacher</p> <p>Principal</p> <p>All Staff</p> <p>Diocesan Education Services Team</p>	<p>Term 2, Week 8 – monitoring via program Term 3 onwards</p> <p>Term 2, Week 5 – emails sent to Diocesan education services team and Lead Teachers/ Learning Support Teachers for advise on sourcing current professional reading</p>	<p>Streamlining sequence of learning and teaching approaches to reflect current research (National Inquiry into the Teaching of Literacy 2005)</p> <p>Email sent to Diocesan Team and LST’s 19/5/2010</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, 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>
Staff to explore various publishing houses to determine most appropriate home reading material	Staff to collect various catalogues etc from various publishing houses and share during a staff meeting.	Priorities will be made after discussion during a staff meeting and input from lead teacher regarding current trends and feedback from other schools	All teaching staff	Term 3	A comprehensive range of resources to support home reading
Make note of parent recommendations in the purchase of Reading literature	Explore recommendations made by parents during interviews.	Priorities will be made after discussion during a staff meeting	All teaching staff	Term 3	A comprehensive range of resources to support home reading
Inform students and parents when resources are purchased via the newsletter to ensure all parties are well informed	Principal/Lead Teacher to ensure that purchasing information is included in newsletters.	Principal/Lead Teacher allocate space in the newsletter as and when resources are purchased, indicating how, where and why these resources will be utilised.	Principal Lead Teacher	Ongoing	Newsletter will contain recent resource purchases
Inclusion of digital	Staff to collect various	Priorities will be made	All teaching staff	Term 3	An increase in the

resources purchased where appropriate	catalogues etc from various publishing houses, including IWB and other digital media and share during a staff meeting.	after discussion during a staff meeting and input from lead teacher regarding current trends and feedback from other schools	utilisation of interactive whiteboards and digital resources during the literacy block
Participation by all teachers in Leaders Transforming Learners and Learning (LTL program)	Leaders Transforming Learners and Learning (LTL)	Professional learning input	Development of a strategic school plan based on our values and ethics to promote authentic learning Building capacity of the staff
Ongoing support and training for the Lead Teacher and Learning Support Teacher	Diocesan Education Services team to facilitate professional learning opportunities	Professional development	Building capacity of the staff
Agreement on whole school practice, with a common language for the teaching of reading	Complete evaluation and review of current practice in the teaching of reading	Review sequences of learning and English Education plan to reflect current practice	Document that reflects effective, evidence-based practice
Diverse reading resources including Aboriginal literature need to be purchased across all grades with particular reference to the K-4 grades	Staff to collect various catalogues etc from various publishing house, including Aboriginal specific materials and share during a staff meeting.	Priorities will be made after discussion during a staff meeting and input from lead teacher regarding current trends and feedback from other schools	An increase in the utilisation of Aboriginal resources during the literacy block
The Lead Teacher sources current	Lead teacher to explore current research and	Lead teacher in consultation with	Teachers focus redirected to key

researched based resources for teachers and students	trends in best practice reading instruction.	diocesan office and Principal determine the most suitable articles for professional reading, creating a timeline of current and relevant resources	Diocesan Education Services Team	components of successful reading instruction
Explore Scholastic Bookclub for suitable materials.	All staff to monitor Scholastic Bookclub for suitable resources in terms of interest and ability of the various groups within the school. Invite students to share their thoughts and opinions on the material. Parents are invited to share their views via the newsletter	Give students a current issue of Bookclub to determine if there are any titles that are of interest to them. Determine suitable titles based on teacher's knowledge of interest and ability levels in the group. KLA specific material outside focussed reading lessons.	All teaching staff Students	Increase in student ownership of materials purchased for effective reading instruction that reflects student's interests and ability levels.
Lead Teacher and Principal to formulate a package for presentation to parents at an information evening	Principal/Lead Teacher to work together to create an information package to present to parents re: 'What home reading looks like?'	Lead Teacher to collate relevant information from a variety of sources outlining what successful home reading looks like, with particular reference to 'First Steps'	Lead Teacher Principal Teaching Staff	An increase in parental skill base in facilitating home reading An increased level of participation in the home reading program across all grades
Parent meeting to be held explaining the philosophy of 'First Steps' and how the	Staff to present an information session based on 'First Steps' reading and how we	Lead Teacher to facilitate staff meeting to determine the information to be	Lead Teacher Principal Teaching Staff	An increase in parental skill base in understanding the 'First Steps' program

resource works in our school and how to support their children at home	teach reading.	shared with parents re: 'First Steps' reading. Outline of the meeting to be determined, with each member of staff given an area of responsibility			
All class teachers to send home tips and strategies to assist with parental input based on the individual child's phase of development	All teaching staff to ensure that they include appropriate tips and strategies in their class term newsletters	Lead teacher needs to ensure that all teaching staff have access to appropriate information from 'First Steps' resource. Class newsletters to be checked to ensure information has been included.	Lead Teacher All teaching staff Principal	Term 3, Week 1 onwards	An increase in parental skill base in understanding the 'First Steps' program in supporting their child's learning
Learning Support Teacher to continue to provide tips and pointers related to Reading via the school newsletter	Learning Support teacher consolidates information presented to parents in various forums by the inclusion of Literacy section in the school's weekly newsletter.	A copy of each class' term newsletter is forwarded to the Learning Support Teacher to ensure continuity of information sharing.	Learning Support Teacher All teaching staff Principal	Ongoing	An increase in parental skill base in understanding the 'First Steps' program in supporting their child's learning

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>
Lead Teacher and Principal to co-ordinate interviews to explain NAPLAN results to parents	After the release of NAPLAN results, parents will be invited to meet with the classroom teacher and lead teacher to go through their child's results and what they mean.	Principal to arrange appropriate release for the classroom teacher and lead teacher to meet with parents.	Lead Teacher Principal Years 3 and 5 classroom teacher	Date to be determined after results are released and analysed	Providing parents with a wider range of information about their child's progress using the NAPLAN data
Reflecting on NAPLAN results to direct teaching and learning across all grades	Once results are released, the Lead Teacher and whole staff will analyse our performance and provide practical advice and support to ensure that the results are evident in driving teaching and learning in all classroom programs.	Lead teacher to explore SMART site and ensure pathways are created for all staff. Whole school areas for development in reading will be targeted, with appropriate links made to the on-line teaching/learning support strategies provided by the SMART data.	Lead Teacher Principal Teaching staff	Date to be determined	Data driven, evidence based teaching and learning with evidence contained within classroom programs
All classes to be explicitly taught	The provision of a variety of reading	Ensuring a whole school focus on the	Whole staff	Term 4, 2010	Inclusion in a sequence of learning of

reading for a specific purpose such as working in silence, reading from a source and answering on a separate sheet	experiences for a range of purposes with students clearly articulating the meaning and purpose of these experiences	metacognition of reading within a variety of contexts and for a range of purposes Previous years NAPLAN stimulus materials to be used to teach effective comprehension skills			metacognition and test literacies
Evaluate and review school processes for monitoring student performance K-6	Whole school assessment and evaluation policy and procedures	Monitor and evaluate annually to reflect best practice	All Staff	Term 4	Current working document is maintained
Identify and target all students where data indicates need	Assessment data from a range of sources is used to determine areas of need Targets are set for individual students Programs are developed or existing programs are modified to cater for individual needs	Learning Support Teacher oversees the process and works with classroom teachers	All Staff	Ongoing - weekly	Baseline information shared with parents Individual growth towards targets and records maintained Adjustments made to teaching programs
Evaluate record keeping and data associated with all students with particular emphasis on 'at risk' students.	All new students are screened to determine their strengths and areas of need Provision of assessment recording books Develop agreed	Learning Support Teacher screens all new students, with data shared with parents and classroom teacher Staff meeting to discuss best practice	Learning Support Teacher All staff	End of Term 1 – Kindergarten Term 2, Week 11	Consistent practices and records of assessment Baseline data to track student growth

	practice for the use of assessment data and record keeping	Agree and record procedures			
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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	2010/11 Allocation
		Subtotal	\$

