



IMPLEMENTATION PLAN 2015/2016

**St Mary's Primary School Casino**

<b>Priority Area 1: Expand and enhance the focus on instructional leadership in Years K-2</b>					
<b>Programs / Actions / Strategies</b>	<b>Responsibility</b>	<b>Outcomes</b>	<b>Performance Measures</b>	<b>Developing through</b>	<b>Enhancing through</b>
<p>Leaders Of Pedagogy (LoP) working in each school</p> <p>Literacy and Numeracy Instructional Leader employed in each school</p>	<p>Principals.</p> <p>Catholic Schools' Office</p> <p>Diocesan Literacy and Numeracy Training Officer</p>	<p>Embedding powerful, contemporary approaches to learning through developing:</p> <ul style="list-style-type: none"> <li>-A continual focus on leadership for learning</li> <li>-A rich curriculum that engages the contemporary learner</li> <li>-Pedagogy designed to empower the learner</li> <li>-Engaging, adaptive environments that energise the learner</li> <li>-A learning community built on strong partnerships</li> <li>-A culture of learning that builds capacity to deepen insight and meaning</li> </ul>	<p>CLF survey results for each SLNAP school</p> <p>LoPs in each school will attend 100% of LoP meetings held each Term</p> <p>Lit/Num Instructional Leaders in each school will attend 100% of Network meetings</p> <p>Collaboration between LOP and Literacy / Numeracy Instructional Leaders as evidenced by both attending meetings of K-2 PLT's</p>	<p>Lit/Num Instructional Leaders in each school will attend 100% of Network meetings</p> <p>Collaboration between LOP and Literacy / Numeracy Instructional Leaders as evidenced by both attending meetings of K-2 PLT's</p>	<p>Instructional Leader being part of the Leadership Team: meetings</p>
<p>Leaders of Curriculum (LoC) working in each school</p>	<p>Principals</p> <p>Catholic Schools' Office</p>	<p>School-based personnel available to support:</p> <ul style="list-style-type: none"> <li>-Implementation of new syllabus documents for Australian Curriculum in NSW</li> <li>-Development and implementation of a yearly K-2 Literacy Action Plan &amp; a K-2 Numeracy Action Plan</li> </ul>	<p>LoC's in each school will attend 100% of LoC termly meetings</p> <p>Achievement of goals specified in the Literacy Action Plan and the Numeracy Action Plan</p>	<p>LoC's in each school will attend 100% of LoC termly meetings</p>	
<p>Professional learning</p>	<p>Catholic Schools' Office</p>	<p>SLNAP school staff will attend the following workshops:</p>	<p>Nominated staff from all SLNAP schools will attend</p>	<p>SLNAP schools will attend</p>	



opportunities	Principals	-Early Learning Plans, -STAR Workshops -English K-6 -Mathematics Workshops Term 1 -Mathematics On-line Modules ACER Online Testing – statistical analysis; extracting data -Dylan William - Formative assessment - Janelle Wills - Art & Science of Teaching - Jim White - Leadership Program - Coaching & Mentoring	100% of specified professional learning opportunities evidenced in Professional Learning Register	100% of specified professional learning opportunities evidenced in Professional Learning Register	
School Leadership Team – Instructional Leadership	Principal AP LoP Lit/Num Instructional Leader; Dio Lit/Num Training Officer	Members of the Leadership Team assume the role of mentors and coaches, modelling exemplary classroom agreed practice, providing effective feedback		Coaching/ mentoring & modelling agreed classroom practice	Continued: less time delivering tier 2 programs

**Priority Area 2: Expand and enhance the focus on diagnostic assessment in Years K-2**

<b>Programs / Actions / Strategies</b>	<b>Responsibility</b>	<b>Outcomes</b>	<b>Performance Measures</b>	<b>Developing through</b>	<b>Enhancing through</b>
Professional Learning: Early Learning Plans (ELPs)	Principals, K-2 teachers,  Teacher Educators  Literacy Numeracy Instructional Leader Diocesan Lit/Num Training Officer	All K-2 teachers in Action Plan Schools will be trained to use Early Learning Plans as a tool for tracking students against the Literacy and Numeracy Continua and as a planning tool	100% of K-2 teachers will be trained in using the Diocesan Learning Plans 100% of K-2 teachers in Action Plan Schools will use the Literacy and Numeracy Continua as a tracking and planning tool through the regular updating of the LPs Diocesan Online tool	100% of K-2 teachers will be trained in using the Diocesan Learning Plans 100% of K-2 teachers in Action Plan Schools will use the Literacy and Numeracy Continua as a tracking and planning tool through the regular updating of the LPs Diocesan Online tool	Train new K-2 staff in the new LP site and how to use this.  Support new K-2 teachers in using ELP and MAI data in classroom
Learning Plans	Principals,	All K-2 teachers use Learning Plans,	100% K-2 teachers are	100% K-2 teachers are trained in using	New teachers - trained K-2



(LPs) – a Diocesan developed on-line tool for tracking student progress and instructional decision-making	all teachers K-2 Literacy and Numeracy Instructional Teachers	to record information, about their students’ literacy and numeracy capabilities relative to literacy and numeracy continua, at least twice per term or at end of each learning cycle (3 weeks)  All K-2 teachers use Learning Plan Class Report and Planning Report relating to the Literacy and Numeracy continua to inform planning and programming	trained in using LPs effectively.  Learning Plans for all K-2 students updated regularly throughout the term  Evaluation of Growth Report for each school, measured against Specific Accountabilities of the SLNAP - 80% of students reach end of year expected outcomes with 10% reaching beyond.	LPs effectively.  Continue to update ELP  Evaluation of Growth Report for each school, measured against Specific Accountabilities of the SLNAP -	Linking MAI data with ELP Numeracy strands
Best Start All kindergarten students participate in Best Start during Week 1 of Term 1	Principals, Assistant Principals Kindergarten teachers, Literacy and Numeracy Instructional Leaders Diocesan Teacher Educators	Teacher access to an on-line data base showing individual & school data about student capabilities in literacy and numeracy All kindergarten teachers will have data about individual student capabilities to use for instructional decision-making from the beginning of kindergarten All kindergarten students will have enhanced opportunities for personalised learning. Student learning needs identified early to inform decisions about required interventions	100% of kindergarten students in all schools will complete Best Start  100% of teachers of Kindergarten attend Best Start Workshops	100% of kindergarten students in all schools will complete Best Start in Literacy	New staff on Kindergarten: trained in MAI at a school level.
<b>Programs / Actions / Strategies</b>					
<b>Programs / Actions / Strategies</b>	<b>Responsibility</b>	<b>Outcomes</b>	<b>Performance Measures</b>	<b>Developing through</b>	<b>Enhancing through</b>
Literacy Numeracy Instructional Leaders to participate in ES1 & S1 Professional	Principal  Literacy / Numeracy Instructional Leaders	Professional learning through collaboration  Literacy / Numeracy Instructional Leaders will gain	Literacy / Numeracy Instructional Leaders will attend 90% of ES1 & S1 PLT meetings, as evidenced by meeting minutes	Literacy / Numeracy Instructional Leaders will attend 90% of ES1 & S1 PLT meetings, as evidenced by meeting minutes.	



Learning Team(PLT) meetings	Assistant Principal	enhanced understanding of the professional needs of K-2 teachers and the learning needs of K-2 students  Literacy / Numeracy Instructional Leaders will be able to offer informed advice and support in response to the PLT question ‘How will we respond when students do not learn it?’	Literacy / Numeracy Instructional Leaders will cite at least one initiative per term they have enacted as a result of participating in PLTs’	Literacy / Numeracy Instructional Leaders will cite at least one initiative per term they have enacted as a result of participating in PLTs’	
Develop a school ‘map’ of the strategies and programs available to support each of the three tiers of intervention: Response to Intervention	Diocesan Literacy / Numeracy Training Officer  Literacy / Numeracy Instructional Leader  Leader of Pedagogy	All Literacy / Numeracy Instructional Leaders will be able to express an understanding of a ‘tiered’ approach to intervention as described in the CSO’s discussion paper ‘Effective Intervention in our Contemporary K-6 schools’  All staff will be able to express an understanding of Response to Intervention.  Class teachers have a sound understanding of good teaching practice and providing personalised learning.. (Tier 1) and have high expectations for all students.	Each school will continue to produce a Response to Intervention Map “Tiers of Intervention” and use the information to support decision-making about resource allocations and intervention planning.  Differentiation of the curriculum is evident in class teachers’ planning and programming.  90% of student reach end of year benchmark with at least 10% beyond benchmark	Each school will continue to produce a Response to Intervention Map “Tiers of Intervention” and use the information to support decision-making about resource allocations and intervention planning.	
Implement an Oral Language program for Kindergarten students (PreLit)	Literacy /Num Instructional Teacher Kindergarten Teacher	Students who commence school with poor phonological knowledge and limited oral language will receive intensive, explicit intervention.	Lit/Num Instructional Leaders and/or Kindergarten teachers will deliver PreLit Oral Language intervention program.	refine and look at how pre-lit and support a talker are used within the classroom: what is the most effective to use and how will it be administered	Lit/Num Instructional Leader, teacher aide and/or Kindergarten teachers will deliver PreLit Oral Language early in term 1



			Teacher Assistants deliver 'Support a Talker' program		intervention Teacher Assistants deliver 'Support a Talker' program
<p>Succeeding Together as Readers (STAR) small group intervention as a Tier 2 strategy for students not making expected progress in reading</p> <p>(STAR is a small group reading intervention program for Stage 1 students, each intervention runs for 2 terms)</p>	<p>Literacy / Numeracy Training Officer for supervision, support and data analysis</p> <p>Diocesan Additional Needs Officer for training and supervision .</p> <p>Literacy / Numeracy Instructional Leaders in each school delivering, coordinating the intervention.</p>	<p>Teacher professional learning about the teaching of reading, the STAR intervention and effective approaches to intervention</p> <p>Students in Stage 1 not making expected progress in reading have the opportunity to participate in an intervention and make substantial gains in reading proficiency</p> <p>Both individual student progress and the efficacy of the STAR intervention across settings will be closely monitored</p>	<p>100% of Literacy / Numeracy Instructional Leaders will have attended two STAR training days</p> <p>Additional Teachers trained to deliver STAR program where appropriate Professional Learning Register maintained</p> <p>100% of Literacy / Numeracy Instructional Leaders will deliver the STAR intervention for at least 1 semester ????</p> <p>100% of students participating in the STAR intervention will show an increase of at least 6 PM levels from pre to post intervention</p>	<p>Additional Teachers trained to deliver STAR program where appropriate</p> <p>100% of students participating in the STAR intervention will show an increase of at least 6 PM levels from pre to post intervention</p>	<p>Additional Teachers trained to deliver STAR program where appropriate</p> <p>Selected teachers from K-2 trained in STAR to use within the context of the classroom.</p>
<p>Extending Mathematical Understanding (EMU) Tier 2 Mathematics Intervention</p>	<p>Principal Literacy and Numeracy Instructional Leader; Leader of Pedagogy</p> <p>Mathematics expert teacher</p>	<p>Teacher professional learning about the effective approaches to intervention in mathematics</p> <p>Students in Stage 1 not making expected progress in mathematics have the opportunity to participate in an intervention and make substantial gains in mathematics proficiency</p>	<p>Designated staff will have attended 6 EMU training days</p> <p>100% of Literacy / Numeracy Instructional Leaders will deliver the EMU intervention</p> <p>100% of students participating in the EMU intervention will show expected average growth</p>	<p>in the EMU intervention will show expected average</p>	<p>training of an additional staff member in EMU intervention program</p>



		Both individual student progress and the efficacy of the EMU intervention across settings will be closely monitored	from pre to post intervention.	growth from pre to post intervention.	
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<b>Priority Area 4: Increase attention on: teaching numeracy and mathematics; poor literacy performance of boys compared to girls; teaching writing; performance of ATSI students particularly in non-metro areas</b>					
<b>Programs / Actions / Strategies</b>	<b>Responsibility</b>	<b>Outcomes</b>	<b>Performance Measures</b>	<b>Developing through</b>	<b>Enhancing Through</b>
Leaders embedded in all K-6 Schools	Leader of Pedagogy Literacy Numeracy Instructional Leader Principal Leader of Curriculum	Expert teachers work alongside classroom teachers during school day demonstrating successful numeracy practices in classrooms Maths coaches model assessment literacy that drives differentiated instruction.	Classroom teachers become skilled in successful numeracy practices. 20 % Students display higher outcomes along the Continuum - beyond end of year benchmark expectations.	Classroom teachers become skilled in successful numeracy practices. 20 % Students display higher outcomes along the Continuum - beyond end of year benchmark expectations. - CSO Maths moodle (Tim W) - Shared beliefs/understandings	
Timetabled Mathematics Block	Literacy Numeracy Instructional Leader; Leader of Pedagogy Classroom teachers	Uninterrupted Daily Mathematics Block exist. Co-teaching, mentoring, modelling feedback is provided to extend and enhance best practice.	Mathematics leaders are timetabled to align classroom's mathematics time. Flexible classroom instruction groups are evident	Mathematics leaders are timetabled to align classroom's mathematics time. Flexible classroom instruction groups are evident	
Professional Learning; Professional Learning Teams	Principal Leader of Pedagogy; Literacy Numeracy Instructional Leader 'Expert' Maths Teacher	Professional Learning is linked directly to classroom practice  Innovative teaching and learning; ideas delivered via a 'learn-practice-reflect-feedback	100% of teachers attend a 1 day Professional Learning workshop with expert Maths Teacher.  100% of teachers engage with online Maths modules as a whole school; incorporated in PLT meetings 100% of teachers participate in		Anita Chin: 1 day visit and after school afternoon tea.  Anita Chin Place Value online modules: K-2  3-6 - whole school approach - day 2 - funded by school



			online forums		Anita Chin: 1 day workshop - network session - Conceptual understanding and programming
Using data to inform teaching and learning cycles in Mathematics	Literacy Numeracy Instructional Leader: Leader of Pedagogy Class teachers	Data walls are developed and become a constant source of reference;  Data walls reflect whole school numeracy plan K-2 Numeracy Plan	Data walls are used to inform Professional Learning Teams with discussion and decision-making. Data walls are current and accurate  100 % teachers track the early learning plans against the Numeracy continuum	100 % teachers track the early learning plans against the Numeracy continuum: continue to work with teachers using this for teaching/planning	discussions about data walls.. - virtual data wall or something else?
Early/ongoing intervention In Mathematics	Principal; Maths Instructional 'Expert' Teacher; Literacy Numeracy Instructional Leader Teacher; Leader of Pedagogy	Principal, Literacy and Numeracy Instructional leader and Leader of Pedagogy are trained to facilitate Tier 2 intervention in Mathematics - Extending Mathematical Understanding (EMU)	100% of designated Leadership Team Members attend 6 days of training Instructional Leader trials Extending Mathematical Understanding (EMU) intervention for Semester 2;  Diagnostic testing is used as evidence for its effectiveness	100% of designated Leadership Team Members attend 6 days of training Instructional Leader trials Extending Mathematical Understanding (EMU) intervention for Semester 2;	Literacy & Numeracy teacher continue to run EMU intervention program until another is trained.  Year 1 teacher trained - 2016
'Write on' Writing Process/Program	Leader of Pedagogy Literacy Numeracy Instructional Leader Lit/ Num Training Officer	Students are engaged in the writing process with explicit teaching taking place and student performance is monitored especially in relation to the poor literacy performance of boys versus girls and ATSI versus non-ATSI students.	Students develop stamina in writing as indicated by their completion of tasks.  All teachers complete writing modules such as presented by 'Write-On'  100 % teachers track the Early Learning Plans against the Literacy continuum in Aspects of Writing Disaggregated statistical evidence is tabled at PLTs twice a Term, which identifies student performance along the Literacy Continuum	100 % teachers track the Early Learning Plans against the Literacy continuum in Aspects of Writing Disaggregated statistical evidence is tabled at PLTs twice a Term, which identifies student performance along the Literacy Continuum  Writing Workshop - sessions held within the school - based on ""The Writing Book - Sheena Cameron & Louise	All teachers complete writing modules such as presented by 'Write-On'  Students develop stamina in writing as indicated by their completion of tasks.  Angela Ehmer: ??



				Dempsey	
Poor literacy performance of boys compared to girls; performance of ATSI students particularly in non-metro areas	Principal Additional Needs Teacher Literacy Numeracy Instructional Leader	Professional Learning Team sets targets and then uses data to inform instruction through assessment for, of and as learning. Students who are at risk of not reaching end of year expected benchmarks are identified and the curriculum is further differentiated.	Disaggregated statistical evidence is tabled at PLTs twice a Term, which identifies student performance along the Literacy and Numeracy Continuum	Disaggregated statistical evidence is tabled at PLTs twice a Term, which identifies student performance along the Literacy and Numeracy Continuum	





<b>Priority Area 5: Further strengthening partnerships between home, school and community</b>					
<b>Programs / Actions / Strategies</b>	<b>Responsibility</b>	<b>Outcomes</b>	<b>Performance Measures</b>	<b>Developing Through</b>	<b>Enhancing through</b>
Parent / carer information sessions about home support for literacy and numeracy	K-2 teachers Literacy Numeracy Instructional Leaders 'Expert' Mathematics Teacher	Parents and carers will be provided with information about how they can support their child's literacy and numeracy development, with a focus on 'everyday' applications of literacy and numeracy	At least one parent/carer information session at each school that includes information about enhancing literacy and numeracy capabilities (not just reading)  Information included in Newsletters and Class Bulletins that describe student involvement activities in relation to the objectives of the activities	Facebook page: information clips regarding literacy and numeracy	Information included in Newsletters and Class Bulletins that describe student involvement activities in relation to the objectives of the activities
Literacy / Numeracy Instructional Leader's involvement in school kindergarten transition program	Principals  Literacy Numeracy Instructional Leader  Assistant Principals	Transition programs reviewed to identify opportunities to enhance student literacy and numeracy development in line with relevant objectives from the Early Years Learning Framework & the related document 'Play-based Approaches to Literacy & Numeracy'  Literacy Numeracy Training Officer will provide feedback and Professional Learning specific to enhancing opportunities for integration literacy and numeracy.	100% of Literacy / Numeracy Instructional Leaders will contribute to transition programs through planning, consultation &/or modelling and demonstration within the transition environment  Extended transition to school programs exist.	Little Learners Program  Networking with Preschools	Little Learners Program-formalised program 2016  Little Learners- starting earlier in the year  Term 1 or 2: 1-2 one off sessions: book week etc invite preschoolers and/or parents into the school
Open Classroom opportunities	Classroom teachers; Literacy/Numeracy Instructional Leader; Diocesan Lit/Num Training Officer	Parents/carers and members of the community become engaged in student learning through 'hands on' activities during daily classroom activities.	Parent survey  Parent 'walk throughs' indicated on the School Calendar.  Students and staff share their experiences through written format; social media.	Parent walk-throughs	
Parent Engagement in	School Leadership	Teachers become innovative in	Parents respond to initiatives 24/7		Parent Expo -



Students' Learning	Team Instructional Leader	developing new ways of engaging all families and members of the community especially those who are not available during school hours			<p>- may be a particular theme ie: writing, reading, maths etc or a general cafe</p> <p>- feedback what parents might want?</p> <p>eg of sessions:</p> <ul style="list-style-type: none"> <li>- Cyber bullying</li> <li>- Resilience</li> <li>- Maths at home</li> <li>- Growth mindset</li> </ul> <p>parents sign up/turn up to diff sessions</p> <ul style="list-style-type: none"> <li>- tea coffee/snacks provided: informal</li> </ul>

Additional information required

1. Networking activities for information sharing with targeted and non-targeted schools including any cross-sectoral activities involving targeted schools.

Networking Activity	Timeframe	Outcome
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Literacy and Numeracy Instructional Leaders Network Meetings	Twice a Term	Building of Capacity of Instructional Leaders Information sharing on Good Practice Maintain currency on educational issues
Google+ Community	ongoing	K-2 teachers share good practice, valuable resources to support the learner
On-line Book Club	ongoing - twice a term	Professional Reading and sharing of insights and application to themselves as Leaders and to their school situation
All K-2 teachers visit another school (targeted and non-targeted) with Instructional Leader and Training Officer	ongoing	Develop strategies for engaging students in personalised learning; Develop higher expectations and aim for higher student outcomes
Kindergarten and Year 1 Network meetings with targeted and non-targeted schools	at least twice a year	Sharing of classroom practice, supporting each other, sharing insights. Principal input
Google Groups – 1. Literacy and Numeracy Instructional Leaders 2. Action Plan Schools Principals 3. K-2 Teachers Action Plan Schools	ongoing	Ease of access to cohort for sharing information, resources or making enquiries; Regular contact with all stakeholders

