

School: Rosary Park Catholic School, Branxton.

State Action Plan Literacy and Numeracy 2013



NSW schools that did not achieve national minimum standards in NAPLAN 2010 and 2011 Years 3 and 5 have been identified to receive additional staffing support beginning in Term 3 2012 specifically for K-2 and based on a three-tiered approach to intervention.

This plan is a whole school approach with particular focus on K-2 framed around the following four areas:

1. Leadership Development
2. Data literacy
3. Improving teacher quality
4. Schools as centres of community

Leading Teacher: Semester 1 Louise Kevin (0.9), Semester 2 2013 Louise Kevin (0.9) and Nicole Adler (0.7)

Principal: Will Callinan

Education Officer Literacy and Numeracy: Sally Brock

1. Leadership Development:

To strengthen Principal leadership that prioritises literacy and numeracy improvements and teacher professional learning. (Literacy and Numeracy Framework CSO 2010)

Goal / KPI	Strategies	Timeline	Teacher and resource allocation	Target	Outcome
<p>1.1 Develop the capacity of the leadership team in the use of Diocesan Literacy and Numeracy Framework K-12</p>	<p>Professional Development plan written by the Leadership Team to provide staff with opportunities to improve pedagogy in Literacy and Numeracy</p> <p>Leadership Team provide more opportunities for communication between Learning Support Teacher, Leading Teacher, Aboriginal Support Teacher and staff.</p>	<p>Term 4 2012----- Ongoing</p> <p>Term 4 2012 ---- ongoing</p>	<p>Executive Classroom Teachers CSO Personnel Leading Teacher</p> <p>Staff meeting allocation with a specific focus- 25/2 Leading Teacher-Plan for 2013-Literacy and Numeracy Continuums. 8/3-Sharing of ideas amongst staff. LST staff meetings once a term. Gate 21 to share information. Workshops incorporating Literacy and Numeracy. In service days (sharing of strategies that teachers use.)</p>	<p>Staff meetings have a focus and purpose. Timeline provided for Professional Development</p> <p>Staff identify children in Tiers 2 and 3 that are being targeted and those that are on Intervention programs – MiniLit-Leading Teacher MultiLit and Lexia –Learning Support Teacher</p> <p>GATE 21 is used by staff as a tool for communication and sharing of resources and teaching ideas.</p>	<p>Improved teacher confidence. Effective communication between all staff.</p> <p>Targeted students are in effective programs which are monitored</p> <p>Improved collaboration of resources. Increased accessibility to resources in a centralised location. Embedded learning technology in teaching and learning</p>

1.2 To build the capacity of the leadership team in strategic and annual planning with specific goal and target setting for students improvement	<p>Analysis of the external and internal school data so targets and goals can be set. Collate a School Assessment Tracking database and Assessment schedule</p> <p>Kinder and Year 1 are placed on the Literacy and Numeracy Continuums. Working towards Year 2 placements in Semester 2, 2013</p> <p>K-6 criteria for marking- 1-Above ,2 at level, 3 below the stage level K-6 proof reading and editing skills continuum</p> <p>Provide Professional learning on Assessment and Curriculum Differentiation.</p> <p>Executive meeting to discuss standardised testing and NAPLAN.</p> <p>Staff meeting for executive to brief on outcomes of standardised testing.</p>	<p>2013---- ongoing</p>	<p>Executive Meetings and Staff meeting</p> <p>Pupil Free days allocated and planned staff meetings- 15/3- CSO Education officer provided a Professional Development day with a focus on the new English Syllabus and Assessment of students. Engage teachers in professional learning for Leading Teacher, Year 2 and K/1 teachers to attend a Spelling workshop at Catholic Schools Office.</p>	<p>Strategic Thinking-Ownership of the teachers in the analysis of data. Staff are able to identify where students are within our school and can place them on the Literacy and Numeracy Continuums-K-6.</p> <p>Consistent Assessment Criteria from K-6 Provision of Assessment tasks that will allow all students to demonstrate their full potential. Staff familiar with Assessment Resource Centre(BOS site)</p> <p>Staff share knowledge with K-6 teachers-school is in serviced with the new approaches to support spelling within the school.</p> <p>For the executive team to be aware of the results of standardised testing and their responsibilities to guide staff in differentiating and incorporating quality teaching practices</p> <p>Improved transitions strategies in relation to student placement.</p>	<p>Improved staff knowledge and use of the NAPLAN and Best Start Data and the teaching strategies that can be used.</p> <p>Increased teacher confidence and skills in data analysis, identifying student's needs and differentiating programs.</p> <p>Student performance is tracked.</p> <p>Teachers planned assessments have clear consistent criteria across the Stages.</p> <p>Improved student engagement and outcomes as well as improved teaching practice.</p> <p>At beginning of school year all teachers have a starting point for all students.</p>
		<p>2013---- ongoing</p>			
			<p>Term 4, 2013</p>		
			<p>Nov 2013</p>		

	<p>Staff Meetings in 2013 have been allocated a weekly focus- thus increased PD for all staff. A timeline with workshops on Smart, Gate21, Assessment Resource Centre, Skill Snacks</p> <p>K-6 staff work collaboratively and are involved in ongoing professional learning.</p> <p>Executive assist with the gathering resources to support explicit teaching of numeracy within the classroom-making and organising.</p> <p>Executive to observe and support literacy sessions.</p> <p>Executive to work with targeted students in the guided reading and writing parts of the literacy block.</p> <p>Facilitate sessions to work on balanced literacy units</p> <p>Introduce K-2 uninterrupted Literacy and Numeracy blocks of learning daily.</p> <p>Classroom team teaching and collaboration by observing and</p>	<p>2013 ongoing</p>	<p>Yearly planner has confirmed PD and topics. Weekly memos sent to all staff regarding the Housekeeping items- quality time spent on the focus for the meeting</p> <p>Term 1-Focus on Literacy and Assessing of students. Literacy and Numeracy Continuums awareness Sharing of teaching and learning strategies Gate 21</p> <p>Term 2-Numeracy-Online Professional Development differentiating number and Algebra K-6 by Anita Chin</p> <p>Term 3-focus on Australian Curriculum, Learning support and Literacy and Numeracy. Skill Snacks</p> <p>Term 4 Australian Curriculum ,Gate 21, Learning Support Principal, Leading Teacher, Executive and Class teachers.</p>	<p>Empower the staff to have an increased knowledge and the opportunity to share their strengths using the Literacy and Numeracy continuums</p> <p>Differentiated learning opportunities.</p> <p>Uninterrupted Literacy and Numeracy blocks in K-2 initially then moving to Year 6.</p> <p>Guided group work activities, writing and phonic activities.</p> <p>Increased professional dialogue and teaching practices among staff in assessment, teaching reading and a balanced literacy approach. The implementation of Balanced Literacy units K-2. Sharing of content, resources and ideas.</p>	<p>Confident and Professional teaching team.</p> <p>Professional judgement used in placing students on the Literacy and Numeracy continuums.</p> <p>Increased teacher confidence in planning differentiated tasks in Numeracy</p> <p>Implemented effective assessment and monitoring procedures to inform planning and reporting.</p> <p>Quality uninterrupted learning sequences and opportunities daily.</p> <p>Enhanced teacher pedagogy and confidence in the area of Literacy and Numeracy.</p> <p>Explicit teaching, collaborative planning techniques, shared resources within a public staff forum and explicitly delivered quality English lessons.</p>
		<p>2013----- ongoing</p>			
		<p>Late Term 1 and Term 2---- ongoing</p>			
		<p>2013 term</p>			

	<p>assisting with activities with guidance of class teacher, team teaching and Reflective practices.</p> <p>Balanced Literacy unit Planning-K-2 teachers are released from class for 1 day release in Semester 1 and 2- planning with Education Officer Literacy and Numeracy CSO.</p>	<p>1 ----- ongoing</p> <p>2013---- ongoing</p>	<p>Education Officer Literacy and Numeracy</p> <p>Principal, Class teachers, Leading Teacher, and Learning Support Teacher</p> <p>Principal, leading Teacher and classroom teachers</p>		
<p>1.3 To develop the capacity of the leadership team in supporting teacher professional development</p>	<p>To provide professional learning experiences for teachers and leaders through- Numeracy Differentiation online course led by Education Officer Literacy and Numeracy. Dedicated staff meetings to literacy and numeracy Professional Learning courses off site-CSO Spelling- Stephen Graham</p> <p>Professional Learning in small groups at school Modelled Lessons and professional dialogue between the two teachers involved. Staff complete a Resource audit.</p>	<p>Term 1- ongoing 2013</p> <p>Term 4, 2013</p>	<p>2013-----ongoing K-6 staff Executive and Leading Teacher Education Officer Literacy and Numeracy</p>	<p>Staff K-6 and Leading Teacher involved in a public staff forum about the resources to purchase, storage and accountability of caring for these resources so that they remain a sustainable resource for all students to use.</p>	<p>Confident and Professional teaching team. Professional judgement is used in placing student's progress on the continuums. Organised and confident teachers who have embraced new strategies and feel confident to implement them. K-6 staff are provided with Numeracy PD and are able to implement this within the classroom-K-6-upskilling all staff to promote professional discussion and differentiating numeracy activities within the classrooms</p>

<p>1.4 To develop the capacity of the leadership team in the provision of resources for the explicit teaching and intervention in literacy and /or numeracy.</p>	<p>Provide a Professional Reading Library with access to leading journals and current Educational trends. Member of PETAA</p> <p>Texts purchased to support Professional reading-100 Minutes, Read on, Making every minute count in the Literacy Block, DET Literacy teaching guides in Phonics, Phonemic Awareness, and Clusters on the Continuum.(hard and Digital copy)</p> <p>Identified and plan to purchase required resources to effectively teach Literacy and all strands in Numeracy.</p> <p>Ongoing purchase of resources to support teaching programs</p> <p>Intervention Resources- MiniLit kits and student workbooks are purchased to support the MiniLit intervention program. K-2 MiniLit sessions conducted by Leading Teacher, Rapid</p>	<p>Oct 2012-ongoing</p> <p>Nov 2012--Ongoing</p> <p>2013--ongoing</p>	<p>Leading Teacher Leadership team \$250 Leading Teacher, CSO Education Officer Learning Support Teacher \$95 Leading teacher, K-6 staff and Library staff</p> <p>Principal, IT support officers, Leading Teacher , Learning Support Teacher P&F purchasing 4 ipads for use in classrooms. \$520</p> <p>School funds 3-6 K-2 \$3000</p>	<p>Teachers have an exposure to a variety of educational developments and share a professional discussion about new educational ideas and a willingness to implement these ideas into their classrooms and then provide feedback regarding their effectiveness.</p> <p>Students that are on intervention programs-(MiniLit and Multi Lit) are monitored and data of their progress is recorded. Development of Literacy Plans for students on the MiniLit intervention.</p>	<p>Teachers are exposed to a variety of educational developments and are eager to have a professional discussion about new educational ideas and show willingness to implement these ideas into their classrooms and then provide feedback regarding their effectiveness.</p> <p>Increased dialogue between Leading teacher and Learning Support Teacher and Assistants, and class teachers.</p>
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	Reader by Leading Teacher and trained parents.					
	ACER maths test booklets					
	Purchase concrete materials for K-6 <ul style="list-style-type: none"> - Flip Charts x8 - Magnetic Base 10 - Pattern Blocks Kit 	Term 4, 2013	Leading Teacher	\$560 \$400 \$270		Greater use of data to inform teaching pedagogy (SENA, TORCH, PAT Maths) Students performance tracked K-6
	Complete Literacy and Numeracy audit of resources					
	Purchase resources to meet the needs of the Scope and Sequences in KLA's as impacted by the new Syllabus in English and Maths	Term 4, 2012	School Executive, Teacher Librarian and Leading Teacher	\$1590	Teachers aware of resources that are available to support the Scope and Sequence	Enhanced teaching skills, greater knowledge and use of resources to increase teacher confidence.
	Provide LT opportunities for staff and students to access educational technology via laptops, Tablets, smart boards and flip cameras				Update IT equipment and skilled staff to use it effectively.	Increased use of IT in preparing engaging and stimulating lessons in the area of Literacy and Numeracy

2. Data Literacy:

To set whole school Literacy and Numeracy goals and strategies within School Strategic and Annual Plans.(Literacy and Numeracy Framework CSO 2010)

Goal / KPI	Strategies	Timeline	Teacher and resource allocation	Target	Outcome
2.1 To focus on data literacy by using baseline data including Kindergarten Best Start assessments, Schedule for Early Numeracy Assessment (SENA) and standardised testing	<p>Provide increased opportunities for Professional Dialogue. Kinder and K/1 teachers share data from Best Start</p> <p>Placement and discussion of where our new cohort is on the Literacy and Numeracy Continuum.</p> <p>Provide release to class teachers to update baseline data onto standardised testing spread sheet.</p> <p>Provide release and support to 3-6 teachers to place students on one or two aspects of the continuum.</p>	<p>2013---- ongoing</p> <p>Term 1, 2013</p> <p>Term 3 and 4, 2013</p> <p>Term 3 and 4, 2013</p>	<p>K, K/1,Leading Teacher Executive target</p> <p>Leading Teacher and Learning Support Teacher</p>	<p>Increased knowledge of our student's capabilities and do we have sufficient resources to support their needs.</p> <p>Usable and timely data available to all staff.</p>	<p>Improved learning outcomes for students through confident and highly motivated teachers.</p> <p>Teachers able to tier students using data and be able to appropriately differentiate learning opportunities. Provide information for coming year. Highlight students in need.</p>
	<p>Staff to become familiar with the Literacy and Numeracy continuum.</p> <p>Professional Development – Best Start and CMIT.</p> <p>Staff to become familiar and trial teaching strategies from SMART Modules and E learning to guide teachers to</p>	2013-ongoing	<p>Leading Teacher-CMIT training</p> <p>LST</p> <p>School Executive</p>	<p>10% Increase in number of students performing in the top two bands NAPLAN results 2014 and 10% decrease students in the bottom two bands in Year 3.</p>	<p>Improved student NAPLAN performance.</p> <p>Increased student achievement in the top two bands by 5% in 2014.</p> <p>Students K-2 placed on the continuum. Differentiated explicit literacy and numeracy lessons are evident. Curriculum</p>

	<p>explicitly teach skills.</p> <p>SENA Testing for students in Year 2 and students that are identified as requiring intervention-especially new students to the school.</p> <p>Develop a school wide database which incorporates all standardised tests and intervention program in school.</p>	Sem 1, 2013	Leading Teacher	User friendly K-6 data in line with assessment policy and schedule	<p>differentiation is clearly reflected in programs.</p> <p>Excel spread sheet document to track students achievements-K-6 A balanced Standardised Assessment schedule established in consultation with all staff.</p>
2.2 To conduct an environmental scan that includes demographic, contextual, historical and results data.	<p>Survey and data gathered which supported that we have previously had too many Standardised tests</p> <p>Use of SENA as we currently have no standardised Numeracy test in K-2.</p> <p>Staff forum of schedule and the development of a testing folder for each class.</p>	2013-----ongoing	Staff, Executive and Learning Support Teacher	Reduce unnecessary testing and create a streamlined process.	<p>Evaluated the current supply, use and effectiveness of resources to support the teaching of literacy and numeracy and identified specific areas of need.</p> <p>K-6-students that required targeting are identified and all students are tracked.</p> <p>Improved teaching pedagogy Enthusiastic learners and motivated teachers.</p>

	Complete resource audit (Literacy and Numeracy) Factual texts for HSIE	Term 3 weeks 7-10 2012.	Leading teacher Librarian School Executive	Completed resource audit identified sets of texts needed for K- 2 guided reading.	Evaluated the current supply, use and effectiveness of resources to support the teaching of Literacy and Numeracy and identified specific areas of need.
	MacMillan readers K-2		\$120\3500 \$1081		
	Purchase PM Readers K-2	Term 4, 2013	\$3000		
	Purchase Literacy in a Box	Term 4, 2013	\$1200		
	Audit class timetables to ensure 100 minutes of literacy and 60 minutes of numeracy planned daily in blocks.	Term 3-4, 2012----- ongoing	Leading teacher Class teachers School executive Education Officer Literacy and Numeracy	Modified Term 4 timetables reflect 100 minutes literacy and 60 minutes numeracy blocks daily.	Literacy and numeracy blocks are given high priority of both time and organisation
2.3 To focus on data literacy by participating in workshops for all staff in data analysis.	2012 NAPLAN Data analysis as a staff. Development of Resource document which highlights areas from NAPLAN that in the previous year students experienced difficulty. This is linked with explicit teaching strategies.	2012----- ongoing	Executive, Leading Teacher, CSO Education Officer	Increase student's ability to get one extra question correct to assist in a movement of the number of students in each band.	Implementation of teaching strategies from modules to incorporate in quality teaching and learning programs
	Staff Meeting to identify areas from the data that fell into the low bands and for teachers to explicitly expose students to areas of need.	2012----- ongoing			

	<p>Professional discussion of what the data is showing us- where do we need to focus-a lot of our students are not demonstrating substantial growth on the higher end of the graph.</p> <p>Assessment Resource(ARC) website is viewed to show Assessment tasks, criteria and comments</p> <p>Analysis of the data using Item Analysis from smart data site</p> <p>Student Growth Growth of students analysed- what does the graph show.</p>	<p>2013----- Ongoing</p>		<p>Focus on implementing an uninterrupted Balanced Literacy and Numeracy blocks daily, initially K-2 Assessment and Differentiation-Are our assessment tasks focused on extending our students? What part of our class are we focusing on? Redirecting our thinking to focus high and target our top end students as we incorporate explicit engaging teaching and learning opportunities within our classrooms.</p>	<p>Assessment tasks targeted at students levels to enable students to achieve their full potential.</p> <p>Movement of students from the lower bands to the higher bands.</p>
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<p>2.4 To complete e-learning modules in SMART</p>	<p>Smart Modules-Staff to become familiar with teaching strategies from SMART modules to guide teachers to explicitly teach skills.</p> <p>Allocated Staff meetings to work through these teaching strategies</p>	<p>2013----- ongoing</p>	<p>Leading Teacher ,Executive and Staff</p>	<p>Identification of areas to improve in Literacy and Numeracy.</p> <p>Analysis and professional discussion. Target growth in aspects the school is performing poorly in.</p>	<p>Implementation of teaching strategies from modules to incorporate in quality teaching and learning programs. Improved classroom pedagogy. Differentiation tasks for students.</p>
<p>2.5 To make connections with A-E reporting especially in Years 1-2</p>	<p>Introduce school approach to A-E Reporting Provide professional Learning on Assessment and Curriculum Differentiation. Marking Criteria established K-6 1,2,3 marking system K-6 PD Inservice Day Review of Assessment and Reporting policies.</p> <p>Assessment in New Curriculum PD Day.</p>	<p>2013----- ongoing</p> <p>Term 1, 2013</p> <p>Term 4, 2013</p>	<p>CSO Education Officer Leading Teacher, Executive</p> <p>½ day release K-6</p>	<p>Focus on A-E Reporting, Assessment and differentiation of tasks.</p> <p>Familiarise staff with assessment requirements in New Curriculum.</p>	<p>K-6 teachers' increased awareness of the purpose of the A-E Reporting of their students and how to provide opportunities for students increased results. Consistent and differentiated tasks. Assessment for learning evident in teaching programs.</p> <p>Assessment "for, as and of" linked to teaching.</p>
<p>2.6 To liaise with Learning Support Teacher and existing structures to track and map progress.</p>	<p>Provision of more opportunities for communication between Learning Support Teacher, Leading Teacher and teaching staff.</p> <p>Collaborative focus and development of an Assessment Schedule K-6</p>	<p>2013--- ongoing</p>	<p>LST, Principal, Staff, Leading Teacher</p>	<p>New Assessment Schedule developed as a staff. Development of Excel Spread sheet</p>	<p>Improved achievement in NAPLAN/standardized testing. Class Assessment folders.</p>

	Data from teacher's survey to plan a new Assessment schedule Compilation of Assessment folders for each class.			to record and track students data from K-6	Assessment Tracking System K-6.
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3. Improving Teacher Quality:
To strengthen teacher capacity to deliver quality literacy and numeracy practices. (Literacy and Numeracy Framework CSO 2010)

Goal / KPI	Strategies	Timeline	Teacher and resource allocation	Target	Outcome
3.1 Employ expert teachers to work with staff and students.	Appointment of Leading Teacher (0.9) Term 3, 2012. Additional Leading Teacher appointed (0.7) as of Term 3, 2013. Additional Learning Support Teacher (0.2) as of Term 3, 2013.	2012 Ongoing	Executive Classroom Teacher CSO Literacy and Numeracy Education Officer Release time to support Kinder teacher/s in planning Balanced Literacy unit in Term 4	Provide professional learning experiences for teachers and leaders through: -Implementation of MiniLit targeting Tier 2 students - Modelling/Mentoring -Planning balanced Literacy and Numeracy units - staff meetings	Improved and enhanced pedagogy in numeracy and Literacy for teachers and students. Improvement of NAPLAN results from the lower bands. Inspired and motivated students in the classroom. Consistent approach to the

		<p>Term 4, 2013</p> <p>Term4, 2103</p>	<p>6 days casual release @\$390 per day, \$2340</p> <p>Yrs 3-6 /Balanced Literacy/Comprehension PD Day. 4 days casual release @\$400, \$1600</p> <p>Modelling/Mentoring Days for 3-6 teachers to view K-2 Balanced Literacy and Numeracy sessions. 4 days casual release @\$400, \$1600</p>	<p>- internal and external Professional development in the area of Numeracy and Literacy</p> <p>PD on spelling Evaluate Maths LT and CTs review aspects of literacy K-2 participating in Modelled story reading three times per week. Extensive resources which can be integrated within Balanced Literacy units for modelled and guided reading.</p> <p>Curriculum Knowledge- Develop the staff's understanding of curriculum differentiation and connections to their programs and assessing.</p>	<p>teaching of Literacy and Numeracy. Quality Teaching</p> <p>Working from a Balanced Literacy and Numeracy unit. Modelled and Guided reading for K-2 occurring daily in classrooms Collaborate with peers to share resources.eg Study Ladder, Scootle Staff confident in using smart board and Learning Technologies in classroom. Improved classroom pedagogy.</p>
<p>3.2 Identify areas of specific need and conduct targeted professional development for staff.</p>	<p>Provide School and Regional professional Development to support the BOS syllabus incorporating the Australian Curriculum-English</p> <p>Attend Australian Curriculum- English: Teaching Literature through the context and cross curriculum priorities.</p>	<p>2013----- ongoing</p> <p>Term 2, 2013</p>	<p>Executive, Leading Teacher, all teachers</p> <p>Principal, Leading Teacher, CSO Education Officers of Literacy and Numeracy</p> <p>Leading Teachers, class teachers</p>	<p>Professional Development of staff members of information to encourage the sharing and professional learning of staff. Update and write new policies. Develop new scope and sequence.</p>	<p>K-6 Staff increased familiarity and knowledge in the texts used and the new K-6 English syllabus. Increased professional dialogue. Teachers provided with leadership opportunities to share their knowledge at Staff Meetings.</p>

	<p>Planning and Programming of New English Syllabus PD day. NSW Maths New Syllabus PD day</p> <p>Purchase Fiction and Non-fiction texts that focus on topics in K-2 of HSIE and Science. Update LT Resources in GATE 21</p>	Term 3, 2013	Executive, Leading Teachers	<p>All staff are thoroughly aware of the content and outcomes of the new English and Maths Syllabus'</p> <p>Focus on topics to make the connections relevant for students.</p>	<p>Students are provided with relevant and meaningful learning experiences.</p> <p>Changed pedagogy in classroom of providing assessment opportunities that are differentiated and encourage all students to strive for success. Increased collaboration of teacher's tasks. Assessment for Learning evident in teacher programs.</p>
3. 3 Use specific programs and professional development opportunities to up-skill teachers in their explicit teaching of literacy and numeracy K-2.	<p>Balanced Literacy unit Planning-K-2 teachers are released from class for 1 day release in Semester 1 planning. Gathering resources to use in literacy lessons-phonics, phonemic awareness games-located centrally in K/1 room. Professional dialogue</p>	2013----ongoing	Leading Teacher, Principal, CSO literacy and Numeracy Education Officer, and K-2 teachers	<p>Pedagogy change of programming and assessing practices Teaching programs demonstrate the three key strategies of Modelled, Guided and Independent teaching in their programming.</p>	<p>Teachers able to provide students with a variety of engaging and innovative learning experiences. Sound knowledge of the literacy continuums. Increased confidence, professional dialogue and sharing of information. Teachers demonstrate more innovative approaches to</p>

	<p>Reflective practice within the classroom. Promote classroom success</p>				<p>teaching and learning.</p>
	<p>Professional Development-online Numeracy Differentiation-Number and Algebra (online course Anita Chin)</p>	<p>Term 2 and 3, 2014</p>	<p>Leading Teacher, Principal, CSO Literacy and Numeracy Education Officer, and K-6 teachers \$100 per staff member, total \$1000</p>	<p>Gathering of resources and participation in the Online Numeracy Differentiation course. Implementation of the Three teaching strategies in programming proformas in Literacy blocks. A generic model of programming format K-2 which incorporates this model. Differentiation of learning opportunities in the classroom.</p>	<p>Establishment of networks with colleagues. Enhanced numeracy pedagogy.</p>
	<p>Stephen Graham - Spelling</p>	<p>Term 2, 2013</p>	<p>Class teachers</p>		

4. Schools as Centres of Community: Focusing on whole school change
To develop parents as integral partners in their child's literacy and numeracy learning. (Literacy and Numeracy Framework CSO 2010)

Goal / KPI	Strategies	Timeline	Teacher and resource allocation	Target	Outcome
<p>4.1 To build leader and teacher capacity through targeted professional development, setting up structures that enable student and staff progress to be monitored and tracked.</p>	<p>Conduct Professional learning to assist with the development of an Assessment Policy and English policy</p> <p>Excel spread sheet established, data to be updated</p>	<p>2012/2013 ongoing</p>	<p>LST, Leading ,Teacher, CSO Literacy and Numeracy Education Officer, Staff Release to update Professional Learning at external courses.</p>	<p>Literacy and Numeracy Continuums K-2 will be updated in Week 9 and 10 of every term-allocated release as designated by Principal.</p> <p>Awareness to target students who require intervention as required.</p>	<p>Staff will be confident educators who share ideas and model. Strong pedagogy of the importance of a Balanced Literacy and Numeracy unit to be implemented in the classroom.</p>

	<p>Develop differentiated teaching and learning tasks.</p> <p>Continuum tracking all students so that students that fall in Tier 2 can be targeted.</p> <p>Students that are identified in Tier 1 will be provided with explicit enriched learning opportunities.</p> <p>Review regularly and Implement whole school assessment tracking database .</p>	<p>2013---- ongoing</p> <p>2013---- ongoing</p>	<p>LST, Class teacher, Leading Teacher, Principal</p> <p>Learning Support Teacher, Class teacher, Leading Teacher, Principal</p>	<p>Enriched explicit differentiated teaching programs</p> <p>Current overview of student's progress from K-6</p>	<p>All K-2 teachers programming a balanced literacy and Numeracy unit. Staff more aware of student progress and future areas for development.</p> <p>Increased teacher awareness of targeted students for early intervention and extension.</p> <p>Assessment for Learning evident in teaching programmes</p>
<p>4.2 To use individual plans (IPs), literacy plans, (LPs) and personalised learning plans (PLPs)</p>	<p>Attend Individual Planning meetings with Learning Support Teachers, parents with students that are on MiniLit Intervention program.</p> <p>Literacy plans for students on the MiniLit program-identifying strengths and weaknesses of child and setting targets and goals to be met.</p> <p>Liaising and professional dialogue with Learning Support Teacher.</p> <p>Meeting with parents/class</p>	<p>2012---- ongoing</p>	<p>Learning Support Teacher, Leading Teacher, class teachers and parents</p> <p>Leading Teacher</p>	<p>Use targets from IP and Literacy plans.</p> <p>Involve parents more actively in their child's learning.</p> <p>Reading Age has increased by 12-18 months</p>	<p>Students on individual learning plans and Literacy Plans meet targets.</p> <p>Demonstrated progress with students able to work at an increased level of independence in the classroom.</p>

	teacher to discuss progress of their child				
4.3 To incorporate current initiatives in relation to student well-being to support this action plan.	State Action Plan Project and Literacy Parent Information Evening	March 2013	Executive and Leading Teacher	In service parents on reading with students and strategies they can implement.	Parents are informed and are given skills to promote Literacy and Numeracy.
	Parent literacy and Numeracy workshops		Leading Teacher, LST and teachers.	Kinder orientation visits provide information Term 3 and Term 4 2013 Numeracy-target strands that parents are concerned about.	Increased awareness within the local community of intervention and educational activities that are part of the learning framework Informed parents- increased awareness of the elements of the program and focusing on the importance of reading and numeracy and uninterrupted sessions within our school from 9.00-12.50 daily.
	Information provided to parents and wider community on a regular basis via School fortnightly Newsletter and local paper regarding student achievements, results and new initiatives that are occurring within the school.	2012---- ongoing	Leading Teacher	Liaising with all personnel in planning. Inform parents of the State Action Plan Literacy and Numeracy. MiniLit and MultiLit training and information	Wider community more aware of what the school has to offer and in turn lead to increased enrolments.
	Presentation of elements of the State Action Plan project at Parents and Friends meetings	Term 4 2012----- Ongoing	Leading Teacher, Principal	Community to be part of this project and kept informed. Workshops at Parents and Friends meeting to encourage increased involvement in school community	Parent body of the school are aware of the programs that are within our school which focus on Literacy and Numeracy-
Provide a framework for parents in servicing on the new introduction of our reading for pleasure sessions.	Term 2 2013----- ongoing	Leading Teacher, Principal, Executive, K-2 teachers, Learning Support Teacher, Pastoral Care worker, school counsellor.	Foster relationships with parents to be involved in reading activities which are not in reading group time as such Encourage parent participation in the		

	<p>Hold parent workshops with Numeracy and Literacy focus and/or suggested school focussed areas.</p> <p>Inform parents of the availability of the human resources in our school to support them in the education of their child/children</p>			<p>education process of their children at home and school.</p> <p>Increased awareness of the personnel that is available to assist students in the development of their learning encompassing all aspects of it.</p>	<p>empowered parents with an increased awareness and skills to promote these areas at home and in the community. Modelled and Guided reading occurs in classrooms with no interruptions. Encouraged parent participation in educational aspects of student's life. Improved parent awareness Harmonious relationships between the parent body and the school network</p>
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Budget Item	Goal	Notes	Semester 2 013 \$12,150
Literacy Resources	2.2	Purchase of factual text to support PM reading scheme focusing on Science and HSIE topics related to new syllabus being introduced. Literacy in a box- promote comprehension K- 2 @\$495.00 each http://www.ricgroup.com.au/product/the-comprehension-box-series-2/	\$3000.00 \$1200.00
	1.4	Flip chart stands x8 \$560.00	\$560.00
Numeracy Resources	2.2 1.4	Hands on and teaching resources to support the Syllabus	\$1000.00
Casual release and allowances	2.5	Professional Development K-6 staff on Assessment(4 x\$400) Mentoring Year 3-6	\$1600.00
	3.1	4 days @\$400 Year 3-6 Balanced Literacy-comprehension and using the Continuum	\$1600.00 \$1600.00
Purchase of resources to support NSW Curriculum K-6-English and Science	1.4	Implementation of resources to support NSW Australian Curriculum	\$1590.00
Total			\$12 150.00

Budget Item	Goal	Notes	2012- Semester 1 2013 Allocation \$12,150
Resources	1.4 2.2	MiniLit resources-\$520 Maths Concrete materials-K-2 \$3000 PM readers,\$3500 Macmillan readers,\$1081 HSIE readers\$120	\$8435.00
Casual release and allowances	3.1 3.2	Casual release for PD with LT Six days at \$390 a day	\$2340.00
Professional Learning	1.4 3.1 3.2 3.3	Professional Learning library-100 minutes\$95 PETAA membership \$250 Numeracy Differentiation Course \$100 X10=\$1000 Literacy teaching guide-\$30	\$ 1375.00
Sub total			\$ 12,150
Total resource budget allocated for 2012-2013			\$12,150