



SCHOOL STRATEGIC PLAN - NATIONAL PARTNERSHIP ON LITERACY AND NUMERACY

Galilee Catholic School

STATEMENT OF PURPOSE (Moral Purpose)

The right of each child to access the literacy curriculum in a way that honours their uniqueness and potential.

To ensure that differentiated opportunities are maximised giving all students the right to feel and be a successful literacy learner.

*The Smarter Schools National Partnership on Literacy and Numeracy
is a joint initiative of the Australian Government and Catholic Education SA*

[This document sets out the strategies and actions being undertaken at this school to achieve the Intended Outcomes of the National Partnership on Literacy and Numeracy]

Strategic Direction (a): Teaching and Learning - Effective and evidence-based teaching of literacy and numeracy.

a.1 Providing teachers with the skills and strategies to teach the key concepts in literacy and numeracy from the early years and extend these skills in the middle and later years

a.2 Identifying and developing resources for teachers to deliver consistent, high quality literacy and numeracy teaching.

a.3 Identifying and developing targeted strategies and resources to address the specific needs of students from diverse backgrounds.

a.4 Providing access to professional development to increase teacher capacity to teach literacy and numeracy.

a.5 Introducing literacy and numeracy standards for all teachers as part of the national teacher standards and accreditation.

a.6 Introducing additional specialised classroom support to assist school leaders and teachers to improve student outcomes

Focus for 2012

Strategies & Actions	Responsibility	Timeline	Indicators	Data Collection	Resources
<p><i>What strategies will you implement to achieve these objectives?</i></p> <p><i>What actions will be undertaken at the school level?</i></p>	<p><i>Who will be involved in undertaking the strategic actions at your school?</i></p>	<p><i>What period of time is involved?</i></p> <p><i>Are there any specific deadlines?</i></p> <p><i>What strategies are planned beyond 2012?</i></p>	<p><i>What outcomes, observations will provide evidence of progress towards each objective?</i></p>	<p><i>What forms of data will be collected as evidence of progress towards each objective?</i></p>	<p><i>Which resources are available or will be needed to enact these plans?</i></p> <p><i>Include school co-contributions in addition to NP funding for expert teachers' FTE salary.</i></p>
<p>1. Coach will visit home groups to observe teaching and learning in reading and participate in critical reflection/feedback process to continually improve teaching that results in improved learning outcomes for children.</p>	<p>Coach and Teachers</p>	<p>Terms 1 – 4 on 3 week rotation</p>	<ul style="list-style-type: none"> • Teacher confidence and expertise in the teaching of reading • Student engagement in reading activities • Parent engagement, understanding and confidence in discussing their child's reading progress and enjoyment 	<ul style="list-style-type: none"> • Video of teaching sessions for critical reflection and record of improved teaching and learning • Written records from coach outlining teaching and learning goals, teaching strategies, observations, critical reflections and future goals/planning • EYA, NAPLAN, Running Records, 	<ul style="list-style-type: none"> • Video • NP School wikispace • ICT Co-ordinator Mark Hallam's support • NP Coach • CELT program – teaching and learning how to use this

				and teacher assessment.	
2. During observations and critical reflection process alongside teachers, identify resources that will meet teaching and learning goals.	Coach, Teachers, KLT	Terms 1 and 2	<ul style="list-style-type: none"> • Relevant resources purchased and being utilised by staff • Teachers utilising resources in their planning for teaching and learning • Student engagement and learning continual improvement 	<ul style="list-style-type: none"> • Coaches notes of resources identified, trialled and used • Teacher planning and reflections 	<ul style="list-style-type: none"> • Meetings with teachers to reflect on teaching and learning and discuss resources • Professional Development sessions where resources can be shared across staff
3. During observations and critical reflection process alongside teachers, identify strategies that will meet teaching and learning goals for all students.	Coach, Teachers, KLT	2012	<ul style="list-style-type: none"> • Students needs included in planning for teaching and learning and recorded in documentation during meetings and observations by coach • Student engagement and learning continual improvement 	<ul style="list-style-type: none"> • Teacher planning and reflections • Observation and reflection notes from coach and teacher 	<ul style="list-style-type: none"> • KLT time working with teachers to provide further expertise in meeting needs of children in reading • Meetings between coach and teachers
4. During observations and critical reflection process alongside teachers, identify professional development opportunities that will increase teacher capacity to teach reading.	Coach, Teachers, KLT, Leadership	2012	<ul style="list-style-type: none"> • Professional Development sessions focusing on identified needs for teachers • Meetings between coach and teachers including reference to PD to improve address identified needs. • Student engagement and learning continual improvement 	<ul style="list-style-type: none"> • Coach and teacher planning and notes that record planning and reflection utilising the PD learning • PD outline for the term showing session devoted to NP and what was covered 	<ul style="list-style-type: none"> • Coach meeting with teachers • Coach co-ordinating and/or facilitating PD sessions with staff and consultants
5. Revisit the National Teacher Standards for teaching Literacy and Numeracy with teachers during professional development sessions.	Coach, leadership and staff	Term 1	<ul style="list-style-type: none"> • Teachers aware of teacher standards • Teacher standards being referred to in coaching and leadership meetings • Student engagement and learning continual improvement 	<ul style="list-style-type: none"> • Information shared with staff at Professional Development sessions • Coaching meeting notes and 	<ul style="list-style-type: none"> • Coaches NP time allocation • Professional development sessions with staff • Leadership meeting agenda allocation

				summaries <ul style="list-style-type: none"> • Teacher planning documents that reflect this understanding 	
6. Document coaching observations and critical reflections with home group teachers for future reference. Establish sustainable coaching processes involving leadership team members and learning teams.	Coach, teachers, leadership	Terms 3 and 4	<ul style="list-style-type: none"> • Planning and documentation for teacher and leadership feedback processes to continue beyond the NP program • Teacher planning for teaching and learning reflecting improvements • Student engagement and learning continual improvement 	<ul style="list-style-type: none"> • Planning documentation for leadership and team feedback program • Records kept from this program highlighting goals and achievements 	<ul style="list-style-type: none"> • Learning team meetings that include leadership members • Leadership meetings time allocation • Coach time allocation to co-ordinate • Professional development sessions to extend the process across age groups and learning teams

Strategic Direction (b): School Leadership and Whole School Engagement with literacy & numeracy.

b.1 School leaders to develop a whole school culture of high performance in literacy and numeracy

b.2 Implementing approaches which encourage parental engagement in literacy and numeracy education.

b.3 Schools to share practice and performance outcomes with other schools and the community.

b.4 Building the capacity of principals and other members of school leadership teams to drive continuous improvement, through identification and implementation of proven literacy and numeracy practices and the use of performance data.

b.5 Professional learning support for principals and other members of school leadership.

Focus for 2012

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<p>1. Coach to present proposal for NP Plan to Leadership Team to critique, discuss and confirm strategic plan for 2012.</p> <p>Leadership team to participate in teaching and learning feedback program across age groups.</p>	<p>Coach, leadership team</p>	<p>Terms 1 – 4 2012</p>	<ul style="list-style-type: none"> • Leadership and teachers undertaking study and learning to improve teaching and learning outcomes • Leadership and teachers allocating professional development sessions in staff meeting times • Newsletter articles outlining planning and achievements • Children displaying improved learning • Parents actively participating in discussions and activities 	<ul style="list-style-type: none"> • Newsletters • Documentation of planning and meeting outcomes with leadership team, learning teams and whole staff • Documentation of coaching meetings with teachers • Presentation materials from work with 	<ul style="list-style-type: none"> • Coaches allocated time to co-ordinate • Coaching meetings through school funded release time for teachers • Leadership team meetings • Learning team meeting time allocation • School newsletter publication time

			<p>focusing on teaching and learning</p> <ul style="list-style-type: none"> • 	<p>teachers, families and teams</p>	
<p>2. Engage families in a spotlight group that will investigate the effects of constructive feedback to their children when reading at home. Findings would be shared with the wider community.</p>	<p>Coach, teaching staff, families</p>	<p>Begin term 3</p>	<ul style="list-style-type: none"> • Number of families and staff involved in the research project • Increased discussions with families on supporting children's development in reading between teaching staff and parents • Increase in children's engagement in reading at home • Improvement in children's reading development 	<ul style="list-style-type: none"> • Teacher records of reading development – running records to measure progress • Parent feedback via anecdotal records and checklists • Publishing of appropriate data collected for the community 	<ul style="list-style-type: none"> • Gathering spaces • Teaching staff to support parent engagement at home group level • Data collection proformas, printing and recording • Coach to allocate time to co-ordinate • Leadership team support through leadership meetings
<p>3. Invite schools in the SACPPA Region to listen and share improved teaching and learning outcomes from our school project and from other school's projects.</p>	<p>Coach, leadership team</p>	<p>Term 4 SACPPA Regional Meeting</p>	<ul style="list-style-type: none"> • Increase in sharing of information between school communities • New approaches or developments being implemented based on data 	<ul style="list-style-type: none"> • Minutes from SACPPA meetings • Photographic records of learning being shared 	<ul style="list-style-type: none"> • SACPPA regional meetings time • Time for teachers to meet across schools – after school time or possible professional development time
<p>4. Coach to update leadership team on progress of this year's project at leadership meetings. Leadership team to address the project in team meetings across the age groups and access data collected in the shared folder</p>	<p>Coach, KLT</p>	<p>Terms 1-4 fortnightly</p>	<ul style="list-style-type: none"> • Increase in leadership teams understanding and engagement with the reading program across the age groups • Teaching and planning of reading being included on stage meetings agendas 	<ul style="list-style-type: none"> • Minutes of the meetings that include information shared and strategic decisions made 	<ul style="list-style-type: none"> • Leadership team meetings time allocation • ICT facilitators time allocation to assist in data storage

<p>5. Principal and Leadership team will participate in professional development sessions with staff. Principal will attend NP days with the coach. When appropriate.</p>	<p>Coach, leadership team and staff</p>	<p>Terms 1 – 4 across the year</p>	<ul style="list-style-type: none"> • Attendance at NP professional development days • Participation and attendance at school based professional development 	<ul style="list-style-type: none"> • Minutes and handouts from meetings recorded and saved 	<ul style="list-style-type: none"> • Leadership team meeting time allocation • Professional development time allocation • Attendance at NP professional development days off site
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Strategic Direction (c): Monitoring Student and School Performance - Monitoring student and school literacy and numeracy performance to identify where support is needed

c.1 Schools and teachers to use literacy and numeracy performance information to identify the individual learning needs of every student so that appropriate teaching strategies can be used.

c.2 Ensuring that reporting clearly tells students, parents and teachers how each student's literacy and numeracy attainment compares to national standards.

c.3 Sharing best practice in using information to diagnose student learning needs and the success of intervention strategies.

c.4 Schools to track student progress over time, particularly for cohorts of students.

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<p>1. Coach to share data from NAPLAN, EYA and school based assessment with leadership and staff to identify learning needs of all students.</p>	<p>Coach, KLT, leadership team</p>	<p>Term 1 review of 2011 data, term 3/4 review of 2012 data</p>	<ul style="list-style-type: none"> Teachers using the information to plan future teaching points Leadership team's understanding and engagement with the data 	<ul style="list-style-type: none"> Outlines and handouts from the staff meeting/professional development sessions 	<ul style="list-style-type: none"> Professional development time allocation Coach's time allocation to preparation for PD Leadership team meeting time allocation
<p>2. Review written report and parent, student, teacher discussions to ensure clear information is provided to parents about their child's reading progress.</p>	<p>Coach, teaching staff</p>	<p>Term 2 and 4</p>	<ul style="list-style-type: none"> Teaching reading planning sessions with teachers and the KLT that will include a review of children's progress drawing on PST interviews and teacher's records Development of planned actions from meeting the needs of specific children at risk 	<ul style="list-style-type: none"> Meeting records saved, published and shared that will include plans for individual students at risk 	<ul style="list-style-type: none"> TRT support to release teachers for meetings with KLT and coach KLT and coach time allocation for meetings and reviewing them

<p>3. Shared folder for NP set up to be accessible space for NP data and resources</p>	<p>Coach, teaching staff</p>	<p>Term 1</p>	<ul style="list-style-type: none"> • Teacher engagement with the resources on the shared drive/folder • Collection of data on the shared drive/folder being updated and maintained 	<ul style="list-style-type: none"> • Shared drive/folder set up on the network at school • Video footage and class visits documented 	<ul style="list-style-type: none"> • ICT and coach time allocation to set up and maintain shared folder/drive
<p>4. Meet with teaching staff and Key Literacy Teacher twice during the year to monitor reading program and individual children at risk</p>	<p>Coach, KLT, Teaching staff</p>	<p>Term 2 and 3</p>	<ul style="list-style-type: none"> • Meetings planned and records kept and forwarded to leadership team • Teachers having clear goals for meeting the needs of children's reading development 	<ul style="list-style-type: none"> • Documentation of teaching reading meetings 	<ul style="list-style-type: none"> • TRT support to release teachers for meetings with KLT and coach • KLT and coach time allocation for meetings and reviewing them