

NATIONAL PARTNERSHIPS - L&N SCHOOL IMPLEMENTATION PLAN TEMPLATE: NAME OF SCHOOL : ST. EUGENE COLLEGE

KEY REFORM AREA	SCHOOL STRATEGY	School milestones/activities	<i>School Deliverables</i> (What are we trying to do as an outcome)	<i>School KPI</i> (How will we know our outcome is achieved- what will we use to measure)	Timelines/ Responsibility	Resources/costs
<p><b>1.Strong Leadership – Effective Teams</b></p>						
<p>Refocus and renewal of curriculum leadership for senior leaders to strengthen capacity to improve literacy and numeracy outcomes</p> <p>Utilise cyclical review of components to improve curriculum, teaching and improved learning outcomes</p>	<p>Literacy Task Force set up</p> <p>Literacy Support Team Meetings</p>	<p>Meet regularly to develop IWB resources to assist in Reading</p> <p>Leadership &amp; Team meet regularly for monitoring of Literacy progress and updates</p>	<p>Build up a bank of resources for Literacy using IWB on R drive</p> <p>Keep Leadership informed Monitor/discuss Literacy intervention programs</p>	<p>Professional dialogue with teachers Student surveys Evidence of use in planning Centrally stored folder developed</p> <p>All staff in Literacy Support Team are kept up to date with current programs</p>	<p>Literacy Task Force team</p> <p>Feb – March 2011 Literacy Support Team</p>	<p>Teacher’s time</p> <p>Teacher’s time</p>

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<p>Support targeted schools to use student achievement data to inform teaching and track student progress.</p>	<p>Analysis of NAPLAN 2010</p> <p>Administer &amp; analyse PAT-R tests in February/October 2011</p>	<p>Analyse NAPLAN 2008/9/10/11 using SUNLANDA for Reading Compare Y5 with Y3 2010/2008</p> <p>Administer PAT-R in Feb/Oct 2011 and analyse areas for focussed teaching and learning</p>	<p>Improve student's reading and comprehension of texts</p>	<p>Teacher Assessment PAT R tests repeated after intervention programs</p>	<p>Feb – Oct 2011 Cathy, Verity, Jeanette, Katrina, Michelle, Jessica, Leadership Team</p>	<p>SUNLANDA Program</p> <p>PAT – R \$1,750.00</p>
<p>Develop materials and advice for schools to use and engage families and communities in literacy and numeracy education of their children.</p>	<p>Parent's workshops for Reading</p> <p>Parent's surveys (reading habits of their children – targeted group)</p> <p>Children's surveys about reading habits – identified group</p>	<p>Arrange workshops to demonstrate to parents how they might assist their children with reading at home</p> <p>Design/produce/administer &amp; analyse surveys</p> <p>As above and then repeat at the end of the program</p>	<p>Raise awareness of parents in their role of helping their children to read</p> <p>Raise the profile of reading for enjoyment</p>	<p>Parent's surveys Teacher Assessment</p> <p>Repeat surveys with identified group after program has ended</p>	<p>Verity, Michelle, Jeanette, Jessica</p> <p>Verity, Jeanette, Katrina, Michelle, Jessica</p>	<p>Tea/coffee for parents</p> <p>Design questionnaires Photocopying of surveys and questionnaires</p>

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<p><b>2.High Expectations – focussed teaching</b></p> <p>Engage and train coaches/ mentors of Literacy and Numeracy to provide support to teachers.</p>	<p>LNIT to be trained as a coach</p>	<p>LNIT to attend coaching PD, then train coaches in school</p>	<p>Build capacity in coaching techniques to support teachers in Literacy planning and implementation</p>	<p>Professional dialogue with Leadership and teachers How many staff have been trained as coaches?</p>	<p>March – December 2011</p>	<p>Coaching PD days 15<sup>th</sup>/16<sup>th</sup> March O’Shea Centre</p>
<p>Conduct literacy and numeracy training for teachers and school officers.</p>	<p>First Steps Reading</p>	<p>Teachers who are not familiar with First Steps Reading to attend the course</p>	<p>Build up knowledge of First Steps Reading and ensure continuity in school’s approach to reading</p>	<p>Monitoring of planning – evidence of First Steps strategies in the classroom  Professional dialogue in planning meetings</p>	<p>Cathy to enrol staff on course</p>	<p>First Steps Course 8 teachers attending 14<sup>th</sup>/23<sup>rd</sup> Feb 2011 North Lakes</p>
<p>Design and develop e-learning resources to support literacy and numeracy pedagogy.</p>	<p>E-Learning resources to be available in a centrally stored area on school’s intranet</p>	<p>Design and develop E-Learning resources for Literacy to enhance and support classroom teaching</p>	<p>Build up a bank of E-Learning resources for Literacy that are engaging and multi-modal</p>	<p>Professional dialogue with teachers  Are staff using them? Perhaps showcase them in staff meetings, teachers can</p>	<p>Literacy Team</p>	<p>Time Central area to be designated on school’s intranet</p>

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				demonstrate what they have used and how successful it was.  Evidence in planning Teacher survey		
<p><b>3.Differentiated Intervention – improved learning</b></p> <p>Implement ESL band scales for students with non-English speaking backgrounds</p> <p>Build teacher assessment literacy and use of student achievement data to drive improvement; Assist teachers to use this information to personalise learning planning processes for students in targeted schools.</p>	<p>PM Bench Mark Probe South Australian Spelling Test PAT-R tests NAPLAN reading results</p>	<p>Administer &amp; analyse tests – identify targeted pupils for support &amp; intervention groups within the classroom and withdrawn.</p> <p>Identify areas for improvement in Literacy &amp; assist teachers in their planning to address these by supporting them in planning meetings &amp; individually</p>	<p>Provide intense programs to support target groups to address identified needs</p> <p>Raise students standards in Literacy in particular reading</p>	<p>Monitor children’s work before &amp; after Professional dialogue with classroom teachers PAT R tests in Oct 2011</p> <p>Compare PAT R tests in Oct 2011 with Feb 2011</p>	<p>Literacy Team – Cathy, Verity, Jeanette, Michelle, Katrina and Jessica</p> <p>As above</p>	<p>First Steps, big books, short film, Cameras, Microphones, computers, IWBs, Chatty Children Prog.</p> <p>PAT R \$1,750.00</p>

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Support teacher attention to diversity of learning styles/needs of targeted groups including ESL, indigenous and boys.	Support teachers in their planning of differentiated lessons/tasks in Literacy	Attend planning meetings/plan with individuals/model lessons when required	Provide differentiated learning experiences for pupils in Literacy according to their needs Build up teacher's knowledge and confidence in how to differentiate tasks	Pupil's work Teacher's planning Professional dialogue with teachers PAT R in Oct 2011 Log lessons modelled, planning meetings attended and note effectiveness/change of practice in teachers.	Feb – Dec 2011 As above	Purchase any relevant resources not already available in the school to enhance programs being implemented
Provide intensive teaching support for students in literacy and numeracy	Provide a structured program for identified pupils who require support in Literacy	Assess children's needs and address these in specific programs in small groups with teacher support during literacy lessons.	Plan & develop an intervention program to support children in their literacy learning eg. Speaking & listening, reading and writing in consultation with class teachers	Examples of pupil's work before & after Professional dialogue with class teachers/Literacy Team/Leadership PAT R results	Feb – Dec 2011 Literacy Team Leadership	2x Literacy Teacher part time 1x LNIT PAT R tests \$1,750.00