

Literacy and Numeracy National Partnership School Action Plan 2011 Springwood Road State School

National Priorities	Old Strategic Focus Areas	Key Reform Areas	Actions to Achieve Targets	Timeframe	Targets Set	Target Achieved by November 25 2011
Strong school leadership and whole school engagement on improvement	Strong leadership - effective teams	School improvement agenda	Principal has established school governance structures that engage all involved staff (teaching and non-teaching) in discussions around curriculum, assessment, reporting and professional development	Sem 1, 2011	Governance structures are embedded, actively engaging all staff in discussions around curriculum, assessment, reporting and professional development <i>Significant extent – 90% + teachers</i>	100%
			Ongoing PD activities on-site and off-site are directly linked to the specific school context and priorities and evidence based effective teaching practices focused on improving pedagogical content knowledge and skills identified as required for further improvement	Sem 1, 2011	85 %of staff (teaching and non-teaching) evidencing the incorporation of PD activities into their teaching practices	100%
			Curriculum leadership team chaired by Principal is leading and monitoring key improvement agendas	Sem 1, 2011	Targets for improvement are set for each student for the Local Measure testing, NAPLAN and OneSchool A-E data for English	yes
			Led by Principal, school curriculum leaders actively work with all staff to analyse and use student data to inform classroom teaching and learning	Sem 1, Sem 2, 2011	100% of staff using data to inform teaching and to monitor student progress	100%
Effective and evidence based teaching of literacy and numeracy	High expectations – focussed teaching	Coach	Principal ensures coach is effectively used in classrooms and the school through modelling/ observing/ planning and giving feedback and that coach is a member of the curriculum leadership team	Sem 1, Sem 2, 2011	Coach Log (electronic or paper version) is completed by every coach for the school Principal and shows a range and balance of strategies used.	yes
			Admin team lead the skilling of coach in the analysis of student data to inform teaching and learning	Sem 1, 2011	Coach trained in data analysis	yes
			Principal ensures coach is building capability and capacity in pedagogical content knowledge and skills	Sem 1, 2011	PD enhancing coach capability and capacity in pedagogical content knowledge and skills is identified, sourced & supported	yes
			Ensure the coach uses NAPLAN 2010 <i>Recommendations for Improvement [Reading]</i>	Sem 1, 2011	<i>Classroom modelling in reading by the coach addresses NAPLAN 2010 Recommendations for Improvement [Reading]</i>	yes
Monitoring student and school literacy and numeracy performance to identify where support is needed	Differentiated intervention - improved learning	Curriculum / Intervention	Principal ensures teachers are providing differentiated intervention through evidence based decision making in relation to teaching and learning processes and practices including curriculum, assessment and reporting	Sem 1, 2011	90% of teachers demonstrating evidence based decision making in relation to intervention and differentiated teaching and learning processes and practices including curriculum, assessment and reporting	100%
			Implement local measure: i.e. PAT-R.	Sem 1, Sem 2, 2011	Year 3, 5 and 7 students measured in reading PAT-R	yes
			Action NAPLAN data and implement NAPLAN 2010 <i>Recommendations for Improvement [Reading]</i>	Sem 1, Sem 2, 2011	90% of teachers actioning NAPLAN data and implementing NAPLAN 2010 <i>Recommendations for Improvement [Reading]</i>	100%