Total NPLN Budget 2009-2011

$228,528

**National Partnership on Literacy and Numeracy Targets 2009-2011**

1. Reduce proportion of students performing at/below minimum standards in Reading in Grade 3 & 5 by 5%

2. Reduce proportion of Indigenous students performing at/below minimum standards in Reading in Grade 3 & 5 by 5%

3. Increase proportion of students performing in top bands in Reading in Grade 3 & 5 by 1.5%

4. Increase proportion of Indigenous students performing in top bands in Reading in Grade 3 & 5 by 1.5%

5. Increase the number of correctly answered items in NAPLAN Grades 3 & 5 by 5%

6. Reduce the proportion of teachers ranked in phase 1 according to DASA by 5.5%

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| **Links to Self Evaluation** | **Component** | **Strategies** | **Indicators** | **Time line** | **Responsibility** | **Resources** |
| **Recommendations from SSER****2**. Renew teacher understanding of English Syllabus.**8**. Implement action plan to address the drop off in student performance from Y3 to Y5.**Analytical Framework Statements****6**. Whole school goals, targets and priorities in literacy are translated into explicit policies and classroom practices**15**. Quality literacy practices identified and implemented across the school.**19**.School leaders monitor the collection and analysis of students’ literacy performance data**21**. School leaders actively participate in learning about literacy.**20**. Staff collect and analyse students’ literacy performance data. | **Accelerated Literacy** | * All teachers trained in Accelerated Literacy
* All teachers provided with follow-up Consultancy support for planning and implementation of Accelerated Literacy and Guided Reading.
* Teacher mentor released from class 4 days per week to provide Team Teaching, modelling and mentoring of teachers implementing AL
* Senior executive released 1 day per week to co-ordinate implementation of NPLN, to meet regularly with program leaders, to monitor implementation processes, evaluate effectiveness of program and monitor data analysis.
* AL implemented K-6, in full in line with recommended practice.
* AL units developed and linked with identified needs as per NAPLAN data analysis. Consultancy support provided to develop teacher skills in unit development.
* Literacy policy collaboratively developed and promulgated to whole school community.
* Resources purchased to support AL implementation
 | All accreditedFollow-up implementedTeacher mentor in placeCoordination processes & evaluation documentedReflective JournalsClass programsTARS docsData BaseLesson PlansPolicy publishedResources purchased | 2009 T1 2010T1,T2,T32010-2011 2010T2 2010T32010-2011T4 2010T2 2010 | ExecCheryl F, Liz B, Cheryl BAnne C, Derris DAnne C, Cheryl BAll teachersExecAll teachersSenior executive Derris D | TPL 2009$ 16,785.66 NPLN $21,006.72 NPLN$105,032NPLN$12,472.74 NPLN$20,000 NPLN |

 SUB TOTAL $ 175,297.12

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| **Links to Self Evaluation** | **Component** | **Strategies** | **Indicators** | **Time line** | **Responsibility** | **Resources** |
| **Recommendations from SSER****5.** Investigate links between Naplan, the syllabus and school’s scope and sequences**8**. Implement action plan to address the drop off in student performance from Y3 to Y5.**Analytical Framework Statements****1**. Human resources are allocated and managed across the whole school so they support the continuous improvement of student achievement in literacy.**15**. Quality literacy practices identified and implemented across the school.**22**. School leaders promote staff discussion and dialogue about literacy to have an impact on programs and practices.**24**. Professional learning in literacy is strategically planned. | **Lesson Study** | * Senior exec complete on-line Action Research module to facilitate implementation of Lesson Study component.
* TPL on Lesson Study for all teaching staff
* Implement Lesson Study program using AL lessons and Hattie’s research on feedback as focus for research and TPL. S
* Experiment with links between AL lessons and Naplan focus during lesson study
 | Module completedTPL registerLesson Study program documented.Reflective journals and evaluation processesLesson study minutes reflect discussion of how AL might link to Naplan analysis | T2-T4 2010T2 2010T3 & 4 2010T3 & 4 2010 | Cheryl BCheryl BCheryl BCheryl | $300 TPLHattie Web resources DET readings$31530.88 NPLNAs above |

 SUB TOTAL $31830.88

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| **Links to Self Evaluation** | **Component** | **Strategies** | **Indicators** | **Time line** | **Responsibility** | **Resources** |
| **Recommendations from SSER****6.** Staff to go through the school’s plan on regular basis and be updated **7.** Priorities to be displayed and discussed by staff**Analytical** **Framework Statements****4.** There is clarity and consensus about the school’s goals and expectations in literacy.**22**. School leaders promote staff discussion and dialogue about literacy to have an impact on programs and practices.**24**. Professional learning in literacy is strategically planned.**25**. The school actively seeks and promotes opportunities to develop leadership capacity in literacy. | **Team Leadership** | * **Implement Team Leadership for School Development Program Phases 1-3**

**Team Leadership Phase 1:** Teacher Leaders; Exploring Your School Context**Team Leadership** **Phase 1** Results Focussed Team Work **Team Leadership Phase 2** Acting for school Improvement **Team Leadership Phase 2**: Strategic Professional Learning**Team Leadership** **Phase 2**: Teacher feedback; student feedback; structured reflection.**Team Leadership** **Phase 2** Collaborative Problem Solving**Team Leadership** **Phase 2**Monitoring for Success**Team Leadership** **Phase 2** Learning More About Data**Team Leadership** **Phase 3** Sustaining Improvement | TPL registerTPL registerTPL registerTPL registerTPL registerTPL registerTPL registerTPL registerTPL register | SDD T2 2010T2 2010T2 2010T2 2010SDD T3 2010T3 2010T3 2010T3 2010T3 2010 | Vicki BillsAnne/Janice/DerrisAnne/Janice/DerrisAnne/Janice/DerrisVicki BillsAnne/Janice/DerrisAnne/Janice/DerrisAnne/Janice/DerrisAnne/Janice/Derris | NPLN Facilitator notes and bookletsNPLN FundsNPLN Funds |

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| **Links to Self Evaluation** | **Component** | **Strategies** | **Indicators** | **Time line** | **Responsibility** | **Resources** |
| **Recommendations from SSER****1.** Whole school training in NAPLAN data analysis and SMART and implementation of the recommended teaching strategies into the teaching program**8** Implement action plan to address the drop off in student performance from Y3 to Y5.**Analytical** **Framework Statements****8.**The school plan sets improvement priorities in literacy based on a thorough evaluation of student performance data.**19.** School leaders monitor the collection & analysis of student literacy data.**20**. Staff members collect & analyse. students’ literacy data. | **DASA** | * All teaching staff undergo self-assessment of their capacity to use SMART & Naplan data packages.
* Teachers develop their DASA individual learning plan and implement the plans during own time and in allocated TPL time.
* Teachers released to analyse class Naplan results for 2009 & 2010. K-6 teachers determine appropriate teaching strategies from Naplan website and implement to meet student needs.
* Following analysis of Naplan data teachers use Target setting tools to collaboratively develop appropriate school targets for 2011.
 | TPL registerTPL registerDET collation of staff data. Improved teacher capacity to analyse data & use to make programming decisionsTPL registerImproved teacher capacity to analyse data & use to make programming decisionsTargets developed | T1 2010 T3 2010T1 & T3 2010T4 2010 | CherylCherylCherylCheryl | DASALinks provided by DASA SMART data packages & Naplan Weblinks.Target setting tool |

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| **Links to Self Evaluation** | **Component** | **Strategies** | **Indicators** | **Time line** | **Responsibility** | **Resources** |
| **Recommendations from SSER****6.** Staff to go through the school’s plan on regular basis and be updated **7.** Priorities to be displayed and discussed by staff**8** Implement action plan to address the drop off in student performance from Y3 to Y5.**Analytical** **Framework Statements****4.** There is clarity and consensus about the school’s goals and expectations in literacy.**22**. School leaders promote staff discussion and dialogue about literacy to have an impact on programs and practices.**15**. Quality literacy practices are identified and implemented across the school**.** | **TARS & EARS** | * Teachers provided with TPL on new DET TARS& EARS Schedules for 2010
* TARS & EARS Schedule for 2010 and all performance standards and Leadership Capability Framework descriptors are explicitly linked to implementation of NPLN action plan. Teachers given an opportunity to feedback on TARS schedule prior to implementation.
* Executive meet with their teams regularly and step through the TARS schedule so that teachers have a clear understanding of expectations and all processes are totally transparent.
* Executive meet with Principal twice each term to go through TARS data and determine what provide additional support is required. TARS data used as a tool for reflection of NPLN action plan
* Principal provides appropriate support to Executive to ensure that EARS & TARS processes are successfully implemented.
 | TPL registerEARS & TARS SchedulesTeam meeting minutesTARS data collated & used to make adjustments to NPLN action planSuccessful implementation of TARS & EARS | T1 2010T1 2010T2-T4T2-T4T2-T4 | CherylCherylTeam LeadersExecutive & CherylCheryl | TARS & EARS Schedules 2010TARS & EARS Schedules 2010Team meetingsTARS data baseLeadership Links DET |

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| **Links to Self Evaluation** | **Component** | **Strategies** | **Indicators** | **Time line** | **Responsibility** | **Resources** |
| **Recommendations from SSER****4.** Purchase and implement Multi-lit as the NPLN targeted program**.****Analytical** **Framework Statements****11.** The school recognises, values and supports the literacy needs of a diversity of student learners including Aboriginal and Torres Strait Islander students, students with special needs and non-English speaking students.**24**. Professional learning in literacy is strategically planned. | **Multi-Lit** | * STLAs to train SLSOs in Multi-lit program
* Implement Muti-Lit for targeted students 3 days per week.
* Teachers released to observe Muti-Lit lessons in action
* Data collected and reported back to staff. Teacher feedback collated and staff have dialogue around how Mult-Lit strategies might be transferred into mainstream classroom practices.
 | Training occurs and implemented by STLAs & SLSOsData collected and trackedRelease occurs. Teacher feedback collatedEvaluation processes | T1 2010T1-T4 2010T3-T4 2010T4 2010 | Natalie & DebbieNatalie & DebbieCherylNatalie & DebbieCheryl | $15000 NLNP $Cheryl provides release for observationsCollated data. |

 SUB TOTAL $15000

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| **Links to Self Evaluation** | **Component** | **Strategies** | **Indicators** | **Time line** | **Responsibility** | **Resources** |
| **Recommendations from SSER****Analytical** **Framework Statements****1**. Human resources are allocated and managed across the whole school so they support the continuous improvement of student achievement in literacy.**11.** The school recognises, values and supports the literacy needs of a diversity of student learners including Aboriginal and Torres Strait Islander students, students with special needs and non-English speaking students.**21**. School leaders actively participate in learning about literacy.**22**. School leaders promote staff discussion and dialogue about literacy to have an impact on programs and practices | **Aboriginal Education Immersion Program** | * Staff new to the school given opportunity to be involved in Aboriginal Education Immersion program over 3 days
* Staff involved in training reflect on experiences and make modifications to NPLN action plan to take into account new knowledge and understandings.
 | TPL occursAdjustments to plan made | T2 2010T2 2010 | Cheryl & regional supportImmersion Team | $6700 NPLN |

 SUB TOTAL $6700