Towards a Literacy and Numeracy Operational Plan 2010

2009 Results
Year 3 performed below ACT and National in all areas.
Year 5 performed above the national average in all areas.
Year 5 performed above the ACT in all areas except writing (just slightly under)

These are the problems, what are the solutions?

Elements of Campbell Primary School Operational Plan

Teacher Professional Learning Community

Communities of practice examining student work, sharing readings, strategies; Quality Teaching model for evaluating lessons and self-reflection etc

Primary School Literacy and Numeracy coordinators identified in the school, specialists

Coaching from field officers and colleagues

Identify professional learning needs of staff and source teacher updates, new courses that provide scaffolding strategies eg First Steps Reading & Writing, Bee Spelling; CMIT, Mental Computation (MYMC); ICT resources, with a focus on IWB resources.

Teachers provided with 50/50 coaching/student support eg co-teaching/coaching/mentoring in literacy block 2 hours (am), numeracy block 1 hour (mid)

Student Support

Additional support for students at risk; ILPs; PLPs

Monitoring and tracking student progress

Assessment for learning using diagnostic assessments, triangulating data with other measures, both qualitative and quantitative

SPARK Reading Program Year 3 students
**Resource Teacher** provides one-to-one tutoring of identified students, and/or guides small group work as part of literacy/numeracy groups eg Guided Reading; in a few classes daily or twice weekly for a period of time eg 5 week program, then same for other classes subsequently

Possible focus of Resource Teacher time:

Term 1 - Year 3 and Year 5

Term 2 - Year 1

Term 3 - K & Year 6

Term 4 - Year 2 & Year 4

**NAPLAN Resources to support development**

Links are made between the NAPLAN questions and teaching and learning strategies.

Each strategy in literacy starts with a skill focus and the Stage.

Each strategy in numeracy starts with the strand, the sub-strand and the Stage. The strategies and activities to support the strategies are included in the section.

Curriculum outcomes are matched with the NAPLAN test question item and strategies.

The item or cluster of items use skills supported in the activities provided.

There is a description of the items and the relevant section from the National Statements of Learning.

There are links to related strategies (where applicable) and to other live web links, other referenced material and other resource documents.

**Materials to support programs**

Novel sets, Readers, Big Books; manipulatives for numeracy learning

Listening Posts, multi-media software for computer lab and IWBs