Campbell Primary School
Literacy and Numeracy Operational Plan 2010

Parameters

Analysis of data from NAPLAN etc to inform plans and goals:
• Year 3 Writing/Spelling/Grammar & Punctuation focus
• Year 5 Numeracy & Writing focus

Complete Literacy and Numeracy Plans

Determine Literacy and Numeracy goals for new School Plan (2010-2012)

Embed shared literacy and/or numeracy goal in Professional Pathways

Timeline of how goals are to be achieved

Appoint Literacy and Numeracy Coordinators

Preferred coordinator model (distribution of points TBA):
• SLC - Literacy Coordinator
• Aspiring School Leader - Numeracy Coordinator
• Resource Teacher – Reading Recovery for year 1 students; targeted program of intense, focused support in literacy and numeracy for identified students

Plus providing 50/50 coaching/student support:
• co-teaching/coaching/mentoring in literacy block 2 hours (am), numeracy block 1 hour (mid)
• provide support to identified students, in some classes daily or twice weekly for a period of time eg 5 week program, then same for other classes subsequently

Literacy and Numeracy Coordinators

Coordinator Capabilities:
• Attributes of credibility, expertise, tact, trust, sensitivity, ability to work calmly through conflicts, ability to sustain own learning, not judgemental, ability to sustain working relationships, capacity to promote and maintain quality conversations with students and colleagues about concepts and ideas
• Knowledge of content, how children learn, how to diagnose student learning, pedagogical knowledge for developing student learning, how to implement a range of strategies, familiarity with assessment tools
• Skills in giving and getting feedback on teaching, modelling good teaching practice, conducting whole school PD workshops
Coordinator Role:
1) **Lead, coordinate and monitor** implementation of **Literacy and Numeracy Plans** with guidance and support of Principal and Deputy

2) **Build teacher capacity** in research-based literacy and numeracy practices to achieve school goals and operational plan goals through:
   - Teacher Professional Learning Community (TPLC)
   - coaching and mentoring in the classroom
   - developing, expanding, changing another teachers’ practice
   - team teaching
   - modelling for early career teachers
   - promote action research within teams

3) **Source targeted professional learning** that:
   - reflects the needs of the school and individuals
   - is reflected in PPs goal implementation strategies

4) **Coordinate** building capacity for planning and implementation of programs that target students with identified needs

Support
Professional Learning:
- Coordinators - system-delivered professional learning, 9 days in total (sessions Fridays 8.30 -12.00)
- LSA professional learning – Literacy Strategies Tuesday 23 February 12.30-3.30; Numeracy Strategies 9 March 12.30-3.30
- Whole school classroom teacher system-delivered PD: Semester 1 - *First Steps Writing*, Semester 2 – *CMIT/ MYMC* for Years 5 & 6 (PD dates set)
- Teacher PD Wednesdays 3.45 – 5.45
- Cluster networks with structured meetings

Time and Resources:
- For work between coordinator/mentor and classroom teacher
- Additional release time for coordinator planning & preparation

Continuity
- Achieving sustainable improvement to student learning is more difficult in schools where there is a **high level of transience among students** with a reduced experience of improvement over time.

- **Teacher continuity** in order to support changing and embedding new teaching practices, is necessary for whole school change

Research
- Action research cycle
- Research opportunities eg QT Lesson Study
School Level Process

Coordinators work with team of teachers to plan and teach together.

Cycle - plan, teach together, examine students’ work, review learning activities

Diagnosis about student understanding, planning, application, feedback

Planning begins with diagnosis of student learning by examining student work (diagnostic tasks; pre-testing)