**2015 LITERACY IMPLEMENTATION PLAN**

**School:**  
School Name: Corpus Christi  
SUBURB: Cranebrook

**Goal:**  
All students will improve learning outcomes in reading and writing by one year's growth as evidenced by the DEC Reading and Writing Continuum and for vulnerable students to achieve accelerated growth.

**Why this goal?**  
The analysis of data (PAT-R, NAPLAN, Reading Levels, Student Writing Samples) along with staff feedback identifies this as an area of need.

<table>
<thead>
<tr>
<th>Student Learning</th>
<th>What will we see the students doing if this goal has been achieved?</th>
<th>What evidence based teaching strategies will be used to achieve this goal?</th>
<th>What will be the evidence and or data?</th>
<th>Timelines</th>
<th>Key Resources to support students' learning</th>
</tr>
</thead>
</table>
| **Student**      | 1. 90% of all students will reach nominated exit levels for reading.  
2. The students will apply appropriate comprehension strategies to gain meaning from texts.  
3. Students in all grades will be able to articulate how particular comprehension strategies help them gain meaning from texts.  
4. Students move a minimum of one writing cluster per 6 months (Cluster 1-Cluster 7) and a minimum of one writing cluster per 12 months (Cluster 8 onwards) | 1. Monitoring of student progress using PAT-R, reading levels, NAPLAN  
2. Access to online resources (Sunshine Online, Learning A-Z and others)  
3. Students will articulate and apply comprehension strategies to a variety of texts.  
4. Access to intervention programs Reading Recovery, L2 & MULTILIT  
5. Students write daily with purpose for an audience | 1. Data wall  
2. PAT-R status and gain  
3. NAPLAN  
4. EYA data (K & 1)  
5. Student Voice  
6. Students articulate the purpose of and audience for their writing. | Student goals Week 2 Term 1  
Literacy graphs Week 2 each term  
Data Wall updates Week 6 each term  
Ongoing | Ongoing Running Records  
NAPLAN  
Instructional Walk (questions asked)  
PAT-R  
EYA  
Student work  
TE  
Writing Continua |
### Teaching

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<tr>
<th>What will we see the teachers doing if this goal has been achieved?</th>
<th>What evidence based strategies will be used to achieve this goal?</th>
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<tbody>
<tr>
<td>1. The teachers will a. use the data wall to inform teaching b. display learning intention for literacy c. reflect upon effect of teaching practice on student learning d. apply effective literacy strategies</td>
<td>1. The teachers will a. use data wall to track and monitor progress b. clearly display the learning intention of the lesson c. incorporate comprehension strategies within learning intentions and success criteria. d. participate in PCs, CM, PLMs and ongoing collegial discussions re student progress e. display modelled writing</td>
<td>1. Data Wall 2. Learning intentions and success criteria displayed 3. Teachers’ Programmes—including IP’s 4. Teacher Learning Plans 5. Student tracking (including marker students) 6. Instructional Walks / PCs 7. Case management meetings 8. Displays of modelled writing</td>
<td>End term 1 End term 1 Reviewed termly</td>
<td>Data Wall Prompt cards CM proformas TE Lead Teacher for Literacy</td>
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<td>Teacher Learning</td>
<td>What will we see the teachers doing if this goal has been achieved?</td>
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|                  | 1. Data Analysis  
2. Analyse student writing samples and plot on the writing continuum  
3. Effective writing strategies  
4. Developing exemplars of the writing continuum | 1. SDD to develop staff PCK  
2. Professional Learning Meetings  
3. Case Management Meetings  
4. Professional Learning Community PLC  
5. Writing continuum exemplars will be used to analyse students writing | 1. Evaluations of each PL /PLC session  
2. Exemplars on display  
3. Monitoring the progress of writing using tracking proforma | 1. PLM’s/PLC throughout each term  
2. SDD for English | TE  
Lead Teacher for Literacy  
The Writing Book – Sheena Cameron & Louise Dempsey  
NSW Literacy Continua  
CM notes |
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<th>School Leadership</th>
<th>What will we see the leaders doing if this goal has been achieved?</th>
<th>What evidence based strategies will be used to achieve this goal?</th>
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<td>1. The leaders will</td>
<td>1. Co-ordinate PACs/CM’s to model best practice and share knowledge to build capacity</td>
<td>1. Data Wall</td>
<td>End term 1</td>
<td>Data Sets including PAT-R, NAPLAN EYA, Writing samples, TE QR Codes for ease of reference</td>
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<td></td>
<td>a. build the capacity of staff</td>
<td>2. Literacy quadrad co-lead PLMs</td>
<td>2. PA feedback</td>
<td>Weeks 4 &amp; 8 each term</td>
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<td></td>
<td>b. analyse data with staff</td>
<td>3. Leaders will engage in professional learning conversations</td>
<td>3. Minutes of PLM’s</td>
<td>Weekly</td>
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<td>c. develop the implementation plan</td>
<td>4. TE / Leaders will work in learning spaces during literacy and provide feedback</td>
<td>4. Instructional Walks</td>
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<td>Parent &amp; Community Engagement</td>
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<td>The parents and community will: 1. Attend workshops on supporting their child’s learning in reading and writing</td>
<td>The school leaders will: 1. Co-ordinate Parent workshops</td>
<td>1. Parent attendance 2. QCS 3. Data from participation</td>
<td>1. PRG meeting – week 5 of each term 2. July 2015</td>
<td>NZ literacy Resource TE CSU Writing Video</td>
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</table>
2015 NUMERACY IMPLEMENTATION PLAN

**School:** School Name: Corpus Christi  SUBURB: Cranebrook

**Goal:** All students will improve their learning outcomes in Mathematics by one year’s growth as evidenced by class assessments, growth points and NAPLAN data and for vulnerable students to achieve accelerated growth.

**Why this goal?** The analysis of data (MAI, & NAPLAN) along with teacher feedback indicates our results require improved learning and teaching in Mathematics.

<table>
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<tr>
<th>Student Learning</th>
<th>What will we see the students doing if this goal has been achieved?</th>
<th>What strategies will the students be using to support their learning experiences?</th>
<th>What will be the evidence and/or data?</th>
<th>Timelines</th>
<th>Key Resources to support student learning</th>
</tr>
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</table>
|                  | 1. Students in all grades will participate in F160 Numeracy Blocks daily with Learning Intentions and all success criteria visible  
2. Students will engage in differentiated tasks for students related to their needs related to the GP  
3. Vulnerable students in Year 1 will attend EMU lessons daily | 1. Access to Numeracy Interventions  
2. MAIs administered to all students K-6 | 1. Data wall - staffroom and class data walls  
2. NAPLAN  
3. MAI Growth Points  
4. Student Voice (IW)  
5. Learning Intentions and Success Criteria in student centred language | Class Data Wall updated regularly | Instructional Walks NAPLAN MAI's Student work Tracking Sheets |
### Teaching

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<th>What will we see the teachers doing if this goal has been achieved?</th>
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<td>1. The teachers will a. administer MAI b. use the data wall to inform teaching c. display learning intention &amp; success criteria for numeracy lessons d. reflect upon effect of teaching practice on student learning e. move students on their class data walls as they demonstrate the next GP f. use enabling, probing and extending prompts</td>
<td>1. The teachers will a. use data wall to track and monitor progress b. clearly display the learning intention &amp; success criteria of the lesson c. participate in CM, PLMs, IW and ongoing collegial discussions re student progress d. validate at least 5 MAI from a colleague and discuss GP of selected students</td>
<td>1. Data Wall 2. Learning intentions displayed 3. Teachers’ programmes 4. Student tracking - by class teachers (including marker students) 5. Instructional Walks 6. Case management</td>
<td>End term 1</td>
<td>Data Wall Prompt cards CM proformas TE Syllabus Tracking Sheets</td>
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<td>Teacher Learning</td>
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<td>1. Data Analysis 2. MAI administration 3. Implementing Numeracy lessons that are based on reflections of the data / student needs / required next steps 4. Teachers will be familiar with GP’s and Syllabus</td>
<td>1. Use a SDD to administer the MAI 2. Use Professional Learning Meetings for data analysis to drive the planning of learning and teaching 3. Use Professional Learning meetings exploration and planning with the syllabus and GP’s</td>
<td>1. Evaluations of each PL session</td>
<td>1. Up to 5 PLMs per term 2. SDD for MAI Administration</td>
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### School Leadership

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| 1. The leaders will  
a. build the capacity of staff  
b. analyse data with staff  
c. develop the implementation plan  
2. Ongoing Professional Development in Mathematics  
3. Train two additional staff in the Leading Mathematics Leaders Course during 2015 | 1. Use the numeracy team to model best practice and share knowledge to build capacity  
2. Numeracy team members co-lead PLM’s  
3. Leaders will engage in professional learning conversations  
4. Leaders will work in learning spaces during numeracy blocks and provide feedback | 1. Data Wall  
2. Minutes of PLM’s  
3. Instructional Walks | End term 1  
Weeks 4 & 8 each term  
Weekly | Data Sets inc NAPLAN / MAI PAC proformas TE |
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<th><strong>What will we see the parents &amp; community doing if this goal has been achieved?</strong></th>
<th><strong>What evidence based strategies will be using to achieve this goal?</strong></th>
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<td>1. Attending workshops on supporting their child’s learning in mathematics (focus on learning to read and warm ups) 2. Increased understandings and knowledge of Mathematics</td>
<td>1. Facilitate Parent workshops 2. Write and share numeracy challenges in the newsletter</td>
<td>1. Parent attendance 2. QCS 3. Data from participation</td>
<td>1. Meeting for parents in Terms 1 and 3</td>
<td>Numeracy Parent Sessions  Maths resources for home use (given as part of the Parent Ed Sessions)</td>
</tr>
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</table>