

Loganholme State School

Literacy and Numeracy National Partnership

School Action Plan 2011

National Priorities	Qld Strategic Focus Areas	Key Reform Areas	Actions to Achieve Targets	Timeframe	Targets Set	Target Achieved by: 30 th June 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	Semester 1, 2011	100% of Governance structures are embedded, actively engaging all staff in discussions around curriculum, assessment, reporting and professional development	Yes
			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	Semester 1, 2011	100% of staff (teaching and non-teaching) evidencing the incorporation of PD activities into their teaching practices	Large extent 90%
			Curriculum leadership team chaired by Principal is leading and monitoring key improvement agendas	Semester 1, 2011	100% of Teachers set Targets for improvement for each student for the Local Measure testing, NAPLAN and One-School A-E data for Mathematics	Yes
			Led by Principal, school curriculum leaders actively work with all staff to analyse and use student data to inform classroom teaching and learning	Semester 1, 2011	100% of staff using data to inform teaching and to monitor student progress	Yes
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	Semester 1 & 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	Semester 1, 2011	Coach trained in data analysis	Yes
			Principal ensures coach is building capability and capacity in pedagogical content knowledge and skills	Semester 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 [Numeracy]</i>	Semester 1, 2011	Classroom modelling in numeracy by the coach addresses NAPLAN 2010 <i>Recommendations for Improvement [Numeracy]</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	Semester 2, 2011	100% 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 Maths	Semester 1 & 2, 2011	100% of Year 3, 5 and 7 students measured in numeracy PAT Maths	100%
			Action NAPLAN data and implement NAPLAN 2010 <i>Recommendations for Improvement [Numeracy]</i>	Semester 1 & 2, 2011	100% teachers actioning NAPLAN data and implementing NAPLAN 2010 <i>Recommendations for Improvement [Numeracy]</i>	Yes