LITERACY AND NUMERACY 6–18 MONTH STRATEGY
P–10 IMPROVEMENT SCHEDULE FOR SCHOOL LEADERS

State Government Victoria
Department of Education and Early Childhood Development

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OVERVIEW

The *Literacy and numeracy 6–18 month strategy: P–10 improvement schedule for school leaders* provides principals and school leaders in primary and secondary schools with a foundation for a whole-school approach to literacy and numeracy improvement. It is a mechanism by which schools may reflect on their current whole-school practices in literacy and numeracy teaching and learning and to determine which activities and programs to implement to support improved student learning outcomes. It also brings together resources from across the Department of Education and Early Childhood Development and provides principals and school leaders with a single access point to a range of resources including assessment tools, support for data analysis, school accountability documentation and material to support professional learning.

This strategy provides a six-term schedule, divided into two sections. The first, **Assessment and Analysis,** contains an example of a literacy and numeracy assessment schedule, including assessment as, of and for learning, for all students from Prep to Year 10 and advice on data analysis at a school, year, cohort and individual level. All schools are encouraged to develop and implement a school-wide assessment and analysis schedule to inform their whole-school approach to high-quality literacy and numeracy learning and teaching.

The second section, **Whole-school Planning,** includes an outline of a multifaceted, whole-school response to student literacy and numeracy learning needs. This response includes developing and maintaining a whole-school focus on literacy and numeracy, including the implementation of student literacy and numeracy intervention programs, advice on staff professional learning and strategies to strengthen key partnerships with families and the broader school community.

The *Literacy and numeracy 6–18 month strategy: P–10 improvement schedule for school leaders* supports school principals and their leadership teams to work with their teachers to ensure there is a shared focus on and approach to literacy and numeracy improvement across the school. Teachers are further supported by the *Key Characteristics of Effective Literacy Teaching P–6* and *7–10* and the *Key Characteristics of Effective Numeracy Teaching P–6* and *7–10.* See www.education.vic.gov.au/studentlearning/litnum

Teachers and school leaders will also benefit from the *Literacy and numeracy 6–18 month strategy: P–10 improvement schedule for school leaders* resources available through the Ultranet, the online learning platform that facilitates knowledge sharing within and across schools. The Victorian Literacy and Numeracy Secretariat will continue to work with regions and schools, particularly those in receipt of National Partnerships Smarter Schools funding, to support the effective implementation of a school-based focus on literacy and numeracy improvement.

THE EFFECTIVE SCHOOLS MODEL

The Effective Schools Model is the conceptual organiser of the *Literacy and numeracy 6–18 month strategy: P–10 improvement schedule for school leaders*.

ACCOUNTABILITY

Effective schools establish transparent and rigorous systems of accountability by which school and student performance can be evaluated.

FOCUS ON TEACHING AND LEARNING

Effective schools are focused primarily on teaching and learning and use student learning data to inform planning and instruction. This focus guides the construction of rigorous and relevant learning for every student.

HIGH EXPECTATIONS OF ALL LEARNERS

Effective schools expect every student to learn—instruction is adapted to the individual needs of students, including high potential and underperforming students.

LEARNING COMMUNITIES

Learning communities include students, their families, all staff and interested members of the wider community. They share common visions, values and objectives and they work collaboratively to enhance the teaching and learning of every student.

PROFESSIONAL LEADERSHIP

Professional leadership includes identifying a clear sense of purpose for the school and developing professional learning priorities that reflect the school's purpose. This provides a window into the learning and growth of each learner and a platform from which to plan.

PURPOSEFUL TEACHING

Purposeful teaching builds on students' knowledge and matches the learning needs and styles of each student. Teachers have a strong grasp of the content, skills and pedagogy of their discipline. It is at the core of improving student learning outcomes.

SHARED VISION AND GOALS

Effective schools demonstrate a clear and shared understanding of their goals, which are focused on student learning, sustained improvement and problem-solving. Sharing the vision and goals captures and communicates the school's core purpose and beliefs.

STIMULATING AND SECURE LEARNING ENVIRONMENT

Resources, including learning spaces, technologies and staffing, are allocated to develop and maintain classrooms that are conducive to high-quality literacy and numeracy learning and teaching. This space provides students and staff with a secure environment to learn with others.

ADVICE TO SCHOOLS

Key points for consideration:

- This is a tool to support principals and school leadership teams to develop a school-wide focus on literacy and numeracy improvement. While it is not a prescribed course of action, it is an example of the multiple aspects of school activity that needs to be aligned in order to support literacy and numeracy improvements. The sample assessment and analysis schedule provided, for example, is supported by the whole-school professional learning program.

- While it can be used as a tool to support reflection of practice at an individual and school level, it is not a checklist. Simply ticking the activities you currently undertake and moving on to other areas misses the opportunity to explore current practice—is there really a shared understanding of agreed practices? Do different teachers apply the same approach differently? If so, what are the results of these differences? Are there areas to improve our current practice? What can we stop doing in order to have capacity to introduce a new approach? It is the discussion that the Strategy provokes which provides the direction for a whole-school approach based on current practice and the direction the school has committed to.

- The Strategy can be used by any school with enrolments from Prep to Year 10. Having all of the information in one document supports principals and school leaders in differentiating practice across the traditional primary and secondary divide. It promotes a shared understanding of literacy and numeracy improvement strategies throughout the compulsory years of schooling.

- The Strategy provides a framework for using a variety of DEECD tools and resources to strengthen literacy and numeracy outcomes. It provides suggestions for use of literacy and numeracy resources, but also makes links with resources supporting school improvement and teacher practice, as well as resources supporting target cohorts of students. This multifaceted approach ensures principals and school leaders have a diverse range of resources at their fingertips that they can use to support their school-based decision-making processes.

- This strategy promotes a differentiated approach to literacy and numeracy learning and teaching. Differentiating learning, based on addressing student need as determined by analysing assessment data, is supported by the Ultranet. Schools are encouraged to utilise the Ultranet and the associated software applications on eduSTAR (School Technology Architecture and Resources) to support their whole-school approach to literacy and numeracy improvement.

- The *Literacy and numeracy 6–18 month strategy: P–10 improvement schedule for school leaders* should also be considered in partnership with other DEECD initiatives and models, including the e5 Instructional Model and the e5 teachers' journal, which support the development of quality teaching and provides a framework for discussion and professional learning for all teachers.

- Resources to support the use of the *Literacy and numeracy 6–18 month strategy: P–10 improvement schedule for school leaders* have been developed by the Victorian Literacy and Numeracy Secretariat and can be accessed at: http://www.education.vic.gov.au/studentlearning/litnum/secretariat/litnum6-18proflearn.htm

ASSESSMENT AND ANALYSIS

FOCUS ON TEACHING AND LEARNING

ONGOING COLLECTION AND ANALYSIS OF ASSESSMENT DATA TO INFORM TEACHING

The school leadership team supports all teachers to analyse key Semester 1 school-wide data and provides processes to ensure relevant information is shared with other staff, using the Ultranet as appropriate.

The school leadership team supports all teachers to maintain an assessment schedule to ensure individual student learning is monitored. The data collected in the Ultranet, including work in Learning Tasks and eXpress Space, is utilised to inform teaching.

The school leadership team enables all teachers to re-assess students and analyse data to identify change in student achievement levels over a six-month period to inform the learning and teaching program. The assessments could include:

PREP

– conducting running records with analysis of reading accuracy, comprehension and fluency at least every 2–3 weeks
– administering and analysing the Mathematics Online interview, as needed.

YEARS 1 AND 2

– conducting running records with analysis of reading accuracy, comprehension and fluency at least every 2–3 weeks
– administering and analysing the Mathematics Online interview, as needed.

YEARS 3–6

– administering and analysing VCAA On Demand Adaptive Tests in English—Reading in September
– administering and analysing VCAA On Demand Adaptive Tests in Mathematics—Number in September.

YEARS 7 AND 8

- English teachers: administering and analysing VCAA On Demand Adaptive Tests in English–Reading in September
- Mathematic teachers: administering and analysing VCAA On Demand Adaptive Tests in Mathematics—Number in September.

The school leadership team works with all teachers to analyse student data, including VCAA On Demand data, focusing on student growth between assessments.

Through analysis all teachers to identify by name all students achieving well-above or below expected levels. This information informs planning and instruction for the rest of 2011 and planning for 2012.

Additional support for interpreting VCAA On Demand data is available at www.aimonline.vic.edu.au/doc/ODI.pdf

The school leadership team is encouraged to investigate the use of the Student Mapping Tool to track the progress of students, especially those 'at risk' of disengagement from learning
www.education.vic.gov.au/sensecyouth/careertrans/smt

NAPLAN PREPARATION

The school leadership team supports all teachers to focus on high-quality literacy and numeracy teaching. This includes building students' capacity in:
– literacy comprehension and knowledge of text types, to support them in responding to the NAPLAN assessments
– demonstrating their knowledge and skills in English and Mathematics.

PURPOSEFUL TEACHING

Data-informed learning and teaching plans are developed to provide differentiated, focused teaching and open-ended learning challenges for all students.

The school leadership team ensures that students identified as well-below expected levels for English and Mathematics are further assessed, using targeted assessment tools outlined in *Key Characteristics of Effective Literacy and Numeracy Teaching P–6 and 7–10.*
www.education.vic.gov.au/studentlearning/litnum

This data can be used to further differentiate classroom instruction and to link classroom learning with student intervention programs in literacy and numeracy, as required.

The school leadership team ensures that teachers identify students well-above expected levels for English and Mathematics and learning plans are developed and monitored to provide suitable learning challenges for these students.

The school leadership team supports teachers to access planning and instructional advice, including relevant required teacher knowledge and literacy and numeracy focus, as provided in the *Key Characteristics for Effective Literacy and Numeracy Teaching P–6 and 7–10.*
www.education.vic.gov.au/studentlearning/litnum

Additional teaching support is available at:
– the English Developmental Continuum
www.education.vic.gov.au/studentlearning/teachingresources/english/englishcontinuum
– the ESL Developmental Continuum
www.education.vic.gov.au/studentlearning/teachingresources/ESL
– the Language Support Program
www.education.vic.gov.au/studentlearning/programs/lsp
– the Wannik Education Strategy for Koorie Students
www.education.vic.gov.au/about/directions/wannik
– the Mathematics Developmental Continuum.
www.education.vic.gov.au/studentlearning/teachingresources/maths/mathscontinuum

TERM 3 2011

WHOLE-SCHOOL PLANNING

ACCOUNTABILITY

The school leadership team ensures school accountability measures are completed in a timely manner, including:

- commencing planning for the 2012 Annual Implementation Plan by reviewing progress toward the milestones and goals of the 2011 Annual Implementation Plan
- for schools in year of review, continue the planning cycle, which includes planning for a new School Strategic Plan following completion of review—this should also support the achievement of specifically identified goals and targets within the network strategic plan www.education.vic.gov.au/management/schoolimprovement/accountability/strategicplan.htm
- administering the parent opinion survey www.education.vic.gov.au/management/schoolimprovement/performancedata/surveys/parentsurvey.htm
- analysing the staff opinion survey data at a leadership and school level, available at www.eduweb.vic.gov.au/forms/school/spreports
- analysing the attitudes to school survey data at a leadership and school level, available at www.eduweb.vic.gov.au/forms/school/spreports

SHARED VISION AND GOALS

The school leadership team ensures a school-wide focus on literacy and numeracy improvement by:

- leading data analysis of Semester 1 VELS data at an individual student and dimension level for English and Mathematics, including analysis of progress toward reaching the school's literacy and numeracy goals
- continuing to work with all members of the school community, including students, to ensure there is a shared understanding of the school's literacy and numeracy vision and improvement targets
- continuing to work with coaches, if applicable, to promote a culture of adult learning and improvement by providing structures to support coaching, including timetable space and a physical location for coaching.

HIGH EXPECTATIONS OF ALL LEARNERS

The school leadership team reviews the school literacy and numeracy intervention plan to ensure that all interventions are evidence-based and being implemented at the prescribed intensity (e.g. 30 minutes a day, three times a week for 25 weeks). This also means that:

- the progress of students already participating in literacy or numeracy interventions is reviewed to ascertain if the intervention program is making a difference to learning outcomes
- all students requiring additional support have been identified by name, with relevant assessment and background data recorded and the focus of student intervention or support nominated
- all students who have, or require, individual plans have been identified by name, including:
  - Koorie students www.education.vic.gov.au/about/directions/wannik/resources/individualeducation.htm
  - students in out-of-home care www.education.vic.gov.au/healthwellbeing/wellbeing/oohc/edplans.htm
  - students with a disability www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook
  - students with language difficulties www.education.vic.gov.au/studentlearning/programs/lsp/mod32indlearnplan.htm
- the individual plan developed in Term 1 is reviewed by the student and family, teachers and specialist staff, who form the Student Support Group, including setting new short-term and long-term literacy and numeracy goals to reflect current needs and effective strategies. Plans are developed for newly identified students.
- identified students begin to participate in Term 3 interventions, including the Year 1 literacy intervention, with Reading Recovery the preferred intervention, and explicit ESL programs. Families are engaged to support the intervention. This may include providing resource material to the parents, arranging regular meetings, or accessing additional specialist support for the family. For Koorie students and their families schools are also encouraged to work with the regional Koorie Education Coordinators and Koorie Engagement Support Officers.
- provision is made for students not participating in a specific program in Term 3. This could include identification of students to participate in intervention programs in Term 4 and how additional focused support within the class setting will be implemented.
- procedures for monitoring students' progress in literacy or numeracy intervention programs have been reviewed and are known by all key staff
- the relationship between the student intervention and the differentiated class program is clear and understood by families, classroom teachers, intervention specialists and aides.

PROFESSIONAL LEADERSHIP

The school leadership team ensures the professional learning required during Term 3 stays focused on student needs and meeting the goals of the Annual Implementation Plan. This includes:

- continuing to strengthen Professional Learning Teams. It is recommended that these meeting times are used to develop teacher capacity to analyse student data by cross-referencing the different types of data, for instance, VELS Semester 1 judgments, the online assessments or discussions with parents.
- providing regular opportunities for leaders and teachers attending regional, network or system professional learning to share their learning across the school
- working with individual teachers to ensure the literacy and numeracy focus of their Performance and Development Plans are aligned with the targets set in the Annual Implementation Plan and that they are making progress toward meeting their goals
- using the *Key Characteristics of Effective Literacy and Numeracy Teaching P–6 and 7–10* resources to build

teacher capacity in literacy and numeracy planning and instruction
www.education.vic.gov.au/studentlearning/litnum
- continuing to build teacher knowledge and capacity to administer and analyse data from the Australian Education Development Index (AEDI) to better understand the teaching and learning needs of students
www.rch.org.au/aedi/schools.cfm?doc_id=13592
- using the Equity Guidelines website to build teacher capacity in the specific demands of literacy and numeracy education for students from low socioeconomic backgrounds
www.education.vic.gov.au/management/schooloperations/equity
- developing familiarity with Wannik, the Victorian Education Strategy for Koorie Students
www.education.vic.gov.au/about/directions/wannik
- continuing to build teacher capacity to support ESL students when educational progress is not occurring
www.education.vic.gov.au/studentlearning/teachingresources/esl
- developing familiarity with the Victorian implementation of the Australian Curriculum, with a focus on English, Mathematics and literacy
www.vcaa.vic.edu.au/natcurric
- accessing a range of DEECD online resources to support teachers in continued development of their literacy and numeracy knowledge, including:
  - the English Developmental Continuum
www.education.vic.gov.au/studentlearning/teachingresources/english/englishcontinuum
  - the ESL Developmental Continuum
www.education.vic.gov.au/studentlearning/teachingresources/ESL
  - the Language Support Program
www.education.vic.gov.au/studentlearning/programs/lsp
  - the Mathematics Developmental Continuum
www.education.vic.gov.au/studentlearning/teachingresources/maths/mathscontinuum
  - the Research Monographs presented by the Victorian Literacy and Numeracy Secretariat
www.education.vic.gov.au/studentlearning/litnum/secretariat/resources.htm
  - the Victorian Early Years Learning and Development Framework
www.education.vic.gov.au/earlylearning/eyldf
  - using the Transition Learning and Development Statement to inform curriculum design and delivery guide for prep teachers.
www.eduweb.vic.gov.au/edulibrary/public/earlylearning/transition-statement-curriculum-design.pdf

LEARNING COMMUNITIES

The school leadership team strengthens structures in place to partner with families in supporting literacy and numeracy education. This includes:
- accessing the resources provided on the Literacy and Numeracy website
www.education.vic.gov.au/studentlearning/litnum
- utilising strategies from the Families as Partners in Learning website to strengthen family engagement in their child's learning
www.education.vic.gov.au/about/directions/familiesaspartners
- engaging families' support in finalising participation in the Premier's Reading Challenge
- creating opportunities for broad participation in the annual literacy and numeracy week
- enacting the school's literacy and numeracy communication strategy, including promoting the parent resources through the school newsletter and notice boards
- providing parents new to the Ultranet with introductory information, including login details, and utilising the Ultranet to support ongoing communication about individual students
- providing opportunities for parents to discuss their child's NAPLAN results.

STIMULATING AND SECURE LEARNING ENVIRONMENT

The school leadership team prepares for Term 4 by:
- planning for, and resourcing, safe and engaging learning environments for every student, including ensuring all teachers from Prep to Year 4 are maintaining a daily two-hour literacy block and a one-hour numeracy block
- planning for, and resourcing, the whole-school assessment schedule, including the timely analysis of student learning data and the relevant professional learning
- ensuring that the school's Student Engagement Policy is up-to-date and understood by all members of the school community.
www.education.vic.gov.au/healthwellbeing/wellbeing/engagement

ASSESSMENT AND ANALYSIS

FOCUS ON TEACHING AND LEARNING

ONGOING COLLECTION AND ANALYSIS OF ASSESSMENT DATA TO INFORM TEACHING

The school leadership team supports all teachers to maintain an assessment schedule to ensure individual student learning is monitored, including:

- individual student assessment in all dimensions of English and Mathematics to take place by all relevant teachers during classes, including work in Learning Tasks and eXpress Space of the Ultranet. Early years' teachers can administer and analyse the Mathematics Online interview as needed over the school year. www.education.vic.gov.au/studentlearning/assessment/preptoyear10/assessadvice
- all teachers moderating selected student work samples (writing) at least once during the term as part of Professional Learning Teams, with focused discussion to enable consistent, fair and reliable assessment. Selected tasks must allow students to demonstrate different levels of achievement.
- all teachers of mathematics moderating selected work samples at least once during the term as part of Professional Learning Teams or Domain teams, with focused discussion to enable consistent, fair and reliable assessment. Selected tasks must allow students to demonstrate different levels of achievement.

The school leadership team works with all teachers to analyse student data, using the Ultranet as appropriate. Where possible, the focus will be on student growth between assessments. This information informs planning and instruction for the rest of 2011 and planning for 2012.

MAKING ON-BALANCE JUDGMENTS TO INFORM STUDENT REPORTS

The school leadership team ensures that teachers use data collected for all students as a starting point for making an on-balance judgment of student achievement. To this they add knowledge built from:

- daily interaction with students
- student responses to learning tasks, including those in the Ultranet
- diagnostic assessment tasks
- moderation of student work.

Additional information on student reports is available at www.education.vic.gov.au/studentlearning/studentreports

NAPLAN PREPARATION

The school leadership team leads analysis of 2011 NAPLAN data and provides a summary to all staff, to cohort, individual student and item level. Whole-school discussion informs planning for student learning. The VCAA supports NAPLAN data analysis. https://naplands.vcaa.vic.edu.au

The school leadership team continues to support all teachers to focus on high-quality literacy and numeracy teaching. This includes building students' capacity in:

- literacy comprehension and knowledge of text types, to support them in responding to the NAPLAN assessments
- demonstrating their knowledge and skills in English and Mathematics.

All teachers prepare for the transition of students, utilising the Ultranet as appropriate to ensure that 2012 teachers have access to:

- data from literacy and numeracy assessments undertaken in 2011, including NAPLAN
- significant observational notes
- samples of students' work, representative of their literacy and numeracy knowledge and skill
- copies of student learning plans and intervention participation, if applicable.

At the end of Term 4, the school leadership team works with all teachers to identify patterns of growth for students using student report data for a sample of individuals and cohorts from July to December.

The school leadership team is encouraged to investigate the use of the Student Mapping Tool to track the progress of students, especially those 'at risk' of disengagement from learning. www.education.vic.gov.au/sensecyouth/careertrans/smt

PURPOSEFUL TEACHING

Data-informed learning and teaching plans are developed to provide differentiated, focused teaching and open-ended learning challenges for all students.

The school leadership team ensures that students identified as well-below expected levels for English and Mathematics are further assessed, using targeted assessment tools outlined in *Key Characteristics of Effective Literacy and Numeracy Teaching P–6 and 7–10*. www.education.vic.gov.au/studentlearning/litnum

This data can be used to further differentiate classroom instruction and to link classroom learning with student intervention programs in literacy and numeracy, as required.

The school leadership team ensures that teachers identify students well-above expected levels for English and Mathematics and learning plans are developed and monitored to provide suitable learning challenges for these students.

The school leadership team supports teachers to access planning and instructional advice, including relevant required teacher knowledge and literacy and numeracy focus, as provided in the *Key Characteristics for Effective Literacy and Numeracy Teaching P–6 and 7–10.* www.education.vic.gov.au/studentlearning/litnum

Additional teaching support is available at:

- the English Developmental Continuum www.education.vic.gov.au/studentlearning/teachingresources/english/englishcontinuum
- the ESL Developmental Continuum www.education.vic.gov.au/studentlearning/teachingresources/ESL
- the Language Support Program www.education.vic.gov.au/studentlearning/programs/lsp
- the Wannik Education Strategy for Koorie Students www.education.vic.gov.au/about/directions/wannik
- the Mathematics Developmental Continuum. www.education.vic.gov.au/studentlearning/teachingresources/maths/mathscontinuum

WHOLE-SCHOOL PLANNING

ACCOUNTABILITY

The school leadership team ensures school accountability measures for 2011 are complete, including:

- developing and submitting the draft of the 2012 Annual Implementation Plan, which identifies one-year literacy and numeracy targets. These targets, based on the School Strategic Plan and 2011 student learning data, need to be suitably challenging and focus on continued improvement for all students and accelerated improvement for students below expected levels of achievement. www.education.vic.gov.au/management/schoolimprovement/accountability/implementation.htm
- updating the School Strategic Plan, if necessary, to take into account changes to the environment or data
- analysing the parent opinion survey data at a leadership and school level, available at www.eduweb.vic.gov.au/forms/school/spreports/default.asp
- for schools in year of review, continue the planning cycle, which includes planning for a new School Strategic Plan following completion of review–this should also support the achievement of specifically identified goals and targets within the network strategic plan. www.education.vic.gov.au/management/schoolimprovement/accountability/strategicplan.htm

SHARED VISION AND GOALS

The school leadership team ensures a school-wide focus on literacy and numeracy improvement by:

- continuing to lead the 2011 NAPLAN data analysis at an individual student and item level. The VCAA supports NAPLAN data analysis. https://naplands.vcaa.vic.edu.au
- reviewing 2011 and identifying actions and roles for 2012 within this strategy with key leaders, including the coordinators of Literacy and Numeracy, English, Mathematics, ESL, Special Needs, Curriculum and Student Wellbeing
- collaborating with teachers, and using 2011 student data in literacy and numeracy, to jointly determine professional learning needs for 2012
- working with coaches, if applicable, to review school-wide literacy and numeracy coaching in 2011; and planning for implementation in 2012, including identifying teachers to be coached.

HIGH EXPECTATIONS OF ALL LEARNERS

The school leadership team continues to review the whole-school plan for student literacy and numeracy intervention. This review includes:

- ensuring all intervention programs are evidence-based and are implemented with the prescribed intensity
- reviewing the progress of students already participating in literacy or numeracy interventions to ascertain if the intervention program is making a difference. This includes the students who participated in the Year 1 literacy intervention, such as Reading Recovery, and ESL students who received explicit ESL instruction.
- planning for students who still need intervention or support in literacy and numeracy in 2012
- developing a process for monitoring students who are identified as no longer needing intervention in literacy and numeracy and supporting their continued growth within the classroom program
- assessing the intervention programs offered in 2011 against the student needs already identified for 2012 intervention.
- committing to evidence-based intervention programs that meet the identified student literacy and numeracy needs for 2012. This also includes supporting their establishment by committing to the prescribed intensity of the intervention through staffing, allocation of space and professional learning.
- reviewing procedures for monitoring student progress, ensuring classroom teachers are receiving all data and professional learning required to support intervention within the classroom
- working with all Student Support Groups and teachers by monitoring progress of all students who have individual plans and reviewing short-term literacy and numeracy goals.

PROFESSIONAL LEADERSHIP

The school leadership team ensures the professional learning required during Term 4 stays focused on student needs and meeting the goals of the Annual Implementation Plan. This includes:

- reviewing the 2011 Professional Learning Teams and strengthening the structures for 2012, ensuring a focus on the learning needs of students.
- providing regular opportunities for leaders and teachers attending regional, network or system professional learning to share their learning across the school
- continuing to work with individual teachers to ensure the literacy and numeracy focus of their Performance and Development Plans are aligned with the targets set in the Annual Implementation Plan and that they are progressing toward their goals
- preparing teachers for 2012 classes by developing teacher knowledge in literacy and numeracy through the *Key Characteristics of Effective Literacy and Numeracy Teaching P–6 and 7–10* resources www.education.vic.gov.au/studentlearning/litnum
- using the Whole-school Advice on the Equity Guidelines website to support the setting of high expectations of all learners, and recognising the specific learning needs of students from low socioeconomic backgrounds www.education.vic.gov.au/management/schooloperations/equity/planning/default.htm
- developing an understanding of resources available through Wannik to support Koorie students transitioning into other educational settings, including from primary to secondary school www.education.vic.gov.au/about/directions/wannik/programsandreforms/programs.htm
- continuing to build teacher capacity to support ESL students when educational progress is not occurring www.education.vic.gov.au/studentlearning/teachingresources/esl
- continuing familiarisation of the Victorian implementation of the Australian Curriculum, with a focus on English, Mathematics and literacy. www.vcaa.vic.edu.au/natcurric

- working with teachers coached in 2011 to build and consolidate professional learning and to share learning with colleagues. Where appropriate a school-based coaching model may be developed to further support teacher professional learning.
- accessing a range of DEECD online resources to support teachers in continued development of their literacy and numeracy knowledge, including:
  - the English Developmental Continuum www.education.vic.gov.au/studentlearning/teachingresources/english/englishcontinuum
  - the ESL Developmental Continuum www.education.vic.gov.au/studentlearning/teachingresources/ESL
  - the Language Support Program www.education.vic.gov.au/studentlearning/programs/lsp
  - the Mathematics Developmental Continuum www.education.vic.gov.au/studentlearning/teachingresources/maths/mathscontinuum
  - the Research Monographs presented by the Victorian Literacy and Numeracy Secretariat. www.education.vic.gov.au/studentlearning/litnum/secretariat/resources.htm
  - and the Victorian Early Years Learning and Development Framework. www.education.vic.gov.au/earlylearning/eyldf

LEARNING COMMUNITIES

The school leadership team strengthens structures in place to partner with families in supporting literacy and numeracy education. This includes:

- accessing the resources provided on the Literacy and Numeracy website www.education.vic.gov.au/studentlearning/litnum
- utilising strategies from the Families as Partners in Learning website to strengthen family engagement in their child's learning www.education.vic.gov.au/about/directions/familiesaspartners
- celebrating the completion of the Premier's Reading Challenge
- continuing to enact the school's literacy and numeracy communication strategy, including promoting the parent brochures and resources through the school newsletter and end-of-year events
- providing parents new to the Ultranet with introductory information, including login details, and utilising the Ultranet to support ongoing communication about individual students

The school leadership team strengthens structures in place to partner with early childhood education and care services in supporting literacy and numeracy education.

STIMULATING AND SECURE LEARNING ENVIRONMENT

The school leadership team prepares for Term 1 by:

- using the 2012 literacy and numeracy focus to inform staffing and classroom arrangements, including the provision of time and space for literacy and numeracy coaching
- planning for, and resourcing, safe and engaging learning environments for every student, including ensuring that the daily two-hour literacy block and the one-hour numeracy block from Prep to Year 4 is planned for and resourced
- planning for, and resourcing, the 2012 student-free days
- planning for, and resourcing, the 2012 whole-school assessment schedule, including the timely analysis of student learning data and the relevant professional learning.
- ensuring that the school's Student Engagement Policy is up-to-date and understood by all members of the school community. www.education.vic.gov.au/healthwellbeing/wellbeing/engagement

ASSESSMENT AND ANALYSIS

FOCUS ON TEACHING AND LEARNING

The school leadership team supports teachers to analyse key school-wide data and provides processes to ensure relevant information is shared with other staff, including utilising the Ultranet as appropriate. Data to include:

- 2009-2011 NAPLAN data, to cohort, individual student and item level. The VCAA supports NAPLAN data analysis. https://naplands.vcaa.vic.edu.au
- 2011 VELS student data, trend data (2007–2011), all dimensions of English and Mathematics domains
- English Online Interview data
- Mathematics Online Interview data
- 2007–2011 VELS, VET and VCAL data
- relevant student enrolment data.

The school leadership team supports teachers to implement the whole-school assessment and analysis schedule. This could include the following assessments in order to inform teaching and learning programs at individual student, cohort and class levels. Details on assessments are available in the *Key Characteristics for Effective Literacy and Numeracy Teaching P–6 and 7–10.*
www.education.vic.gov.au/studentlearning/litnum

PREP

- Analyse Transition Learning and Development Statements, and document key information on literacy and numeracy, including using this information to establish individual learning plans for identified students. www.eduweb.vic.gov.au/edulibrary/public/earlylearning/transition-statement-curriculum-design.pdf
- Administer English Online Interview in February and identify by name all students achieving well-above or below expected levels.
- Conduct running records with analysis of reading accuracy, comprehension and fluency in February and March, then at least every 2–3 weeks as required.
- Administer Mathematics Online Interview, including the Prep detour, in February or March and identify by name all students achieving well-above or below expected levels.

YEARS 1 AND 2

- Analyse 2011 transition documents and identify by name all students well-above or below expected levels and those with an individual learning plan.
- Schools are encouraged to administer English Online Interview in February, particularly for all students previously identified as achieving well-above or below expected levels.
- Conduct running records with analysis of reading accuracy, comprehension and fluency in February and March, then at least every 2–3 weeks as required.
- Administer Mathematics Online Interview in March and identify by name all students achieving well-above or below expected levels.

YEARS 3 AND 4

- Analyse 2011 transition documents and identify by name all students well-above or below expected levels and those with an individual learning plan.
- Analyse 2011 NAPLAN data (Year 4 only) results and identify by name all students achieving well-above or below expected levels.
- Administer and analyse VCAA On Demand Adaptive Tests in English—Reading in March and identify by name all students achieving well-above or below expected levels.
- Administer and analyse VCAA On Demand Adaptive testing in Mathematics—Number in March and identify by name all students achieving well-above or below expected levels.

YEARS 5 AND 6

- Analyse 2011 transition documents and identify by name all students well-above or below expected levels and those with an individual learning plan.
- Analyse 2011 NAPLAN data (Year 6 only) results and identify by name all students achieving well-above or below expected levels.
- Administer and analyse VCAA On Demand Adaptive Tests in English—Reading in March and identify by name all students achieving well-above or below expected levels.
- Administer and analyse VCAA On Demand Adaptive testing in Mathematics—Number in March and identify by name all students achieving well-above or below expected levels.

YEARS 7 AND 8

- Analyse 2011 transition documents and identify by name all students well-above or below expected levels and those with an individual learning plan.
- Analyse end of 2010 VELS assessment for the relevant domains of VELS.
- Analyse 2010 NAPLAN data (Year 8 only).
- English teachers: administer and analyse VCAA On Demand Adaptive Tests in English—Reading in March and identify by name all students achieving well-above or below expected levels.
- Mathematic teachers: administer and analyse VCAA On Demand Adaptive Test in Mathematics—Number in March and identify by name all students achieving well-above or below expected levels.

YEARS 9 AND 10

- Analyse 2011 transition documents and identify by name all students well-above or below expected levels and those with an individual learning plan.
- Analyse end of 2010 VELS assessment.
- Analyse 2010 NAPLAN data (Year 10 only).
- The school leadership team works with all teachers to track the progress of students identified as well-above or below expected levels in Term 1, 2012, using the data collected through the assessment schedule. Data from student interventions in literacy and numeracy and individual learning plans should also be considered. Schools will be supported in data analysis and tracking of student growth through the Ultranet.

The school leadership team is encouraged to investigate the use of the Student Mapping Tool to track the progress of students, especially those 'at risk' of disengagement from learning.
www.education.vic.gov.au/sensecyouth/careertrans/smt

NAPLAN PREPARATION

The school leadership team supports all teachers to focus on high-quality literacy and numeracy teaching. This includes building students' capacity in:

- literacy comprehension and knowledge of text types, to support them in responding to the NAPLAN assessments
- demonstrating their knowledge and skills in English and Mathematics
- meeting the conceptual demands of NAPLAN assessments.

PURPOSEFUL TEACHING

Data-informed learning and teaching plans are developed to provide differentiated, focused teaching and open-ended learning challenges for all students.

The school leadership team ensures that students identified as well-below expected levels for English and Mathematics are further assessed, using targeted assessment tools outlined in *Key Characteristics of Effective Literacy and Numeracy Teaching P–6 and 7–10*
www.education.vic.gov.au/studentlearning/litnum

This data can be used to further differentiate classroom instruction and to link classroom learning with student intervention programs in literacy and numeracy, as required.

The school leadership team ensures that teachers identify students well-above expected levels for English and Mathematics and learning plans are developed and monitored to provide suitable learning challenges for these students.

The school leadership team supports teachers to access planning and instructional advice, including relevant required teacher knowledge and literacy and numeracy focus, as provided in the *Key Characteristics for Effective Literacy and Numeracy Teaching P–6 and 7–10*.
www.education.vic.gov.au/studentlearning/litnum

Additional teaching support is available at:

- the English Developmental Continuum
  www.education.vic.gov.au/studentlearning/teachingresources/english/englishcontinuum
- the ESL Developmental Continuum
  www.education.vic.gov.au/studentlearning/teachingresources/ESL
- the Language Support Program
  www.education.vic.gov.au/studentlearning/programs/lsp
- the Wannik Education Strategy for Koorie Students
  www.education.vic.gov.au/about/directions/wannik
- the Mathematics Developmental Continuum
  www.education.vic.gov.au/studentlearning/teachingresources/maths/mathscontinuum

WHOLE-SCHOOL PLANNING

ACCOUNTABILITY

The school leadership team ensures school accountability measures are completed in a timely manner. This includes:

- submitting the Annual Implementation Plan in March, which identifies one-year literacy and numeracy targets that build on 2011 achievements and reflect the goals of the School Strategic Plan. These targets are to be suitably challenging and focused on continued improvement for all students and accelerated improvement for students below expected levels of achievement. www.education.vic.gov.au/management/schoolimprovement/accountability/implementation.htm
- for schools in year of review, begin the planning cycle, which includes planning for a new School Strategic Plan following completion of review–this should also support the achievement of specifically identified goals and targets within the network strategic plan www.education.vic.gov.au/management/schoolimprovement/accountability/strategicplan.htm
- completing the Annual Report to the School Community by 31 March. This includes commentary on literacy and numeracy achievements and an outline of National Partnerships participation, if applicable. www.education.vic.gov.au/management/schoolimprovement/accountability/report.htm

SHARED VISION AND GOALS

The school leadership team consolidates a school-wide focus on literacy and numeracy improvement by:

- acting on plans made during Term 4, 2011, which identified actions and roles within this strategy for key leaders, including the coordinators of Literacy and Numeracy, English, Mathematics, ESL, Special Needs, Curriculum and Student Wellbeing
- ensuring the school focus is known and understood by key regional staff including regional network leaders, literacy and numeracy leaders, Koorie Education Coordinators and Koorie Engagement Support Officers
- continuing to work with coaches, if applicable, to promote a culture of adult learning and improvement by identifying teachers to be coached based on student literacy and numeracy data and providing structures to support coaching including timetable space and a physical location for coaching.

HIGH EXPECTATIONS OF ALL LEARNERS

The school leadership team ensures that the school plan for student literacy and numeracy intervention is implemented appropriately. This means that:

- all interventions are evidence-based and implemented with the prescribed intensity
- all students requiring additional support have been identified by name by the classroom teachers, with relevant assessment and background data recorded and the focus of student intervention or support identified
- all students who have, or require, individual plans have been identified by name, including:
  - Koorie students www.education.vic.gov.au/about/directions/wannik/resources/individualeducation.htm
  - students in out-of-home care www.education.vic.gov.au/healthwellbeing/wellbeing/oohc/edplans.htm
  - students with a disability www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook
  - students with language difficulties www.education.vic.gov.au/studentlearning/programs/lsp/mod32indlearnplan.htm
- an individual plan has been developed for each student in partnership with family, teachers and specialist staff, who form the Student Support Group. The plan includes both short-term and long-term literacy and numeracy needs, goals and teaching strategies. These plans, where appropriate, should build upon the plans of 2011.
- the student literacy and numeracy interventions to be conducted within the school setting during 2012 have been resourced. This includes the Year 1 literacy intervention, with Reading Recovery the recommended intervention, and the explicit ESL program developed to meet identified student need. Advice on ESL intervention can be found at www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/ESLhandbook.pdf
- students who will participate in interventions in Term 1 are identified and families are engaged to support the intervention. This may include providing resource material to the parents, arranging regular meetings or accessing additional specialist support for the family. For Koorie students and their families schools are also encouraged to work with the regional Koorie Education Coordinators and Koorie Engagement Support Officers.
- provision is made for students not participating in a specific program in Term 1. This could include identification of students to participate in intervention programs in Terms 2, 3, or 4 and how additional focused support within the class setting will be implemented.
- clear procedures for monitoring students' progress in literacy or numeracy intervention programs have been developed and are known by all key staff
- the relationship between the student intervention and the differentiated class program is clear and understood by families, classroom teachers, intervention specialists and aides.

PROFESSIONAL LEADERSHIP

The school leadership team ensures continued provision of the professional learning required for teachers during 2012, based on student data analysis and the Annual Implementation Plan. This includes:

- continuing to develop Professional Learning Teams by ensuring regular meeting times are provided in the school meeting cycle, including APT time, if applicable. These times are used for literacy and numeracy planning, to meet the learning needs of student cohorts and individual students.
- selecting leaders and teams of teachers to participate in regional, network and system-wide professional learning in literacy and numeracy and providing regular opportunities for them to share their learning with colleagues within the school. Participants of 2011 Professional Learning are encouraged to share their learning with their colleagues. More information on

system-wide professional learning is available at www.education.vic.gov.au/proflearning/bastowinstitute
- using the Equity Guidelines website with all teachers, when appropriate, to support a deeper understanding of the literacy and numeracy learning needs of students from low socioeconomic backgrounds www.education.vic.gov.au/management/schooloperations/equity
- working with individual teachers to ensure the literacy and numeracy focus of their Performance and Development Plans are aligned with the targets set in the Annual Implementation Plan and they are progressing towards reaching their goals
- referring to the *Key Characteristics of Effective Literacy and Numeracy Teaching P–6 and 7–10* during planning at a whole-school and class, cohort and individual levels www.education.vic.gov.au/studentlearning/litnum
- building teacher knowledge and capacity to administer assessment tools that will be implemented with all students and to analyse the data to inform teaching, especially for teachers new to the school or year level. This could include ESL assessments, as required.
- continuing to build teacher capacity to support Koorie students when educational progress is not occurring www.education.vic.gov.au/about/directions/wannik
- continuing to build teacher capacity to support ESL students when educational progress is not occurring www.education.vic.gov.au/studentlearning/teachingresources/esl
- building teacher understanding of the literacy and numeracy knowledge and skills students require for NAPLAN and other key assessment tasks
- building whole-school understanding of the Victorian implementation of the Australian Curriculum, including an awareness of the timeline of implementation www.vcaa.vic.edu.au/natcurric
- if applicable, teachers who have been identified for coaching to begin the coaching process and identify their literacy or numeracy focus
- accessing a range of DEECD online resources to support teachers in continued development of their literacy and numeracy knowledge, including:
  - the English Developmental Continuum www.education.vic.gov.au/studentlearning/teachingresources/english/englishcontinuum/
  - the ESL Developmental Continuum www.education.vic.gov.au/studentlearning/teachingresources/ESL
  - the Language Support Program www.education.vic.gov.au/studentlearning/programs/lsp
  - the Mathematics Developmental Continuum www.education.vic.gov.au/studentlearning/teachingresources/maths/mathscontinuum/
  - the Research Monographs presented by the Victorian Literacy and Numeracy Secretariat www.education.vic.gov.au/studentlearning/litnum/secretariat/resources.htm
  - and the Victorian Early Years Learning and Development Framework. www.education.vic.gov.au/earlylearning/eyldf

LEARNING COMMUNITIES

The school leadership team reviews the structures in place to partner with families in supporting literacy and numeracy education. This includes:
- providing parents of Prep students, and other families new to government school education, with Welcome to Primary School: A parent's guide to Victorian Government Primary Schools for 2012
- providing parents of Year 7 students, and others new to government school education, with *Welcome to Secondary School: A parent's guide to Victorian Government Secondary Schools for 2012.* These are also available in Chinese, Turkish and Vietnamese and in English on audio file from www.education.vic.gov.au/about/publications/newsinfo/welcomeprimaryschool.htm and www.education.vic.gov.au/about/publications/newsinfo/secondaryschool.htm
- utilising strategies from the Families as Partners in Learning website to strengthen family engagement in their child's learning www.education.vic.gov.au/about/directions/familiesaspartners
- working with parents to review and refine the school's communication strategy
- working with families new to the school to provide an overview of the school's approach to literacy and numeracy and to learn about parents' understandings of literacy and numeracy teaching and learning
- accessing the resources provided on the Literacy and Numeracy website www.education.vic.gov.au/studentlearning/litnum
- encouraging families to support their child's participation in the Premier's Reading Challenge www.education.vic.gov.au/prc
- providing time for teachers to meet with parents to discuss their child's literacy and numeracy strengths and needs and discuss interests and behaviours at home.

STIMULATING AND SECURE LEARNING ENVIRONMENT

The school leadership team prepares for Term 2 by:
- planning for, and resourcing, safe and engaging learning environments for every student, including ensuring that the daily two-hour literacy block and the one-hour numeracy block from Prep to Year 4 is planned for and resourced
- planning for, and resourcing, the whole-school assessment schedule, including the timely analysis of student learning data and the relevant professional learning, including literacy and numeracy coaching
- ensuring that the school's Student Engagement Policy is up-to-date and understood by all members of the school community, with a focus on all new members of the school community. www.education.vic.gov.au/healthwellbeing/wellbeing/engagement

ASSESSMENT AND ANALYSIS

FOCUS ON TEACHING AND LEARNING

NAPLAN PREPARATION

The school leadership team ensures all teachers focus on high-quality literacy and numeracy teaching in preparation for NAPLAN, including a focus in Years 3, 5, 7 and 9 on:

- continuing to build students' literacy comprehension and knowledge of text types to support them in responding to the NAPLAN assessments
- continuing to build students' knowledge and skills in English and Mathematics
- continuing to focus teaching on the conceptual demands in NAPLAN assessments
- building students' knowledge of the genre of, and strategies for, multiple-choice tests
- providing opportunities for students to complete similar multiple-choice assessment tasks under NAPLAN conditions.

  NAPLAN is administered in May; future dates are 15–17 May 2012 and 14–16 May 2013.

ONGOING COLLECTION AND ANALYSIS OF ASSESSMENT DATA TO INFORM TEACHING

The school leadership team works with all teachers to review and refine assessment schedules to ensure individual student learning is monitored, including:

- individual student assessment to take place by the teachers to include all dimensions of literacy and mathematics, and may include regular running records and the use of questions that probe understanding, assess automatic response or allow demonstration of understanding of key concepts
- individual assessments for, of and as learning www.education.vic.gov.au/studentlearning/assessment/preptoyear10/assessadvice
- early years' teachers can administer and analyse the Mathematics Online interview as needed over the school year
- all teachers moderating selected student work samples (writing) at least once during the term as part of Professional Learning Teams, with focused discussion to enable consistent, fair and reliable assessment. Selected tasks must allow students to demonstrate different levels of achievement.
- all teachers of mathematics moderating selected work samples at least once during the term as part of Professional Learning Teams or Domain teams, with focused discussion to enable consistent, fair and reliable assessment. Selected tasks must allow students to demonstrate different levels of achievement.

MAKING ON-BALANCE JUDGMENTS TO INFORM STUDENT REPORTS

The school leadership team ensures that teachers use data collected for all students as a starting point for making an on-balance judgment of student achievement. To this they add knowledge built from:

- daily interaction with students
- student responses to learning tasks, including those in the Ultranet
- diagnostic assessment tasks
- moderation of student work.

Additional information on student reports is available at www.education.vic.gov.au/studentlearning/studentreports

At the end of Term 2, the school leadership team ensures all teachers identify patterns of growth for students using VELS data for a sample of individuals and cohorts from December 2011 to July 2012.

The school leadership team is encouraged to investigate the use of the Student Mapping Tool to track the progress of students, especially those 'at risk' of disengagement from learning.
www.education.vic.gov.au/sensecyouth/careertrans/smt

PURPOSEFUL TEACHING

Data-informed learning and teaching plans are developed to provide differentiated, focused teaching and open-ended learning challenges for all students.

The school leadership team ensures that students identified as well-below expected levels for English and Mathematics are further assessed, using targeted assessment tools outlined in *Key Characteristics of Effective Literacy and Numeracy Teaching P–6 and 7–10*
www.education.vic.gov.au/studentlearning/litnum

This data can be used to further differentiate classroom instruction and to link classroom learning with student intervention programs in literacy and numeracy, as required.

The school leadership team ensures that teachers identify students well-above expected levels for English and Mathematics and learning plans are developed and monitored to provide suitable learning challenges for these students.

The school leadership team supports teachers to access planning and instructional advice, including relevant required teacher knowledge and literacy and numeracy focus, as provided in the *Key Characteristics for Effective Literacy and Numeracy Teaching P–6 and 7–10*
www.education.vic.gov.au/studentlearning/litnum

Additional teaching support is available at:

- the English Developmental Continuum www.education.vic.gov.au/studentlearning/teachingresources/english/englishcontinuum
- the ESL Developmental Continuum www.education.vic.gov.au/studentlearning/teachingresources/ESL
- the Language Support Program www.education.vic.gov.au/studentlearning/programs/lsp
- the Wannik Education Strategy for Koorie Students www.education.vic.gov.au/about/directions/wannik
- the Mathematics Developmental Continuum. www.education.vic.gov.au/studentlearning/teachingresources/maths/mathscontinuum

TERM 2 2012

WHOLE-SCHOOL PLANNING

ACCOUNTABILITY

The school leadership team ensures school accountability measures are completed in a timely manner, by:

- ensuring the targets, goals and strategies documented in the Annual Implementation Plan are regularly referenced during leadership meetings, including when planning and implementing whole-school programs
- administering student and staff opinion surveys (Note: the timing of these surveys for 2012 is provided as a guide only, based on 2011 dates) www.education.vic.gov.au/management/schoolimprovement/performancedata/surveys/staffsurvey.htm and www.education.vic.gov.au/management/schoolimprovement/performancedata/surveys/attitudesurvey.htm
- for schools in year of review, continue the planning cycle, which includes planning for a new School Strategic Plan following completion of review–this should also support the achievement of specifically identified goals and targets within the network strategic plan. www.education.vic.gov.au/management/schoolimprovement/accountability/strategicplan.htm

SHARED VISION AND GOALS

The school leadership team consolidates a school-wide focus on literacy and numeracy improvement by:

- using this strategy to support a review of the whole-school assessment and data analysis schedule, document whole-school planning and professional learning for Term 3, 2012
- meeting regularly with coaches, if applicable, to support the whole-school approach to literacy and numeracy planning, instruction and assessment.

HIGH EXPECTATIONS OF ALL LEARNERS

The school leadership team continues to ensure that the school plan for evidence-based student literacy and numeracy intervention is implemented appropriately and with the prescribed intensity. This means that:

- identified students begin to participate in Term 2 interventions and families are engaged to support the intervention. This may include providing resource material to the parents, arranging regular meetings or accessing additional specialist support for the family. For Koorie students and their families schools are also encouraged to work with the regional Koorie Education Coordinators and Koorie Engagement Support Officers.
- procedures for monitoring students' progress in literacy or numeracy intervention programs are used to share key learning data with classroom teachers and to inform planning and reporting
- progress of all students who have individual plans is monitored by the Student Support Group and short-term literacy and numeracy goals are reviewed.

PROFESSIONAL LEADERSHIP

The school leadership team ensures the professional learning during Term 2 stays focused on student need and meeting the goals of the Annual Implementation Plan. This includes:

- continuing working within Professional Learning Teams. It is recommended that these meeting times are used to discuss shared observations of literacy and numeracy instructional practice, using the e5 Instructional Model as a framework www.eduweb.vic.gov.au/edulibrary/public/teachlearn/innovation/e5/E5_A1PosterTable4.pdf
- all teachers completing the 2011 Year 5 or Year 9 Literacy and Numeracy NAPLAN assessments to build familiarity with the demands of the assessment and to review literacy and numeracy instructional practice in the context of NAPLAN demands
- continuing to build teachers' understanding of the learning needs of students from low socioeconomic backgrounds, including the wellbeing needs that may impact on learning, from the Equity Guidelines website www.education.vic.gov.au/management/schooloperations/equity/disadvantage.htm
- strengthening teacher knowledge in literacy and numeracy and consistent assessment approaches through the Key Characteristics of Effective Literacy and Numeracy Teaching P–6 and 7–10 resources www.education.vic.gov.au/studentlearning/litnum
- utilising resources provided by the Wannik Education Strategy for Koorie Students www.education.vic.gov.au/about/directions/wannik/aboutwannik.htm
- building familiarity with the ESL handbook to assist in curriculum planning for ESL students across all domains www.education.vic.gov.au/studentlearning/programs/esl/curricplan.htm
- regularly updating the school's understanding of the Victorian implementation of the Australian Curriculum www.vcaa.vic.edu.au/natcurric
- accessing a range of DEECD online resources to support teachers in continued development of their literacy and numeracy knowledge, including:
  - the English Developmental Continuum www.education.vic.gov.au/studentlearning/teachingresources/english/englishcontinuum/
  - the ESL Developmental Continuum www.education.vic.gov.au/studentlearning/teachingresources/ESL
  - the Language Support Program www.education.vic.gov.au/studentlearning/programs/lsp
  - the Mathematics Developmental Continuum www.education.vic.gov.au/studentlearning/teachingresources/maths/mathscontinuum
  - the Research Monographs presented by the Victorian Literacy and Numeracy Secretariat www.education.vic.gov.au/studentlearning/litnum/secretariat/resources.htm
  - and the Victorian Early Years Learning and Development Framework www.education.vic.gov.au/earlylearning/eyldf

The principal engages all leaders in moderating student work at least once prior to staff moderation to refine a school-moderating process. This process is to focus moderation on consistent, fair and reliable assessment of literacy and numeracy achievement. Additional information on moderating student work is available at www.education.vic.gov.au/studentlearning/assessment/preptoyear10/proflearning/module5.htm

LEARNING COMMUNITIES

The school leadership team strengthens structures in place to partner with families in supporting literacy and numeracy education. This includes:

- continuing to act on the Term 1, 2011 review of the communication strategy
- accessing the resources provided on the Literacy and Numeracy website www.education.vic.gov.au/studentlearning/litnum
- utilising strategies from the Families as Partners in Learning website to strengthen family engagement in their child's learningwww.education.vic.gov.au/about/directions/familiesaspartners
- continuing to work with families to encourage ongoing participation in the Premier's Reading Challenge
- providing parents with accurate reports of their child's achievement in the last six months, including comments on literacy and numeracy achievements.

STIMULATING AND SECURE LEARNING ENVIRONMENT

The school leadership team prepares for Term 3 and beyond by:

- planning for, and resourcing, safe and engaging learning environments for every student
- planning for, and resourcing, literacy and numeracy coaching across the school
- ensuring all teachers from Prep to Year 4 are maintaining a daily two-hour literacy block and a one-hour numeracy block
- planning for, and resourcing, the whole-school assessment schedule, including the timely analysis of student learning data and the relevant professional learning
- ensuring that the school's Student Engagement Policy is up-to-date and understood by all members of the school community, with a focus on all new members of the school community. www.education.vic.gov.au/healthwellbeing/wellbeing/engagement

ASSESSMENT AND ANALYSIS

FOCUS ON TEACHING AND LEARNING

ONGOING COLLECTION AND ANALYSIS OF ASSESSMENT DATA TO INFORM TEACHING

The school leadership team supports all teachers to analyse key Semester 1 school-wide data and provides processes to ensure relevant information is shared with other staff, using the Ultranet as appropriate.

The school leadership team supports all teachers to maintain an assessment schedule to ensure individual student learning is monitored. The data collected in the Ultranet, including work in Learning Tasks and eXpress Space, is utilised to inform teaching.

The school leadership team enables all teachers to re-assess students and analyse data to identify change in student achievement levels over a six-month period. The assessments could include:

PREP

- conducting running records with analysis of reading accuracy, comprehension and fluency at least every 2–3 weeks
- administering and analysing the Mathematics Online interview, as needed.

YEARS 1 AND 2

- conducting running records with analysis of reading accuracy, comprehension and fluency at least every 2–3 weeks
- administering and analysing the Mathematics Online interview, as needed.

YEARS 3–6

- administering and analysing VCAA On Demand Adaptive Tests in English—Reading in September
- administering and analysing VCAA On Demand Adaptive Tests in Mathematics—Number in September.

YEARS 7 AND 8

- English teachers: administering and analysing VCAA On Demand Adaptive Tests in English—Reading in September
- Mathematic teachers: administering and analysing VCAA On Demand Adaptive Tests in Mathematics—Number in September.

The school leadership team works with all teachers to analyse student data, including VCAA On Demand data, focusing on student growth between assessments.

Through analysis all teachers to identify by name all students achieving well-above or below expected levels. This information informs planning and instruction for the remander of 2012 and planning for 2013.

Additional support on interpreting VCAA On Demand data is available at www.aimonline.vic.edu.au/doc/ODI.pdf

The school leadership team is encouraged to investigate the use of the Student Mapping Tool to track the progress of students, especially those 'at risk' of disengagement from learning.
www.education.vic.gov.au/sensecyouth/careertrans/smt/default.htm

NAPLAN PREPARATION

The school leadership team supports all teachers to focus on high-quality literacy and numeracy teaching. This includes building students' capacity in:

- literacy comprehension and knowledge of text types, to support them in responding to the NAPLAN assessments
- demonstrating their knowledge and skills in English and Mathematics.

PURPOSEFUL TEACHING

Data-informed learning and teaching plans are developed to provide differentiated, focused teaching and open-ended learning challenges for all students.

The school leadership team ensures that students identified as well-below expected levels for English and Mathematics are further assessed, using targeted assessment tools outlined in *Key Characteristics of Effective Literacy and Numeracy Teaching P–6 and 7–10*.
www.education.vic.gov.au/studentlearning/litnum

This data can be used to further differentiate classroom instruction and to link classroom learning with student intervention programs in literacy and numeracy, as required.

The school leadership team ensures that teachers identify students well-above expected levels for English and Mathematics and learning plans are developed and monitored to provide suitable learning challenges for these students.

The school leadership team supports teachers to access planning and instructional advice, including relevant required teacher knowledge and literacy and numeracy focus, as provided in the *Key Characteristics for Effective Literacy and Numeracy Teaching P–6 and 7–10.*
www.education.vic.gov.au/studentlearning/litnum

Additional teaching support is available at:

- the English Developmental Continuum
  www.education.vic.gov.au/studentlearning/teachingresources/english/englishcontinuum
- the ESL Developmental Continuum
  www.education.vic.gov.au/studentlearning/teachingresources/ESL
- the Language Support Program
  www.education.vic.gov.au/studentlearning/programs/lsp
- the Wannik Education Strategy for Koorie Students
  www.education.vic.gov.au/about/directions/wannik
- the Mathematics Developmental Continuum
  www.education.vic.gov.au/studentlearning/teachingresources/maths/mathscontinuum

TERM 3 2012

WHOLE-SCHOOL PLANNING

ACCOUNTABILITY

The school leadership team ensures school accountability measures are completed in a timely manner, including:

- commencing planning for the 2013 Annual Implementation Plan by reviewing progress toward the milestones and goals of the 2012 Annual Implementation Plan
- for schools in year of review, continue the planning cycle, which includes planning for a new School Strategic Plan following completion of review—this should also support the achievement of specifically identified goals and targets within the network strategic plan www.education.vic.gov.au/management/schoolimprovement/accountability/strategicplan.htm
- administering the parent opinion survey www.education.vic.gov.au/management/schoolimprovement/performancedata/surveys/parentsurvey.htm
- analysing the staff opinion survey data at a leadership and school level, available at www.eduweb.vic.gov.au/forms/school/spreports/default.asp
- analysing and sharing the attitudes to school survey data at a leadership and school level, available at www.eduweb.vic.gov.au/forms/school/spreports/default.asp

SHARED VISION AND GOALS

The school leadership team ensures a school-wide focus on literacy and numeracy improvement by:

- leading Semester 1 VELS data analysis at an individual student and dimension level for English and Mathematics
- continuing to work with all members of the school community, including students, to ensure there is a shared understanding
- meeting regularly with coaches, if applicable, to support the whole-school approach to literacy and numeracy planning, instruction and assessment.

HIGH EXPECTATIONS OF ALL LEARNERS

The school leadership team reviews the school literacy and numeracy intervention plan to ensure that all interventions are evidence-based and being implemented at the prescribed intensity (e.g. 30 minutes a day, three times a week for 25 weeks). This also means that:

- the progress of students already participating in literacy or numeracy interventions is reviewed to ascertain if the intervention program is making a difference
- all students requiring additional support have been identified by name, with relevant assessment and background data recorded and the focus of student intervention or support nominated
- all students who have, or require, individual plans have been identified by name, including:
  - Koorie students www.education.vic.gov.au/about/directions/wannik/resources/individualeducation.htm
  - students in out-of-home care www.education.vic.gov.au/healthwellbeing/wellbeing/oohc/edplans.htm
  - students with a disability www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook
  - students with language difficulties www.education.vic.gov.au/studentlearning/programs/lsp/mod32indlearnplan.htm
- the individual plan developed in Term 1 is reviewed by the student and family, teachers and specialist staff, who form the Student Support Group, including setting new short-term and long-term literacy and numeracy goals to reflect current needs and effective strategies. Plans are developed for newly identified students.
- identified students begin to participate in Term 3 interventions, including the Year 1 literacy intervention, with Reading Recovery the preferred intervention, and explicit ESL programs. Families are engaged to support the intervention. This may include providing resource material to the parents, arranging regular meetings, or accessingw additional specialist support for the family. For Koorie students and their families schools are also encouraged to work with the regional Koorie Education Coordinators and Koorie Engagement Support Officers.
- provision is made for students not participating in a specific program in Term 3. This could include identification of students to participate in intervention programs in Term 4 and how additional focused support within the class setting will be implemented.
- procedures for monitoring students' progress in literacy or numeracy intervention programs have been reviewed and are known by all key staff
- the relationship between the student intervention and the differentiated class program is clear and understood by families, classroom teachers, intervention specialists and aides.

PROFESSIONAL LEADERSHIP

The school leadership team ensures the professional learning required during Term 3 stays focused on student needs and meeting the goals of the Annual Implementation Plan. This includes:

- continuing to strengthen Professional Learning Teams. It is recommended that these meeting times are used to develop teacher capacity to analyse student data by cross-referencing the different types of data, for instance, VELS Semester 1 judgments, VCCA On Demand Adaptive Tests and discussions with parents.
- providing regular opportunities for leaders to teachers to attend regional, network or system professional learning to share their learning across the school
- working with individual teachers to ensure the literacy and numeracy focus of their Performance and Development Plans are aligned with the targets set in the Annual Implementation Plan
- using the *Key Characteristics of Effective Literacy and Numeracy Teaching P–6 and 7–10* resources to build teacher capacity in literacy and numeracy planning and instruction www.education.vic.gov.au/studentlearning/litnum

- continuing to build teacher knowledge and capacity to administer and analyse data from the Australian Education Development Index (AEDI) to better understand the teaching and learning needs of students
- using the Equity Guidelines website to build teacher capacity in the specific demands of literacy and numeracy education for students from low socioeconomic backgrounds www.education.vic.gov.au/management/schooloperations/equity
- continuing to explore resources provided by Wannik, the Victorian Education Strategy for Koorie Students, to support Koorie students in literacy and numeracy www.education.vic.gov.au/about/directions/wannik
- accessing the ESL handbook and other ESL resources to assist in curriculum planning for ESL students across all domains www.education.vic.gov.au/studentlearning/programs/esl/curricplan.htm
- utilising information provided by the VCAA on the Victorian implementation of the Australian Curriculum to frame professional learning in English, Mathematics and literacy www.vcaa.vic.edu.au/natcurric
- accessing a range of DEECD online resources to support teachers in continued development of their literacy and numeracy knowledge, including the:
- English Developmental Continuum www.education.vic.gov.au/studentlearning/teachingresources/english/englishcontinuum
- ESL Developmental Continuum www.education.vic.gov.au/studentlearning/teachingresources/ESL
- Language Support Program www.education.vic.gov.au/studentlearning/programs/lsp
- Mathematics Developmental Continuum www.education.vic.gov.au/studentlearning/teachingresources/maths/mathscontinuum
- Research Monographs presented by the Victorian Literacy and Numeracy Secretariat www.education.vic.gov.au/studentlearning/litnum/secretariat/resources.htm
- the Victorian Early Years Learning and Development Framework www.education.vic.gov.au/earlylearning/eyldf
- Using the Transition Learning and Development Statement to inform curriculum design and delivery guide for prep teachers www.eduweb.vic.gov.au/edulibrary/public/earlylearning/transition-statement-curriculum-design.pdf

LEARNING COMMUNITIES

The school leadership team strengthens structures in place to partner with families in supporting literacy and numeracy education. This includes:

- accessing the resources provided on the Literacy and Numeracy website www.education.vic.gov.au/studentlearning/litnum
- utilising strategies from the Families as Partners in Learning website to strengthen family engagement in their child's learning www.education.vic.gov.au/about/directions/familiesaspartners
- engaging families' support in finalising participation in the Premier's Reading Challenge
- creating opportunities for broad participation in the annual literacy and numeracy week
- enacting the school's literacy and numeracy communication strategy, including promoting the parent resources through the school newsletter and notice boards
- providing parents new to the Ultranet with introductory information, including login details, and utilising the Ultranet to support ongoing communication about individual students
- providing opportunities for parents to discuss their child's NAPLAN results.

STIMULATING AND SECURE LEARNING ENVIRONMENT

The school leadership team prepares for Term 4 by:

- planning for, and resourcing, safe and engaging learning environments for every student including ensuring all teachers from Prep to Year 4 are maintaining a daily two-hour literacy block and a one-hour numeracy block
- planning for, and resourcing, the whole-school assessment schedule, including the timely analysis of student learning data and the relevant professional learning
- ensuring that the school's Student Engagement Policy is up-to-date and understood by all members of the school community. www.education.vic.gov.au/healthwellbeing/wellbeing/engagement

ASSESSMENT AND ANALYSIS

FOCUS ON TEACHING AND LEARNING

ONGOING COLLECTION AND ANALYSIS OF ASSESSMENT DATA TO INFORM TEACHING

The school leadership team supports all teachers to maintain an assessment schedule to ensure individual student learning is monitored, including:

- individual student assessment in all dimensions of English and Mathematics to take place by all relevant teachers during classes, including work in Learning Tasks and eXpress Space of the Ultranet. Early years' teachers can administer and analyse the Mathematics Online interview as needed over the school year. www.education.vic.gov.au/studentlearning/assessment/preptoyear10/assessadvice
- all teachers moderating selected student work samples (writing) at least once during the term as part of Professional Learning Teams, with focused discussion to enable consistent, fair and reliable assessment. Selected tasks must allow students to demonstrate different levels of achievement.
- all teachers of mathematics moderating selected work samples at least once during the term as part of Professional Learning Teams or Domain teams, with focused discussion to enable consistent, fair and reliable assessment. Selected tasks must allow students to demonstrate different levels of achievement.

The school leadership team works with all teachers to analyse student data, using the Ultranet as appropriate. Where possible, the focus will be on student growth between assessments. This information informs planning and instruction for the rest of 2012 and planning for 2013.

MAKING ON-BALANCE JUDGMENTS TO INFORM STUDENT REPORTS

The school leadership team ensures that teachers use data collected for all students as a starting point for making an on-balance judgment of student achievement. To this they add knowledge built from:

- daily interaction with students
- student responses to learning tasks, including those in the Ultranet
- diagnostic assessment tasks
- moderation of student work.

Additional information on student reports is available at www.education.vic.gov.au/studentlearning/studentreports

NAPLAN PREPARATION

The school leadership team leads analysis of 2012 NAPLAN data and provides a summary to all staff, to cohort, individual student and item level. Whole-school discussion informs planning for student learning. The VCAA supports NAPLAN data analysis. https://naplands.vcaa.vic.edu.au

The school leadership team continues to support all teachers to focus on high-quality literacy and numeracy teaching. This includes building students' capacity in:

- literacy comprehension and knowledge of text types, to support them in responding to the NAPLAN assessments
- demonstrating their knowledge and skills in English and Mathematics.

All teachers prepare for the transition of students, utilising the Ultranet as appropriate to ensure that 2013 teachers have access to:

- data from literacy and numeracy assessments undertaken in 2012, including NAPLAN
- significant observational notes
- samples of students' work, representative of their literacy and numeracy knowledge and skills
- copies of student learning plans and intervention participation, if applicable.

At the end of Term 4, the school leadership team works with all teachers to identify patterns of growth for students using student report data for a sample of individuals and cohorts from July to December.

The school leadership team is encouraged to investigate the use of the Student Mapping Tool to track the progress of students, especially those 'at risk' of disengagement from learning. www.education.vic.gov.au/sensecyouth/careertrans/smt

PURPOSEFUL TEACHING

Data-informed learning and teaching plans are developed to provide differentiated, focused teaching and open-ended learning challenges for all students.

The school leadership team ensures that students identified as well-below expected levels for English and Mathematics are further assessed, using targeted assessment tools outlined in *Key Characteristics of Effective Literacy and Numeracy Teaching P–6 and 7–10.* www.education.vic.gov.au/studentlearning/litnum

This data can be used to further differentiate classroom instruction and to link classroom learning with student intervention programs in literacy and numeracy, as required.

The school leadership team ensures that teachers identify students well-above expected levels for English and Mathematics and learning plans are developed and monitored to provide suitable learning challenges for these students.

The school leadership team supports teachers to access planning and instructional advice, including relevant required teacher knowledge and literacy and numeracy focus, as provided in the *Key Characteristics for Effective Literacy and Numeracy Teaching P–6 and 7–10.* www.education.vic.gov.au/studentlearning/litnum

Additional teaching support is available:

- the English Developmental Continuum www.education.vic.gov.au/studentlearning/teachingresources/english/englishcontinuum
- the ESL Developmental Continuum www.education.vic.gov.au/studentlearning/teachingresources/ESL
- the Language Support Program www.education.vic.gov.au/studentlearning/programs/lsp
- the Wannik Education Strategy for Koorie Students www.education.vic.gov.au/about/directions/wannik
- the Mathematics Developmental Continuum. www.education.vic.gov.au/studentlearning/teachingresources/maths/mathscontinuum

WHOLE-SCHOOL PLANNING

ACCOUNTABILITY

The school leadership team ensures school accountability measures for 2012 are complete. This includes:

- developing and submitting the draft of the 2013 Annual Implementation Plan, which includes one-year literacy and numeracy targets. These targets, from the School Strategic Plan and based on 2012 student learning data, need to be suitably challenging and focus on continued improvement for all students and accelerated improvement for students below expected levels of achievement. www.education.vic.gov.au/management/schoolimprovement/accountability/implementation.htm
- updating the School Strategic Plan, if necessary, to take into account changes to environment or data
- analysing the parent opinion survey data at a leadership and school level, available at www.eduweb.vic.gov.au/forms/school/spreports/default.asp
- for schools in year of review, continue the planning cycle, which includes planning for a new School Strategic Plan following completion of review–this should also support the achievement of specifically identified goals and targets within the network strategic plan. www.education.vic.gov.au/management/schoolimprovement/accountability/strategicplan.htm

SHARED VISION AND GOALS

The school leadership team ensures a school-wide focus on literacy and numeracy improvement by:

- leading 2012 NAPLAN data analysis at an individual student and item level. The VCAA supports NAPLAN data analysis. https://naplands.vcaa.vic.edu.au
- reviewing 2012 and identifying actions and roles for 2013 within this strategy with key leaders, including the coordinators of Literacy and Numeracy, English, Mathematics, ESL, Special Needs, Curriculum and Student Wellbeing
- collaborating with teachers, and using 2012 student data in literacy and numeracy, to jointly determine professional learning needs for 2013
- working with coaches, if applicable, to review school-wide literacy and numeracy coaching in 2012; and planning for implementation in 2013, including identifying teachers to be coached.

HIGH EXPECTATIONS OF ALL LEARNERS

The school leadership team continues to review the whole-school plan for student literacy and numeracy intervention. This review includes:

- ensuring all intervention programs are evidence-based and are implemented with the prescribed intensity
- reviewing the progress of students already participating in literacy or numeracy interventions to ascertain if the intervention program is making a difference. This includes the students who participated in the Year 1 literacy intervention, such as Reading Recovery, and ESL students who received explicit ESL instruction.
- planning for students who still need intervention or support in literacy and numeracy in 2012
- developing a process for monitoring students who are identified as no longer needing intervention in literacy and numeracy and supporting their continued growth within the classroom program.
- assessing the intervention programs offered in 2012 against the student needs already identified for 2013 intervention
- committing to evidence-based intervention programs that meet the identified student literacy and numeracy needs for 2013. This also includes supporting their establishment by committing to the prescribed intensity of the intervention through staffing, allocation of space and professional learning.
- reviewing procedures for monitoring student progress, ensuring classroom teachers are receiving all data and professional learning required to support intervention within the classroom
- working with all Student Support Groups and teachers by monitoring progress of all students who have individual plans and reviewing short-term literacy and numeracy goals.

PROFESSIONAL LEADERSHIP

The school leadership team ensures the professional learning required during Term 4 stays focused on student needs and meeting the goals of the Annual Implementation Plan. This includes:

- reviewing the 2012 Professional Learning Teams and strengthening the structures for 2013, ensuring a focus on the learning needs of students
- providing regular opportunities for leaders and teachers attending regional, network or system professional learning to share their learning across the school
- continuing to work with individual teachers to ensure the literacy and numeracy focus of their Performance and Development Plans are aligned with the targets set in the Annual Implementation Plan
- preparing teachers for 2013 classes by developing teacher knowledge in literacy and numeracy through the *Key Characteristics of Effective Literacy and Numeracy Teaching P–6 and 7–10* resources www.education.vic.gov.au/studentlearning/litnum
- using the Whole-school Advice on the Equity Guidelines website to support the setting of high expectations of all learners, and recognising the specific learning needs of students from low socioeconomic backgrounds www.education.vic.gov.au/management/schooloperations/equity/planning
- continuing to explore resources provided by Wannik, the Victorian Education Strategy for Koorie Students, to support Koorie students in literacy and numeracy. These resources should be reflected in their individual learning plan. www.education.vic.gov.au/about/directions/wannik
- using a range of ESL resources to assist in curriculum planning for ESL students across all domains www.education.vic.gov.au/studentlearning/programs/esl/curricplan.htm
- continuing to use the information provided by the VCAA on the Victorian implementation of the Australian Curriculum to frame professional learning and 2013 course planning in English, Mathematics and literacy www.vcaa.vic.edu.au/natcurric
- working with teachers coached in 2012 to build and consolidate professional learning and to share learning with colleagues. Where appropriate a school-based coaching model may be developed to further support teacher professional learning.

- accessing a range of DEECD online resources to support teachers in continued development of their literacy and numeracy knowledge, including:
- the English Developmental Continuum www.education.vic.gov.au/studentlearning/teachingresources/english/englishcontinuum
- the ESL Developmental Continuum www.education.vic.gov.au/studentlearning/teachingresources/ESL
- the Language Support Program www.education.vic.gov.au/studentlearning/programs/lsp
- the Mathematics Developmental Continuum www.education.vic.gov.au/studentlearning/teachingresources/maths/mathscontinuum
- the Research Monographs presented by the Victorian Literacy and Numeracy Secretariat www.education.vic.gov.au/studentlearning/litnum/secretariat/resources.htm
- and the Victorian Early Years Learning and Development Framework. www.education.vic.gov.au/earlylearning/eyldf

LEARNING COMMUNITIES

The school leadership team strengthens structures in place to partner with families in supporting literacy and numeracy education. This includes:

- accessing the resources provided on the Literacy and Numeracy website www.education.vic.gov.au/studentlearning/litnum
- utilising strategies from the Families as Partners in Learning website to strengthen family engagement in their child's learning www.education.vic.gov.au/about/directions/familiesaspartners
- celebrating the completion of the Premier's Reading Challenge
- continuing to enact the school's literacy and numeracy communication strategy, including promoting the parent brochures and resources through the school newsletter and end-of-year events
- providing parents new to the Ultranet with introductory information, including login details, and utilising the Ultranet to support ongoing communication about individual students.

The school leadership team strengthens structures in place to partner with early childhood education and care services in supporting literacy and numeracy education.

STIMULATING AND SECURE LEARNING ENVIRONMENT

The school leadership team prepares for Term 1 2013 by:

- using the 2013 literacy and numeracy focus to inform staffing and classroom arrangements, including the provision of time and space for literacy and numeracy coaching
- planning for, and resourcing, safe and engaging learning environments for every student, including ensuring that the daily two-hour literacy block and the one-hour numeracy block from Prep to Year 4 is planned for and resourced
- planning for, and resourcing, the 2013 whole-school assessment schedule, including the timely analysis of student learning data and the relevant professional learning
- ensuring that the school's Student Engagement Policy is up-to-date and understood by all members of the school community. www.education.vic.gov.au/healthwellbeing/wellbeing/engagement