MARY IMMACULATE NATIONAL PARTNERSHIP PLAN 2013

Key Reform Areas:
1. Strong Leadership
2. High Expectations and Focused Teaching
3. Differentiated Learning

Alignment: School Goals - SRF Priority 2: TEACHING AND LEARNING – Provide quality education, based on contemporary learning and teaching practices that are data-informed and evidence-based, to meet the needs of our diverse community of learners.

SRF Priority 3: PROFESSIONAL PRACTICE AND COLLABORATIVE RELATIONSHIPS - Provide opportunities for staff to enhance their professional standards and leadership skills.

Focus: To maintain a consistency of approach in Reading to Learn

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Activity</th>
<th>Evidence</th>
<th>Time</th>
<th>Resourcing</th>
</tr>
</thead>
</table>
| To build and maintain structures and organisation to enable continuation of the sharing and naming of Reading to Learn strategies that improve student literacy learning | • Coaching – training for Curriculum Support Teacher, coaching used in planning  
• Planning time with Project Officer  
• Formal observation and feedback in Reading to Learn strategies with Project Officer Literacy (BCE) and peers  
• Team teaching using ESL, Learning Support Teachers in the R2L cycle  
• Dedicated staff meetings to practise and share strategies  
• Professional learning in R2L for new teachers  
• Regular assessments of student reading and writing each term (negotiated with teaching staff) | • Coaching framework in place for planning with all teachers and in ongoing support meetings  
• Planning time allocated with Reading to Learn included  
• Increased teacher dialogue in terms of professional language and pedagogy  
• Using Reading to Learn metalanguage in professional conversations  
• Cycle of observation and feedback with peers formally established  
• All teachers trained in Reading to Learn  
• Improved student results in NAPLAN and PAT-R testing  
• Improved results in student writing using established writing criteria | Term 1: CST engages in professional learning in coaching  
Term 1-3: R2L course for new teachers  
Term 1-4: Planning for classroom teachers with CST/Project Officer Literacy  
Term 1-4: Observation cycles  
Term 1-4: Staff meetings for practice and sharing – 3 per term  
End Term 1-4: Writing assessments collected and analysed  
October – Pat-R Comprehension Prep to Year 7 | Project Officer Literacy (BCE)  
Curriculum Support Teacher  
$30000 NP Funding for teacher release – coaching/planning sessions and observation/feedback cycles |
MARY IMMACULATE NATIONAL PARTNERSHIP PLAN 2013

Focus: To strengthen the connection between the numeracy requirements of Australian Curriculum and teaching practice

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Activity</th>
<th>Evidence</th>
<th>Time</th>
<th>Resourcing</th>
</tr>
</thead>
</table>
| To strengthen and maintain professional knowledge and practice around the teaching of numeracy to improve student outcomes | • Numeracy project – action learning  
• Learning walks  
• Dedicated staff meetings for professional learning, sharing practice and identifying learnings  
• Planning time with Project Officer Numeracy  
• Professional learning through attendance at Numeracy Project meetings | • Incorporation of General Capability Numeracy in teaching plan – explicitly identifying and planning for the numeracy in other learning areas  
• Increased teacher dialogue in terms of the language of numeracy and pedagogy  
• Improved student results in PAT-M testing  
• Improved dispositions towards Mathematics – teachers and students | Term 1-4: Planning with Project Officer Literacy  
Term 1-4: Implementation of action learning cycles in classrooms  
February and November – Pat M (Years 3-7)and I Can Do Maths (Years 1-2)  
February and November – teacher survey  
Term 1-4: - Numeracy Project engagement as per time frame established by BCEO (to be confirmed) | Project Officer Numeracy  
Funding through Numeracy Project – to be confirmed |