

# **Brahma Lodge Primary School**

## **Site Learning Plan**

### **Literacy 2009-2010**

Objectives	Strategies	Responsibility	Timeline
<p><b>To increase student learning outcomes in reading.</b></p>	<p>1. Review leveled reading resources that are used across the school in our home reading program. Use teaching staff to moderate current readers and to level readers that have not been leveled. Create a JP and Primary collection of leveled readers in two areas of the school. Purchase new readers based on needs assessment. Develop a process to that teachers rotate leveled readers for student access in class.</p>	<p>Literacy Committee, Librarian, Reading Moderation Group.</p>	<p>Term 4 2009 – Term 2 2010 (review term 3 2010)</p>
	<p>2. The Literacy- Numeracy Block will be a period of minimal disruption to classroom learning programs so that teachers and the students can focus on learning. No class will have more than one NIT lesson before recess. No intervention programs will occur before recess. No physical activity programs to occur before recess.</p>	<p>Principal, Assistant Principal, Teaching staff.</p>	<p>Term 2 2009 onwards (review term 4 2009)</p>
	<p>3. Support the Literacy block through the deployment of Learning Support SSO's and NIT teachers to classrooms to support student learning. R-4 classes will receive 2 hours of SSO learning support each day. NIT teachers will rotate across all classes to support learning before recess.</p>	<p>FAC re resourcing Principal re timetabling SSO's re meeting timetable expectations. Teachers re using resource to support learning.</p>	<p>Term 2 2009 onwards (review term 3 re 2010)</p>
	<p>4. Design and implement a T&amp;D program for SSO's that provide them with the skills to run small group literacy and numeracy tasks within the classroom. Clearly define the role of SSO's during Literacy-Numeracy block.</p>	<p>Assistant Principal, Numeracy Coordinators, EYL mentor, classroom teachers.</p>	<p>Term 2 2009 onwards (Review term 2 2010)</p>
	<p>5. We develop and implement school based reading benchmarks</p>	<p>Literacy Committee, Librarian,</p>	<p>Term 3 2009</p>

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	<p>for all year levels using reading leveled readers (1 – 25). Parents are informed of the benchmarks and where their children sit in comparison to them.</p> <p>6. Student Information Folder processes and procedures are developed to ensure that accurate reading progression information is kept on all students.</p> <p>7. The Early Years Literacy Plan is reviewed and adapted with the focus of the plan being on improving reading. The Teacher Mentor leads the review.</p> <p>8. A reading program for all year 1 students identified as not reaching benchmark is designed by the mentor teacher and implemented by a trained SSO. The Rainbow Reading Program will be used.</p> <p>9. Modify the curriculum, learning tasks and resources provided to NEP students to enable them to engage in meaningful reading programs.</p>	<p>EY mentor teacher, Reading Moderation Group.</p> <p>Literacy Committee, Librarian, EY mentor teacher, Reading Moderation Group.</p> <p>Principal, Early Years Mentor teacher, Literacy Committee.</p> <p>Early Years Mentor teacher, Assistant Principal, SSO to implement.</p> <p>Assistant Principal, Special Education Teacher, teachers, learning support SSO's</p>	<p>(Review term 2 2010)</p> <p>Term 3 2009 (Review term 2 2010)</p> <p>Term 2 2009 (review Term 4 2009)</p> <p>Term 2 – Term 4 2009</p> <p>Ongoing</p>
<p><b>To increase student learning outcomes in spelling.</b></p>	<p>1. Teachers read and discuss professional reading on spelling and its place in a comprehensive literacy program.</p> <p>2. Teachers provide evidence of phonological, visual, morphemic and etymological spelling knowledge being included in learning programs.</p> <p>3. As a school we develop a whole school spelling policy to be implemented in 2010.</p>	<p>All teaching staff.</p> <p>All teaching staff.</p> <p>Principal, Literacy Committee, all teaching staff.</p> <p>Leadership Team, EYL mentor,</p>	<p>Ongoing</p> <p>Term 4 2009 onwards</p> <p>Term 3 and 4 2009 (review term 3 2010)</p> <p>Term 2 2009 onwards.</p>

Objectives	Strategies	Responsibility	Timeline
	<p>4. Teachers are provided with opportunities to attend T&amp;D to develop spelling programs within literacy.</p>	Teaching staff	Ongoing
<p><b>To improve students knowledge and writing skills in the different forms of Genre.</b></p>	<ol style="list-style-type: none"> <li>1. The genre writing overview is implemented across the school. Each year level receives explicit lessons on genre writing including modeled writing and shared writing. Staff share genre writing resources at staff meetings and we identify and purchase resources that will improve the teaching of genre.</li> <li>2. Staff training and development to occur in Genre Writing with reference to the teaching of grammar within each genre.</li> <li>3. Teachers receive training in ESL Scope and Scales and how this relates to Genre Writing. Establish a scaling committee to measure students against benchmarks.</li> <li>4. Performance development meetings are used as a forum for teachers to speak about what they are doing in modeled writing, shared writing and independent writing.</li> <li>5. Teachers use NIT to observe each other teach aspects of genre writing.</li> <li>6. Teachers work together to moderate student's genre writing against benchmarks.</li> </ol>	<p>Principal, Literacy Committee, all teaching staff.</p> <p>Literacy Committee, leadership team,</p> <p>ESL teacher, Assistant Principal, scaling committee.</p> <p>Principal, Assistant Principal</p> <p>All teachers</p> <p>Literacy committee, All teachers</p>	<p>Implemented throughout 2009. (reviewed 2010)</p> <p>Implemented throughout 2009. (reviewed 2010)</p> <p>Term 2 and 3 2009 (reviewed 2010)</p> <p>Implemented throughout 2009. (reviewed 2010)</p> <p>Term 3 2009 onwards</p> <p>Term 4 2009 onwards</p>

Objectives	Strategies	Responsibility	Timeline
<p><b>All students at BLPS read and write the 307 Oxford Sight Words</b></p>	<p>1. The BLPS Sight Word Policy is implemented R-7.</p>	<p>All teaching staff</p>	<p>Term 1 2009</p>
	<p>2. Oxford Sight Word resources are provided to all members of the learning team.</p>	<p>Leadership team, all teachers.</p>	<p>Term 1 2009 onwards</p>
	<p>3. Benchmarks are developed R-7 on student progression in reading and writing the list words through the work of a scaling committee that sets and monitor standards.</p>	<p>Literacy committee</p>	<p>Term 3 2009 onwards</p>
	<p>4. Teachers develop daily classroom and homework procedures that provide opportunities for students to develop skills to learn sight words through activities that match their abilities.</p>	<p>All teachers</p>	<p>Term 1 2009 onwards</p>
	<p>5. The teaching staff develops a testing and recording system that accurately records student progression in term 2 and term 4 of each year. The information is recorded in the Student Information Folders.</p>	<p>Literacy committee, All teachers</p>	<p>Term 3 &amp; 4 2009</p>
	<p>6. Teachers discuss the strategies that they are implementing at Performance Development meetings and the support they require for the Sight Word policy to be successfully implemented R-7.</p>	<p>Leadership Team, Principal, assistant Principal</p>	<p>Term 1 2009 onwards</p>
	<p>7. Sight word achievement and progression is reported to parents in mid year and end of year reports.</p>	<p>All teachers</p>	<p>Term 2 and 4 2009 and onwards.</p>

# **Brahma Lodge Primary School**

## **Site Learning Plan 2009-2010**

### **Numeracy**

Objectives	Strategies	Responsibility	Timeline
<p><b>To increase student learning outcomes in mathematics / Numeracy.</b></p>	<p>1. Appoint two Mathematics / Numeracy coordinators for two terms to provide leadership in supporting teachers to improve their teaching practices in Mathematics / Numeracy.</p>	<p>Principal, PAC</p>	<p>In place by week 1 term 2</p>
	<p>2. Create a Mathematics / Numeracy Committee. This committee will:</p> <ul style="list-style-type: none"> <li>• oversee the implementation of this aspect of the SLP</li> <li>• Develop an R-7 Mathematics / Numeracy Learning Continuum that provides pertinent information to teachers in relation to scope and sequence of strands and sub-strands</li> <li>• Investigate implementing Nelson Maths from Year 4-7 based on a needs assessment of teachers and a review of R-3 Nelson Maths improvement to learning outcomes</li> <li>• Use the Numeracy / Mathematics committee to review staff learning needs and to suggest relevant T&amp;D</li> <li>• moderate student work in line with SACSA outcomes</li> <li>• promote whole school activities during maths week.</li> </ul>	<p>Coordinators, teaching staff through staff meetings</p>	<p>In place in Term 3 2009</p>
	<p>3. All teachers provide an overview of each terms Maths / Numeracy program to their line manager. The document is organized into strand and sub-strand elements. The overviews and student learning outcomes are discussed in Performance Development Meetings with line managers.</p>	<p>Leadership in setting expectation and providing template, and placing on PD agendas, Teachers to complete by Monday, week 2 of each term</p>	<p>Term 1 2009 onwards</p>
	<p>4. All teachers program a minimum of 1 hour of student learning time each day.</p>	<p>All teaching staff</p>	<p>Term 2 2009 onwards</p>
	<p>5. All teachers agree that students spend an additional 15 minutes</p>	<p>All teaching staff</p>	<p>Term 2 2009 onwards</p>

Objectives	Strategies	Responsibility	Timeline
<p><b>To increase student learning outcomes in Mathematics / Numeracy.</b></p>	<p>per day participating in number games and mental activities. This is implemented.</p>		
	<p>6. All teachers consider implementing a Maths Numeracy Word Wall where relevant vocabulary is displayed and discussed.</p>	<p>All teaching staff</p>	<p>Term 2 2009 onwards</p>
	<p>7. All teachers are encouraged to introduce a Maths Journal that records in words, pictures and diagrams the learning that is occurring in the class.</p>	<p>All teaching staff through staff meetings and as individuals</p>	<p>Term 2 2009 onwards</p>
	<p>8. The Literacy- Numeracy Block will be a period of minimal disruption to classroom learning programs so that teachers and the students can focus on learning. No class will have more than one NIT lesson before recess. No intervention programs will occur before recess. No physical activity programs will occur before recess.</p>	<p>Leadership Team re timetabling, Teachers to ensure learning is Literacy / Numeracy based.</p>	<p>Term 1 2009 onwards</p>
	<p>9. Support the Numeracy Block through the deployment of Learning Support SSO's and NIT teachers to classrooms to support student learning. R-4 classes will receive 2 hours of SSO learning support each day. Yr 5 – 7 classes will receive 1 hour of support each day. NIT teachers will rotate across all classes to support learning before recess.</p>	<p>Leadership Team through timetabling, Budget for Learning Support SSO's resource</p>	<p>Term 1 2009</p>
	<p>10. Design and implement a T&amp;D program for SSO's that provide them with the skills to run small group numeracy tasks within the classroom.</p>	<p>Leadership Team, coordinators, classroom teachers</p>	<p>Term 2 2009 onwards</p>
	<p>11. Clearly define the role of SSO's during Literacy-Numeracy block in terms of supporting student learning in class.</p>	<p>Leadership Team to teaching staff and SSO's through staff meetings and PD meetings</p>	<p>Term 1 2009 onwards</p>



Objectives	Strategies	Responsibility	Timeline
	<p>12. Teachers timetable for the teaching of Numeracy / Mathematics to occur before recess on at least 2 -3 days a week.</p> <p>13. Develop and implement a policy around the learning of multiplication tables. Benchmark the learning of tables across the relevant year levels.</p> <p>14. All teachers provide modified learning tasks for NEP students, with set goals achievable over a term.</p>	<p>Classroom teachers</p> <p>Numeracy Committee, teaching staff, coordinators</p> <p>Special Education team, Principals, all teachers</p>	<p>Term 2 2009 onwards</p> <p>Term 3-4 2009</p> <p>Term 3 2009 onwards</p>
<p><b>To provide more hands on learning resources to students.</b></p>	<p>1. Increase the Knowledge that effective Maths and Numeracy learning requires the use of manipulative materials through lesson demonstration.</p> <p>2. Create a second maths / numeracy storage area in the OSU and share the current equipment across both locations.</p> <p>3. Develop Maths / Numeracy toolkits for all students to support their learning.</p>	<p>Principal through he provision of relevant T&amp;D from coordinators, staff meeting sharing and consultants</p> <p>Budget for in 2009, Principal, coordinators</p> <p>Coordinators, teaching staff, Learning Support SSO's</p>	<p>Term 2 2009 onwards</p> <p>Term 2-3 2009</p> <p>Term 3-4 2009</p>
<p><b>To provide relevant professional learning to staff that improves the teaching and</b></p>	<p>1. Engage the services of consultant Sandra Knox to provide a whole day of Numeracy and Mathematics professional learning for teachers and SSO's.</p> <p>2. Survey staff to determine what they want the coordinators to focus on in terms 2 and 3.</p> <p>3. Provide training for SSO's on using maths games with</p>	<p>2009 Budget, Principal</p> <p>Principal, coordinators</p> <p>Principals, coordinators,</p>	<p>Term 2 2009</p> <p>Term 2 2009</p> <p>Term 2 2009 onwards</p>



# **Brahma Lodge Primary School**

## **Site Learning Plan 2009-2010**

### **Well Being**

Objectives	Strategies	Responsibility	Timeline
<p><b>Improve the relationships between the staff and the students.</b></p>	<p>1. Establish a school Well Being committee to manage and oversee the implementation of Well Being strategies.</p>	<p>Principals, teaching staff</p>	<p>Term 3 2009 onwards</p>
	<p>2. There will be a focus on relationships in 2009. In term 1 we will produce a Well-Being plan for all classroom teachers to follow to encourage consistency and alignment.</p>	<p>Assistant Principal, Student Well Being Coordinator</p>	<p>Term 1 2009</p>
	<p>3. Establish the expectation that Well Being is timetabled at 90 minutes a week.</p>	<p>Principals through Performance Development meetings, teachers through timetabling</p>	<p>Term 1 2009 onwards</p>
	<p>4. Teaching staff use team building and group cohesion activities as part of their weekly program.</p>	<p>All teaching staff</p>	<p>Term 1 2009 onwards</p>
	<p>5. Develop and run a Whole School Picnic with R-7 student groups that will work with various teachers on cooperative and collaborative tasks.</p>	<p>Leadership team, teaching staff, SSO's</p>	<p>Term 1 each year</p>
	<p>6. Develop and run a whole school arts program that will use the same R-7 groups. Groups will work with one teacher for 5 weeks on a visual arts program. Review program and repeat in terms 2 and 3 with new student groupings.</p>	<p>Leadership team, teaching staff, SSO's</p>	<p>Term 1 2009 onwards</p>
	<p>7. Teach students the roles of working in a group and provide opportunities to practice the roles.</p>	<p>Coordinator, Teachers</p>	<p>Term 1 2009 onwards</p>
	<p>8. Discuss and dialogue with the staff about living our values. What does this look like and sound like for adults in our school?</p>	<p>Leadership team, staff</p>	<p>Term 1 2009 onwards</p>

Objectives	Strategies	Responsibility	Timeline
	<ol style="list-style-type: none"> <li>9. Continue our professional learning on restorative justice practices and implementing this approach in managing student behavioural choices.</li> <li>10. Align our written and spoken language to reflect our values and our use of restorative justice practices.</li> <li>11. Communicate with parents more effectively to enable them to understand our Values programs and restorative justice.</li> </ol>	<p>Leadership Team, teachers, SSO's</p> <p>Leadership Team, teachers, SSO's</p> <p>Leadership Team, teachers, SSO's</p>	<p>Term 1 2009 onwards</p> <p>Term 1 2009 onwards</p> <p>Term 1 2009 onwards</p>
<p><b>Implement an R-7 Relationships and Sexual Health Curriculum that aligns with and supports the CPC.</b></p>	<ol style="list-style-type: none"> <li>1. As a community agree that we implement the Relationships and Sexual Health Curriculum Framework.</li> <li>2. SHINE organization to run professional learning for staff on the components of an R-7 curriculum.</li> <li>3. Run a parent information evening on the R-7 curriculum framework to explain the purpose of the learning.</li> <li>4. Establish a scope and sequence in regard to teaching the curriculum.</li> <li>5. Provide information to parents on the curriculum through a series of newsletter articles.</li> <li>6. Teachers plan together to develop lessons from the framework.</li> <li>7. Teachers to share their lessons through staff meetings.</li> </ol>	<p>Leadership team, Governing Council, teachers</p> <p>Leadership team</p> <p>Leadership Team, teachers,</p> <p>Leadership Team, teachers,</p> <p>Leadership Team</p> <p>Leadership Team, teachers,</p> <p>Leadership Team, teachers,</p>	<p>Term 1 2009</p> <p>Term 1 2009</p> <p>Term 2 2009</p> <p>Term 2 2009</p> <p>Term 2 – 4 2009</p> <p>Term 2 2009 onwards</p> <p>Term 2 2009 onwards</p>

Objectives	Strategies	Responsibility	Timeline
	8. Combine the teaching of the CPC within the Relationships and Sexual Health Curriculum.	Teachers	Term 2 2009 onwards
<b>Increase Student Voice and Student Leadership in our school.</b>	<ol style="list-style-type: none"> <li>1. Class meetings occur at specified times, minutes are recorded, and leadership members visit class meetings.</li> <li>2. Staff receive T&amp;D on the purpose of class meetings and circle time and the issues that can be addressed in each forum.</li> <li>3. Kid's Council members report the business of Kid's Council at their classroom meeting and take business from their class to Kid's Council.</li> <li>4. Select a group of student leaders to assist us to run the school and to model our values throughout the school.</li> <li>5. Provide opportunities for students to take on leadership roles in the school (canteen, library, skipping, sports equipment, SAT)</li> </ol>	<p>Leadership Team, teachers</p> <p>Leadership Team</p> <p>Leadership Team, teachers, Student representatives</p> <p>Leadership Team, teachers, student applicants</p> <p>Leadership Team, teachers, SSO's, student volunteers</p>	<p>Term 1 2009 onwards</p> <p>Term 1 2009</p> <p>Term 1 2009 onwards</p> <p>Term 1 2009</p> <p>Term 1 2009</p>