National Partnership on
Literacy and Numeracy

Information package for schools

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1. Participation in the National Partnership on Numeracy and Literacy

Your school has been identified to participate in the National Partnership on Literacy and Numeracy. Participation in this partnership will give teachers and school executive opportunities to further develop their teaching of literacy or numeracy. Involvement in this partnership will support your school to develop and build on:

- effective, evidence-based teaching
- strong leadership and
- whole school engagement in literacy and numeracy processes to monitor school and student performance to identify when support is needed.

Following a school-based evaluation conducted with external support, your school will be able to select from a choice of options in reading or numeracy in Stages 2 and 3. These options include individual intervention strategies for students experiencing difficulties in reading or numeracy and whole school/class programs.

Principal and school executive will have opportunities to undertake professional learning leading to improved student outcomes in reading or numeracy. Your school improvement leadership team will access a team leadership school improvement course, a SMART data analysis workshop and school self evaluation strategy. Schools will be supported by a school/classroom program facilitator and learning/teaching classroom leaders in reading and numeracy who will work alongside teachers in their classrooms.

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1.1   NSW performance measures

The National Partnership on Literacy and Numeracy gives participating schools the opportunity to lift students' reading or numeracy.

Our aim is to have by June 2011, for students in Stage 2 and 3:

- 80% of participating schools reduce the proportion of students at and below the national minimum standard by 2.5% or more annually in reading or numeracy.

- 80% of participating schools reduce the proportion of Aboriginal students at and below the national minimum standard by 2.5% or more annually in reading or numeracy.

- 80% of participating schools increase the proportion of students above the state proficiency standard by 1.5% or more annually in reading or numeracy.

- 80% of participating schools increase the proportion of Aboriginal students above the state proficiency standard by 1.5% or more annually in reading or numeracy

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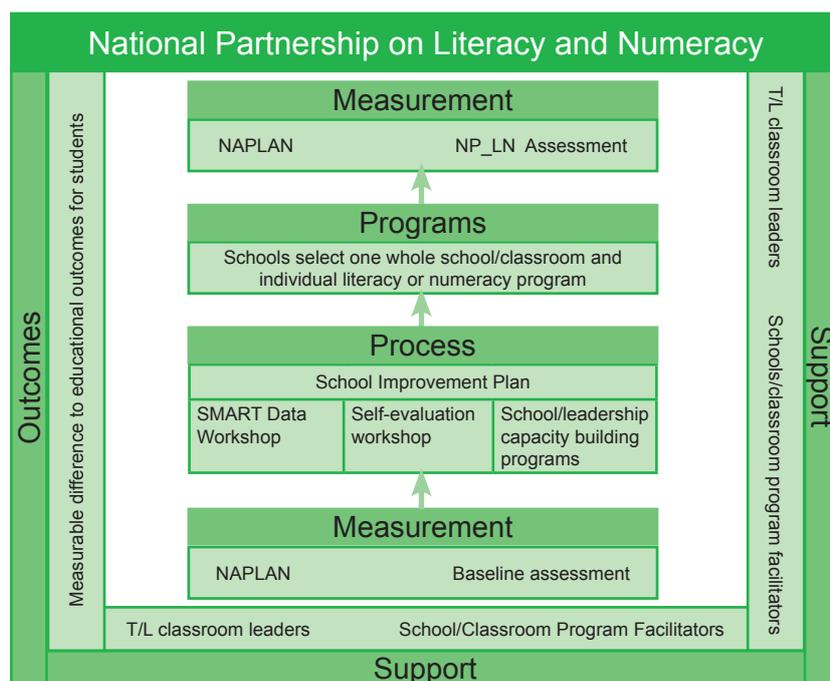
1.2 Roles and responsibilities

The following information provides an overview of the role of schools, regions, state coordination team, schools/classroom program facilitators and learning/teaching classroom leaders in implementing the Literacy and Numeracy National Partnership.

Schools

- Participate in regional self-evaluation workshops

- Determine priority focus on reading or numeracy informed by evidence from student data

- Select one whole school/classroom and one student intervention approach to suit your students' needs

- Work with school/classroom program facilitators and learning and teaching classroom leaders to achieve school targets in reading or numeracy

- Monitor effectiveness of selected intervention program/s

- Ensure your teachers have access to continuous training in using specific data to inform practice

- Identify students deemed at-risk of achieving at or below minimum to be engaged in a personalised learning process

- Report to regions achievement against your priority milestones and targets in your School Plan

- As professional learning gets underway during this year schools are encouraged to consider, where possible to continue the program with the same group of teachers and students next year

Regions

- Support school self-evaluation processes, priority and target setting, and development of the school's plan to include appropriate whole class and student at-risk intervention approaches

- Sign off on self-evaluation analysis, priority setting, reading or numeracy targets and revised School Plan including intervention approaches

- Recruit school/classroom program facilitators and teaching and learning classroom leaders

- Facilitate establishing communities of schools in the Partnership

- Coordinate localised professional learning for reading and numeracy intervention programs

- Assist schools with and coordinate reporting of achievement of milestones and targets

- Facilitate sharing good practice in reading and numeracy

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Literacy and Numeracy State coordination team

- Liaise with the three sectors to coordinate the implementation of the National Partnership on Literacy and Numeracy

- Provide central support to school/classroom program facilitators and schools in the implementation of the partnership

- Coordinate NSW reporting on milestones and targets

- Coordinate development of reading and numeracy programs

- Manage the central communication strategy to sectors and schools

- Develop and manage the National Partnership on Literacy and Numeracy website
  <**www.curriculumsupport.education.nsw.gov.au**>.

School/classroom program facilitators

- Monitor the effectiveness of the implementation of intervention programs for student experiencing difficulty and whole school/class reading and numeracy programs

- Coordinate school reports on progress towards meeting the targets including facilitating schools' participation in the National Partnership on Literacy and Numeracy assessments in April 2010 and August 2010.

- Facilitate the establishment of community of schools and processes for working across schools

- Work with school principals and executive leadership teams to facilitate school capacity building

- Work with schools teams to undertake a self-evaluation to implement intervention strategies in reading or numeracy

- Work with schools to develop an action plan, with performance indicators, measures and time frames to meet reading or numeracy targets

- Provide support to schools to develop or amend their School Plan aimed at improvements in reading or numeracy

- Facilitate the school's involvement in a team leadership course

- Liaise with the State Coordination Team to provide updates on the implementation of the National Partnership on Literacy and Numeracy in schools

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Learning and Teaching classroom leaders

- Lead professional learning in reading or numeracy within schools with a strong focus on classroom practice

- Build teacher capacity and expertise by facilitating classroom-based reading or numeracy improvement processes based on quality teaching

- Support the use of explicit and inclusive strategies in reading or numeracy

- Model sound teaching practice related to the intervention programs for reading or numeracy

- Support and advise on data collection and the use of SMART data and other assessment data in classroom programs

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1.3 Guidelines for using the National Partnership on Literacy and Numeracy funding

As a guide schools will be able to allocate funding for the following:

- participate in self-evaluation, data analysis and team leadership workshops, courses and ongoing professional learning

- access expertise in student data analysis

- access to whole class and student intervention programs

- release classroom teachers, as literacy/numeracy leaders, with reading or numeracy expertise to mentor colleagues in and across communities of schools

- facilitate schools working together to share ideas and expertise

- support the work of the school/classroom program facilitator and learning and teaching classroom leaders in implementing specific classroom based interventions and in supporting staff involvement in professional learning

- purchase resources to support the implementation of selected programs as identified in the School Plan

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1.4 Use of Individual Student Learning Plans

In the context of the Literacy and Numeracy National Partnership program in NSW individual student learning plans are intended to be an integral part of teaching and learning. Learning plans are individual to each student to provide them with access to appropriate intervention strategies to strengthen their achievement in reading/numeracy to:

- build on and extend students' reading or numeracy skills
- identify and plan for overcoming barriers to learning
- set realistic targets for the next stage of learning
- identify teaching and learning support to help students achieve their reading/numeracy targets and learning goals
- be inclusive of students' cultural, social and academic considerations.

An intervention required to address the specific learning needs of students experiencing difficulty in reading or numeracy should be evidence based, data driven, individually targeted, systematic and intensive. Intervention approaches do not necessarily require one-to-one instruction.

The development of an Individual Student Learning Plan may be considered for students experiencing difficulties in reading or numeracy development as a result of a language background other than English, a learning difficulty, limited opportunities to schooling and students with a disability.

Parents/carers should be consulted regarding the individual learning plan that is being considered for their child together with the provision of clear information in terms of what their child can currently do, how they can progress and the assistance that can be given at home.

The development of individual learning plans needs to align with current sector/ school priorities. For example in government schools a number of Aboriginal students have a Personalised Learning Plan developed through consultation with the student, teacher and parent. The Individual Student Learning Plan should align to the PLP process and could form part of the PLP, but should not override the PLP process.

The Development of Individual Student Learning Plans requires the following:

- Identification of the area of difficulty through targeted assessment
- Establishment of appropriate and prioritised starting points for teaching and learning and the development of indicators which will show successful learning of the specific skill/s identified

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- Outlining of the student's current level of performance (what the student knows and can do and in what context the student can demonstrate particular skills/knowledge) in the identified area/s of difficulty

- Consideration of the likely causes of the difficulty (e.g. lack of prerequisite skills/ knowledge, limited learning opportunities) and barriers to learning and participation

- Assessment of the student 'for learning' in the identified area/s and linking of results with the assumed /probable causes of the difficulty

- Establishment of specific learning outcomes for the plan; analysis and sequencing of the skills/knowledge embedded in the outcome, from simple to difficult and the selection of indicators that will demonstrate achievement of these outcomes.

- Selection of specific teaching and learning strategies and adjustments to address the identified, targeted outcomes and utilisation of the knowledge of specific student needs

- Development of a strategy for frequent ongoing monitoring of student progress; ensuring these are specific in order to demonstrate small changes in the targeted area/s

- Review of student progress, and based on the data collected along with informed teacher judgement, make necessary adjustments to content, teaching strategies, targeted outcomes, time allocation for instruction and practice, and the teaching/learning environment

- Provision of formative feedback to the student and parent/carer regarding his/her learning progress

- Ensuring that the intervention is targeted to the individual student's specific learning needs, is consistently implemented and adjusted to ensure maximum student progress through the use of appropriately sized steps and best learning rate

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1.5 Aboriginal education local cultural immersion program

There is provision in the National Partnership on Literacy and Numeracy to develop and implement an Aboriginal cultural immersion program in 2010 for new appointments (new teachers and new appointments to NP LN schools). The purpose of this opportunity is to engage in an intensive local cultural immersion program to establish links and positive relationships with local community. Teachers will engage with local Aboriginal culture in a practical and interpersonal level. This cultural immersion program will be developed in collaboration and consultation with state and local Aboriginal Education Consultative Groups to meet the specific needs of the school communities. Further advice will be provided prior to the start of the 2010 school year.

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2. Overview of reading and numeracy program initiatives

This section provides an overview of the programs available in this National Partnership. Your school will select one whole school/class reading or numeracy program from the options below. Where students are identified as experiencing difficulty in reading or numeracy an individual intervention approach that best suits the needs of these students will be required. Schools can nominate their own intervention approach in reading or numeracy based on current effectiveness for raising student achievement. Schools should review the effectiveness of current intervention approaches to build greater effectiveness for these students.

Your leadership team will also access a team leadership school improvement course, a SMART data analysis and school self evaluation workshop. The team leadership school improvement course, SMART data workshop and the school self-evaluation are mandatory for schools involved in the Partnership.

Summary of program options				
Numeracy whole school/classroom programs	Numeracy individual approaches	Literacy whole school/classroom programs	Literacy individual approaches	Capacity Building Programs
Taking off with Numeracy	Taking off with Numeracy	Focus on Reading 3–6	MULTILIT	Team Leadership for School Improvement Course
	QUICKSMART Numeracy Program	Reading to Learn	Individual Learning Plans	SMART Data
	Individual Learning Plans	Accelerated Literacy		School-self evaluation

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2.1   Team Leadership for School Improvement Program

Brief Description

The *Team Leadership for School Improvement Program* is a program for school teams to lead classroom teachers in improving student learning outcomes. Each participating school is required to identify a School Improvement Team of 4 or more staff members, including the principal and the learning/teaching mentor.

The initial 2 day training will be delivered by staff from the NSW DET Professional Learning and Leadership Development Directorate using a facilitator training model.

At the local level the program will be facilitated by school principals, and supported by the School/Classroom Program Facilitator and learning/teaching classroom leaders.

The program allows school based participants to:

- use student performance data to guide professional learning for school improvement
- interrogate school improvement targets in literacy or numeracy to develop a shared school community understanding and commitment
- make evidence based judgements regarding the ongoing development of teacher, leader and school performance
- build and maintain high performing teams with a shared focus and responsibility for improving student learning outcomes in literacy or numeracy
- identifying and focusing on what teachers do that has the greatest effect on student learning
- determine the best intervention strategies to improve student outcomes
- plan, implement and evaluate programs and strategies to target improvements in classroom practice to improve student literacy and numeracy
- develop skills in research, structured reflection, giving pertinent feedback and team learning
- improve teacher quality
- form meaningful local learning communities to ensure sustainability
- develop leadership capabilities that support ongoing system improvement in the future

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Expected impact on student learning

The *Team Leadership for School Improvement Program* will provide the essential professional learning to support effective and sustained implementation of identified literacy/numeracy strategies in the school.

Implementation in schools

Facilitator training. A two day program for the principal, the School/Classroom Program Facilitator and an optional additional school staff member who may be the learning/teaching classroom leaders. This will develop knowledge and skills for the delivery of the *Team Leadership for School Improvement Program* within their local context.

Delivery: At the local level the program will be facilitated by school principals and be supported by the School/Classroom Program Facilitator. The program allows for a range of delivery modes to meet local needs, including a series of workshops over an extended period or a conference; for individual schools or a local community of schools.

There are approximately 12 initial hours of facilitated professional learning in the program, plus an additional 5 hours of professional learning embedded in the Toolkit.

The School Improvement Team commitment will be approximately 30 hours over the duration of the program. This incorporates the School Improvement Leadership Challenge component of the program as well as the facilitated professional learning.

Delivery may occur in and out of school hours as negotiated at the local level.

The School Improvement Leadership Challenge is ongoing over the duration of the program.

The cost of the program will be $800 per participant for the two day facilitator training. Participants will meet the costs of travel and accommodation. Facilitator training will be delivered in three to four venues across the state, dependent on numbers of participants.

The cost of facilitator materials is incorporated into the training costs.

Program Support

Principals and School Improvement Teams will be supported during the School Improvement Leadership Challenge by trained School/Classroom Program Facilitators who have completed the *Executive coaching for team leadership* program.

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To risk manage potential lack of expertise of teaching/learning classroom leaders in rural and remote areas, the program will also be supported by an online Teaching/Learning Leader Support Officer. This officer will provide ongoing support for isolated schools through expert knowledge and understanding of pedagogy. The Teaching/Learning Leader Support Officer will assist schools and their teaching/learning classroom leaders in supporting teachers in:

- the intervention programs

- the analysis of data

- the identification of specific school targets

- implementation of the intervention strategies in classrooms

- ongoing monitoring of student learning

Research base

The program represents best practice in professional learning for school improvement, drawing on the research of Hattie, Robinson and Rowe. The change theory of Fullan and Hargreaves informs the process. The team leadership model used in this program is influenced by Lencioni and others.

The program meets the following requirements of effective professional learning:

- high degree of personalised relevance

- informed by a capabilities framework

- flexible self managed pathways

- evidence based problem solving

- significant challenge

- workplace practice and analysis

- pertinent skilful feedback

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2.2 SMART data analysis workshop

This information has been provided by, the Department of Education and Training which is the provider of this program,

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Contact
Amanda Atkinson
Email: <Amanda.atkinson@det.nsw.edu.au>

Brief Description

This program provides comprehensive training in the use of School Measurement Assessment and Reporting Toolkit (SMART). School leadership teams will be supported to undertake a detailed analysis of *Local Public School* sample data and an in-depth analysis of participants' own school data.

Expected impact on student learning

By participating in this one day workshop, schools will be able to conduct an analysis of student performance in the National Assessment Program - Literacy and Numeracy (NAPLAN) determining where best to place resources to support literacy and numeracy teaching and learning.

Schools will be able to interrogate student data in SMART and identify teaching and learning strategies to support improvements in literacy and numeracy. The outcome of this course, through the effective manipulation and investigation of student performance data, will be to inform whole school planning and the monitoring of whole school teaching programs in literacy and numeracy.

Implementation in schools

School leadership teams will access a SMART data analysis workshop in August 2009.

Comprehensive training in the use of SMART data including a detailed analysis of Local Public School data, an assessment for participants based on Local Public School data, an indepth analysis of participants' own school data and the formulation of an action plan for the School Executive Team. When reviewing NAPLAN data the School Executive Teams will be able to access their numeracy or literacy results to strategically target students in need.

School teams should bring a laptop with own school data loaded prior to presentation and their baseline assessment data.

School personnel should have basic ICT skills and access to school's SMART download. This training is required once only.

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Costs

Training will take place in a central location(s) and will cost $ 450.00 per school team. This cost does not include; travel and accommodation for the school staff or any casual relief staff costs incurred by the school.

2.3   Increasing your school's capacity to self-evaluate

This information has been provided by, the NSW Department of Education and Training, the provider of this program.

Contact
Amanda Atkinson
Email: <Amanda.atkinson@det.nsw.edu.au>

School self-evaluation

Description

Participation in the school self-evaluation process will assist schools to develop skills in the collection, analysis and interpretation of school data. As an outcome of these processes schools will have increased capacity to use school data to provide a valid and reliable foundation for school planning to identify strengths and areas for further development.

In conjunction with team leadership school improvement activities school leadership teams will choose a range of strategies to collect and analyse school data related to culture, leadership, learning, management and planning.

School teams will:

- apply skills from training on the SMART data package to report student performance against NAPLAN measures, in terms of relative performance of focus groups and also in terms of systematic areas of strength and weakness in student performance.
- use the baseline assessment measures to track student improvement over time
- consider how aspects of school organisation, culture and leadership might be modified to impact positively on student performance
- use the school self-evaluation online tool to map current capabilities to undertake cycles of school self-evaluation.

A one day workshop will be conducted for small groups of up to three schools in mid to late September 2009. The workshops will be conducted by an EMSAD officer or sector personnel. School leadership teams will use their analysis of NAPLAN and baseline assessment data, results of the online school self evaluation tool and analysis from surveys (e.g. School Map) to identify strengths and areas for further development to support change processes required to improve students' reading and numeracy achievement.

Costs

Training can take place in a central location(s) and will cost $750 per school team.
Teacher release, if required in training of school personnel, will be paid by the school.

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2.4 Taking off with Numeracy: whole class

This information has been provided by, the Department of Education and Training which is the provider of this program.

Contact
Peter Gould
Email: <Peter.Gould@det.nsw.edu.au>

Description

Taking off with Numeracy offers teacher professional learning and support for two levels of intervention, whole class and an individualised numeracy intervention process. Due to the nested nature of the program design, there is a high level of alignment in learning opportunities between the individualised intervention and the whole class program, with one set of costs associated with both programs (see *Taking off with Numeracy: Individualised*).

Expected impact on student learning

The whole class program is suitable for all primary students, with an emphasis on Stages 2 and 3. The program includes:

- a diagnostic assessment which provides clear information on student understanding

- the use of an extended numeracy continuum based on a progression of students' conceptual understanding to assist with monitoring and articulating student progress

- guidance on effective teaching and learning strategies for all students including those already achieving stage outcomes

- the development of whole school planning for effective numeracy learning and program sustainability.

The first stage of implementation will focus on developing understanding of the number strand, in particular place value and its application to operations with whole numbers and decimals. Subsequently the program will provide support to other strands such as *measurement* or *space and geometry* dependent upon identified needs.

Student progress, through both the whole class intervention and the personalised learning intervention, is monitored by assessment referenced to the program's numeracy continuum, and to the Stage expectations of the NSW *Mathematics K–6 syllabus*.

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Implementation in schools

Teaching and learning mentors will support effective school planning and program implementation. Professional learning for the mentors will be provided through a range of modes including face-to-face workshops, video conferencing and the use of Web 2.0 tools, such as videocasts and RSS feeds.

A whole school approach is recommended for *Taking off with Numeracy*, with each school identifying a school numeracy leader. The school Principal or an executive member is required to be part of the school team implementing the project and attend a two-day professional learning event in Sydney, along with the school numeracy leader.

Site-based, ongoing professional learning for teachers will be supported through the teaching and learning mentors in collaboration with the school/classroom program facilitator. The mentors will work in and across classes, strengthening consistent program delivery. Teachers, school teams or school clusters will have opportunities for ongoing professional dialogue, reflection and team-teaching in focused numeracy teaching.

Professional learning for school teams will be flexible to suit school needs and purpose but will occur mainly during school time, including school development days.

Program costs[1]

The program will commence in Term 3 2009 and operate to the end of 2010.

The cost is inclusive of the *Taking off with Numeracy* individual intervention.

Buy in:

Up to 11 teachers involved[2]	$42 000
More than 11 teachers involved[3]	$53 000

School-based relief provision:

Schools will needs to make provision for 5 professional learning days per teacher and 10 professional learning days for the school numeracy leader in 2009.

In 2010, schools will need to make provision for 10 professional learning days per teacher and 20 professional learning days for the school numeracy leader.

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[1] NB These costs include the delivery of the TOWN: Individualised intervention program

[2] Numbers do not include the Principal.

[3] Numbers do not include the Principal.

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These costs will cover program implementation support for the duration of the program as well as attendance of the school Principal or a school executive and the school numeracy leader at a two-day training event. The program materials provided for the teachers and numeracy leaders include print-based and web-based resources, digital recording and transmission devices as well as classroom teaching materials.

Communities of small schools could form to share the costs of the program.

Program support

To address the challenges of supporting geographically scattered schools, intensive use will be made of the infrastructure provided by the *Connected Classrooms* program within NSW government schools and Web 2.0 technologies on the internet.

Research base

The research base for the effectiveness of the teaching approach is provided by the *Effective Teachers of Numeracy Study* (Askew, Brown, Rhodes, William, & Johnson, 1997) carried out in the United Kingdom, *What's 'making the difference'?: Achieving outstanding numeracy outcomes in NSW primary schools* (Australian Government, 2005), *Teaching Number: Advancing skills and strategies* (Wright, Martland, Stafford, & Stanger, 2002) and, *Supporting teachers in the development of young children's mathematical thinking* (Bobis, Clarke, Clarke, Thomas, Wright, Young-Loveridge, & Gould, 2005).

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2.5 Taking off with Numeracy: individual intervention

This information has been provided by, the Department of Education and Training which is the provider of this program.

Contact

Peter Gould

Email: <Peter.Gould@det.nsw.edu.au>

Description

Taking off with Numeracy offers teacher professional learning and support for two levels of intervention, whole class and an individualised numeracy intervention process. Due to the nested nature of the program design, there is a high level of alignment in learning opportunities between the individualised intervention and the whole class program, with a single set of costs associated with both programs (see *Taking off with Numeracy: Whole class*).

Expected impact on student learning

The individualised teaching and learning process provides additional support for students at risk of achieving at or below the minimum band in NAPLAN. This is achieved through:

- identification of the student group to be involved in the focused intervention through diagnostic screening

- access to secure digital video case files for students, allocated to expert numeracy case managers

- professional learning that allows teachers to identify the specific points at which students are making errors when solving problems

- focussed teaching sessions with small groups of students (typically 2–4 students)

- innovative and engaging teaching strategies, including the use of interactive technology, that address identified student needs

- access to digital numeracy activities to support children's continued learning at home

- a focus on students' mental computation strategies leading to the flexible use of number facts and students' use of structuring numbers.

Student progress is monitored by assessment referenced to the program's numeracy continuum, and to the Stage expectations of the NSW *Mathematics K–6 syllabus*.

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Implementation in schools

Teaching and learning mentors will support effective school planning and program implementation. Professional learning for the mentors will be provided through a range of modes including face-to-face workshops, video conferencing and the use of Web 2.0 tools, such as videocasts and RSS feeds.

To enhance schools' capacity to build strong numeracy knowledge and leadership skills, a whole school approach is recommended and each school is required to identify a school numeracy leader. The school Principal or an executive member is required to be part of the school team implementing the project and attend a two-day professional learning event in Sydney along with the teaching and learning mentor and the school/classroom program facilitator.

Site-based, ongoing professional learning for teachers will be supported through the exchange of information on a case managed approach to numeracy support. Teachers will be able to load brief video excerpts to a secure website to address the on-going identification and remediation of students' numeracy needs. Numeracy case managers will provide specialist feedback and suggestions to classroom teachers through the website.

Additionally, mentors will work in and across classes, strengthening consistent program delivery. Teachers, school teams or school clusters will have opportunities for ongoing professional dialogue, reflection and team-teaching in focused numeracy teaching.

Program costs[4]

The program will commence in Term 3 2009 and operate to the end of 2010.

The cost structure for *Taking off with Numeracy* Whole School Program includes this individual student intervention program.

School-based relief provision:

Schools will needs to make provision for 5 professional learning days per teacher and 10 professional learning days for the school numeracy leader in 2009

In 2010, schools will need to make provision for 10 professional learning days per teacher and 20 professional learning days for the school numeracy leader.

These costs will cover program implementation support for the duration of the program as well as attendance of the school Principal or a school executive and the school numeracy leader at a two-day training event. A secure website will offer case-managed numeracy support for the school numeracy support team.

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4   NB: These costs include the delivery of the TOWN (Whole class) program

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The program materials provided for the teachers and numeracy leaders include print-based and web-based resources, digital recording and transmission devices as well as classroom teaching materials.

Program support

To address the challenges of supporting geographically scattered schools, intensive use will be made of the infrastructure provided by the *Connected Classrooms* program within NSW government schools and the internet.

Research base

Research into children's understanding of number over the last decade suggests that there are identifiable progressions in how children develop numeracy concepts (Carpenter et al., 1999; Clarke et al., 2001; Cobb et al., 1997; Fuson et al., 1997; Jones et al., 1996; Steffe et al., 1992; Steffe et al., 1983; Wright, 1998, Young-Loveridge, 1999).

These progressions have led to the development of models, or frameworks of numeracy development that can be viewed as providing useful pedagogical frameworks for teachers. This is based on the assumption that if teachers can identify where a child is on a framework and can then identify the next step for the child, then teaching should be more effective. Once the student is mapped against the framework, the teacher has a clearer idea of where the student is at using the growth points.

In developing the framework, it was intended that the framework would:

- reflect the findings of relevant research in mathematics education from Australia and overseas;

- emphasise important ideas in early mathematics understanding in a form and language readily understood and, in time, retained by teachers;

- reflect, where possible, the structure of mathematics;

- allow the description of mathematical knowledge and understanding of individuals and groups; and

- form the basis of planning and teaching. (Clarke et al., 2001)

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2.6 *QUICKSMART* Numeracy Program

This information has been provided by the SiMERR National Centre at the University of New England, which is the provider of this program.

> **Contact**
> Professor John Pegg or Associate Professor Lorraine Graham at the SiMERR National Centre, University of New England
> **Email**: <jpegg@une.edu.au>, or <lgraham@une.edu.au>

Description

QuickSmart Numeracy was developed through the National Centre of Science, Information and Communication Technology and Mathematics Education for Rural and Regional Australia. It is a research-based program that is highly supported, well resourced and built around a professional learning program for principals, supervising teachers, teachers and teacher aides. *QuickSmart* emphasises both deliberate practice and strategy instruction in basic mathematics, and is a quality intervention designed for middle school students. In the *QuickSmart* Numeracy program, pairs of students actively participate in 30-minute lessons three times a week for 30 weeks. *QUICKSMART* is an individual student intervention program.

Why is this program part of the menu?

National test data provide a compelling case for the need to implement research-based programs that improve the numeracy outcomes for students who are performing at or below the National Benchmarks. The *QuickSmart* Numeracy program fills some of the identified gaps in research and practice regarding middle school students with persistent learning difficulties or learning gaps. The *QuickSmart* Numeracy program was designed as a long-term, yet cost-effective program for middle school students in the bottom 30% of the achievement range who need to improve their basic mathematics skills. The program targets those students who have been unable to draw benefits from other in-class and withdrawal instructional activities.

Expected impact on student learning

Profile of students most suited for participation

QuickSmart Numeracy is a program designed primarily for middle school students in Years 5, 6, and 7. Students from Years 4 and 8 have also been included successfully in some schools. Primary school students who participate in the *QuickSmart* Numeracy program meet the criteria of experiencing persistent difficulties in numeracy, display a good attitude to working in small groups, and do not have intellectual disabilities.

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Which skills does the program develop?

The aim of the *QuickSmart* Numeracy program is to improve students' information retrieval times to levels that free working-memory capacity from an excessive focus on mundane or routine tasks. In this way, students become better resourced to undertake higher-order mental processing and to develop age-appropriate basic mathematics skills.

The *QuickSmart* Numeracy program focuses on improving students' understanding and recall of basic number facts, performance of elementary calculations, and problem solving skills. Both structured and incidental strategy instruction are important features of numeracy lessons, with the aim of moving students on from relying on slow and error-prone strategies (especially count-by-one strategies) to the use of more sophisticated and efficient strategies, including automatic recall.

How is student progress monitored? (including school assessment and data gathering)

Standardised or state-wide test are administered before and after the *QuickSmart* Numeracy program. The resources and educational games provided in the *QuickSmart* folders and kits are used as both instructional materials and formative assessment tools. In addition, *QuickSmart* uses a software program, the Cognitive Aptitude Assessment System (CAAS), to support learning and to obtain on-going reliable assessments of student performance. The CAAS program enables monitoring of students' accuracy and information retrieval times on key numeracy tasks.

Implementation in schools

Professional learning

An integral part of the *QuickSmart* Numeracy program are the professional learning opportunities it provides to teaching and support staff, teacher aides, numeracy co-ordinators and educational leaders. *QuickSmart* uses a nested model of implementation that sets up:

1. groups within a school working at the student level

    a. groups of schools within a cluster working at teacher learning levels

    b. clusters of schools within a region working at the policy level while also ensuring the fidelity of implementation

    c. regions of schools within a state working to support and evaluate the program. Costs are dependant on a number of factors such as the number of schools in a cluster, the implementation activities at each level of the model, and the type of commitment that different tiers of education are prepared to make to support the program.

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Program costs

The first professional learning opportunity provided as part of the *QuickSmart* program's implementation is a day for principals and other administrators to engage with the details of the program, examine the results of the research that establishes the intervention's effectiveness, and, where possible, visit a *QuickSmart* site. Then *QuickSmart* co-ordinators and instructors participate in three two-day professional development workshops. At these workshops tutors trial the *QuickSmart* materials, learn about and discuss the underlying perspectives informing the program, refine their teaching and assessment techniques, and share their experiences with peers.

A teacher coordinator is required for each participating school when professional learning occurs. Professional learning is offered during school time on six professional learning days. Principals are also offered one professional learning day each year. Professional learning is on-going.

The estimated cost is between $6,000 and $12,000 per school depending on the number of teachers participating and the input provided at the cluster and region levels. The cost of materials needed is $3,000.

Research base

The *QuickSmart* interventions in numeracy and literacy began development in 2001. The programs currently used in the Northern Territory, South Australia, the ACT, and Victoria, as well as New South Wales, are based on years of rigorous applied research and evaluation. Independent (state-wide or standardised tests) assessment results gathered from *QuickSmart* and comparison students over the last eight years have provided evidence of student growth of up to three years' improvement over a 30-week period as measured by effect-size statistics. Interviews and surveys of students, parents, teachers, and principals have also yielded consistently positive qualitative data.

Information package for schools

2.7   Focus on Reading 3–6

This information has been provided by, the Department of Education and Training which is the provider of this program.

> **Contact**
> Lorraine Rowles (Kerry McInnes)
> Email: <Lorraine.Rowles@det.nsw.edu.au>

Description

Focus on Reading 3–6 provides professional learning support to classroom teachers. This professional learning specifically targets the teaching of reading in Year 3–Year 6 to bring about improvements in whole school reading performance.

All Year 3–Year 6 teachers in a school or community of schools engage in the program as a learning community intent on examining, reflecting on and refining current practices and taking on new understandings and practices in relation to the teaching of reading.

This program complements literacy resources and professional learning provided to early years' teachers under the *Best Start* initiative. It links to and incorporates all new DET initiated literacy resources, including the *K–6 Literacy Continuum* and associated resources.

The program content will have an emphasis on increasing teacher knowledge about how to develop fluent readers and on effective evidence-based practice particularly in relation to the development of comprehension and vocabulary skills. *Focus on Reading 3–6* is a whole school/class intervention program.

Expected impact on student learning

This program aims to equip teachers with effective strategies for the teaching of reading in order to provide high quality classroom reading instruction and by implication, reduce the need for more intensive, individualised student intervention.

Students' reading progress will be monitored against the K–6 Literacy Continuum/*English K–6 syllabus*. Given an increased emphasis on the explicit teaching of critical aspects of reading, it is expected that monitoring individual student progress will indicate that all students are achieving at or beyond *English K–6 syllabus* expectations.

Where individual students are not making appropriate progress it is at this point that increased support is provided at both the classroom level and in the form of more intensive intervention.

Information package for schools

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In addition, it would be expected that there would be a decrease in the number of students in lower bands in NAPLAN and an increase in the number of students in the higher bands.

Implementation in schools

The program will be implemented over three semesters: Semester 2, 2009; Semesters 1 and 2, 2010. The most intensive periods of professional learning will take place in Semester 2, 2009 and Semester 1, 2010.

To maximise the impact of this program on a school's students' reading outcomes, it is suggested that wherever possible, participating teachers move into 2010 with the student cohort they had in 2009.

Time allocation needed to upskill literacy teaching/learning leaders in the delivery of this program to teachers

- Literacy teaching/learning classroom leaders would be required to attend 2 x 3 days face to face training in Semester 2, 2009, Semester 1, 2010 (this could incur costs associated with relief, attendance, travel and accommodation).
- Literacy teaching/learning classroom leaders would be required to participate in 3 x ½ day video conferences.
- Teaching/learning classroom leaders would need to allocate the equivalent of ten days over three semesters for training/mentoring teachers.

Costs for program materials to be met by schools

There would be a one-off cost for program expenses and materials needed to implement *Focus on Reading 3–6* (not in excess of $2000).

Costs related to training all Year 3–6 teachers to be met by schools

Each teacher would be required to participate in the equivalent of 10 days professional learning over three semesters:

- four days in Semester 2, 2009
- four days in Semester 1, 2010
- two days in Semester 2, 2010.

Each teacher would need to be allocated approximately six additional relief days to engage in classrooms in mentoring, team teaching, assessing students and team/stage meetings that are directly linked to the implementation of *Focus on Reading 3–6*.

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Program Support

In order to build school and regional capacity, it is intended that training in the delivery of *Focus on Reading 3–6* would also be made available to school/classroom coordinators and two–three regional literacy personnel in each region.

Following training, specific implementation decisions will be made at the school/regional level.

Research base

Reports and reviews

Louden, et al. (2005) *In Teachers' Hands: Effective literacy teaching practices in the early years of schooling*, Australian Government Department of Education, Science and Training, Edith Cowan University.

National Inquiry into the Teaching of Literacy (2005) *Teaching Reading report and recommendations*, Australian Government, Department of Education, Science and Training, Canberra, viewed 1 September 2008
<**www.dest.gov.au/nitl/report.htm**>

Change processes

Fullan, M. (2008) 'School leadership's unfinished agenda', *Education Week*, Vol. 27, p. 36, 19 April 2008.

Fullan, M. (2006) 'Leading professional learning', *The School Administrator*, pp. 11–14, November 2006.

Reading/Comprehension

Paris, S. G. (2005) 'Reinterpreting the development of reading skills', *Reading research quarterly*, 40 (2), pp. 184–202.

Pressley, M. (2002) Comprehension instruction: What makes sense now? What might make sense soon? Reading online, International Reading Association.

Pressley, M., Billman, A., Perry, K., Reffitt, K., & Moorhead Reynolds, J. (2007) *Shaping literacy achievement: research we have, research we need*, The Guilford Press, New York.

Vocabulary development

Anderson, R. C. & Freebody, P. (1981) 'Vocabulary knowledge,' in J. Guthrie (ed.), *Comprehension and teaching: Research reviews*, pp. 77–117, International Reading Association Newark, DE, USA.

Nagy, W. E. & Scott, J. A. (2000) 'Vocabulary processes', in Kamil, M. L., Mosenthal, P., Pearson, P. D. & Barr, R. (eds.), *Handbook of reading research*, Vol. 3, pp. 269–284, Erlbaum, Mahwah, NJ.

2.8   Reading to Learn

This information has been provided by Dr David Rose who is the Director of this program.

Contact
Dr David Rose
Email: <d.rose@edfac.usyd.edu.au>

Brief Description

Reading to Learn is a set of teaching strategies that enable all students from all backgrounds to read the texts expected in their school curriculum with full comprehension. The methodology uses carefully planned classroom interactions, combined with research in language across the curriculum, to be applicable in all subject areas and grade levels, in whole class or support modes. The program is most effective and sustainable when implemented on a whole school basis.

Expected impact on student learning

Profile of students most suited for participation

Because *Reading to Learn* explicitly teaches students to read curriculum texts with a depth of understanding, and to use what they have learnt from reading to write successfully, the methodology has been repeatedly shown to accelerate the learning of all students at an average of double expected learning rates, including top and middle range students in any class. However, students with the greatest learning needs consistently accelerate at three to four times expected learning rates.

Which skills does the program develop?

The program develops the full range of reading and writing skills within the context of learning the curriculum. Lessons are integrated with syllabus teaching, providing in-depth understanding of topics together with skills development. In the process, students learn to recognise patterns of language at the levels of whole texts (or discourse patterns), at the level of the sentence (or grammar patterns), and the level of the word (or spelling and sound patterns). Different components of the reading and writing task are not taught separately from each other or from the syllabus, rather the full range of language skills are explicitly integrated with curriculum learning.

The methodology teaches all students to read curriculum texts at the level they should be for their year level and subject area. All students are scaffolded to read and comprehend texts that challenge the top students in a class. All students, including top students, thus learn to read texts with a greater depth of critical understanding than they could otherwise.

Information package for schools

Reading to Learn includes within it the language focus of phonics, sight words, spelling, grammar, comprehension, whole language, critical literacy, multiliteracies, and genre approaches to reading and writing. The teaching strategies also dissolve the false dichotomy between 'learner-centred' and 'teacher-centred' approaches, as the teacher models and guides students to read and write successfully, and gradually hands over control towards their independent reading and writing tasks.

How is student progress monitored? (including school assessment and data gathering)

The central tool for monitoring progress is a writing assessment developed within the *Reading to Learn* program. This assessment measures all the language resources that students bring to the writing task, using 14 criteria that are scored from 0-3. This assessment was developed within a DEEWR funded research project and has since been adopted as the basis for the NAPLAN writing assessment.

As writing skills develop from skills in reading, the writing assessment also provides an accurate picture of students' progress in reading. However the program also includes a reading assessment using running records with comprehension questions. In this assessment, students read texts that are levelled to standards at each year level. As they read aloud, the teacher makes a running record of their errors to measure accuracy, and follows with questions to check comprehension.

Both the writing and reading assessments are directly compatible with the NAPLAN, and these links with NAPLAN are a focus of the training program.

Implementation in schools

Professional learning

Reading to Learn involves a high level of detailed new knowledge about pedagogy and language, which must be built up in steps through study and classroom practice. The professional learning program is thus delivered over 2–4 terms in 6 days of intensive workshops, each followed by supported practice in implementation. It includes a set of training books and DVDs of demonstration lessons, which are used in workshops and are studied between workshops.

For the initial phase of the National Partnerships program, in 2009–10, Reading to Learn will be offered to participating schools in two steps. In Terms 3–4 2009, the training program will include 3 two day workshops, followed by classroom practice. Schools are invited to involve leading teachers of Years 2, 3 and 4, together with all support teachers and executive staff. Also participating will be regional consultants/facilitators who will then support teachers in their practice.

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In Terms 1–2 2010, there will be a second program of 3 two day workshops, followed by classroom practice. These will involve teachers of Years 3, 4 and 5, together with other staff who have not yet been trained. Leading teachers trained in the previous program will be able to mentor these new teachers, together with the regional consultants/facilitators who have participated in the training.

Cost of training

The cost of the professional learning program averages at approximately $100 per teacher for each workshop day. As regional consultants/facilitators and experienced teachers take over more of the training, this cost reduces accordingly.

Cost of materials needed

The cost of the resource pack of training books and demonstration DVDs is $120 per teacher. Once teachers have been trained in each school, the cost of the resource pack for other teachers whom they mentor is also reduced. Minor implementation costs include paper and photocopying of texts for teaching, as well as some laminating and marker pens for students.

Program Support

How does the program use the teaching and learning classroom leaders and leadership coaches?

Learning and teaching classroom leaders provide support for teachers in three ways:

1. Modeling teaching with demonstration lessons.
2. Observing and guiding teaching.
3. Supporting with lesson planning and programming.

Research base

Evidence of efficacy

Reading to Learn has been repeatedly independently evaluated over ten years. Findings of these evaluations are documented in the following reports:

- Association of Independent Schools of Victoria 2009. Report on Reading to Learn: Middle Years Literacy Project.

- Catholic Education Office Melbourne 2006. *Learning to Read: Reading to Learn: A Middle Years Literacy Intervention Research Project*, Report 2003–4. <**web.cecv.vic.catholic.edu.au/frameset.htm?page=research**>

- Koop, C. and Rose, D. (2008) Reading to Learn in Murdi Paaki: changing outcomes for Indigenous students. *Literacy Learning: the Middle Years* 16:1. 41–6.

- Australian Curriculum Studies Association 2000. *What has worked, and will again: the IESIP Strategic Results Projects*, 24–26 <**www.acsa.edu.au/publications/worked**>

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- Office of the NSW Board of Studies, 2006. Scaffolding the English curriculum for Indigenous secondary students: Final Report for NSW 7–10 English Syllabus, Aboriginal Support Pilot Project. Sydney.
  <**ab-ed.boardofstudies.nsw.edu.au/go/english-literacy-7-10/evaluation-of-the-project**>

- Office of the NSW Board of Studies. *Evaluation of the Years 7–10 English Aboriginal Support Pilot Project, Final Report*.
  <**ab-ed.boardofstudies.nsw.edu.au/go/english-literacy-7-10/evaluation-of-the-project**>

- Rose, D. and Acevedo, C. 2006. Closing the Gap and Accelerating Learning in the Middle Years of Schooling, Australian Journal of Language and Literacy. 14(2): 32–45
  <**www.alea.edu.au/llmy0606.htm**>

- Rose, D., Lui-Chivizhe, L., McKnight, A. and Smith, A. (2004) 'Scaffolding Academic Reading and Writing at the Koori Centre' Australian Journal of Indigenous Education, 30th Anniversary Edition, 41–9
  <**www.atsis.uq.edu.au/ajie**>

- Rose, D., Rose, M., Farrington, S and Page, S. (2008) 'Scaffolding Literacy for Indigenous Health Sciences Students', Journal of English for Academic Purposes 7 (3): 166–180
  <**www.elsevier.com/locate/jeap**>

More information can be accessed from the *Reading to Learn* website.
<**www.readingtolearn.com.au**>.

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2.9 Accelerated Literacy

Description

Accelerated Literacy is a research based K–12 mainstream pedagogy that has been proven to improve the literacy outcomes of Aboriginal students at an accelerated rate, while improving outcomes for all students. This whole class approach leads learners through intensive exploration of the complex grammar in age appropriate, rich literate texts across the curriculum. *Accelerated Literacy* uses a whole-text approach with students and teacher working as a team to decode the text being investigated. The *Accelerated Literacy* pedagogy goes beyond teaching the 'basics' of reading to teaching the complex literacy skills needed to participate in a literate society. This approach has application across the curriculum, across all achievement levels in a class.

Expected impact on student learning

Profile of students most suited for participation

Schools with a high proportion of Aboriginal students who are not meeting national minimum standards in NAPLAN and where there is a whole school focus and commitment to *Accelerated Literacy*.

Which skills does the program develop?

The principles of *Accelerated Literacy* pedagogy:

- scaffolds and supports students not currently able to read and respond to age appropriate texts by learning how language works to create meanings and how to access meaning from texts
- inclusive and specific teaching sequence and scaffolding strategies for all students covering the Four Roles of the Reader (Luke & Freebody)1999
- whole school, systemic and balanced approach to teaching literacy.

The program provides a comprehensive platform to raise student achievement and fluency in literacy and responding to age appropriate texts.

Students are engaged and scaffolded as the Code Breaker, Meaning Maker, Text User and Text Analyst using the *Accelerated Literacy* pedagogy. Learning results in students becoming fluent, capable and independent readers.

How is student progress monitored? (including school assessment and data gathering)

- Pre and post testing on the focus text
- Six monthly PM benchmark
- BST/NAPLAN results – item analysis.

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Implementation in schools

Schools access training in *Accelerated Literacy* by contacting their sector's Literacy consultant to determine the availability of an *Accelerated Literacy* trainer. Schools can also access the training through an external provider.

Schools will need to obtain class sets of recommended texts, teaching notes, transformation boards (one for each teacher) transformation strips, class sets of individual white boards.

Use of either interactive white boards or overhead projectors is necessary.

Program Support

This will be determined at a local level by the *Accelerated Literacy* trainer/consultant. Trained school/classroom program facilitators, teaching and learning classroom leaders and school literacy/reading leaders will provide ongoing support to classroom teachers.

Research base

A research report by Cresswell, John, et al. (December 13, 2002) Evaluation of the University of Canberra program for advanced literacy development scaffolding literacy program with Indigenous children in school by the Australian Council for Educational Research, Camberwell, Victoria, concluded that the program is an effective means of improving the literacy skills of those students such that they achieved at a much higher level than if they had followed the normal course of events in pursuing literacy skills.

Gray, B. (2007) Accelerating the literacy development of Indigenous students. Darwin: Charles Darwin University Press.

Rose, D., Gray, B., & Cowey, W. (1999) Scaffolding reading and writing for Indigenous students in school. In P. Wignell (ed.) *Double power: English literacy and Indigenous education* (pp. 23–60). Melbourne: National Languages and Literacy Institute of Australia.

Information package for schools

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2.10 MULTILIT Reading Tutor Program

This information has been provided by MULTILIT Pty Ltd who is the provider of this program.

> **Contact**
> Alison McMurtrie
> Email: <alison.mcmurtrie@multilit.com>

Brief Description

The MULTILIT Reading Tutor Program was developed by researchers at Macquarie University Special Education Centre, led by Professor Kevin Wheldall. It specifically targets low-progress readers (Year 2 and above) and is based on a *scientifically balanced* approach to remedial reading instruction encompassing all five of the elements identified and recommended by the National Inquiry into the Teaching of Literacy: phonemic awareness, phonics, fluency, vocabulary and comprehension. The program comprises three components: MULTILIT Word Attack Skills (a structured, systematic, synthetic phonics program); MULTILIT Sight Words (a program to teach the 200 most frequently encountered words in children's books that account for over 50% of all words found in texts); and MULTILIT Reinforced Reading (supported book reading based on an updated version of the Pause, Prompt and Praise model). For further details, see: <**www.multilit.com**>. A short four-minute video sequence about the program is available on this site.

Expected impact on student learning

Profile of students most suited for participation

Students performing in the bottom 25% of the population for reading from Year 2 upwards.

Which skills does the program develop?

Reading accuracy, fluency and comprehension.

How is student progress monitored? (including school assessment and data gathering)

Student progress monitoring is an integral part of the program. Daily and weekly monitoring comprises curriculum-based assessments of progress in MULTILIT Word Attack Skills (accuracy and fluency) and MULTILIT Sight Words (accuracy and fluency) and by book level placement for MULTILIT Reinforced Reading. Students may also be monitored effectively using the Wheldall Assessment of Reading Passages that tracks individual performance weekly towards target performance goals (curriculum-based measurement).

Information package for schools

Implementation in schools

Professional learning

Trainer program

All professionals in charge of implementation in schools should ideally attend the three-day MULTILIT accreditation course. It is highly recommended that those persons (teachers and para-professionals) delivering the program should attend the one-day MULTILIT Reading Tutor Program workshop.

Teacher commitment

Teachers should commit to attendance at the relevant training course best suited to their needs (see above) and to endeavour to deliver the program as designed and developed for maximum efficacy.

Professional training (one full day or three full days) is typically conducted during school time and hence teaching relief may be required. Alternatively, workshops could be organised upon request during holiday periods.

Is it ongoing?

Ongoing consultancy support is available from MULTILIT if required and by negotiation. The professional in charge in each school (the teaching and learning classroom leaders) would ideally continue to provide support to those implementing the program to ensure fidelity of implementation.

Cost of training

The three-day accreditation course for those in charge of implementation is $990 (inc GST) and the cost of the one-day workshop for those delivering the program is $330 (inc GST). Note that while it is strongly recommended, training is optional. Regional training may be negotiated upon request.

Cost of materials needed

A copy of the full MULTILIT Reading Tutor Program kit is needed by each person delivering the program and costs $349. Additional workbooks for Word Attack Skills and Sight Words (one of each for each low-progress reader tutored is required) cost $15 and $10 respectively with discounts for bulk orders of five copies and ten copies. Additional teaching manuals and materials may also be purchased.

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Program Support

The teaching and learning classroom leaders and schools/classroom program facilitators would ideally lead the implementation of MULTILIT in schools and should preferably attend the accreditation training to ensure fidelity of implementation. Note that the three-day accreditation course includes the one-day professional training workshop for program implementers.

Three day accreditation training is highly recommended for mentors and tutors, as detailed above. Sydney based or regional training is available by negotiation with MULTILIT. School literacy leaders will be responsible for ensuring that the program is delivered with integrity and that all copyright provisions are respected.

Research base

Since 1996 a considerable body of evidence has been accumulated testifying to the efficacy of MULTILIT. 'An Evaluation of MULTILIT' was commissioned by the Commonwealth Government and was published in 2000. A copy of the Executive Summary is available from:

<**www.multilit.com/Research/Evaluationreport/tabid/689/Default.aspx**>
or
<**www.dest.gov.au/sectors/school_education/publications_resources/ profiles/making_up_lost_time_in_literacy.htm**>

Hard copies of the full report are available from MULTILIT upon request.
The program has been found, repeatedly, to deliver large and significant gains in reading performance in just two terms of instruction.

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National Partnership Agreement on Literacy and Numeracy Summary of Estimated Intervention Program Costs 2009–2010		
Program	**Items**	**Cost**
Team Leadership for School Improvement Compulsory	Two day training including principal, school/ classroom program facilitator and another staff member. Cost is per participant.	$800
SMART data workshop Compulsory	School leadership teams will access a one day SMART data analysis workshop	$450 per school team
Self Evaluation Workshop Compulsory	A one day workshop will be conducted for small groups of up to three schools	$750 per school team
Taking off with Numeracy Whole class and individual intervention	Program will commence in Term 3, 2009 and operate until end 2010	
	Buy in cost: Up to 11 teachers (More than 11 teachers is $53,000)	$42,000
	2009: Schools will need to make provision for 5 professional learning days per teacher and 10 days for school numeracy leader	
	2010: 10 professional learning days per teacher and 20 relief days for school numeracy leader	
QuickSmart Numeracy Individual Intervention	Materials	$3,000
	2 day x 3 professional development workshops	
	I day for school principals and leadership team	
	Cost of teacher aides and other related salary costs will vary dependant on the implementation model	$6,000 – $12,000
Focus on Reading 3–6 Whole school intervention Note: Cost is calculated for one teacher only	Materials	$2,000
	16 days teacher relief over 3 semesters for professional learning, team/stage meetings, mentoring, assessing and team teaching	
	Learning/Teaching Classroom Leaders 2 x 3 days face to face training 3 x ½ day video conferences	Cost to be shared across schools
Reading to Learn Whole class intervention Note: Cost is calculated for one teacher only	Materials $120/teacher	$120
	12 professional learning days per participating teachers over 2009 and 2010 Program suggests 3 x 2 day Workshops	
	Workshop cost $100/teacher for each Day	$1,200

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MULTILIT Individual intervention Note: Cost is calculated for one teacher only	Materials for reading tutor	$349
	Materials for students x 10 students	$250
	MULTILIT 3 day accreditation course for all professionals in charge of implementation in schools	$990
	MULTILIT Reading Tutor Program workshop one day workshop for each person delivering the program	$330
Accelerated Literacy Note: Cost is calculated for one teacher only Cost not inclusive of an external provider	Training materials per teacher	$135
	6 professional learning days	
	Approx. $60/day for workshops	$360
	Implementation of AL in the classroom (teaching resources)	

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Literacy and Numeracy Intervention Programs

Overview of participation of Principal, School/ Classroom Program Facilitators and Learning and Teaching Classroom Leaders

Program	Principal	Learning and Teaching Classroom Leaders	School/Classroom Facilitator
Taking off with Numeracy (TOWN)	• Required to be part of school implementation team • Identify school numeracy leader • Attend 2 day event in Sydney	• Attend 2 day event in Sydney • Participate in ongoing professional learning to support teachers and schools to implement program • Support on going professional learning of teachers in classrooms • Lead the school team in assessment and data analysis for planning effective teaching	• Attend 2 day event in Sydney • Support on going professional learning of teachers in classrooms
QuickSmart Numeracy	• One day workshop for principals & other administrators • Supports intervention at school level and appoints a teacher coordinator	• 3 two-day workshops	One day workshop for principals & other administrators
Accelerated Literacy	Not identified	• Attend tutor training if not already trained • Assist classroom teachers in administering the program • Work with regional literacy consultant to train Accelerated Literacy Trainers	Not identified
Focus on Reading 3–6	Not identified	• Attend 3 two day workshops • Participate in 3 x ½ day videoconferences • 10 days over 3 semesters for training teachers	Not identified
Reading to Learn	• In terms 3 and 4, 2009 executive staff are invited to attend three 2 day workshops	• Attend in terms 3 and 4, 2009, three 2 day workshops • Attend in terms 1–2 2010, three 2 day workshops	Not identified

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MULTILIT	• Ideally attend three day MULTILIT accreditation course • Provide support to those implementing the program to ensure fidelity of implementation	• Attend one day MULTILIT Reading Tutor Program workshop • Provide support to those implementing the program to ensure fidelity of implementation	• Ideally attend three day MULTILIT accreditation course • Provide support to those implementing the program to ensure fidelity of implementation

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National Partnership on Literacy and Numeracy Timeline 2009

	Term 3			Term 4	
July	August	September	October	November	December

Schools receive preliminary information package

Schools accept offer by 31 July

Schools receive feedback on baseline assessment

Team Leadership programs commence

SMART data analysis course - 2008 NAPLAN & Baseline assessment

Schools self evaluation workshops

School plan revised to reflect L or N intentions

Reading and numeracy classroom and interventions strategies commenced

2009 NAPLAN data analysis training for classroom teachers

July	August	September	October	November	December

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Frequently asked questions

1. What is the purpose of the National Partnership on Literacy and Numeracy?

This National Partnership is aimed at bringing about sustainable improvements in the reading and numeracy achievement of students in NSW schools. Challenging targets for accelerating students' achievement in reading and numeracy have been set. Closing the gap for Aboriginal students and individual students experiencing difficulty in reading and literacy are specific reform targets.

The three priorities to meet these targets are:

- effective, evidence-based teaching

- strong leadership and whole school engagement in literacy and numeracy

- monitoring school and student performance to identify where support is needed.

Within the framework of these three reform priorities schools will have some flexibility to decide how their funding is used to achieve the school's improvement targets in reading or numeracy, with a particular focus on students in Stages 2 and 3.

To achieve these reform targets individual students who are experiencing difficulty in reading or numeracy will have access to specific interventions programs. Teachers will access sustained professional learning focused on accelerating whole class improvement.

2. How were schools identified for involvement in the National Partnership on Literacy and Numeracy?

Schools in the three education sectors in NSW (Government, Independent and Catholic) were identified as eligible using a range of criteria including:

- The 2008 National Assessment Program on Literacy and Numeracy (NAPLAN) data: schools where the percentage of all students in Year 3 and 5 at or below minimum standard is above the state percentage in reading and numeracy

- The school's suitability and readiness to participate in this National Partnership, as advised by regional and diocesan offices

- The school's student background characteristics including:

  - enrolment size

  - student language background

  - student enrolment data, for instance, a large proportion of refugee

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students and/or a large proportion of Aboriginal students

- community - the degree of 'disadvantage' of the schools or group of schools.

Participating Independent schools were identified using only the 2008 NAPLAN data.

3. What extra support will my school receive through our participation in this National Partnership?

Through this National Partnership schools will have access to funding, tied to the reform priorities, to review and refine their school improvement plan. Revisions will include, for example, a focus on building leadership capacity and change processes for sustained improvement in classroom teaching practices in reading or numeracy.

Schools will also have access to reading and numeracy classroom leaders and program facilitators and, where possible, will benefit from participating in a network of schools that share best practice.

4. What can the allocated funding be used to purchase?

Schools must use their funding to implement the targeted improvements identified in their revised school plan by:

- undertaking a self-evaluation on reading or numeracy
- involving the school leadership team in a leadership capacity building program
- implementing an intervention program targeting students in Stages 2–3 who are experiencing difficulty in reading or numeracy
- focusing on improving teaching and learning in the classroom by teachers participating in a sustained professional learning program on reading in or numeracy in Stages 2–3.

Within the context of the school improvement plan the funding may also be used to support staff to participate in a local Aboriginal cultural awareness program; to provide release for collaborative programming, resource development, shared reflection, team teaching and the like; to work with school/classroom program facilitators and/or teaching and learning leaders; to purchase any equipment or resources essential to the implementation of the professional learning program; or to employ teacher aides where essential to the implementation of an intervention.

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5. Is there supplementary funding for rural and isolated schools?

A funding loading for isolation has been allocated to schools according to the DEEWR ARIA codes for regional and remote schools.

6. How will schools decide on their reading or numeracy focus?

Each school will use school self-evaluation workshops, a leadership team improvement program and their school's data to choose a whole-school program for reading or numeracy and a specific intervention for individual students experiencing difficulty in reading or numeracy.

The self-evaluation workshops and executive team leadership improvement programs will have a specific focus on data analysis through the School Measurement, Assessment and Reporting Toolkit (SMART). The toolkit, developed by the NSW Department of Education and Training, can be accessed by all NSW schools.

Schools will use both their NAPLAN results and school-based assessment data.

7. What individual student intervention programs are available for students experiencing difficulty in reading and numeracy?

Schools will determine an intervention approach that best meets the needs of their students. Each student identified as experiencing difficulty in reading or numeracy should have an individual learning plan developed. Schools can elect to build on current intervention approaches to strengthen their capacity to improve student achievement in reading or numeracy. A range of intervention approaches like the reading program *Making up lost time in literacy* (MULTILIT) for students experiencing difficulty in reading or in numeracy *QuickSmart* Numeracy or the intervention program in *Taking off with numeracy* (TOWN) have been identified for inclusion as additional options in this National Partnership.

8. What whole school programs are available for reading and numeracy?

Programs in the suite of options in the National Partnership on Literacy and Numeracy include those developed by the Department of Education and Training such as *Focus on Reading 3–6* and *Taking off with numeracy* and externally developed and delivered programs *Reading to Learn* and *Accelerated Literacy.*

9. What is the length of time for our schools' participation in the National Partnership on Literacy and Numeracy?

It is expected that schools will participate in professional learning and implement their programs and interventions over a two year period.

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10. What is expected of schools participating in this National Partnership?

Schools will be asked to demonstrate how participation in this National Partnership will contribute to lifting reading or numeracy outcomes for students in their school.

Schools will be expected to identify an individual intervention approach for students at risk of achieving at or below minimum standard and support the implementation of a classroom-based reading or numeracy program for all students in Stages 2 and 3.

Schools will not be required to develop separate plans but will need to specify in their existing school plan what reforms they intend to implement and the actions they will take to address the reform requirements to meet the challenging targets for accelerating students' reading or numeracy performance.

Endorsement of revised school plans will be undertaken in each sector.

11. How will schools report on their progress in improving reading or numeracy?

Schools will be expected to report on their progress against the strategies and targets specified in their revised school plans through their Annual School Report.

12. How many reading or numeracy programs does our school need to choose?

Schools will be required to choose one whole school program and one intervention approach for students experiencing difficulty in reading or numeracy. These two strategies will be identified in the School Plan.

13. Who approves the revised School Improvement Plan?

The School Education Director/Diocesan officer/sector central office will sign off and approve the School Plan including school improvement targets, selected whole school and student at-risk intervention programs and budgets.

14. Can our school choose our own individual student intervention approach?

If schools have been using an effective individual student intervention approach that is not included in the suite of options they can negotiate its inclusion in the revised School Improvement Plan which must be approved by the School Education Director/Diocese Director/Sector contact.

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15. What flexibility is there to support teacher professional learning in reading or numeracy when casual teacher cover is not available?

Program interventions are designed to provide a range of flexible options to support teachers' professional learning in their classrooms. Schools will have flexibility to implement a range of options that best meet the professional learning needs of teachers while focusing their work in classrooms.

16. How can schools use in-school expertise in reading or numeracy to develop teachers' capacity?

School-based classroom teachers who have recognised knowledge, ability and classroom expertise in reading or numeracy strategies can access this National Partnership funding. School-based teacher leaders can be released to model and demonstrate strategies in the classroom for teacher colleagues, have their classroom practice observed and critiqued as well as observing colleagues to provide feedback on their teaching.

17. How will classroom teachers be supported to implement the whole-school and classroom intervention programs?

Classroom teachers will have extensive access to in-school and off-site professional development programs in reading and numeracy. Teachers will be supported in their classrooms by teaching and learning classroom leaders and school based reading and numeracy leaders who are released from classroom duties to mentor and support their colleagues.

18. How can schools access the school/classroom program facilitator and teaching and learning classroom leaders?

The school/classroom program facilitators will coordinate central and regional/diocese/groupings of independent schools' resources and programs support the principal and school leadership teams with classroom-based and program specific professional learning, as well as supporting the school's actions in planning and implementing the School Improvement Plan. School leadership teams can schedule planning time and in-school support with these facilitators.

19. Who should I contact?

The National Partnership on Literacy and Numeracy state coordinator is Frances Plummer who can be contacted at: <Frances.Plummer@det.nsw.edu.au>, Julie Sheridan who can be contacted at <Julie.Sheridan@det.nsw.edu.au>.

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