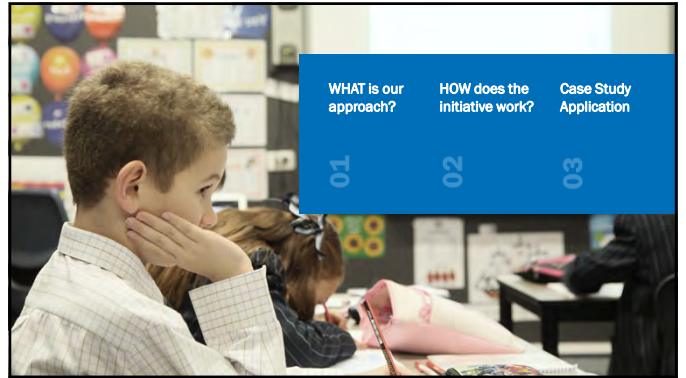
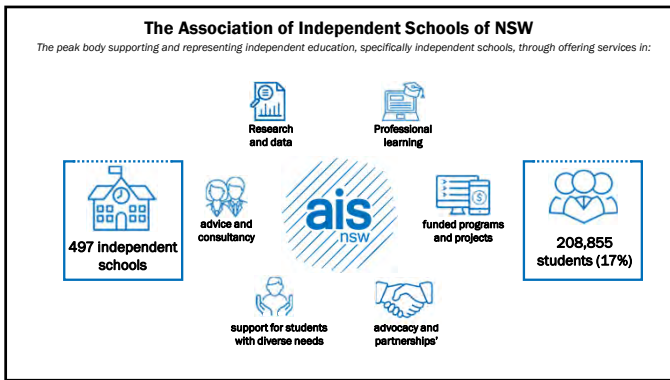




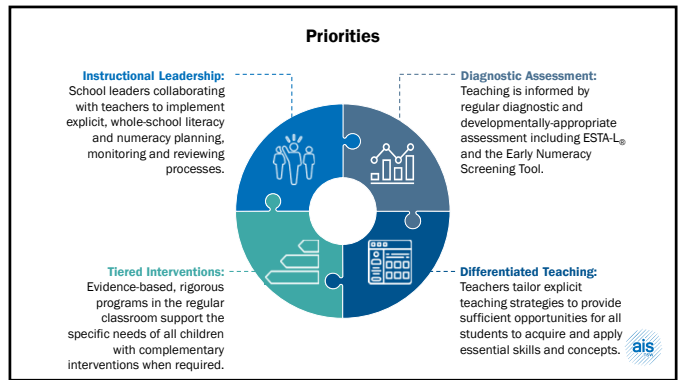
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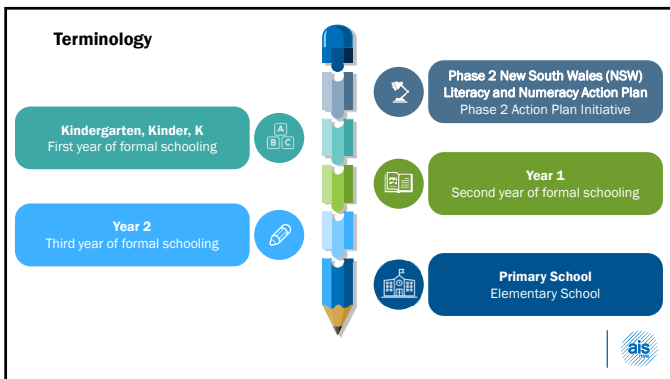
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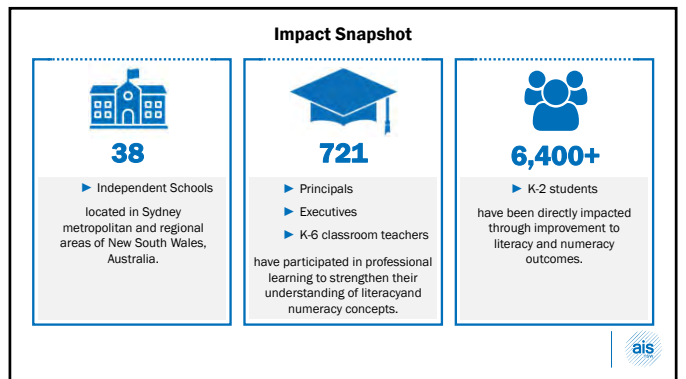
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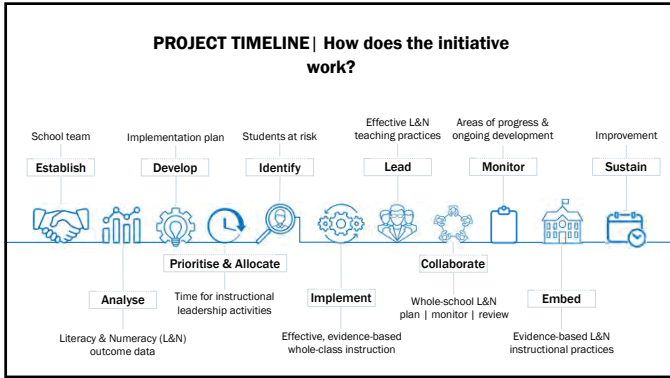
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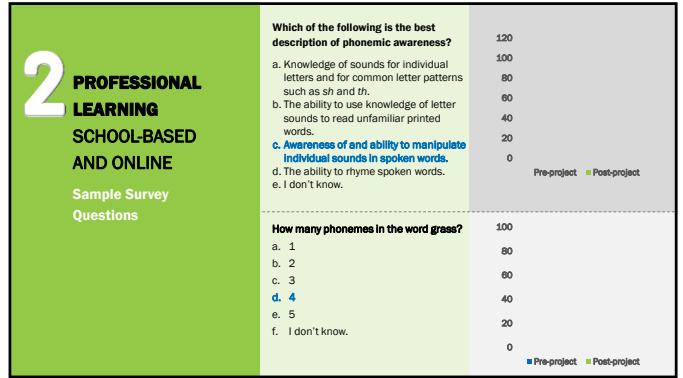
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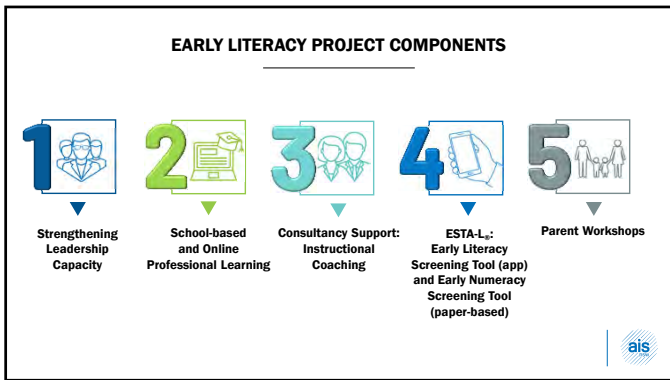
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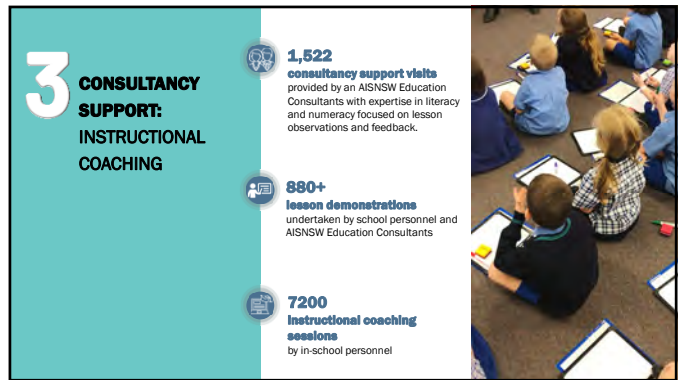
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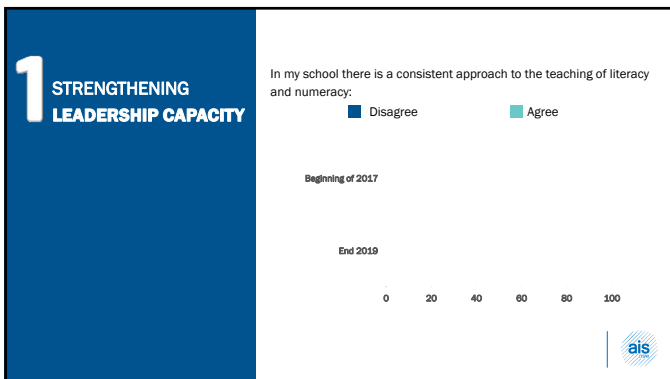
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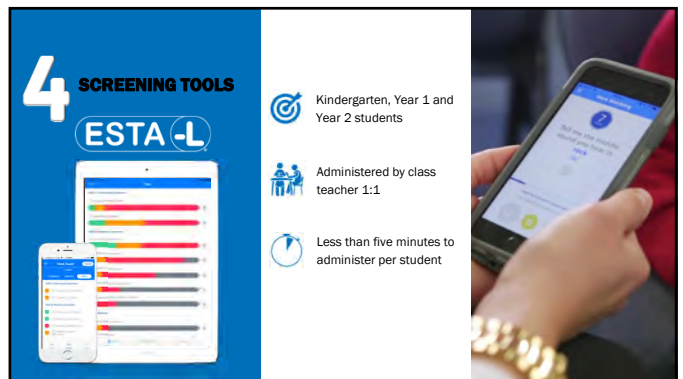
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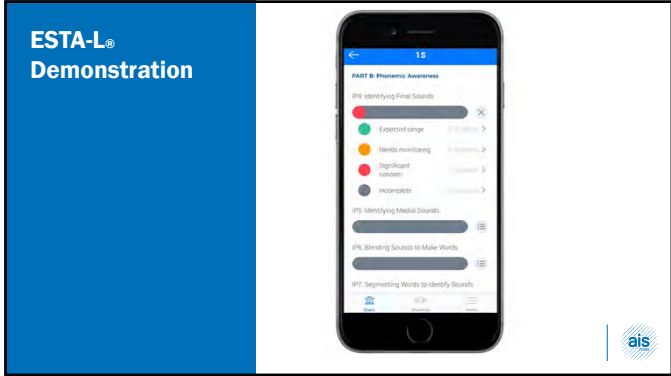
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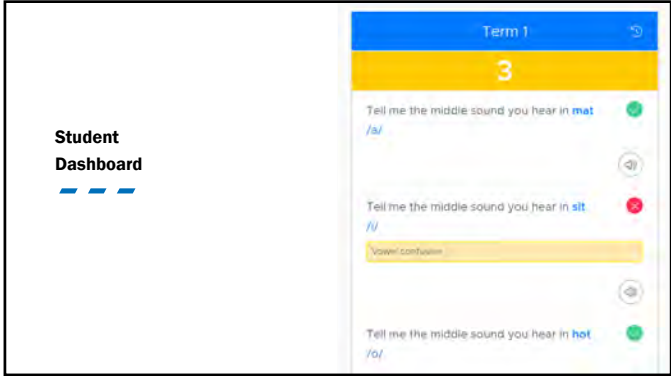
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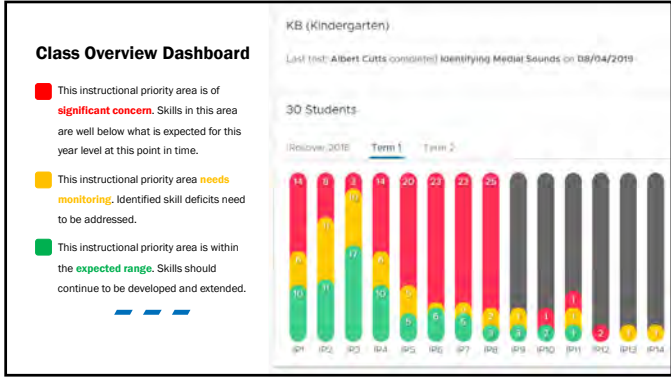
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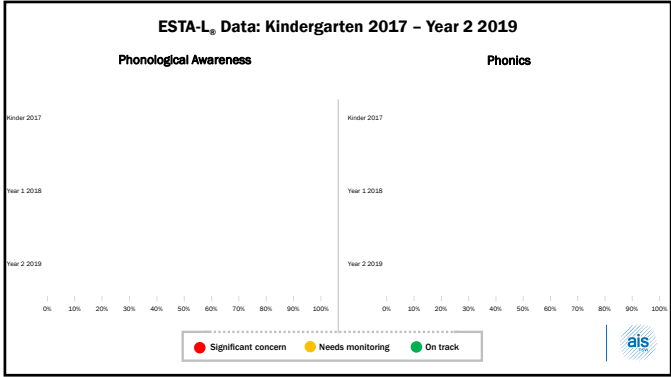
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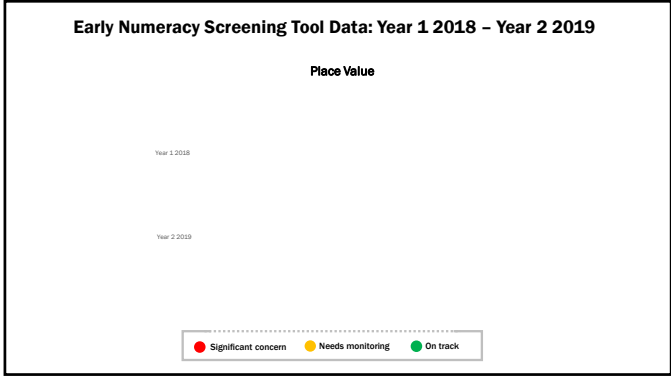


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18

**5 PARENT WORKSHOPS**

**103 school-based workshops**

- Strategies for selecting quality literature and encouraging home reading.
- Supporting schools in communicating to parents the rationale for changes to their literacy programs.

“This has given me the utmost confidence to help my child to enjoy books and become a fluent reader.”



I am excited my child is a part of this initiative.”





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**Process for considering the case study**

- 1. Case Study**  
Consider the information provided in the case study. **Individually** identify where you would place this school in each of the focus areas.
- 2. Group Discussion**  
In your **group**, discuss with your colleagues where and why you identified the school's current position. Come to a consensus about where you would place the school on the rubric for each of the six focus areas.
- 3. Identifying Actions**  
Consider just what **issues** are involved. Identify **strategies** a school could implement to address the situation. Discuss the value, the practicality and the possible disadvantages of the various ideas around the table.

Note this on the **A4 Action Plan Priorities Rubric**.

Consider how these strategies could be reflected, measured and implemented within the **roadmap**.

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**Action Plan Priorities Rubric**



23

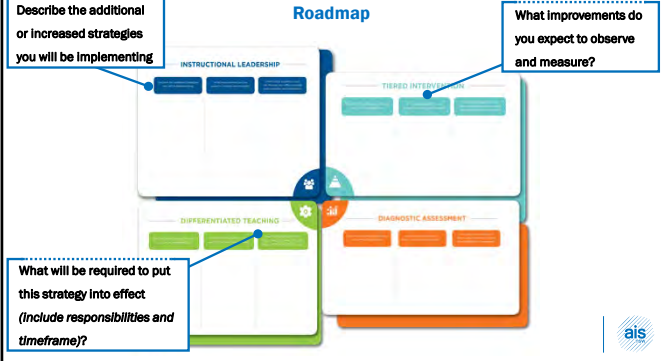
**Case Study**

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**Roadmap**



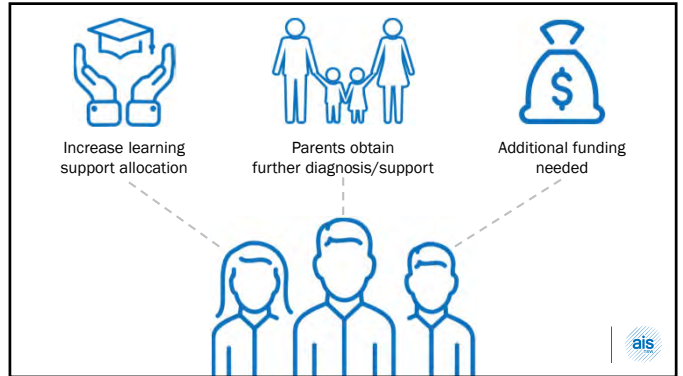
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### Case Study | Background

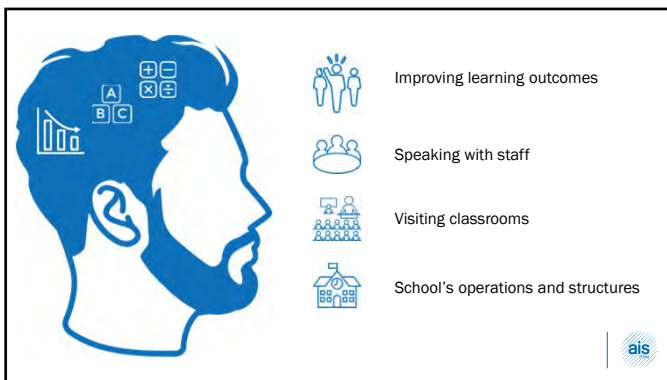
Happy Valley Grammar School is a double-streamed school located in a regional area. The school has been identified for inclusion in the Literacy and Numeracy Action Plan (Action Plan). The school met the criteria set by the Government which is based on the school's previous State-wide results and Socio-Economic Status (SES). Assessment results indicate that more than **half of the Year 3 cohort have not reached minimum benchmarks in literacy and numeracy**. The Principal has just been appointed to the school, **the third appointment in five years**. The staff are fatigued by the changes in leadership and with trialling new programs and approaches. There is a delicateness to overcome when working with the school leadership and staff as they are mindful of **why the school was selected for this initiative**.



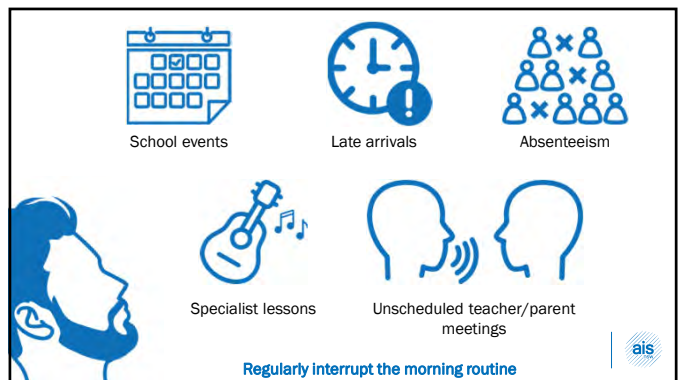
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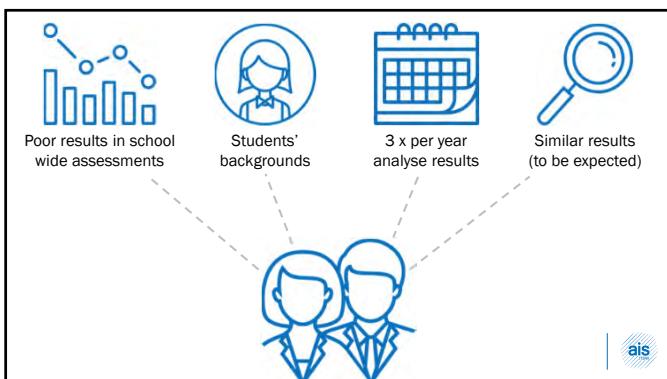
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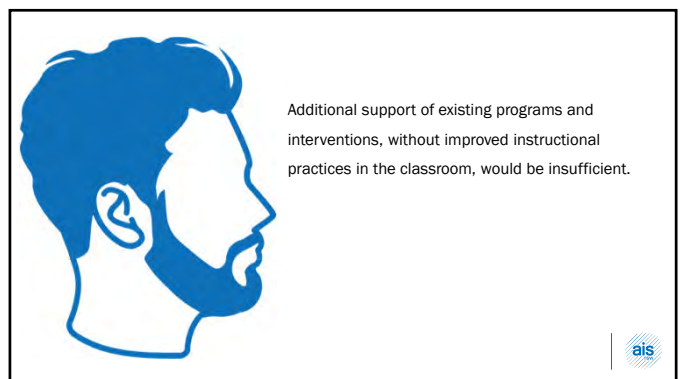
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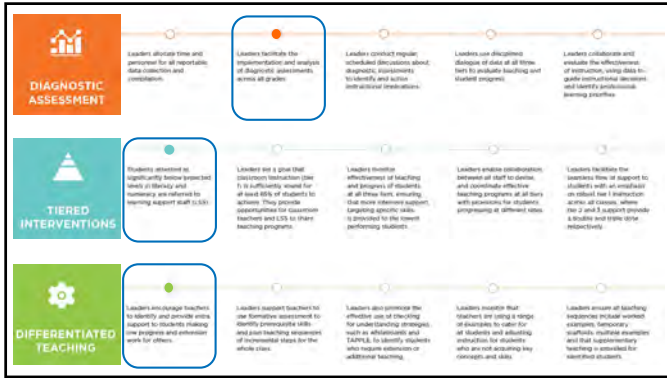


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### What improvements you will expect to observe and measure?


- ▶ Lifting of teacher expectations to focus on all students gaining mastery of key skills.
- ▶ Teachers responding to student assessment with differentiated teaching, including additional instructional time and content broken down into smaller steps.
- ▶ Teaching programs informed by student data.
- ▶ Student diagnostic assessment and instructional leadership data determining content of demonstrations, observations and professional learning.
- ▶ Improvements in student attendance and lateness.
- ▶ Changes to timetables would rarely be needed.



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### Roadmap


- 01 Describe the additional or increased strategies the school could implement.
- 02 What improvements might they expect to observe and measure?
- 03 What will be required to put this strategy into effect?



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### What is required to put this strategy into effect?


- ▶ Establishment of a dedicated, uninterrupted, longer literacy and numeracy block.
- ▶ Differentiated literacy and numeracy groups to address gaps in student learning were formed by the executive as a school wide initiative, based on data about student literacy and numeracy reading progress. Classroom, learning support and release teachers were all engaged in teaching these groups.
- ▶ Principal to compile all data sets to review data and identify key issues.
- ▶ Principal to set aside meeting times to interrogate data.
- ▶ Data to be a critical component of all aspects of instructional leadership including
  - Conversations
  - Discipline dialogue
  - Coaching
  - Demonstrations
  - Observations
- ▶ Policies and procedures to promote implementation of whole school explicit and systematic teaching of literacy and numeracy.



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### Describe the additional strategies that will be implemented

- ▶ Prioritise literacy and numeracy teaching throughout all facets of school operation (e.g. timetabling, newsletter, school plan, meetings, assemblies, budget allocations).
- ▶ Targeted, quality professional learning focused on practical strategies for teachers to strengthen quality teaching in the classroom. Staff visits to other schools as well as bringing experts into the school to work directly with teachers.
- ▶ Lead regular interrogation of all data, including diagnostic assessments.
- ▶ Chart current trajectories of students, showing progress and value adding.
- ▶ Students who require additional teaching at Tier 2 and 3 have been identified and are being catered for by the classroom and learning support staff.
- ▶ To ensure that extra support is provided in addition to the class teaching, classroom and learning support timetables have been carefully and mutually constructed.



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- More actively involved in Instructional Leadership
- Unpredictable school day interferes
- Lesson Observations
- Demonstrations
- Walkthroughs



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Difficulty scheduling times for feedback

Written feedback

Oral feedback

Difficult to build Momentum

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Describe the additional strategies that will be implemented	What improvements you will expect to observe and measure?	What is required to put this strategy into effect?
<ul style="list-style-type: none"> <li>▶ Integrate Instructional Leadership into whole school timetable before term begins.</li> <li>▶ Publish timetable and consider it to be non-negotiable. These times blocked out in Principal's diary.</li> <li>▶ Clearly identify of who is allocated to cover Principal's regular administrative duties at these times.</li> <li>▶ Book casual relief for the entire term.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Weekly review of Instructional Leadership record to monitor fidelity to timetable as well as an increase in number and duration of demonstrations and observations. Teachers reporting less anxiety due to regularity of in-class observations.</li> <li>▶ All teachers will have identified their own goals for improving their instruction.</li> <li>▶ Increase in student engagement and learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Clarification of the position of Action Plan within in school priorities, with some other initiatives 'put on the back burner'.</li> <li>▶ Set times blocked out specifically for instructional leadership where other school issues do not intrude.</li> <li>▶ All in-school communication to reinforce the priority of instructional leadership and change.</li> </ul>

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### Roadmap

- 01 Describe the additional or increased strategies the school could implement.
- 02 What improvements might they expect to observe and measure?
- 03 What will be required to put this strategy into effect?

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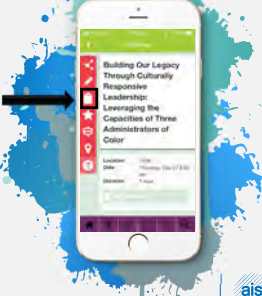

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## Feedback


Rate this session in the 2020 NAIS Annual Conference Mobile App.

- ▶ Go to the workshop listing
- ▶ click on the Clipboard icon to the left of the event description to provide valuable feedback on the workshop that you just attended





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## Recommended Resources | Numeracy




Australian Association of Mathematics Teachers  
[www.topdrawer.aamt.edu.au](http://www.topdrawer.aamt.edu.au)




Nich Maths  
[www.nich.maths.org](http://www.nich.maths.org)



Education Endowment Foundation  
[educationendowmentfoundation.org.uk](http://educationendowmentfoundation.org.uk)






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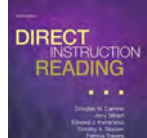
 +61 2 9299 2845  
 [lridings@aisnsw.edu.au](mailto:lridings@aisnsw.edu.au)  
 [www.aisnsw.edu.au](http://www.aisnsw.edu.au)

The Association of Independent Schools of NSW Limited

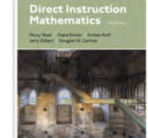


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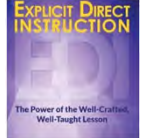
## Recommended Professional Readings




Carnine, Douglas, Silbert, Jerry, Kame'enui, Edward J., & Tarver, Sara G. (2016). **Direct Instruction reading (6th edition)**, Upper Saddle River, N.J. Merrill Prentice Hall



Stein, M, Kinder, D, Roif, K, Silbert, J & Carnine, D. (2017). **Direct Instruction Mathematics (5th edition)**. Pearson Education Inc. NY.



Hollingsworth, J. R. And Ybarra, S. E. (2017). **Explicit Direct Instruction – The Power of the Well-Crafted, Well-Taught Lesson**, Corwin Press Inc. Thousand Oaks, United States.



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## Recommended Resources | Literacy



Five from Five  
[www.fivefromfive.org.au](http://www.fivefromfive.org.au)



Florida Centre for Reading Research  
[www.fcrr.org](http://www.fcrr.org)



Reading Rockets  
[www.readingrockets.org](http://www.readingrockets.org)



Spelfabet  
[www.spelfabet.com.au](http://www.spelfabet.com.au)



Letters and Sounds  
[www.letters-and-sounds.com](http://www.letters-and-sounds.com)



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