

NSW Literacy and Numeracy Action Plan

School Implementation Plan 2015

School Context

Taree Christian College draws students from a wide rural area with various religious, socio-economic and cultural backgrounds. At present the school has a total enrolment of 517 students consisting of 276 in Primary (113 in K-2; 163 in 3-6) and 241 in Secondary (180 in 7-10; 61 in 11-12). Included in this enrolment are 69 ATSI students. 2015 is the third year of involvement in the NSW Literacy Numeracy Action Plan. The College uses the Pre-Lit, MiniLit, MultiLit and RIP It Up Reading programs using trained staff. Additional resources to support the teaching of literacy include the Ants in the Apple and Jolly Phonics programs. The school currently employs nine support staff to assist in Literacy and Numeracy, co-jointly funded by the College and Action Plan funding.

NSW Literacy and Numeracy Action Plan Mandatory Reform Elements:

1. Effective and evidence-based teaching of literacy and numeracy
2. Implement a three tiered K-2 literacy and numeracy intervention based on initial (diagnostic) assessments and personalised learning
3. Instructional leadership and whole school engagement with literacy and numeracy through the Principals as Literacy Leaders Program (PALL)
4. Monitoring student and school literacy and numeracy performance using reporting tools required by the State to identify where support is needed to track student progress.

NSW Literacy and Numeracy Action Plan Ongoing Priorities:

- a. The introduction of a daily block of numeracy and mathematics for Kindergarten to Year 2
- b. Strengthen the focus on whole-school instructional leadership
- c. Continue to explicitly assess the learning needs of students especially on entry at Kindergarten
- d. Focus on school-based professional development for teachers in personalised learning and diagnostic assessment
- e. Use tiered interventions in literacy and numeracy for those children who need special attention with evidence being gathered on their efficacy and cost-effectiveness.
- f. Extend programs that strengthen home, school and community partnerships and support literacy and numeracy, in particular programs aimed at Kindergarten to Year 2.
- g. Adoption of the common tool for reporting achievement of learning outcomes Kindergarten to Year 5, using the DEC *Literacy and Numeracy Continua* as the framework for valid and reliable judgment of student achievement.

Targets:

1. To decrease the proportion of Kindergarten students 'at risk' of phonemic awareness deficit from 25% to 5% by Term 2, 2015.
2. To increase Kindergarten students' Number skills to 'at benchmark' from 40% to 60% by Term 2, 2015, using Griffin Number Knowledge Test to assess and determine each student's progress.
3. To increase the proportion of students in Yrs 1 and 2 meeting standardised comprehension benchmarks from 60% to 80% by Term 3, 2015, using explicit phonics instruction and encouraging vocabulary, fluency and accuracy in reading.
4. To increase Yr 1 and 2 students' Early Numeracy strategies and skills, meeting expected benchmarks from 38% to 60% by Term 3, 2015.
5. An effective leadership structure will support teacher development and increased confidence and skill in the classroom.
6. An effective support timetable will allow fully-trained teachers aides into the Literacy and Numeracy blocks to support tiered interventions.
7. Home/school partnership will increase markedly resulting in productive classroom volunteer structure and increased involvement in parent support of their child's learning in the home.

Element 1**Effective and evidence-based teaching of literacy and numeracy**

Line No.	Indicators	Strategies	Timeframe 2015	Responsibility
1	Teachers plan and implement a structured numeracy and mathematics block focused on explicit teaching of early numeracy skills.	K-2 teachers attend professional learning workshop focused on early numeracy skills.	19 th February	K-2 teachers
2	Teachers plan and implement a structured numeracy and mathematics block focused on explicit teaching of numeracy skills.	Years 2-6 teachers attend professional learning workshop focused on numeracy skills	20 th February	Years 3-6 teachers
3	K-2 teachers will instruct using a systematic and uniform approach, following developmental stages of all aspects of Literacy across Early Stage 1 and Stage 1.	Literacy Stage Planning Days and guided Professional Development to be held once per term, focussing on lesson content and application.	Terms 1, 2 and 3	K-2 teachers AIS consultant
4	K-4 teachers will effectively and explicitly teach spelling.	Four teachers will attend PD Spell-It workshop (MultiLit).	27 th February 2105	5 teachers

Element 2

Implement a three tiered K-2 literacy and numeracy intervention based on initial (diagnostic) assessments and personalised learning

Line No.	Indicators	Strategies	Timeframe 2015	Responsibility
5	Whole class numeracy instruction is informed by comprehensive, diagnostic and developmentally appropriate assessment for every child.	Mentoring focused on numeracy assessment and whole class planning, monitoring and review processes.	Ongoing throughout 2015	K-2 teachers Infants Coordinator
6	Teachers' aides will be available to support implementation of tiered interventions, releasing teachers to explicitly teach needy students as well as implement intervention programs.(PreLit/MiniLit/MultiLit) In-class, small group, individual.	This allocation will be a contribution towards employment of trained teachers aides: <ul style="list-style-type: none"> In-class support with literacy/numeracy groups Implementation of tiered intervention programs In-class support will work towards 3 periods per week across classes K-2 (combination Literacy/Numeracy) NB: Aides already fully trained in PreLit, MiniLit and MultiLit	Ongoing throughout 2015	Learning Support Coordinator
7	Tiered Literacy intervention is effectively implemented.	Purchase of sets x 2 PreLit texts (2 Kindergarten classes) Teachers to implement. Replenish MiniLit student workbooks Replenish MultiLit Word Attack Booklets	Term 1	K-2 teachers Learning Support Coordinator
8	K-4 students will develop strong comprehension skills leading to higher percentage of students above benchmark.	Purchase and implementation of CARS and STARS comprehension program	Ongoing throughout 2015	Infants Coordinator K-4 staff
9	K-2 students will have targeted access to Mathematics resources that fully support lesson content.	Purchase specific resources to support Fractions, Place Value and Operations	Term 1	Infants Coordinator
10	K-4 students will have access to levelled readers supporting literacy skills.	Purchase multiple copies of PM Readers (Levels 16-30) as follow on from phonics based Ants In the Apple and to build onto current PM readers, offering fiction and non-fiction titles.	Term 1	Infants Support Coordinator

Element 3**Instructional leadership and whole school engagement with literacy and numeracy**

Line No.	Indicators	Strategies	Timeframe 2015	Responsibility
11	Development of an effective and sustainable 2015 School Implementation Plan that is underpinned by a valid and thorough Situational Analysis.	Attend NSW Literacy and Numeracy Action Plan Planning Days to equip Principal and planning team in the preparation of appropriate documentation including a Situational Analysis and 2015 School Implementation Plan.	16 and 17 October 2014	Principal Learning Support Coordinator Infants Coordinator
12	Principal is active in leading whole school engagement focused on literacy and numeracy.	School visits by AIS Consultant to meet with Principal and assist in planning, monitoring and reviewing whole-school literacy and numeracy processes as detailed in 2015 School Implementation Plan.	Minimum of 4 days throughout 2015	Principal
13	Principal is active and skilled in leading whole school engagement focused on literacy.	Completion of PALL Modules	2 days	Principal
14	Extension of collegial/mentor support under effective leadership in Numeracy.	Stage planning day to further develop school Maths policy, analyse effectiveness of current Maths programs and develop measure for determining placement into learning tiers for better instruction.	Term 1	K-2 staff Infants Coordinator
15	Infants Coordinator will develop supportive mentoring of K-2 staff in and out of the classroom, initiating intensive coordinated and uniform teaching practice.	Release Infants Coordinator to allow classroom interaction with K-2 staff and mentoring times with K-2 staff during their release periods.	Terms 1- 4	Infants Coordinator
16	Parent and community involvement in student learning will be apparent.	Information sessions on best support practice for Literacy and Numeracy in a home/school partnership. Use of Survey Monkey to determine level of parent understanding of Literacy and Numeracy. Introduction of weekly Reading/Playgroup to develop reading readiness.	Terms 1,2, 3, 4 Terms 3 & 4	Principal Learning Support Coordinator

Element 4

Monitoring student and school literacy and numeracy performance using reporting tools required by the State to identify where support is needed to track student progress

Line No.	Indicators	Strategies	Timeframe 2015	Responsibility
17	Teachers will effectively assess students in numeracy in order to monitor student progress and inform instruction.	Provide release time for teachers to administer appropriate <i>numeracy</i> assessments and analyse results of assessments to inform planning and classroom instruction.	Ongoing throughout 2015	Executive and K-5 teachers
18	Teachers will effectively assess students in literacy in order to monitor student progress and inform instruction.	Provide release time for teachers to administer appropriate <i>literacy</i> assessments and analyse results of assessments to inform planning and classroom instruction.	Ongoing throughout 2015	Executive and K-5 teachers
19	Teachers will effectively assess students in literacy in order to monitor student progress and inform instruction.	Use of DIBELS Next	Beginning, Mid and End of Year	K-5
20	Literacy and numeracy progress is monitored for all students in K-5 using appropriate reporting tools to ensure student needs are being met.	Provide release time for teachers to monitor student literacy and numeracy progress using the online literacy and numeracy continuum.	Beginning of Term 1, End of Term 2 & End of Term 4	Executive and K-5 teachers
21	Accurate reporting of students' literacy and numeracy progress using the online continua.	Professional learning for key personnel regarding administrative functions of the online continua	Friday 6 th February 2015	Nominated personnel x 2