

# NSW Literacy and Numeracy Action Plan

## School Implementation Plan 2016

### School Context

Taree Christian College is a K-12 independent Christian School on the mid-north coast of NSW drawing students from across the Manning Valley and Great Lakes areas. The SES is 86.

As of census date, the total enrolments were 532 (Primary = 284, Secondary = 248) There were 71 Aboriginal or Torres Strait Islander students. (13.3% of enrolments)

### NSW Literacy and Numeracy Action Plan 2015/2016 Priorities:

- a. Expand and enhance the focus on the central priorities of instructional leadership, diagnostic assessment, differentiated learning and tiered interventions in Years K-2 and to increase attention to the:
  - i. teaching of numeracy and mathematics
  - ii. relatively poor literacy performance of boys in comparison with girls
  - iii. teaching of writing
  - iv. performance of Aboriginal and Torres Strait Islander students, particularly in non-metropolitan areas.
- b. Engage in further strengthening of partnerships between home and school and the broader community, and in doing so draw on the strategies available to all schools through appropriate resources.
- c. Ensure resources under the Action Plan are directed to supporting the literacy and numeracy learning of students in Kindergarten to Year 2.
- d. Continue to report on the literacy and numeracy performance of students through the use of the Literacy and Numeracy Continua and examination of subsequent data, including Year 3 NAPLAN performance.
- e. Consider the impact of the chosen literacy and mathematics interventions on student learning; the impact of instructional leadership within the school; and the role of the parent and community body in contributing to literacy and numeracy development
- f. Showcase and make available the outcomes of practices adopted under the Action Plan to other independent, Catholic and public schools.

### Targets:

1. To continue to decrease the proportion of Kindergarten students 'at risk' of phonemic awareness deficit – more than 90% of students achieve letter naming fluency.
2. To increase the proportion of students in Years 1 and 2 achieving expected Numeracy outcomes by Term 3, 2016.
3. To increase the proportion of students in Years 1 and 2 achieving expected Literacy outcomes by Term 3, 2016.
4. To ensure that that all Literacy and Numeracy achievement K-2 continues to improve and proceeds and consolidates into Years 3 and higher – more than 90% of students achieve expected outcomes in the Griffin Number Sense Test.
5. An effective and purposeful leadership and mentor structure will support teacher development and increased confidence and skill in the classroom.
6. Teachers will take on the responsibility of teaching explicitly and effectively, understanding and implementing strategies promoting positive achievement by K-2 students.
7. Home/school partnership will increase markedly resulting in increased involvement in parental support of students' learning at home. Make available outcomes of practices to other schools.
8. Continue with Ready, Set, Go Kindy readiness program.

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

<b>Line No.</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2016</b>	<b>Responsibility</b>
1	Teachers plan and implement a structured sequence of lessons focused on the explicit teaching of early writing skills.	K-2 teachers attend professional learning focused on early writing skills.	March	K-2 teachers
2	Teachers administer assessments with fidelity, analyse assessment results and use this data to inform planning and classroom instruction.	K-2 teachers attend professional learning focused on the administration and analysis of literacy assessments. (DIBELS)	23 <sup>rd</sup> , 24 <sup>th</sup> July & 24 <sup>th</sup> August	Executive and K-2 Teachers
3	Teachers present syllabus content using explicit teaching techniques.	K-2 teachers attend professional learning on the research, strategies and practice of explicit teaching.	Term 1, 2016	Infants and Learning Support Coordinators

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

<b>Line No.</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2016</b>	<b>Responsibility</b>
4	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 2016	K-2 teachers
5	Whole class literacy instruction is informed by comprehensive, diagnostic and developmentally appropriate assessment for every child.	Mentoring focused on literacy assessment and whole class planning, monitoring and review processes.	Ongoing throughout 2016	K-2 teachers
6	Tiered Literacy intervention is effectively implemented.	Implementation of MultiLit	Term 1	K-2 teachers Learning Support Coordinator
7	Whole class Numeracy is supported by collegial collaboration.	Teachers K-2 meet in Stage/Year groups to: <ul style="list-style-type: none"> <li>- formulate Numeracy teaching strategies</li> <li>- revisit syllabus content</li> <li>- check school policy,</li> <li>- re-establish assessment content and procedure</li> <li>- determine resource needs</li> </ul>	Term 1 & 2	K-2 teachers
8	Whole class Writing is supported by collegial collaboration.	Teachers K-2 meet in Stage/Year groups to: <ul style="list-style-type: none"> <li>- revisit Writing syllabus content</li> <li>- check school policy,</li> <li>- Formulate explicit Writing teaching strategies</li> <li>- re-establish assessment content and procedure</li> <li>- determine resource needs</li> </ul>	Term 1 & 2	K-2 teachers
9	Whole Class Comprehension achievement is supported by developmental program and teaching.	Implementation of CARS and STARS program	Term 1	Infants Coordinator
10	Whole Class Phonics and Grammar achievement is supported by developmental program and teaching.	PD for all staff use of Jolly Phonics and Jolly Grammar.	Term 1	Infants Coordinator

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

<b>Line No.</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2016</b>	<b>Responsibility</b>
11	Development of an effective and sustainable 2016 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 2016 School Implementation Plan.	31 <sup>st</sup> August and 1 <sup>st</sup> September 2015	Principal and executive team
12	Principal and executive team are active in leading whole school engagement focused on literacy and numeracy.	School visits by AIS Consultant to support Principal/Action Plan Coordinator with instructional coaching focused on literacy and numeracy.	Ongoing throughout 2016	Principal and executive team
13	Requirements for independent evaluation are fulfilled to reflect initiatives undertaken as part of the Action Plan.	Attend briefing and allocate appropriate resources to complete activities as part of the independent evaluation.	22 March 2016	Principal
14	Participate in collaborative networking opportunities regarding initiatives undertaken as part of the Action Plan.	Attend NSW Literacy and Numeracy Action Plan Networking Workshop to share initiatives undertaken as part of the Action Plan.	October 2016	Principal and executive team
15	Development of a specific initiative to capture the strategies undertaken as part of the Action Plan that can be shared through collaborative networking opportunities.	Development of a specific initiative to highlight strategies undertaken as part of the Action Plan.	Ongoing throughout 2016	Principal and executive team
16	Continuation and further development of an overall executive level of support, mentoring and guidance in Literacy and Numeracy.	Release Infants Coordinator to allow classroom interaction, mentoring and coordination of all Literacy and Numeracy assessment, programs and teaching K-2.	Ongoing throughout 2016	Infants Coordinator
17	Continuation and further development of effective whole staff support and mentoring in Literacy and Numeracy.	Training for three identified K-2 mentors to more effectively observe lessons and feedback to teachers.	4 days throughout early 2016	Principal

18	Parent and community involvement in student learning will be apparent.	Continuation of weekly School Readiness Playgroup (Ready. Set. Go!) to develop literacy and numeracy readiness in incoming Kindergarten students in 2017. AIS consultants to lead evening sessions for parents on Numeracy and Literacy.	Terms 3 & 4  Terms 1, 2, 3	Infants Coordinator Learning Support staff
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**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.**

<b>Line No.</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2016</b>	<b>Responsibility</b>
19	Teachers will effectively assess students in numeracy in order to monitor student progress and inform instruction.	Teachers administer appropriate <i>numeracy</i> assessments and analyse results of assessments to inform planning and classroom instruction.	Ongoing throughout 2016	Executive and class teachers
20	Teachers will effectively assess students in literacy in order to monitor student progress and inform instruction.	Teachers administer appropriate <i>literacy</i> assessments and analyse results of assessments to inform planning and classroom instruction.	Ongoing throughout 2016	Executive and class teachers
21	Literacy and numeracy progress is monitored for all students in K-6 using appropriate reporting tools to ensure student needs are being met.	Teachers monitor student literacy and numeracy progress using the online literacy and numeracy continua.	Beginning of Term 1, End of Term 2 & End of Term 4	Executive and class teachers