

NSW Literacy and Numeracy Action Plan School Implementation Plan 2016

School Context

Heritage Christian School is a low fee, low SES, small regional school whose student population has increased by 5% from August 2014 to August 2015. Due to the changing population within the community the school has had to make sure the Literacy and Numeracy initiatives and interventions are able to cope with the wide range of needs of students enrolling throughout the year. In the past year we have had 4 new staff members join our primary staff which is 8 in total.

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 train all teachers in the analysis of literacy and numeracy assessment data via disciplined dialogue
2. K-2 teachers trained in effective teaching strategies for the teaching of writing
3. To analyse DIBELS results with all staff three times per year in March, June and November and plan appropriate interventions
4. K-2 teachers conduct Numeracy interviews with K-2 students 3 times per year and plan appropriate interventions.
5. K-6 teachers analyse Literacy and Numeracy assessment data and plot individual student progress on Literacy and Numeracy Continua
6. To increase the proportion of K-6 students at or above grade level in spelling from an average of 70% to 80% by November 2016
7. To decrease the number K-2 students requiring Tier 2 and Tier 3 Literacy interventions from 40% to 25% by November 2016
8. To increase attendance from an average of 89% to 93% K-6 by December 2016
9. To maintain the proportion of Kindergarten students at grade level or above in phonemic awareness at 100% by November 2016
10. To reduce the number of students below grade standard across all grades to no more than 10%



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| | <ol style="list-style-type: none">11. To increase the number of students K-6 on or above DIBELS benchmark from an average of 60% to 75%12. Embed literacy and numeracy practices to ensure the sustainability of the initiatives undertaken as part of the Action Plan by embedding them into whole school curriculum documentation, providing ongoing professional development to ensure all teachers are skilled in implementing the practices and providing ongoing coaching/mentoring support to maintain benchmark standards of implementation.13. Make available the outcomes of practices adopted under the Action Plan to other schools/sectors by preparing a presentation outlining how these practices have been implemented and the strategies being employed to ensure sustainability of these practices within the school. |
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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 sequence of lessons focused on the explicit teaching of early writing skills.	K-2 teachers attend professional learning focused on early writing skills.	March/April	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.	23 rd , 24 th July & 24 th August	Executive and K-2 Teachers
3.	Teachers are competent in their pedagogical and content knowledge in their teaching of literacy and numeracy	Literacy and Numeracy Support teacher to mentor/coach assisting in analysis of data, assessment procedures, implementation of targeted Action Plan literacy and numeracy programs	Feb 2016 ongoing	Literacy Numeracy Support Teacher
4.	Staff are supported by specialist teacher, working 'shoulder to shoulder' with them in the ongoing implementation of Literacy and Numeracy strategies, providing mentoring/coaching support assisting in the design of Tier 2 and Tier 3 interventions, monitoring assessment processes and analysis of data. Participating in scheduled disciplined dialogue sessions focused on literacy and numeracy	Literacy and Numeracy Support teacher to mentor K-3 staff 1 day a week through the year in the continued implementation of three tiered approach to the teaching of Literacy and Numeracy using the targeted action plan literacy and numeracy programs. This will include maintaining integrity in assessment process and analysis of literacy and numeracy assessment data. This includes time to implement Line 3	Feb 2016 ongoing	Literacy and Numeracy Support teacher



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 2016	K-2 teachers
6.	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
7.	Teachers implement a structured numeracy block focused on explicit teaching of numeracy skills and higher level mathematical problem solving	Purchase resources and materials to facilitate teaching in Numeracy block that encourages higher level mathematical thinking. Literacy and Numeracy Support Teacher ensures resources are being used with maximum impact	Feb 2016 ongoing	Literacy and Numeracy support teacher in consultation with K-3 teachers
8.	Teachers provide students with targeted learning experiences for the development of literacy	Provide literacy resources that continue to support students across the 3 tiers K-4. Literacy and Numeracy Support Teacher ensures resources are being used with maximum impact	Feb 2016 ongoing	Literacy and Numeracy support teacher in consultation with K-4 teachers
9.	Tier 2 and Tier 3 interventions occur for identified students in K-2 for Literacy and Numeracy.	Teacher's aide trained in MiniLit and MultiLit works with identified small groups for Tier 2 intervention and individuals for Tier 3 intervention. Teacher's aide to support class teacher s implementing Tier 2 and Tier 3 interventions during numeracy lessons. This also includes providing parent demonstration lessons of MiniLit and MultiLit	Feb 2016 ongoing	Head Teacher Student Support to assign and manage teacher aide support alongside K-2 teachers



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

Line No.	Indicators	Strategies	Timeframe 2015	Responsibility
10.	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 st August and 1 st September 2015	Principal and executive team
11.	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
12.	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.	February 2016	Principal
13.	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
14.	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
15.	Attendance and student arrival times improve to 93%	Head Teacher Student Support to receive weekly attendance reports including arrival times on students K-6. Head Teacher Student Support to meet with families where attendance is an issue and seek to support them in resolving the issue	Weekly 2016	Head Teacher Student Support
16.	Information for parents and volunteers is accessible to all parents, in particular those who are unable to come to school and meet with teachers on a regular basis	Maintain online Facebook page and update with regular information and tips for parents to assist their child in Literacy and Numeracy development	Ongoing throughout 2016	Head Teacher Student Support



17.	Principal leads Teacher PD across K-12 in the engagement of understanding of Literacy and Numeracy Data	Continue to provide instructional leadership through developing all teacher's skill in understanding the analysis of data in Literacy and Numeracy	1 whole school staff meeting per term	Principal
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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**

Line No.	Indicators	Strategies	Timeframe 2015	Responsibility
18.	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
19.	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
20.	Literacy and numeracy progress is monitored for all students in K-5 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

