



# NSW Literacy and Numeracy Action Plan School Implementation Plan 2013

**School Context:** Heritage Christian School is a regional co-educational school catering for both the primary and secondary years. The student population is approximately 240. Of these 7%, are indigenous; 4% NESB, and we have a SES of 92. School attendance levels at 2012 were 92%. We currently have 25 teaching staff with 8 participating in the New Scheme Teachers program. There is a broad range of teaching experience across all areas of the school. Our students come from a wide range of backgrounds. We have employed new staff within our Primary area. Professional development in Literacy and Numeracy is a key priority of the leadership team.

**2013 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 and to track student progress.

**2013 NSW Literacy and Numeracy Action Plan Priorities:**

- The introduction of a daily block of Numeracy for Kindergarten to Year 2
- The embedding of instructional leadership
- Continued support for the use of a tiered intervention approach to improving literacy and numeracy outcomes
- The development and trialling of a program to train and accredit volunteers to deliver literacy and numeracy program in schools
- The trialling of strategies that strengthen partnerships between home and school, using place based approaches that work best to identify areas of literacy and numeracy need.

**Targets:**

1. Establish a cycle of teachers using thorough reading and numeracy evidence based assessment and analysis to inform the teaching of students in K-2 by the end of 2013.
2. By the end of Nov 2013 all K-2 staff will be trained in using assessment data in order to place each student in one of three tiers for literacy and numeracy.
3. By Nov 2013 the school leadership will have completed modules 1-4 of the PALL program and a numeracy module. This includes attendance at training modules, leading data collection and analysis, completing a school profile and a school plan.
4. By the end of 2013, the principal in partnership with the Head Teacher Student Support will have led a 'Disciplined Dialogue' analysis with staff of at least two sets of assessment or school data.
5. Increase to at least 25% of staff, stage and year meeting time to professional development in the explicit teaching of literacy and numeracy in all classrooms K-2 by Dec 2013
6. By the end of Dec 2013 each staff member, K-2 will be trained in using effective literacy and numeracy assessments, including the literacy and numeracy continuum.
7. Discussion of literacy/numeracy issues will be regularly included in staff and stage meetings from August 2013.
8. Collect data from assessments, analyse to direct program and teaching strategies. Principal and Head Teacher Student Support.
9. By the end of 2013 a Parent and community volunteer training program will be launched for classroom volunteers assisting in the teaching of literacy and numeracy.



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

<b>Line No.</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2013</b>	<b>Responsibility</b>	<b>Resource Allocation and Funding Structure</b>
1	Across all classes K-2 a coordinated whole school approach to literacy and numeracy is evident.	Release Principal and Head Teacher Student Support to lead the action plan. Provide mentoring and classroom coaching for teachers, and monitor student progress.	July 2013	Principal/ Head Teacher Student Support	\$9000
2	Teachers use evidence based assessments to adjust classroom teaching of literacy in the K-2 classrooms and are sharing information with colleagues.	Provide 3 days for GOTAGS training for K-2 Staff.  Provide teacher release for collaborative planning and training. Refer to Line 6	September 2013	Head of Student Support	\$10125
3.	Teachers implement learned skills in numeracy and literacy teaching in the K-2 classrooms and are sharing information with colleagues.	Provide 2 days Numeracy Workshop Training for Principal, Head Teacher Support, Head Teacher Primary and K-2 staff  Provide teacher release for collaborative planning and training. Refer to Line 6	September 2013	Head of Primary	\$10250
4.	Parents of K-2 students and other community volunteers participate in a training and information afternoons (x2) focusing on the teaching of Literacy and Numeracy	Release Head Teacher Student Support 2days for preparation and running of Literacy and Numeracy Training afternoons.	October 2013	Head Teacher Student Support	\$850
5.	Assessments and classroom observations indicate K-2 students are applying the numeracy skills in new contexts	Establish a numeracy block in K-2 timetable.  Review and refine the explicit teaching of numeracy in K-2 numeracy.	November 2013	Head of Primary	\$1125



**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 2013	Responsibility	Resource Allocation and Funding Structure
6.	K-2 students' literacy and numeracy learning needs are known and being addressed.	Release the Head Teacher Student Support to coordinate assessment processes and work with K-2 staff in determining evidence based responses	July 2013	Head Teacher Student Support	\$3750
7.	At risk students K-2 are identified, progress is monitored and intervention adjusted.	<p>Provide training for staff in delivering Tiers 2 and 3 literacy interventions. MiniLit Course</p> <p>Evaluate and Purchase diagnostic numeracy and literacy assessment materials.</p> <p>Plan and establish a cycle of monitoring students at risk.</p> <p>Review and refine individual interventions.</p> <p>Establish a peer/leadership program for Head Teacher Student Support, Head Teacher Primary and K-2 staff, to meet weekly for one period, for the analysing of student assessment data and the development of the 3 tier strategies and resources.</p>	<p>September 2013</p> <p>November 2013</p> <p>November 2013</p> <p>July 2013</p>	<p>Head Teacher Student Support</p> <p>Head Teacher Support</p> <p>Head Teacher Support/ Head of Primary</p> <p>Head Teacher Student Support</p> <p>Head Teacher Support/ Head of Primary</p>	\$33678



**Element 3****Instructional leadership and whole school engagement with literacy and numeracy through the Principals as Literacy Leaders Program (PALL)**

<b>Line No.</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2013</b>	<b>Responsibility</b>	<b>Resource Allocation and Funding Structure</b>
8.	Analysis of whole school and student data is used to develop a school plan.	Principal and school leaders attend workshop to further develop skills in whole school data analysis, planning and leadership.	July 2013	Principal	\$7920
9.	School plan is monitored and principal is active in leading the whole school engagement with Literacy and Numeracy. All teachers understand their role in the whole school approach to Literacy and Numeracy.	Principal attends, evaluate and report back to Leadership team. 7 day Principal's and Leaders of Literacy and Numeracy (PALL) course to further develop leadership and planning skills.	August 2013	Principal	\$8690
10.	School plan is developed, published and shared with all teachers.	Allocate time for the Principal and Head Teacher Student Support to develop and implement with staff a whole school learning framework which is to be applied in K-2 by November 2013.	October 2013 ongoing	Principal and Head Teacher Support	\$15450



**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 2013</b>	<b>Responsibility</b>	<b>Resource Allocation and Funding Structure</b>
11.	K-2 students' literacy and numeracy progress is monitored and student learning needs are being addressed.	Provide 2 days training for teachers K-2 in the Literacy /Numeracy Continuum	Term 4 2013	Head of Primary Head of Student Support	\$4200

