

# NSW Literacy and Numeracy Action Plan

## School Implementation Plan 2014

**School Context:** Heritage Christian School is a regional co-educational school catering for both the primary and secondary years. The student population is currently 288. Of these 10% are indigenous, 4% NESB, and we have a SES of 92. School attendance is at 90% and above. We currently have 28 teaching staff with 6 participating in the New Scheme Teachers program. There is a strong emphasis on relationships and culture within the school. Our students come from a wide range of backgrounds. There is a broad range of teaching experience across all areas of the school. Our primary staff is a new team of up to one year's experience at the school other than the Head of Primary. Culture, pedagogy and community engagement are key focuses within the school, with professional development in Literacy and Numeracy a priority of the leadership team.

**2014 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.

**2014 NSW Literacy and Numeracy Action Plan Priorities:**

- The introduction of a daily block of Numeracy for Kindergarten to Year 2
- Strengthen the focus on whole-school instructional leadership
- Continue to explicitly assess the learning needs of students especially on entry at Kindergarten
- Focus on school-based professional development for teachers in personalised learning and diagnostic assessment
- Use tiered interventions in literacy and numeracy for those children who need special attention with evidence being gathered on their efficacy and cost-effectiveness. Schools need to be fully aware of the full cost of implementing an intervention, including associate staffing costs, equipment and material costs and any on-costs.
- Extend programs that strengthen home, school and community partnerships and support literacy and numeracy, in particular programs aimed at Kindergarten to Year 2.
- Adoption of the common tool for reporting achievement of learning outcomes Kindergarten to Year 4, using the DEC *Literacy and Numeracy Continua* as the framework for valid and reliable judgment of student achievement.

**Targets:**

1. By end of 2014 K – 4 classes will have established a daily block of Numeracy
2. By end of 2014 parent and community partnerships programs will be extended by exploring different ways to connect with and involve parents who are unable to connect with the school on a regular basis
3. By end 2014 complete an assessment cycle for literacy and numeracy K-2 including scheduling sufficient time and support for classroom teachers to screen and progress monitor students in order to inform tiered interventions at all three levels. This will also include time and support for K-4 teachers to report data using the DEC Literacy and Numeracy Continua
4. Establish tiered 2 and 3 level interventions for students identified with needs through assessment data in Literacy and Numeracy using teacher's aide support under the direction of the class teacher.
5. By end 2014, K-2 staff supported by the Principal in partnership with the Head Teacher Student Support and Head of Primary will have participated in a program of school based professional development linking literacy and numeracy data to inform teaching practice, using the principles of disciplined dialogue



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|  | <ol style="list-style-type: none"><li>6. Continue throughout 2014 to assign at least 25% of staff/department meeting time to professional development in the explicit teaching of literacy and numeracy</li><li>7. Principal, Head Teacher Support and Head of Primary collect data form assessments to analyse in order to direct teaching strategies and whole school pedagogy in literacy and numeracy.</li></ol> |
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**Element 1****Effective and evidence-based teaching of literacy and numeracy**

<b>Line No.</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2014</b>	<b>Responsibility</b>	<b>Resource Allocation and Funding Structure</b>
1.	Teachers plan and implement a structured numeracy block focused on explicit teaching of early numeracy skills.	K-2 teachers attend professional learning workshop focused on early numeracy skills.	19 <sup>th</sup> June	K-2 teachers	\$1305.00
2.	Teachers plan and implement a structured numeracy block focused on explicit teaching of numeracy skills.	Years 3 and 4 teachers attend professional learning workshop focused on numeracy skills.	20 <sup>th</sup> June	Years 3 and 4 teachers	\$1305.00
3.	Assessments and classroom observations indicate K-2 students are applying the numeracy skills in new contexts.	Review and refine the explicit teaching of numeracy in K-2 including observing classroom practice and providing feedback to teachers.	Nov 2014	Head of Primary	\$2250.00
4.	Teachers are equipped to analyse DIBELS assessment data in order to inform classroom instruction.	Training by Ian Thompson on data analysis and DIBELS Application.	Oct 2014	Head Teacher Student Support	\$750.00
5.	School based professional development for teachers in personalised learning and diagnostic assessment.	Establish a peer/leadership program for Head Teacher Student Support, Head Teacher Primary and K-2 staff, to meet for one period/or fortnightly for two (pending timetabling requirements), for the analysing of student assessment data and the development of the 3 tier strategies and resources. <i>(This is a continuation of a 2013 initiative)</i>	Ongoing throughout 2014	Head Teacher Student Support, Head Teacher Primary and K-2 teachers	\$1237.50
6.	Parents of K-2 students and other community volunteers participate in training and information afternoons x 2 focusing on the teaching of Literacy and Numeracy.	Release Head Teacher Student Support - 3 days for preparation and running of Literacy and Numeracy Training afternoons.	Nov 2014	Head Teacher Student Support	\$1270.00



7.	Information for parents and volunteers is accessible to all parents, in particular those who are unable to attend training and information afternoons.	Release Head Teacher Student Support 4 days to develop an appropriate Facebook page/ blog or digital resource to communicate information with parents of K-2 students on Literacy and Numeracy.	Sept 2014	Head Teacher Student Support	\$2150.00
8.	Teachers use learned skills in Literacy and implement them in their whole class teaching and planned interventions.	Year 2 and Teachers Aide attend MultiLit Reading Tutor course.	Aug 2014	Year 2 Teacher and Teachers Aide	\$3804.00



**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 2014</b>	<b>Responsibility</b>	<b>Resource Allocation and Funding Structure</b>
9.	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.	Term 2/3 2014	K-4 teachers	\$1875.00
10.	Tiered 2 and Tiered 3 interventions occur for identified students in K-2 for Literacy and Numeracy.	Teacher's aide trained in MiniLit, works with identified small groups for tier 2 intervention and individuals for tier 3 intervention.  Teacher's aide is trained alongside class teachers in numeracy interventions. <i>(included in lines 1, 2 and 9)</i>  Teacher's aide supports classroom teacher in establishing tier 2 and 3 interventions for Numeracy	Nov 2014	Head Teacher Student Support to assign and manage teacher aide support alongside K-2 teachers	\$43 696.36
11.	Teachers implement a structured numeracy block focused on explicit teaching of early numeracy skills.	Purchase numeracy resources and materials to facilitate teaching in Numeracy block – including numeracy kits for counting and place value, number charts, Oxford Numeracy cards.	July 2014	Head Teacher Student Support in consultation with K-2 Teachers	\$3845.00



**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 2014</b>	<b>Responsibility</b>	<b>Resource Allocation and Funding Structure</b>
12.	Development of an effective and sustainable 2014 School Plan that is underpinned by a valid and thorough Situational Analysis.	Attend NSW Literacy and Numeracy Action Plan Planning Day to equip Principal and planning team in the preparation of appropriate documentation including a Situational Analysis and 2014 School Plan.	27 February 2014	Principal	\$5825.00
13.	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 2014 School Plan.	4 days throughout 2014	Principal	\$1800.00
14.	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, evaluates and reports back to leadership team. 2 days Principal's as Literacy (and Numeracy) Leaders (PALL) course.	6 sessions	Principal	\$3700.00
15.	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.	Nov 2014	Principal/Head Teacher Student Support	\$5400.00
16.	Information for parents and volunteers is accessible to all parents, in particular those who are unable to attend training and information afternoons <i>See Element 1 Line 6</i>	Release Head Teacher Student Support 4 days to develop an appropriate Facebook page/ blog or digital resource, to communicate information with parents of K-2 students on Literacy and Numeracy	Sept 2014	Head Teacher Student Support	



**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 2014</b>	<b>Responsibility</b>	<b>Resource Allocation and Funding Structure</b>
17.	Literacy and numeracy progress is monitored for all students in K-4 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.	End of term 2 and end of term 4	K-4 teachers	\$3750.00
18.	Screening and Progress Monitoring Assessments occurs across K-2. Analysis of data informs teaching of Literacy and Numeracy across the 3 tiers of intervention.	Release K-2 teachers for 3 days per term to conduct assessments for screening and monitoring purposes, and analysis of data, including the use of the GOTAGS assessment for K students.	Nov 2014	Head Teacher Student Support, K-2 Teachers	\$11 250.00
19.	K-2 students' literacy and numeracy learning needs are assessed and being addressed.	Release Head Teacher Student Support to coordinate assessment processes and work with K-2 staff in determining evidence based responses	Nov 2014	Head Teacher Support	\$2700.00

