

NSW Literacy and Numeracy Action Plan

School Implementation Plan 2015

School Context

Heritage Christian School is a low fee, low SES, small regional school whose student population has increased by 17% from August 2013 to August 2014. Across the school community there is a strong focus on relationship and culture of the school. The school is in its fourth year of rebuilding the school culture, pedagogy and community engagement, including being in the third year of a specific curriculum focus on literacy and numeracy. We are also in our first year of our Embedding Excellence program implemented by the AIS, which links closely with improving the Literacy and Numeracy outcomes across the school.

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.

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.	19/2/15	K-2 teachers plus Literacy and Numeracy Support Teacher
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.	20/2/15	Years 2-6 teachers plus Literacy and Numeracy Support Teacher
3	There are high levels of parent engagement and support in K-2 Literacy and Numeracy programs	Schedule 2 parent workshops for Term 1 of 2015 focused on Numeracy. Schedule individual appointments for parents to see Tier 2 or 3 interventions for their child where applicable. Produce educational flyers and information fact sheets on Literacy and Numeracy	Term 1 and Ongoing throughout 2015	Head Teacher Student Support
4	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 Seek IT assistance in uploading of material.	April 2015 Carried over from 2104	Head Teacher Student Support
5	Teachers are competent in their pedagogical and content knowledge in their numeracy instruction	K-6 teachers participate in Anita Chin's online workshop – 1. Differentiation: Number and Algebra Concepts (<i>This course contributes to 8.0 professional development hours.</i>) Principal provides instructional leadership in the teaching of numeracy using strategies and learning provided through the PALL program.	6 months per course. End 2015	Head Teacher Student Support

6	K-2 teachers implement a Tier 1 strategy to address phonics instruction through the introduction of Get Reading Right (synthetic phonics program) across K-2	K-2 teachers implement Get Reading Right program in Literacy block K-2 under the supervision of the Literacy Support Teacher and attending 4 days of professional learning on the implementation of the program	Ongoing throughout 2015	K-2 Teachers Literacy 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
7	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
8	Teachers implement a 3 Tiered instructional program for Literacy and Numeracy across K-4	Head Teacher Support and Literacy and Numeracy support teacher to review Literacy and Numeracy programs K-4 and oversee implementation of recommendations	Ongoing throughout 2015	Head Teacher Student Support
9	Teachers implement Spelling Mastery program as a K-6 initiative	Literacy and Numeracy Support Teacher to support K-6 staff in the implementation of the Spelling mastery program	Term 1	Literacy and Numeracy Support Teacher
10	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 as well as assessment materials to inform teaching. Literacy and Numeracy support teacher ensures resources are being used with maximum impact.	April 2015 and on-going	Literacy and Numeracy Support teacher in consultation with K-4 teachers
11	Teachers provide students with targeted learning experiences for the development of Literacy skills	Purchase literacy resources that continue to support students across the 3 tiers especially students in Years 2 -4. Literacy and Numeracy support teacher ensures resources are being used in a way that creates maximum impact.	April 2015 and ongoing	Literacy and Numeracy Support teacher in consultation with K-4 teachers
12	Tier 2 and Tier 3 interventions occur for identified students in K-2 for Literacy and Numeracy (This intervention is at a high level this year in order to continue to ensure as many students are able to be moved to grade level and address the	Teacher's aide trained in MiniLit, works with identified small groups for Tier 2 intervention and individuals for Tier 3 intervention. Teacher's aide to support class teachers implementing Tier 2 and Tier 3 interventions during	Ongoing 2015	Head Teacher Student Support to assign and manage teacher aide support alongside K-2 teachers

	high volume of students below grade standard that have enrolled throughout 2014, we expect a similar pattern in 2015)	numeracy lessons. Teacher's aide to participate in Anita Chin workshops and online courses.		
--	---	---	--	--

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

Line No.	Indicators	Strategies	Timeframe 2015	Responsibility
13	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
14	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
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 resolve the issue	Weekly 2015	Head Teacher Student Support
16	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
17	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 K-6 in Literacy and Numeracy with particular attention to accurate assessment of students in Literacy and Numeracy and the implementation of appropriate interventions	Nov 2015	Head Teacher and Principal to continue to lead action plan

18	Staff are supported by specialist teacher, working 'shoulder to shoulder' with them in the implementation of Literacy and Numeracy strategies, providing mentoring support, assisting in the design Tier 2 and Tier 3 interventions, monitoring assessment process and analysis of data.	Literacy and Numeracy support teacher to mentor staff K-5 and support students K-5, 1 day a week throughout the year in the continued implementation of a three tiered approach to the teaching of Literacy and Numeracy. This line item includes the participation in the following initiatives in Action Plan lines This will include overseeing the implementation of the Get Reading Right program, training the Kindergarten teacher in the Tier 1 MiniLit Strategy developed in 2014	On-going throughout 2015	Literacy and Numeracy support teacher
----	--	---	--------------------------	---------------------------------------

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
19	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 (1 day per term per class teacher) and analyse results of assessments to inform planning and classroom instruction (1 day per term).	Ongoing throughout 2015	Executive and K-5 teachers
20	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 (1 day per term per class teacher) and analyse results of assessments to inform planning and classroom instruction (1 day per term).	Ongoing throughout 2015	Executive and K-5 teachers
21	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
22	Accurate reporting of students' literacy and numeracy progress using the online continua.	Professional learning for key personnel regarding administrative functions of the online continua	January/ February 2015	Nominated personnel
23	All staff are competent in implementing chosen school literacy, and numeracy assessments and analysing the data	Provide PD for new staff to deliver assessments in Primary assessment schedule and gain skill in analysing the data from these assessments. This includes plotting individual student progress on the DEC Literacy and Numeracy Continua.	April 2015	Literacy and Numeracy Support teacher