

NSW Literacy and Numeracy Action Plan School Implementation Plan 2014

School Context

Narromine Christian School is situated in Central Western NSW, approximately 37 km west of Dubbo.

Narromine Christian School is a co-educational primary school owned and operated by the Seventh-Day Adventist Church. We have been providing quality Christian Education for over 35 years. Our school runs from Pre-Kindergarten to Year 6. Our main school runs as three multi-grade classrooms (K-1, 2-3 and 4-6) with a current enrolment of 24 in the K-1 classroom, 20 in the 2-3 classroom and 23 in the 3-6 classroom.

Five full time teachers currently work at our school with their teaching experience ranging from 1 to more than 15 years.

Narromine Christian School is a small rural school with a lovely family environment, great students, terrific teachers and supportive parents. Our school growth over the last two years is testament to the quality, caring education provided at our school.

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.

Targets:

1. 70% of K-2 students will meet the DIBELS Next benchmark for phonemic awareness. (At the beginning of 2014, 35% of students achieved the benchmark, 18% of K-2 students have been identified as 'at risk'.)
2. 80% of Years 2-6 students will meet DIBELS Next oral reading, fluency and comprehension benchmarks. (At the beginning of 2014 63% of students were at or above the benchmark and 29% of Years 2-6 have been identified as 'at risk'.)
3. 80% of students in Years 2-6 will meet DIBELS Next comprehension benchmarks. (At the beginning of 2014, 73% of students were at or above the benchmark and 29% of Years 2-6 students have been identified as 'at risk'.)
4. Staff will undergo training in the areas of phonemic awareness, comprehension and fluency assessment techniques in order to ensure the recording of accurate results of student achievement.
5. Teaching staff will ensure regular comprehension and fluency assessments are conducted and analysed in order to identify student needs and to improve the explicit



- 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.

6. Teaching staff will implement researched 'tier one' reading programs to enhance student achievement in the K-1 classroom.
7. Teaching staff will ensure regular numeracy assessments are conducted and analysed in order to identify student needs and to improve teaching of numeracy skills.
8. Staff will undergo training in the area of researched numeracy programs and assessments in order to implement effective numeracy teaching strategies.
9. Staff will implement a researched 'tier three' numeracy intervention program with students who are identified as 'at risk'.
10. Principal will closely monitor all student results and work with teaching staff to ensure student's literacy and numeracy needs are being met.
11. Principal and staff will ensure that adequate resources are available to enhance student achievement in the areas of literacy and numeracy and to promote explicit teaching of numeracy concepts.
12. Staff and classroom evaluations with a literacy and numeracy focus will be conducted regularly by the principal and staff.



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

Line No.	Indicators	Strategies	Timeframe 2014	Responsibility	Resource Allocation and Funding Structure
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.	May 19, 2014	K-2 teachers	\$700.00
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.	May 20, 2014	Years 3 and 4 teachers	\$700.00
3	Teachers implement a direct instruction session during mathematics blocks.	Years 2 to 6 teachers attend direct instruction workshop for EMM and JEMM. Implement direct instruction program into daily mathematics block. Purchase JEMM and EMM student work books.	March 21, 2014	Years 2 to 6 teachers Principal	\$3581.58
4	Teachers to learn and implement effective assessments of essential literacy skills.	Attend 2 day GOTAGS PD with Sue Stacey.	Term 2, 2014	Principal and teachers	\$3075.00
5	Implement a multi-faceted reading block into the K-1 literacy program in order to develop students' reading skills utilising more well-rounded and explicit instruction.	Purchase literacy materials to supplement our K-1 literacy block.	2014	Principal	\$10 485.34
6	Develop a better understanding of students with disabilities to better provide differentiated learning in the areas of literacy and numeracy.	Staff to attend professional development specifically focused on improving their knowledge, understanding and skills when planning for students with disabilities.	June 2014	Support teacher and Year 4-6 teacher	\$1090.00



7	Professional development focused in the areas of effective numeracy assessment techniques to assist with the collection and analysis of data and the new mathematics syllabus is researched and attend.	Research different professional development and training in the areas of effective numeracy assessment techniques. Attend numeracy assessment professional development. Attend 'Getting to Know the Maths Syllabus' professional development.	2014 – terms 2 and 4	Principal and teachers	\$4072.00
8	Teachers to attend professional development on comprehension skills and to ensure they progressively assess student comprehension abilities.	Purchase assessment materials to enhance comprehension data collection. Attend Professional Development on Inferential Reading and Viewing.	2014	Principal and teachers	\$1625.85
9	Expose students to various forms of cultural literacy to broaden their literary experience.	Employ the services of an aboriginal language teacher to expose students to our local aboriginal language.	Term 1, 2014	Principal	\$1320.00



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 2014	Responsibility	Resource Allocation and Funding Structure
10	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.	K-4 teachers	K-4 teachers	\$1200.00
11	Staff will use effective tier 2 classroom practices specifically focused on improving literacy and numeracy skills.	Staff will undergo peer and principal evaluations based on improving classroom practice and ensuring effective tier 2 structures are in place. Staff will use the literacy practices guide to assist in effective evaluations. Ensure teachers have enough internal and external support to implement tier 2 practices.	2014	Teachers and Principal	
12	Implement more effective tier 3 strategies to enhance numeracy achievement in students identified as 'at risk'.	Purchase a 'hands on' numeracy program that will help to develop numeracy skills.	2014	Principal	\$1073.95
13	Continue to implement the MiniLit and Reading Tutor programs.	Purchase additional MiniLit and Reading Tutor materials. Employ additional staff	2014	Principal Staff	\$23 176.00
14	Continue to implement the Spelling Mastery Direct Instruction Program.	Purchase additional Spelling Mastery Materials.	2014	Principal	\$1760.55
15	Teachers to set up classroom space to ensure effective Tier 2 learning can be achieved.	Purchase resources for literacy and numeracy to enhance tier 2 learning.	2014	Principal	\$4050



16	Teachers ensure that a multi-sensory approach to mathematical language is used.	Use Elementary Maths Mastery in appropriate classrooms to address different mathematical language issues. Ensure classroom displays show variations in Mathematical language. Utilise classroom maths dictionaries more effectively. Purchase mathematical games and activities to enhance use of a variety of mathematical language.	2014 and ongoing	Class teachers and Principal	\$835.79
17	Teachers ensure that students are taught using a variety of technologies to encapsulate differentiated learning in the mathematics classroom.	Purchase Mathletics program for whole school use. Purchase interactive whiteboard software.	2014	Teachers and Principal	\$2413.65
18	Teachers will use various problem solving strategies and ensure they are modelled, practiced and reinforced.	Ensure problem solving strategies are taught and practiced weekly. Encourage students to use critical thinking and experimentation when faced with unfamiliar mathematical problems. Purchase additional problem solving materials.	2014	Teachers Principal	\$364.75
19	Classroom teaching practice allows time for students to further their fluency development.	Ensure that staff programs allow time for fluency practice. Purchase materials to help improve student fluency.	2014	Teachers Principal	\$3848.16
20	Teachers plan and implement activities that promote comprehension skills.	Purchase appropriate comprehension materials. Ensure explicit teaching of comprehension is a regular aspect of each classroom through peer and principal observations.	2014	Principal Principal and Teachers	\$553.00



21	Ensure parents have the resources to help and encourage their child's literacy and numeracy skills.	<p>Purchase spelling rules and times tables charts for each school family.</p> <p>Ensure parents are skilled in the area of homework reading.</p> <p>Develop a daily parent/student reading session.</p> <p>Plan and develop a parent/student reading structure to happen during the last 15 minutes of each day.</p>	2014	Principal and Teachers	\$1050.75
22	Teachers will provide a more focused approach to modelling and utilising proof reading and editing skills to promote independence.	<p>Staff to use an explicit approach when teaching proof reading and editing skills.</p> <p>Ensure that proof reading and editing skills are programmed for and taught throughout the year.</p> <p>Purchase materials to achieve editing and proof reading outcomes.</p>	2014	Principal and teachers	\$200.00



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

Line No.	Indicators	Strategies	Timeframe 2014	Responsibility	Resource Allocation and Funding Structure
23	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	\$2172.50
24	Development of an effective and sustainable 2014 School Plan that is underpinned by a valid and thorough Situational Analysis.	Collect data, analyse results and write situational analysis and action plan.			\$3000.00
25	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	\$1200.00
26	Principal attends final PALL training module	Attend final training module at AIS	2014	Principal	\$435.00
27	Principal is active in ensuring a multi-sensory approach to teaching a variety of mathematical language is used in all classrooms.	Classroom evaluations with a mathematical language focus are conducted by the principal on a regular basis.	2014	Principal and Teachers	
28	The Principal will encourage a more focused approach to modelling and utilising proof reading and editing skills to promote independence.	Encourage staff to use an explicit approach when teaching proof reading and editing skills. Ensure that proof reading and editing skills are programmed for and taught throughout the year.	2014	Principal and teachers	



29	Ensure staff have access to professional reading and professional development opportunities.	Purchase a PETAA school Membership.	2014	Principal	\$275.00
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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 2014	Responsibility	Resource Allocation and Funding Structure
30	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	\$2250.00
31	All Staff to attend Action Plan continuum training.	Provide time and place for training to take place.	January, 2014	Principal and teachers	\$1320.00
32	Teachers to implement more effective numeracy assessments.	Research better numeracy assessment strategies that allow for better data collection. Purchase necessary numeracy assessment materials. Implement the use of numeracy assessment materials.	2014	Principal and teachers	\$844.70
33	Teachers assess their students 3 times per year.	Annotation in school planner for dates for assessment to take place. Provide teacher release for assessment and result analysis.	Feb 4,5 & 6 2014 May 26,27, 28,29 2014 Nov 10, 11,12,13	Principal	\$4125.00
34	Ensure triangulation in literacy assessment occurs.	Purchase PM Benchmark Assessment and Profiling Software.	2014	Principal	\$1480.00

