

NSW Literacy and Numeracy Action Plan School Implementation Plan 2012 & 2013

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 two multi grade classrooms (K-2 and 3-6) with a current enrolment of 26 in the K-2 classroom and 29 in the 3-6 classroom.

Our school has an SES index of 94 and an icsea value of 924.

Other schools in the local area range from an icsea score of 854 to 1007.

Notable features of our school community include:

- 29.1% of our students are indigenous
- 16.4% of our students are foster children
- 16.4% of our students are from single parent families
- 51.7% of our year 3 to 6 students have enrolled at our school in the past two years (due to dissatisfaction with bullying, classroom management and lack of core learning from other schools).

2012 and 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 to track student progress.

Targets:

- 80% of K-2 students will meet the DIBELS Next benchmark for phonemic awareness. (At the beginning of 2013, 50% of students achieved the benchmark. 36% of these students have been identified as at risk.)
- 75% of Years 2-6 students will meet DIBELS Next oral reading, fluency and comprehension benchmarks. (At the beginning of 2013 54% of students were at or above the benchmark and 36% of students have been identified as at risk)
- 65-70% of students in Years 2-6 will meet DIBELS Next comprehension benchmarks. (At the beginning of 2013, 41% of students were at or above the benchmark. 36% of students have been identified as at risk).
- 80-85% of students in Years One and two will read at or above their PM benchmark level. (Currently 71% of students are reading at their instructional benchmark level).



2012 and 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.
- 65-70% of Year One to Six students will spell at their appropriate Spelling Mastery level. (Currently 41% of students spell at their expected level).
 - Teaching staff will conduct thorough literacy assessments covering the six big blocks of literacy.
 - Staff will analyse reading assessment results and differentiate their teaching programs based on analysis of the results.
 - Teaching staff will progressively monitor students reading progress and have their programs reflect the results of students.
 - Teaching staff will attend professional development focussing on effective reading techniques, assessment of reading skills and planning programs to differentiate their teaching.
 - Staff will implement a range of reading intervention programs which address the needs of 'at risk' students.
 - Staff will implement a three tiered approach to reading intervention.
 - Staff will ensure appropriate resources are available to provide for effective literacy and numeracy instruction for all students.
 - Staff will ensure adequate resources are available to help improve Spelling outcomes.
 - Staff will have a wide range of reading and comprehension materials available.
 - The school leadership ensures the school systematically monitors and analyses each student's progress in reading three times a year.
 - Our school leadership allows time for teachers to assess and analyse the literacy and numeracy skills of students.
 - Our school leadership encourages teachers to reflect on and analyse their teaching programs, teaching style and teaching effectiveness to ensure quality practice.
 - Staff appraisals are completed annually to ensure quality teaching practice.
 - The Principal is an integral part of the development, use and assessment of the schools literacy and numeracy program.



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

Line No.	Indicators	Strategies	Timeframe 2012/2013	Responsibility	Resource Allocation and Funding Structure
1	Teachers develop a differentiated teaching program within their class in response to assessment results.	Teachers receive professional learning in areas identified in results.	2013	Principal and Staff	\$3088.20
2	Staff attend appropriate professional learning on different assessment techniques.	Teachers receive PL on assessment techniques.	2013	Principal and staff	\$1500
3	Encourage professional dialogue and extra readings to improve working understanding of effective assessment practices.	Distribute research based reading materials and articles on effective assessment techniques. Plan time in staff meeting for professional dialogue to take place concerning research articles.	On-going On-going	Principal and staff Principal and staff	
4	Specific staff meetings are planned for planning, programming and assessment.	Plan regular staff meetings for programming of literacy and numeracy. Staff appraisals are completed annually to ensure quality practice. Staff are encouraged to work collaboratively with the principal and each other	2013	Principal and staff	
5	K-2 staff are inserviced on current and effective numeracy practices	K-2 teachers to attend numeracy workshop	Sept 2013	Principal & K-2 teachers	\$1400



6	Plan parent workshops to increase their knowledge and understanding of literacy and numeracy.	Annotate suitable evenings for parent workshops.	2013/14	Principal and Home and School	\$3000
7	To educate parents on current literacy and numeracy practices.	To source a professional to give parents a hands-on introduction to current practices.	2013/14	Principal and Home and School	\$2000
8	To encourage our school community to instills a strong love for learning across the whole school family.	To invite parents and grandparents to participate in an interactive school literacy and numeracy morning. To provide homework awareness evenings. To encourage parents and grandparents to be involved in assisting with the students literacy and numeracy development.	On-going	Principal, staff and Home and School	\$1500



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 2012/2013	Responsibility	Resource Allocation and Funding Structure
9	Teachers provide differentiated group work based on student needs.	Resources to support at risk readers purchased -including vocab controlled text, high interest low readability text and a range of texts for fluency practice. Additional staff are employed	2013 2013	Principal Principal	\$14 655.80
10	Yr 1&2 'at risk' students are placed in the MiniLit program. Reading Tutor Training and Program Multilit program put into place for Yr 3-6 'at risk' students. Pre-Kindy teachers are trained in PreLit as a preventative measure	Resources purchased and staff trained Resources purchased and Literacy Numeracy support teacher trained	2013	Principal and Staff	\$7710
11	'At risk' students receive extra in class support. 'At risk' students receive extra out of class support.	Additional staff employed Additional staff employed	Mid 2013 to Mid 2014 Mid 2013	Principal Principal	\$39 592
12	Develop a three tiered intervention program.	Staff, LST and Principal plan effective intervention programs using a three tiered approach.	2013/14	Staff, LST and Principal	



13	Staff will use appropriate resources to facilitate student learning in the areas of literacy, for example oral language, fluency, word skills comprehension, spelling skills and vocabulary enrichment and development.	<p>Purchase resources to enhance oral language programs.</p> <p>Purchase resources to enhance school comprehension programs.</p> <p>Purchase resources to facilitate the teaching of spelling.</p> <p>Purchase resources to update existing resources</p>	2013/14	Principal and Staff	\$11 367.16
14	Staff will use appropriate resources to facilitate student learning in numeracy to cater for visual and kinesthetic learners.	Purchase resources to enhance a hands-on approach to teaching Mathematics.	2013/14	Principal and Staff	\$3000
15	Staff will use computer and interactive whiteboards to improve student literacy/numeracy outcomes.	Purchase appropriate computer and interactive technologies.	2013	Principal	\$998



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 2012/2013	Responsibility	Resource Allocation and Funding Structure
16	Teachers develop a differentiated teaching program within their class in response to assessment results.	Facilitate staff meetings for discussion and planning. The Principal receives professional learning in disciplined dialogue The principal and staff use disciplined dialogue to discuss results and make informed classroom decisions.	Nov 2012 ongoing	Principal Principal Principal & Staff	\$362
17	Principal attends all PALL and numeracy training modules	Support training, travel and accommodation costs	Sept 20, 2012 – Nov 2013	Principal	\$3000
18	Program is efficiently coordinated across the school and all deadlines are met.	Relieve staff and principal to coordinate assessment, PL, writing school profile, action plan etc	2013/14	Principal and coordinator	\$8000
19	Staff are given additional out of class time at the beginning of each term to plan effective teaching programs.	Employ additional staff	2013/14	Principal	\$2720.50



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 2012/2013	Responsibility	Resource Allocation and Funding Structure
20	Teachers assess their students three times per year.	<p>Ensure all staff are trained to administer literacy assessments eg DIBELS Next, AIS Phonemic Awareness assessments, PM Benchmarking</p> <p>Annotation in school planner for dates for assessment to take place</p> <p>Purchase appropriate literacy assessment materials</p>	<p>Nov/Dec 2012</p> <p>Early Feb 2013</p> <p>June 2013</p> <p>Nov 2013</p> <p>Jan/Feb 2013</p> <p>2013</p>	<p>Class teachers</p> <p>Principal</p> <p>Principal</p>	\$154.95
21	Teachers record and analyse results.	Provide teacher relief for assessment and result analysis.	<p>Nov 14, 2012</p> <p>Jan 31, 2013</p> <p>June 3 & 5 2013</p> <p>Nov 11, 12, 2013</p> <p>Feb 2014</p> <p>June 2014</p>	Principal	\$2727.50



22	'At risk' students monitored and assessed to ensure progress.	Student progress in intervention programs is closely monitored with additional assessments.	Mid 2013	Principal, staff and LST	Daze progress monitoring and Dibel's progress monitoring
23	Plan staff meetings based on analysis of classroom assessments.	Annotation in school planner for specific staff meetings on assessment analysis.	On-going	Principal and staff	

