

# NSW Literacy and Numeracy Action Plan School Implementation Plan 2015

## 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 four multi grade classrooms (K, 1-2, 3-4 and 5-6) with a current enrolment of 15 in the Kindergarten classroom, 25 in the 1-2 classroom, 25 in the 3-4 classroom and 19 in the 5-6 classroom.

Five full time teachers and two part-time staff 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.

## 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**

<b>Line No.</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2015</b>	<b>Responsibility</b>
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.	February 16, 2015	K-2 teachers
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	February 17, 2015	Years 2-6 teachers
3	Teachers to learn and implement effective assessments of essential literacy skills.	Attend 2 day GOTAGS PD with Sue Stacey.	Term 1, 2015	2 Teachers
4	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, 2015	Principal
5	To employ the services of a mathematics professional to assist and educate staff in program writing and best classroom numeracy practice.	Invite Lynelle Campbell to provide professional development and support to improve our numeracy programs.	Feb 9, 2015	Principal and teachers
6	Implement a multi-faceted reading block into the K-2 literacy program in order to develop students' reading skills utilising more well-rounded and explicit instruction.	New staff to attend Synthetics Phonics PD	2015	Principal
7	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.	2015	Principal
8	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.	Attend 'Getting to Know the Maths Syllabus' professional development.	2015	Principal and teachers



**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 2015</b>	<b>Responsibility</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.	Ongoing throughout 2015	K-2 teachers
10	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.	2015	Teachers and Principal
11	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.	2015	Principal
12	Continue to implement the MiniLit and Reading Tutor programs.	Purchase additional MiniLit and Reading Tutor materials. Employ additional staff	2015	Principal Staff
13	Continue to implement the Spelling Mastery Direct Instruction Program.	Purchase additional Spelling Mastery Materials.	2015	Principal
14	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.	2015	Teachers and Principal
15	Teachers plan and implement activities that promote comprehension skills.	Ensure explicit teaching of comprehension is a regular aspect of each classroom through peer and principal observations.	2015	Principal and Teachers



16	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, proof reading and writing outcomes.</p>	2015	Principal and teachers
17	Classroom teaching practice allows time for students to further their fluency development.	<p>Ensure that staff programs allow time for fluency practice.</p> <p>Purchase materials to help improve student fluency.</p>	2015	<p>Teachers</p> <p>Principal</p>
18	Staff will use appropriate resources to facilitate student learning in numeracy to cater for visual and kinesthetic learners.	Purchase resources to enhance the direct instruction mathematics program	2015	Principal and Staff
19	Teachers to continue implementing a direct instruction session during mathematics blocks.	<p>Continue implementation of a direct instruction program into daily mathematics block.</p> <p>Implementation of more effective numeracy warm ups based on analysis of data collection.</p> <p>Purchase JEMM student work books.</p>	2015	<p>Teachers</p> <p>Principal</p>



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

<b>Line No.</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2015</b>	<b>Responsibility</b>
20	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
21	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
22	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.	2014/15	Principal and Teachers
23	Develop initiatives to improve community support and enhance student literacy and numeracy skills	Set up an after school homework club to target older members of the local churches to come and listen to students read and generally help with their homework.	2015	Principal and helpers
24	Create initiatives to target families to improve their 'at home' beginning literacy and numeracy practices.	Set up a read and play group in the school library to target mothers of 2-4 year olds that has a particular literacy and numeracy focus each week.	2015	Principal and helpers
25	Ensure staff have access to professional reading and professional development opportunities.	Purchase a PETAA school Membership.	2015	Principal



**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 2015</b>	<b>Responsibility</b>
26	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 and analyse results of assessments to inform planning and classroom instruction.	Ongoing throughout 2015	Executive and K-5 teachers
27	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 and analyse results of assessments to inform planning and classroom instruction.	Ongoing throughout 2015	Executive and K-5 teachers
28	Literacy and numeracy progress is monitored for all students in K-5 using appropriate reporting tools to ensure student needs are being met.	Provide time for teachers to monitor student literacy and numeracy progress using the online literacy and numeracy continuum.  Time during staff meetings will be set aside for entering continuum data.	Beginning of Term 1, End of Term 2 & End of Term 4	Executive and K-5 teachers
29	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	Principal and Registrar
30	Teachers to implement more effective numeracy assessments.	Implement the use of numeracy assessment materials such as the number knowledge test, oxford maths assessments and PAT maths  Purchase PAT Maths Plus	NKT – 3 times a year.  Oxford – per topic  PAT –twice a year.	Principal and teachers



31	Teachers to ensure learning content is directed by results of data analysis	Ensure meetings are held regularly to analyse data and student achievement and to effectively plan teaching content. Principal to conduct regular teacher and classroom appraisals to ensure that data driven teaching is occurring.	2015	Principal and Teachers
32	Ensure consistent, systematic assessment data is carried from Kindergarten to Year Six for each student.	Work as a school team to develop data collection practices for literacy and numeracy that moves across the grades.	2015	Principal and teachers
33	Use more consistent Kindergarten entry assessments	Use the Number Knowledge and Phonemic Awareness tests on Pre-Kindergarten students before formal schooling begins	2015	Pre-Kindergarten Teacher

