

NSW Literacy and Numeracy Action Plan School Implementation Plan 2016

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 40 years. Our school runs from Pre-Kindergarten to Year 6. Our main school runs as four multi grade classrooms (K -1, 1-2, 3-4 and 5-6) with a current enrolment of 21 in the K-1 classroom, 23 in the 1-2 classroom, 31 in the 3-4 classroom and 28 in the 5-6 classroom.

Five full time teachers, two part-time staff and two part time teacher aides currently work at our school with their teaching experience ranging from 1 to more than 17 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 2015/2016 Priorities:

- a. Expand and enhance the focus on the central priorities of instructional leadership, diagnostic assessment, differentiated learning and tiered interventions in Years K-2 and to increase attention to the:
 - i. teaching of numeracy and mathematics
 - ii. relatively poor literacy performance of boys in comparison with girls
 - iii. teaching of writing
 - iv. performance of Aboriginal and Torres Strait Islander students, particularly in non-metropolitan areas.
- b. Engage in further strengthening of partnerships between home and school and the broader community, and in doing so draw on the strategies available to all schools through appropriate resources.
- c. Ensure resources under the Action Plan are directed to supporting the literacy and numeracy learning of students in Kindergarten to Year 2.
- d. Continue to report on the literacy and numeracy performance of students through the use of the Literacy and Numeracy Continua and examination of subsequent data, including Year 3 NAPLAN performance.

Targets:

1. To analyse DIBELS results three times a year (March, June and November) and use the data to inform teaching practice.
2. To improve classroom practice in Literacy and Numeracy with all staff through peer and principal evaluations throughout 2016.
3. To train all teachers and support staff in Synthetic Phonics direct instruction by the end of term 1, 2016.
4. To improve classroom practice in Literacy and Numeracy with all staff through peer and principal evaluations throughout 2016.
5. To train K-2 staff in the implementation of effective writing practices.
6. To implement modelled, guided and independent comprehension strategy lessons as part of our literacy block.
7. To halve the number of Year 1 and 2 students at risk in reading fluency by November 2016 using DIBELS Next assessment as the data collection tool.



<p>e. Consider the impact of the chosen literacy and mathematics interventions on student learning; the impact of instructional leadership within the school; and the role of the parent and community body in contributing to literacy and numeracy development</p> <p>f. Showcase and make available the outcomes of practices adopted under the Action Plan to other independent, Catholic and public schools.</p>	<p>8. To halve the number of Year 1 and 2 students at risk, in the area of reading accuracy by November 2016 using DIBELS Next assessment as the data collection tool.</p> <p>9. To improve Kindergarten student achievement in DIBELS Next assessment First Sound Fluency results from 60% to 90% by June 2016.</p> <p>10. To improve year 3 to 6 achievement in the DIBELS Next Daze assessment by 40% by November, 2016.</p> <p>11. For 85% of K-2 students to achieve appropriate benchmarks in the area of number sense based on the Number Knowledge Test by November 2016.</p> <p>12. To refine and improve maths warm up and fluency lessons across all grades.</p> <p>13. To use appropriate formative and summative maths assessments to improve student outcomes across all grades.</p> <p>14. To improve the use of formative assessment to inform literacy and numeracy classroom and teaching practices.</p>
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Element 1**Effective and evidence-based teaching of literacy and numeracy**

Line No.	Indicators	Strategies	Timeframe 2016	Responsibility
1	Teachers plan and implement a structured sequence of lessons focused on the explicit teaching of early writing skills.	K-2 teachers attend professional learning focused on early writing skills.	17 March, 2016	K-2 teachers
2	Teachers administer assessments with fidelity, analyse assessment results and use this data to inform planning and classroom instruction.	K-2 teachers attend professional learning focused on the administration and analysis of literacy assessments.	23 rd , 24 th July & 24 th August, 2015	Executive and K-2 Teachers
3	Teachers plan and implement a structured sequence of lessons focused on the explicit teaching of early numeracy/reading/writing skills.	Synthetic Phonics Professional Learning	Dec 4, 2015	Rachel Hall
4	To employ the services of a mathematics professional to assist and educate staff in unpacking the mathematics syllabus to improve the implementation of learning intentions and success criteria	Invite Lynelle Campbell to provide professional development and support to improve our numeracy programs.	March 23, 24, 2016	Executive and class teachers
5	Continued implementation of a literacy block into the K-2 programs with a focus on explicit instruction, modelling, guiding and independent instruction	All staff to attend professional learning on teaching comprehension strategies and guided reading with Justin Caban.	January 14 & 15 June 14 & 15 2016	Executive and class teachers
6	To employ the services of a literacy professional to guide staff in research based strategies to improve reading fluency.	All staff to attend professional learning on fluency strategies.	TBA	Executive and class teachers
7	To employ the services of a writing professional to guide staff in research based strategies to improve student writing outcomes.	Staff to attend professional learning on research based writing strategies, with Pat Hodges at the AIS.	October 20, 2016	Teachers
8	To improve whole school assessment techniques to make them relevant and meaningful	Staff to attend professional learning t the AIS with Phillippa Miller on Assessment that leads to learning.	September 15, 2016	Teachers



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 2016	Responsibility
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 2016	K-2 teachers
10	Whole class literacy instruction is informed by comprehensive, diagnostic and developmentally appropriate assessment for every child.	Mentoring focused on literacy assessment and whole class planning, monitoring and review processes.	Ongoing throughout 2016	K-2 teachers
11	Staff will continue to use and learn about 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.	Ongoing throughout 2016	Executive and class teachers
12	Continue to implement 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.	Ongoing throughout 2016	Principal
13	Continue to implement the MiniLit and Reading Tutor programs.	Purchase additional MiniLit and Reading Tutor materials.	Ongoing throughout 2016	Executive and class teachers
14	Continue to implement the Spelling Mastery Direct Instruction Program.	Purchase additional Spelling Mastery Materials.	Ongoing throughout 2016	Principal



15	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.	Ongoing throughout 2016	Executive and class teachers
16	Teachers ensure that students are taught using a variety of technologies to encapsulate differentiated learning in the literacy classroom.	Purchase appropriate online reading programs to support whole class instruction.	Ongoing throughout 2016	Executive and class teachers
17	Teachers plan and implement direct instruction and modelled activities that teach comprehension strategies.	Ensure explicit teaching of comprehension strategies is a thrice weekly aspect of each classroom through peer and principal observations.	Ongoing throughout 2016	Executive and class teachers
18	Implement the Read Naturally Live program as a tier three intervention to improve fluency and comprehension skills with 'at risk' students.	Purchase 'Read Naturally Live' program for fluency.	Ongoing throughout 2016	Para professional and Principal
19	Teachers to continue implementing a direct instruction session during mathematics blocks.	Continue implementation of a direct instruction program into daily mathematics block. Implementation of more effective numeracy warm ups based on analysis of data collection.	Ongoing throughout 2016	Executive and class teachers
20	Staff will use appropriate resources to facilitate student learning in numeracy and literacy to enhance direct instruction programs.	Resources to enhance the direct instruction mathematics and literacy program	Ongoing throughout 2016	Principal and Staff
21	Employ the services of a para professional to aide in classroom support to enhance the schools literacy and numeracy blocks	Support from paraprofessional.	Ongoing throughout 2016	Principal
22	Classroom teaching practice allows time for students to further their general reading skills, fluency development and vocabulary.	Ensure that staff programs allow time for reading and fluency practice.	Ongoing throughout 2016	Executive and class teachers



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

Line No.	Indicators	Strategies	Timeframe 2016	Responsibility
23	Development of an effective and sustainable 2016 School Implementation Plan that is underpinned by a valid and thorough Situational Analysis.	Prepare situational analysis and school Implementation plan.		Principal
24	Principal and executive team are active in leading whole school engagement focused on literacy and numeracy.	School visits by AIS Consultant to support Principal/Action Plan Coordinator with instructional coaching focused on literacy and numeracy.	Ongoing throughout 2016	Principal and executive team
25	Requirements for independent evaluation are fulfilled to reflect initiatives undertaken as part of the Action Plan.	Attend briefing and allocate appropriate resources to complete activities as part of the independent evaluation.	March 22, 2016	Principal
26	Participate in collaborative networking opportunities regarding initiatives undertaken as part of the Action Plan.	Attend NSW Literacy and Numeracy Action Plan Networking Workshop to share initiatives undertaken as part of the Action Plan.	TBC (October 2016)	Principal and executive team
27	Development of a specific initiative to capture the strategies undertaken as part of the Action Plan that can be shared through collaborative networking opportunities.	Development of a specific initiative to highlight strategies undertaken as part of the Action Plan.	Ongoing throughout 2016	Principal and executive team
28	Ensure staff have access to professional reading opportunities	Purchase appropriate books and journals to promote staff knowledge and development.	Ongoing throughout 2016	Principal
29	Create initiatives to target families to improve their 'at home' literacy and numeracy knowledge and skills.	Place a literacy and or numeracy 'piece of information' in each newsletter.	Ongoing throughout 2016	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.

Line No.	Indicators	Strategies	Timeframe 2016	Responsibility
30	Teachers will effectively assess students in numeracy in order to monitor student progress and inform instruction.	Teachers administer appropriate <i>numeracy</i> assessments and analyse results of assessments to inform planning and classroom instruction.	Ongoing throughout 2016	Executive and class teachers
31	Teachers will effectively assess students in literacy in order to monitor student progress and inform instruction.	Teachers administer appropriate <i>literacy</i> assessments and analyse results of assessments to inform planning and classroom instruction.	Ongoing throughout 2016	Executive and class teachers
32	Literacy and numeracy progress is monitored for all students in K-5 using appropriate reporting tools to ensure student needs are being met.	Teachers monitor student literacy and numeracy progress using the online literacy and numeracy continua.	Beginning of Term 1, End of Term 2 & End of Term 4	Executive and class teachers
33	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.	Ongoing throughout 2016	Executive and class teachers
34	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.	Ongoing throughout 2016	Executive and class teachers
35	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	Ongoing throughout 2016	Executive and class teachers

