

NSW Literacy and Numeracy Action Plan

School Implementation Plan 2016

School Context

Hurstville Adventist School is a Pre-Kindy – Year 6 School. We have an SES Score of 100. We have a total of 178 students from Pre-Kindy – Year 6. The average class size is 28.

We are a multicultural school, thus have a very high population of students who come from non-English speaking backgrounds. We have 21 different backgrounds that make up our school population a high proportion of students from an Asian background.

The school has 6 full time teachers, therefore we have classes across stages. We employ a learning support teacher who delivers MiniLit and MultiLit.

We offer a range of programs including: Chinese Language, After School Sport, After School Care and weekend programs planned by the P & C Committee, staff and parents.

The school has adopted initiatives across the school in Literacy; Synthetic Phonics and Numeracy; Number Worlds and we have made maths a very practical experience for the students.

For the past five years, we have had a high proportion of students attain Band 6 in Spelling.

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.
- 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
- f. Showcase and make available the outcomes of practices adopted under the Action Plan to other independent, Catholic and public schools.

Targets:

1. Continue using the data from DIBELS to identify the students who are at risk and implement targeted teaching practice to meet the needs of these students. Have further training in DIBELS testing and analysis.
2. To continue the MiniLit Program and focus on those students who are not reaching the benchmark. These students will work in groups of 4 – 5, four days a week.
3. To continue the MultiLit (reading tutor) program.
4. Number Worlds Program will continue in K – 6 as a tier 2 intervention
5. Get Reading Right will continue in K – 2 with a focus on Tier 1, whole class program
6. Train 2 teachers in Spelling Mastery to commence in 2016.
7. Communicate to parents, students' results at an information evening.
8. Professional discussions in stage groups monthly to discuss/analyse student progress.
9. Parent workshops for Numeracy and Literacy, presented by Curriculum Coordinator, targeting both infants and primary students.
10. Train 2 teachers in EMM/JEMM to commence in 2016.
11. Continue initiatives in Literacy and Numeracy to embed practices and ensure sustainability.
12. Continue to develop initiatives of the Action Plan to highlight the outcomes of practices undertaken to share with other schools and sectors.
13. Utilises the DIBELS parent page by sharing child's progress with the parent at interview times throughout the year.
14. Aim at having the students on these programs, by the end of 2016, show an improvement of no less than 12 months in their learning.

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

Line No.	Indicators	Strategies	Timeframe 2016	Responsibility
1	Teachers plan & 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.	March/April 2016	Class 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	Executive and Class Teachers
3	Teachers plan and implement a structured sequence of lessons focused on the explicit teaching of early numeracy /reading/writing skills.	Staff training in Spelling Mastery	Ongoing throughout 2016	Class Teachers
4	Teachers' receive instruction on implementation of Get Reading Right.	Teachers attend 2 staff Meeting Workshops presented by Justin Coban in Comprehension Strategies for K – 6 teachers. Demonstration lessons and Observations	Ongoing throughout 2016	Class Teachers
5	Teachers receive instruction on Get Reading right – Comprehension Strategies	Teachers attend Comprehension Strategies PL	Ongoing throughout 2016	Class teachers
6	Teacher receives instruction in PAT Maths	Teacher attends a PL on Administering and analysing PAT Maths	October 2016	Class Teacher
7	Teachers receive instruction in EMM/JEMM for Numeracy	Teachers attend a PL on administering EMM/JEMM for Numeracy	March 2016	Class 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
8	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
9	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
10	Implement effective evidence based program for students identified as at risk	Continue using Number Worlds as booster sessions for students requiring additional support – Tier 2 - with early number concepts and as a whole class, Tier 1 program. Purchase resources in Numeracy to assist teachers to deliver best practice.	Ongoing throughout 2016	Learning Support Teacher and K-2 Teachers
11	Continue effective Tier 2 Literacy Program for students identified as at risk	Employ 1 learning support teacher for 2 days a week, with school supporting 2 days a week, in MiniLit and MultiLit across Years 1 -5.	Ongoing throughout 2016	Learning Support Class Teachers
12	Continue to update current class resources for supporting effective Literacy instruction.	Purchase class readers to complement literature and extend current class sets for teaching Literacy at each level of tiered intervention and reinforced reading	Term 1 2016	Class Teachers
13	Tiered intervention for identified students in Years 1 & 2 are effectively implemented	Purchase appropriate MiniLit Resources to ensure ongoing and effective implementation of Tiered intervention.	Term 4 2015	Learning Support Teacher
14	Tiered intervention for identified students in Years 3 - 5 are effectively implemented	Purchase appropriate MultiLit Resources to ensure ongoing and effective implementation of Tiered intervention.	Term 4 2015	Learning Support Teacher

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

Line No.	Indicators	Strategies	Timeframe 2016	Responsibility
16	Development of an effective and sustainable 2016 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 2016 School Implementation Plan.	31 st August and 1 st September 2015	Principal and executive team
17	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
17	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.	February 2016	Principal
18	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.	October 2016	Principal and executive team
19	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
20	Development of an effective and sustainable 2016 School Implementation Plan that is underpinned by a valid and thorough Situational Analysis.	Completion of Action Plan for 2016	September 2015	Principal and Learning 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 2016	Responsibility
21	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
22	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
23	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