

NSW Literacy and Numeracy Action Plan School Implementation Plan 2013

School Context

Hurstville Adventist School is Pre-Kindy – Year 6 School. We have a very high population of students who come from non-English speaking backgrounds, most of which are from an Asian background. The school has 6 full time teachers who have a range of skills and experience. 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. For the past 4 years, we have had a high proportion of students attain Band 6 in Spelling. In 2011, three students out of 5 that sat for Selective High school were successful. In 2012, three students were accepted into Opportunity Classes. The attendance across the school is on average 94%.

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 and to track student progress.

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.

Targets:

1. By the end of 2013, the kindergarten students will show a 50% improvement in the GOTAGS's early reading assessment (Term 4, Week 4)
2. By the end of Term 3, 2013, the established assessment system will be used to identify the students who are at risk and implement targeted teaching practice to meet the needs of the students.
3. By the end of 2013, the principal will have lead in-services with staff regarding analysis of school data as a result of attending PALL Professional Development.
4. By the end of 2013, teachers will use data to inform their teaching and learning practice.

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

By the end of 2013, the kindergarten students will show a 50% improvement in the GOTAGS's early reading assessment (Term 4, Week 4)

Line No.	Indicators	Strategies	Timeframe 2013	Responsibility	Resource Allocation and Funding Structure
1	Across the school, an assessment policy is developed and implemented	Provide 1 day release to coordinator to draft assessment policy with principal	August 2013	Coordinator Principal	\$410
2	Teachers collaborate to determine type/amount of evidence-based assessment to be conducted each year	Conduct staff meetings to discuss suitable assessments Generate a checklists of assessments (per year) indicating when they need to be completed Collate a folder of the assessments as indicated on the checklists	October 2013	Principal Teachers	\$4 620
3	Teacher implementing learn skills in data analysis	Provide 2 sessions of in-service training regarding data analysis of NAPLAN and other early reading assessments delivered by Consultants. Provide a follow up staff meeting where teachers bring samples of completed and analysed assessments to be peer reviewed. (After attending GOTAGS)	October 2013 November 2013	Principal	\$2 100
4	K-2 teachers increase their skills and knowledge in the teaching of reading	Receive 3 days of training in GOTAGS	August 2013	K-2 Teachers	\$6 150
5	Teachers develop their skills and knowledge in the teaching of Numeracy	2 teachers attend Numeracy workshop Purchase appropriate K-2 Numeracy resources	September 10 & 11 2013	K-2 Teachers	\$8 300

6	Parents are informed and active volunteers in the areas of Literacy & Numeracy	Teachers hold parent meetings to train parents and provided information to assist them in the classroom. Develop instruction booklet for parents as volunteers	October 2013	K - 2 Teachers	\$4 000
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Element 2**Implement a three tiered K-2 literacy and numeracy intervention based on initial (diagnostic) assessments and personalised learning**

By the end of Term 3, 2013, the established assessment system will be used to identify the students who are at risk and implement targeted teaching practice to meet the needs of the students

Line No.	Indicators	Strategies	Timeframe 2013	Responsibility	Resource Allocation and Funding Structure
7	K-2 students' literacy and numeracy needs are known and used to inform program planning	<p>Arrange a time to discuss options/alternatives to current programming templates and requirements. (Completed Year Plan and Term programs are planned fortnightly blocks)</p> <p>Apply (after attending GOTAGS) strategies in Year Plan and skeleton version of term plan.</p> <p>Employ 1 learning support teachers for 2 days a week to assess students in Numeracy & Literacy intervention programs</p> <p>Extend the hours of the Support Teacher by 1 day to commence Pre-Lit</p>	<p>December 2013</p> <p>December September 2013</p> <p>September 2013</p>	Principal	\$46 658
8	At risk students in K-2 are identified, monitored and intervention adjusted	Use GOTAGS and Count me in Assessments to determine the students who are at risk.	August 2013	K-2 Support and K-2 teachers	Nil
9	At risk students- literacy skills are improving	Provide training for Mini-Lit and Pre-Lit for 12 teachers to monitor student progress. Ensure that the 3 tier principles are applied based on student need.	September 2013	Support Teachers	\$22 550

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

By the end of 2013, the principal will have lead in-services with staff regarding analysis of school data as a result of attending PALL Professional Development.

Line No.	Indicators	Strategies	Timeframe 2013	Responsibility	Resource Allocation and Funding Structure
10	Analysis of whole school and student data is used to develop a school plan.	Principal attends workshop to further develop skills in whole school data analysis, planning and leadership.	July	Principal	\$1 200
11	School plan is monitored and principal is active in leading the whole school engagement in literacy and numeracy. All teachers understand their role in the whole school approach to literacy and numeracy.	Principal attends 7 day Principal and Leaders of Literacy and Numeracy (PALL) course to further develop leadership and planning skills.	August	Principal	\$1 200

Element 4

Monitoring student and school literacy and numeracy performance using reporting tools required by the State to identify where support is needed and to track student progress.

By the end of 2013, teachers will use data to monitor and track students' progress.

Line No.	Indicators	Strategies	Timeframe 2013	Responsibility	Resource Allocation and Funding Structure
12	K-2 students' literacy progress is monitored and students learning needs are being addressed.	Provide 2 days training for teachers K-2 in Literacy/Numeracy continuum	Term 4	Principal K-2 Teachers	\$3 450