

NSW Literacy and Numeracy Action Plan

School Implementation Plan 2014

<p>School Context</p> <p>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 Classes, After School Sport, After School Care and weekend programs planned by the P&C Committee, staff and parents. For the past 5 years, we have had a high proportion of students attain Band 6 in Spelling. In 2013, three students sat Selective High School and were successful and two students were accepted into Opportunity Classes. The attendance across the school is on average 94%.</p>	
<p>2014 NSW Literacy and Numeracy Action Plan Mandatory Reform Elements:</p> <ol style="list-style-type: none"> 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. 	<p>Targets:</p> <ol style="list-style-type: none"> 1. Use the data from DIBELS to begin identifying the students who are at risk and implement targeted teaching practice to meet the needs of these students. 2. To commence the Pre-Lit and Mini-Lit 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. Commence targeting the students below average in Mathematics by assessing, withdrawing and starting on a program called <i>Key Maths</i>. 4. Aim at having the students on these programs, by the end of 2014, show an improvement of 6 - 12 months in their learning. 5. Train 2 teachers in Multi-Lit in order to have students who have completed Mini-Lit to keep advancing and catching up in their learning. 6. The Literacy & Numeracy Co-ordinator to identify and track all students in Tier 3, regularly reviewing their data and making recommendations to teachers on a regular basis using Dibels and PAT Maths and Key Maths. 7. Professional Learning for K – 2 teachers: <i>Get Reading Right</i> <i>Number Worlds</i> Numeracy Workshop - AIS
<p>2014 NSW Literacy and Numeracy Action Plan Priorities:</p> <ul style="list-style-type: none"> • The introduction of a daily block of Numeracy for Kindergarten to Year 2 • Strengthen the focus on whole-school instructional leadership • Continue to explicitly assess the learning needs of students especially on entry at Kindergarten • Focus on school-based professional development for teachers in personalised learning and diagnostic assessment • Use tiered interventions in literacy and numeracy for those children who need special attention with evidence being gathered on their efficacy and cost-effectiveness. Schools need to be fully aware of the full cost of implementing an intervention, including associate staffing costs, equipment and material costs and any on-costs. • Extend programs that strengthen home, school and community partnerships and support literacy and numeracy, in particular programs aimed at Kindergarten to Year 2. • Adoption of the common tool for reporting achievement of learning outcomes Kindergarten to Year 4, using the DEC <i>Literacy and Numeracy Continua</i> as the framework for valid and reliable judgment of student achievement. 	

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

Line No.	Indicators	Strategies	Timeframe 2014	Responsibility	Resource Allocation and Funding Structure
1	Teachers plan and implement a structured numeracy block focused on explicit teaching of early numeracy skills.	K-2 teachers attend professional learning workshop focused on early numeracy skills.	May 2014	K-2 teachers	\$1125.00
2	Teachers plan and implement a structured numeracy block focused on explicit teaching of numeracy skills.	Years 3 and 4 teachers attend professional learning workshop focused on numeracy skills.	May 2014	Years 3 and 4 teachers	\$750.00
3	Teachers analyse assessment data to inform instruction	Professional learning for K-4 teachers focused on analysis of DIBELS Next assessment results (scheduled during after school staff meeting).	Term 2/3	All staff	
4	Evidence-based synthetic phonics program is implemented as part of K-2 class program	Professional learning focused on implementation of <i>Get Reading Right</i> : <ul style="list-style-type: none">• PL Sessions x 2 – Teacher input• PL Session x 1 - Classroom visits and lesson demonstrations	Ongoing throughout year	Principal and K-2 teachers	\$8475.00
5	Evidence-based number sense program is implemented to compliment whole class numeracy program	Professional learning for K-2 teachers and Learning Support teachers focused on implementation of Number Worlds		K-2 teachers and Learning Support 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 2014	Responsibility	Resource Allocation and Funding Structure
6	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.	Term 3 2014	K-4 teachers	\$1875.00
7	Whole class instruction is personalised and informed by comprehensive diagnostic assessment.	Provide teacher release for teachers to analyse DIBELS Next results in order to inform planning and instruction. 3 days provided to release teachers throughout year.	Term 2 Term 4	All staff	\$5625.00
8	Evidence-based synthetic phonics program is implemented as part of K-2 class program	Purchase appropriate <i>Get Reading Right</i> resources including class sets and additional readers (phonics-based readers and stories)	Ongoing throughout 2014	Principal and K-2 teachers	\$9220.00
9	Update current class resources for supporting effective literacy instruction.	Purchase phonics-based class readers to complement and extend current class sets for teaching literacy at each level of tiered intervention.	Ongoing throughout 2014	Principal and K-4 teachers	\$5000.00
10	Implement effective, evidence-based numeracy program for students identified as 'at risk'.	Implement <i>Number Worlds</i> as 'booster sessions' for students requiring additional support with early number concepts.	Ongoing throughout 2014	Principal, K-2 teachers and Learning Support teachers	\$3221.85
11		Employ 1 learning support teacher for 2 days a week to assess students in Numeracy & Literacy intervention programs Extend the hours of the Support Teacher by 1 day to continue implementation of MiniLit	Ongoing throughout 2014	Principal	\$42 351.79

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 2014	Responsibility	Resource Allocation and Funding Structure
12	Development of an effective and sustainable 2014 School Plan that is underpinned by a valid and thorough Situational Analysis.	Attend NSW Literacy and Numeracy Action Plan Planning Day to equip Principal and planning team in the preparation of appropriate documentation including a Situational Analysis and 2014 School Plan.	27 February 2014	Principal	\$1725.00
13	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 2014 School Plan.	4 days throughout 2014	Principal	\$2000.00
14	Effective coordination and implementation of strategies included in the 2014 School Implementation Plan as part of the NSW Literacy and Numeracy Action Plan.	Principal is provided with administration time to ensure effective coordination of the NSW Literacy and Numeracy Action Plan.	Equivalent of 1 day throughout 2014	Principal	\$500.00

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 2014	Responsibility	Resource Allocation and Funding Structure
15	Literacy and numeracy progress is monitored for all students in K-4 using appropriate reporting tools to ensure student needs are being met.	Provide release time for teachers to monitor student literacy and numeracy progress using the online literacy and numeracy continuum.	End of term 2 and end of term 4	K-4 teachers	\$3750.00
16	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.	Beginning term 1 End term 2 End term 4	All staff	\$5625.00
17	Teachers will effectively assess students in literacy in order to monitor student progress and inform instruction.	Provide release time for teachers to administer <i>DIBELS Next</i> and appropriate <i>literacy</i> assessments	Beginning term 1 End term 2 End term 4	All staff	\$5625.00