

NSW Literacy and Numeracy Action Plan

School Implementation Plan 2015

School Context

Hurstville Adventist School is a Pre-Kindy – Year 6 School. We have an SES Score of 100. We have a total of 174 students from Pre-Kindy – Year 6. The average class size is 28.

We have a very high population of students who come from non-English speaking backgrounds. We have one Australian student and the remainder are from 20 different backgrounds. A high proportion of our students are 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. Our staff ranges in experience from 2 years – 20 plus years. We would have a turnover of teachers of about one per year on average.

47% of our 2014 Pre-Kindy children are determined to transition across to Kindergarten.

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

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**

Line No.	Indicators	Strategies	Timeframe 2015	Responsibility
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.	Feb 12, 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	Feb 13, 2015	Years 2-6 teachers
3	Teachers train in administering Dibels for accuracy.	Professional learning for K-6 teachers focused on administering DIBELS assessments for more accuracy (scheduled for staff meeting).	Term 1, 2015	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
5	Parents are informed and active volunteers in the areas of Literacy & Numeracy	Teachers hold parent meetings to train parents and provide information to assist them in the classroom. Develop instruction booklet for parents as volunteers	Ongoing throughout 2014	Principal and K-2 teachers
6	Parent are informed regarding the types of testing we are currently using and how they are used to determine individual learning	Meeting held for parents where DIBELS and PATMaths is explained	Term 1, 2015	K-6 Teachers Principal
7	Parent are informed as to how they can assist with their child's learning in Numeracy and Literacy	Workshops for parents outlining ideas for parents reading, writing, comprehension and maths.	Term 2 & 3	Curriculum Coordinator

8	Teachers' receive instruction on implementation of Get Reading Right.	Teachers watch demonstration lesson by Justin from Get Reading Right and receive Professional Learning in implementation of Get Reading Right	Term 4, 2014	K - 2 teachers
9	Teachers' demonstrate their understanding of and delivery of Get Reading right.	Teachers take a lesson in Get Reading Right while being observed by Justin from Get Reading Right.	Term 1, 2015	K - 2 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 2015	Responsibility
10	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
11	Introduce microphones for students to self and peer monitor fluency when reading	Purchase Rainbow Easi Speakers as a whole class initiative to support students with their fluency	Ongoing throughout 2015	Principal K-5 teachers
12	Implement the use of pointers to assist teachers when teaching <i>Get Reading Right</i>	Purchase readers for use with <i>Get Reading Right</i>	Ongoing throughout 2015	Principal K 5 teachers
13	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. Purchase resources to complement Maths program in Measurement & Geometry, Number and Algebra	Ongoing throughout 2015	Principal, K-2 teachers and Learning Support teachers
14	Implement effective Tier 2 Literacy program for students identified 'at risk'.	Employ 1 learning support teacher for 3 days a week to implement/teach Mini and MultiLit across grades – 1 – 5, for half an hour, 3 days a week with the school supporting 1 day. Teacher will also train and oversee the volunteers Volunteers are to be trained to administer the reinforced reading component of MultiLit 3 days a week.	Ongoing throughout 2015	Principal, K – 5 teachers, support teacher and volunteers
15	Update current class resources for supporting effective literacy instruction.	Purchase phonics-based class readers and quality literature to complement and extend current class sets for teaching literacy at each level of tiered intervention.	Term 3/4 2014	Principal and K-5 teachers

16	Update current class resources for supporting effective literacy instruction.	Purchase class readers and quality non-fiction literature to complement and extend current class sets for teaching literacy at each level of tiered intervention.	Term 1 2015	Principal and K-5 teachers
17	Update current class resources for supporting effective literacy instruction.	Purchase Spelling Mastery as a whole class 3-tier intervention program from Years 3 - 6	Jan 2015	3-6 Class teachers
18	Update current class resources for supporting effective literacy instruction.	Purchase appropriate literacy games and teaching resources that complement the new syllabus and current resources for teaching literacy at each level of tiered intervention	Term 1, 2015	Principal and Learning Support teachers
19	Tiered intervention for identified students in Years Kindy are effectively implemented.	Professional learning for staff focused on implementation of PreLit/MiniLit and MultiLit and purchase appropriate resources.	Term 4 2014	Principal and Kindy teacher
20	Tiered intervention for identified students in Years 1 and 2 are effectively implemented	Purchase appropriate MiniLit resources to ensure ongoing and effective implementation of tiered interventions.	Term 4 2014	Principal and Learning Support teachers

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

Line No.	Indicators	Strategies	Timeframe 2015	Responsibility
21	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
22	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
23	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 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

Line No.	Indicators	Strategies	Timeframe 2015	Responsibility
24	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 (1 day per term per class teacher) and analyse results of assessments to inform planning and classroom instruction (1 day per term).	Ongoing throughout 2015	Executive and K-5 teachers
25	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 (1 day per term per class teacher) and analyse results of assessments to inform planning and classroom instruction (1 day per term).	Ongoing throughout 2015	Executive and K-5 teachers
26	Literacy and numeracy progress is monitored for all students in K-5 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.	Beginning of Term 1, End of Term 2 & End of Term 4	Executive and K-5 teachers
27	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	Administrative Assistant & Principal
28	Accurate reporting of student numeracy using PAT Maths	Purchase online licence to administer PAT Maths Assessments	February and November 2015	Year 1 - 6