

# NSW Literacy and Numeracy Action Plan

## School Implementation Plan 2016

### **School Context**

The Nambucca Valley Christian Community School has been part of the NSW Literacy and Numeracy Action Plan since 2012.

The school's participation aims to lift outcomes, especially in literacy and numeracy through specialised targeted programmes.

The School has been progressing toward 2016 with a view to implementing the approach to learning on a sustainable basis. Teacher practices which have been funded under the LNAP are now being incorporated as part of the regular instruction and assessment practices in each classroom.

A whole school approach to learning has been implemented in regard to Spelling and Reading activities within the Primary school. K-6 is timetabled to complete these activities as a block. Reading Mastery and Spelling Mastery sessions allow students to cross grades to cater to their individual learning needs. This is to both extend students or assist those experiencing difficulties in their learning.

Using direct instruction as a means of teaching strategies which flow consistently across all grades is now a school priority ensuring that there are no gaps in learning between grades. DIBELS Next is an assessment tool which allows evidence based analysis on a continuing basis for each student. LIN and LIEN provide numeracy growth points and assist teachers in analysing strength and improvement areas for each student.

The use of Teacher's Aides in the classrooms on a more consistent basis has assisted in providing remedial students with additional support as well as allowing students needing Literacy support to access it through MiniLit and MultiLit programs.

**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. 85-90% of students will meet DIBELS Next Benchmark goals for phonemic awareness and phonics through RM, SM & additional programs such as MiniLit and MultiLit and teaching parents to assist students developing Literacy and Numeracy skills at home.
2. 80% of students in Grades 2-6 will meet DIBELS Next oral reading fluency and accuracy benchmark.
3. All students continue to be assessed in number facts to determine instructional priorities for 2016. Each child will be assessed using LIN/LIEN in Numeracy and their results analysed in order to identify instructional priorities. Comparisons of these results will also be shown on numeracy tables. The LIEN target is to see 100% of students increase their growth points at an age appropriate rate by the end of 2016.
4. The Principal and Action Plan Coordinator continue to provide targeted professional learning opportunities for all Primary teaching staff and participate in walk throughs on a regular basis.
5. The Principal continues to provide the opportunity for all parents and wider members of the school community to work together in partnership to improve skills and understanding in Literacy and Numeracy.
6. Establishment of a permanent Literacy support network (Reading Mastery) for students meeting their level of development.
7. Develop an initiative such as a web page which highlights practises adopted under the Action Plan within and across sectors.
8. Embedding practises adopted under the Action Plan such as instructional; coaching through ongoing implementation of the framework and the development and review of teachers in the classroom.

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

<b>Line No.</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2016</b>	<b>Responsibility</b>
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.	March/April	K-2 teachers
2	Parent and community involvement in student learning. Strengthen link between home and school by holding parent evenings.	Specific target parent information sessions. Parents invited to special evenings to talk with teachers about methods and resources the school is using to improve reading, fluency and vocabulary. Correspondence to parents relaying DIBELS Next assessment results, Literacy and Numeracy Continua and NAPLAN performance Interviews with parents in relation to students results. Personal contact with families to discuss learning needs and arrange meetings where necessary.	March 2016  July 2016  November 2016	Learning Support Coordinator   Class teachers
3	Year 2-6 teachers will implement Seven Steps to Writing Success Programme	Seven Steps to Writing Success: The Seven Steps Writing Program – All text types – Persuasive, Informative, Recount and Narrative One day course – Base One Coaches Course	February / March 2016	Class teachers
4	Staff conduct peer observation of Reading Mastery Programme at other school.	Facilitate a visit to St Andrews Christian School to observe the Reading Mastery programme being used by another School.	March 2016	K-6 Coordinator

**Element 2****Implement a three tiered K-2 literacy and numeracy intervention based on initial (diagnostic) assessments and personalised learning**

<b>Line No.</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2016</b>	<b>Responsibility</b>
5	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. These are the consultancy visits from the AIS Numeracy Consultant.	Ongoing throughout 2016	K-2 teachers
6	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. These are the consultancy visits from the AIS Literacy Consultant.	Ongoing throughout 2016	K-2 teachers
7	Volunteer Evaluative Workshop – Volunteers receive training and feedback on their work in Literacy and Numeracy	Learning Support Coordinator and Principal meet with volunteers to evaluate the progress the students have made. Feedback and recommendations given about how to continue.	November 2016	Learning Support Coordinator
8	MultiLit and DIBELS Next – new staff trained in administering MultiLit and DIBELS Next.	One new Year – one new teacher's aide trained in administering MultiLit and one new staff member trained in administering DIBELS Next.	February 2016	Learning Support Coordinator
9	Reading / Spelling Mastery programme fully resourced for all students MiniLit and MultiLit resourced for relevant students	Purchase additional Reading Mastery workbooks and textbooks so that students participate in whole school Literacy approach. Purchase Spelling Mastery workbooks. Purchase MultiLit resources Purchase MiniLit resources	January 2016	Learning Support Coordinator
10	Having MiniLit and MultiLit in place for “at risk” students across primary grades	Staff training: MiniLit/MultiLit	Jan to Dec 2015	Learning Support Coordinator

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

<b>Line No.</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2016</b>	<b>Responsibility</b>
11	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 <sup>st</sup> August and 1 <sup>st</sup> September 2015	Principal and executive team
12	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
13	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
14	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
15	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
16	Principal and executive team are active in establishing a framework of development and review for school leaders and teachers.	School visits from Appretio team to support Principal/Action Plan Coordinator/Executive with instructional coaching focused on School Priorities, Goal Development, Evidence, Reporting and Professional Learning.	Ongoing throughout 2016	Principal and executive team

17	Programme is efficiently coordinated across the school and all deadlines are met	Learning Support Coordinator to coordinate Professional Learning, complete and coordinate school profile. Also meet with consultants and staff to ensure to ensure school plan is organised and implemented effectively.	Continuous across 2015	Principal
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**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.**

<b>Line No.</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2016</b>	<b>Responsibility</b>
18	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
19	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
20	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