

NSW Literacy and Numeracy Action Plan

School Implementation Plan 2015

School Context

The Nambucca Shire is a low socio-economic community. The NSW Literacy and Numeracy Action Plan provides the School with the opportunity to lift outcomes, especially in literacy and numeracy, through specialised targeted programmes. Nambucca Valley Christian Community School aims to provide high quality Christian education in the Nambucca Valley, and for each student to reach personal and nationally recognised benchmarks. The School actively supports students requiring literacy and numeracy assistance. Grant money allocated in 2015 will fund additional resources, training and development in literacy and numeracy.

The School community is well supported by parents, grandparents and volunteers from both the School and the wider Christian community. Volunteers are integrated into the school in the areas of Reading (MINILIT, MULTILIT and one on one reading).

The implementation of a 'whole school' approach to learning has become one of the focal areas of the new school culture. The school has implemented the DIBELS NEXT program as a means of assessing literacy, Spelling Mastery to cater to individual spelling needs and The Reading Mastery program which involves the whole school being assessed and placed in groups of students within the same level and supported through direct instruction.

Assessment also takes place three times a year using the Literacy and Numeracy Continuums. The LIN and LIEN assessment tools will also be implemented throughout the school next year to assist students' numeracy skills.

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. Anita Chin	19 th February 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	20 th February 2015	Years 3-6 teachers
3	Staff attend workshops to expand intensive learning opportunities for students falling below benchmark.	Aide will attend MINILIT workshop so that opportunities will be provided for students to reach benchmarks.	Approx March 2015	Teacher's Aide
4	Parents and community involvement in student learning	Specific targeted parent information sessions Correspondence to parents relaying DIBELS NEXT assessment results Interviews with parents in relation to students results Personal contact with families to discuss learning needs and arrange meetings where necessary	March 2015 July 2015 Nov 2015	Learning Support Coordinator Class teachers
5	Teachers will implement Reading and Spelling Mastery with fidelity.	School based Professional Learning for staff focused on the implementation of Reading Mastery and Spelling Mastery.	January	Principal
6	Staff are trained in the implementation of LIEN and LIN	AIS Consultant. Dates and specific courses will be set by the Principal.	Ongoing throughout 2015	Principal
7	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.	17 and 18 March 2015	Year 2, 3/4 and 5/6 teachers
8	Staff conduct peer observation of Reading Mastery Programme at other schools.	Facilitate two separate visits to Pacific Coast Christian School to observe the Reading Mastery Programme being used by another school.	Dec 2014	K-6 Coordinator New Year 2 teacher



		Also one visit St Andrews Grafton	March 2015	New Year 3 teacher
9	Strengthen link between home and school by holding a parent evening	Parents invited to a special evening to talk with teachers about methods and resources the school is using to improve reading, fluency and vocabulary.	March 2015	Principal



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, especially on entry to Kindergarten level.	Ongoing throughout 2015	K-2 teachers
11	Volunteer Evaluative Workshop – Volunteers receive training and feedback on their work in Literacy and Numeracy.	Special Needs Coordinator and Principal meet with volunteers to evaluate the progress the students have made. Feedback and recommendations given about how to continue.	November 2015	Learning Support Coordinator
12	MULTILIT and DIBELS NEXT – new staff trained in administering MultiLit and DIBELS Next	2 new Yr 3-6 staff supported, trained and monitored trained in how to administer DIBELS NEXT. Any new casual staff also trained in how to administer DIBELS Next.	April 2015	Learning Support Coordinator
13	Reading Mastery programme fully resourced for all students	Purchase additional Reading Mastery workbooks and text books by SRA so that students participate in whole school Literacy approach. Purchase Spelling Mastery workbooks	January 2015	Learning Support Coordinator
14	Have MiniLit and MultiLit in place for ‘at risk’ students across primary grades	Staff training Additional staff to teach MiniLit/MultiLit	Jan to Dec 2015	Learning Support Coordinator



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

Line No.	Indicators	Strategies	Timeframe 2015	Responsibility
15	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
16	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
17	Programme is efficiently coordinated across the school and all deadlines are met	Principal to coordinate Professional Learning, complete and coordinate school profile. Also meet with consultants and staff to ensure school plan is organised and implemented effectively.	Continuous across 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
18	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 and analyse results of assessments to inform planning and classroom instruction. This will include release time for teacher's to assess students using LIN and LIEN	Beginning of Term 1, End of Term 2 & End of Term 4	Executive and K-2 & 3/4 teachers
19	Teachers will effectively assess students in numeracy in order to monitor student progress and inform instruction.	Two new Year 3-6 teachers will be provided with additional release time to administer appropriate <i>numeracy</i> assessments and analyse results of assessments to inform planning and classroom instruction	Beginning of Term 1, End of Term 2 & End of Term 4	Executive and 3 and 5 teachers
20	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 (and analyse results of assessments to inform planning and classroom instruction.	Beginning of Term 1, End of Term 2 & End of Term 4	Executive and K-2 & 3/4 teachers
21	Teachers will effectively assess students in literacy in order to monitor student progress and inform instruction.	Two new Year 3-6 teachers will be provided with additional release time for teachers to administer appropriate <i>literacy</i> assessments and analyse results of assessments to inform planning and classroom instruction.	Beginning of Term 1, End of Term 2 & End of Term 4	Executive and 3 and 5 teachers
22	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-2 & 3 / 4 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.	Two new teachers will be provided with additional 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 3 and 5 teachers



24	Teachers trained in overseeing the administrative functions of the online continua at NVCCS	Two staff attend practical workshop to receive clear guidelines regarding how to update the school's account in order to maintain class lists and the allocation of teaching staff to classes. The administrative functions of the online continua will also be outlined	6 th February 2015	K-6 Coordinator and Learning Support Teacher
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