

School Context

Port Macquarie Adventist School was established in 1952. It is currently a K-6 school and has a current enrolment of 102 students. Up until a few years ago, its enrolment was quite low with around 30 students.

Port Macquarie Adventist School continues to demonstrate positive growth in the lower we currently run 5 classrooms (K, 1, 2, 3/4 4/5/6). The schools growth is a result of initiatives instigated by the staff and through community building activities.

Port Maquarie Adventist School is blessed with around 30% indiginious students currently attending our school. We believe that every child should have the opportunity of achieve their full potential achademically, physically and spiritually. Staff work very hard to meet the needs of all the students in their class, however it has been difficult with such a diverse group of students, from a variety of backgrounds and many with special needs.

The school relishes the oportunity to take part in this program, as it will better help meet the needs of the students attending our school, and equip the staff with increased knowledge, skills and resources to do this.

2014 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.

2014 NSW Literacy and Numeracy Action Plan Priorities:

- 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.

Targets:

1. K-2 - A 15-20% increase in students meeting Dibels Next benchmarks in Phonemic Awareness, Phonics and Reading Fluency.
3-6 - A 15-20% increase of students meeting Dibels Next benchmarks in oral reading fluency and comprehension.
2. Assess all students in numeracy to, analyse results and determine teaching priorities and targets for 2014.
3. Increase parent and community participation through meetings run by learning professionals at the school.
4. Leadership ensures all students are tested 3 times a year, data recorded and assessed and appropriate individualised programs are put in place.
5. Principal oversees and directs new classroom initiatives and intervention with at risk students.
6. Teachers implement new classroom initiatives and programs to improve literacy and numeracy standards of all students in their classrooms.

- 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 *Literacy and Numeracy Continua* as the framework for valid and reliable judgment of student achievement.

7. Report student achievement Term 2 & Term 4 using the *Literacy and Numeracy Continua*.

Element 1

Effective and evidence-based teaching of literacy and numeracy

Line No.	Indicators	Strategies	Timeframe 2014	Responsibility	Resource Allocation and Funding Structure
1.1	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.	Term 2	K-2 teachers	<ul style="list-style-type: none"> - Numeracy Workshop = \$Nil - Staff release: 5 teachers @ \$375 per day = \$1875 - Accommodation: 0 - Meals: \$100 - Travel: \$150 - Committed in 2013 for Principal to attend mathematics in-services: \$1020 - Remaining from 2013 from Maths PD with A/P David Evans: \$282.98 <p style="text-align: right;">TOTAL: \$822.02</p>
1.2	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.	Term 2	Years 3 and 4 teachers	<ul style="list-style-type: none"> - Numeracy Workshop = \$Nil - Staff release: 3 teachers @ \$375 per day = \$1125 - Meals: \$100 - Travel: \$100 <p style="text-align: right;">TOTAL: \$1325.00</p>
1.3	Teachers trained in Jolly Phonics and implement the program into their literacy block.	Teachers to be trained in the Jolly Phonics program to improve classroom instruction in the area of phonics and phonemic awareness.	Term 2	Principal	<ul style="list-style-type: none"> - Committed in 2013: \$1900.00 <p style="text-align: right;">TOTAL: \$Nil</p>

1.4	Purchase phonics based books and levelled readers to support low ability readers and Aboriginal students.	Provide low ability readers with additional books at their level, to support them in their reading. Select some books with an Aboriginal focus, so the students can more easily relate to the stories. These books will be phonics based, or books that are accurately levelled for students to systematically progress through. Main focus is to supplement the classroom books, however some will also come from the suggested MultiLit list to assist with implementing the reading intervention programs.	April	Learning Support Teacher/Principal	- Committed in 2013: \$8965.50 TOTAL: \$Nil
1.5	Purchase Reading Mastery to better support low ability readers and improve teacher instruction.	Implement Reading Mastery program to improve classroom instruction and better support the varying needs and abilities of the students	Term 2	Learning Support Teacher/Principal	- Committed in 2013: \$4000 TOTAL: \$Nil
1.6	Literacy Resources	Resources to support K-2 literacy focus (individual whiteboards, phonics blocks, flip charts, head phones, big books, literacy games.) These will be used to support classroom teaching and improve student tasks and outcomes.	May	Learning Support Teacher/Principal	- Resources: \$1399.50 - Committed in 2013: \$2725 TOTAL: \$1399.50
1.7	Improve phonemic awareness instruction in the classrooms	Provide teachers with training in Phonemic Awareness instruction and classroom activities. Purchase SRA Phonics book to support and educate teachers further.	Term 2	K-6 teachers	- Phonics Book: \$310 - Committed in 2013 - Training: \$3200 TOTAL: \$310.00
1.8	Encourage sharing of literacy and mathematics resources by developing a centralised resource room.	Develop and organise a central resources room for literacy and mathematics resources for ease of use and sharing between classrooms. Encourage teachers to create their own maths and literacy resources for sharing between grades.	June	Curriculum coordinator	- Committed in 2013: \$1150 TOTAL: \$Nil

1.9	Improve classroom numeracy blocks through one-to-one student assessment/conferencing and teacher training	<p>Numeracy Consultant to train staff in LIN & LIEN.</p> <p>All teachers K-6 assess students using the LIN & LIEN program assessment.</p> <p>Provide regular mentoring and classroom support to assist teachers in developing more effective mathematics instruction.</p> <p>Allow regular staff conferencing sessions, to review student data and plan for improvement.</p> <p>Improve and develop whole school curriculum scope and sequences for mathematics - Consultant.</p>	April 11 Ongoing during term 2	Principal and K-6 teachers	<ul style="list-style-type: none"> - LIN & LIEN Training: \$9450 - Teacher release to conduct individual student assessments: 5 teachers x 3 days x \$375 = \$5625 - Extra days for training part time staff: \$750 - Extra support for teachers in structuring their mathematics blocks, where needed: \$500 - Catering: \$160 - Remaining from 2013 for scope and sequence development by individual teachers: \$450 - Remaining from 2013 for maths assessment tools: \$500 - Remaining from 2013 for release time for teachers to assess students in mathematics: \$1500 - Remaining from 2013 the development and improvement of mathematics scope and sequences and by the curriculum coordinator: \$800 - Remaining from 2013 improvement and development of the school curriculum: \$1455 <p style="text-align: right;">TOTAL: \$11 780.00</p>
1.10	Work towards running mathematics teaching blocks without following and using a student textbook. Purchase Mathematics resources to support the new mathematics program.	Research and order a selection of essential mathematics resources to support a more hands on and inquiry based instruction method. Consider areas of need from the LIN & LIEN assessment and select resources to support students in their areas of difficulty.	Terms 2 and 3	Principal	<ul style="list-style-type: none"> - Maths Resources and equipment: \$4156.86 <p style="text-align: right;">TOTAL: \$4156.86</p>

1.11	Introduce Elementary Maths Mastery into the beginning of the Mathematics block.	Purchase Junior Elementary Maths Mastery and Elementary Maths Mastery books to support a direct instruction approach to teaching some of the basic skills in Mathematics.	Ongoing through out 2014	Curriculum Coordinator	<ul style="list-style-type: none"> - Junior Elementary Maths Mastery: \$180 - Elementary Maths Mastery: \$180 <p style="text-align: right;">TOTAL: \$360.00</p>
1.12	Teachers improve their teaching practice in the literacy and mathematics blocks.	Regularly K-2 planning sessions for our new/grad teachers with our experienced infants teacher. Sessions will help guide teacher planning for the following few weeks, and help teachers reflect on and improve their own teaching. Reviewing assessment data, (Dibels, LIN & LIEN) and discussing strategies to improve particular students who are at risk.	Terms 2 – 4 (every 3 weeks)	K-2 Teachers	<p>Early stage 1 & stage 1 conferences and planning sessions:</p> <ul style="list-style-type: none"> - Release time (10 half day planning sessions): 2 teachers for 10 days x \$350 = \$3500 - Release time for experienced teacher - 10 days x \$350 = \$3500 - Committed in 2013 for reviewing DIBELS and reviewing instructional priorities and planning for improvement: \$4800 <p style="text-align: right;">TOTAL: \$2200.00</p>
1.13	Teachers implement a structured guided reading session in their daily literacy block. Increase and improve the classroom guided reading texts and student take home books.	Train K-2 teachers in developing effective guided reading session and provide support in establishing effective reading rotations. Purchase Phonics Controlled Readers. Student books for home reading and multiple copies of levelled books for daily class guided reading.	Term 2	Principal	<ul style="list-style-type: none"> - Teacher release: 4 x \$375 = \$1500 - Training (Consultant visit school): \$1800 - Catering: \$60 - Phonics readers: \$6000 - Teacher release (½ day to research the books and order and organise the books): \$187.50 <p style="text-align: right;">TOTAL: \$9547.50</p>
1.14	In-service teachers to improve knowledge and understanding of open-ended mathematics tasks.	Training afternoon/evening for teachers in open-ended mathematics tasks, and how to implement these into their mathematics teaching blocks.	Term 2	Principal	<ul style="list-style-type: none"> - Training session: \$620 - Catering: \$180 - Committed from 2013 for Principal's cluster meetings, but re-allocated to maths in-service for 2014: \$800 <p style="text-align: right;">TOTAL: \$Nil</p>

1.15	Train and support teachers in direct instruction programs	Provide adequate support and training for teachers to implement Get Reading Right.	Ongoing through out 2014	Principal	- Get Reading Right: \$3241.98 TOTAL: \$3241.98
Mandatory Reform Element 1 Subtotal:					\$35 142.86

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
2.1	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	K-4 teachers	<ul style="list-style-type: none"> Staff release: 5 teachers @ \$375 per day = \$1875 <p style="text-align: right;">TOTAL: \$1875.00</p>
2.2	Monitor students progress using the Dibels assessment	<p>Test students 3 times per year using the Dibels Next assessment.</p> <p>Provide teachers with support and release time as needed to administer the one-to-one Dibels test.</p> <p>Employ someone to enter all the student data into our database three times per year and draft letters to each parent highlighting their students' achievement and progress in Dibels.</p>	<p>Start T1</p> <p>End T2</p> <p>End T4</p>	Teachers	<ul style="list-style-type: none"> Support and release time for teachers to collect data - 5 days @ \$375 = \$1875 Entering results and reporting to parents: 34 hours @ \$33ph = \$1122 Remaining from 2013: \$3000 <p style="text-align: right;">TOTAL: \$Nil</p>
2.3	MiniLit reading intervention program	<p>Continue to implement the MiniLit reading intervention program for students in years 1-3, four sessions per week x 5 groups.</p> <p>Provide regular parent meetings and information session with reading intervention program coordinator.</p>	Feb - Dec	Learning Support Teacher	<ul style="list-style-type: none"> Teacher's Aide: \$33 x 9 hrs x 37 weeks = \$10 989 (Yr 2) Teacher's Aide: \$33 x 8 hrs x 37 weeks = \$9768 (Yr 1) Teacher: ½ day @187.50 x 52 weeks = \$9750 Additional student resources: \$150 set x 4 =\$600 Committed from 2013: teacher's aide MiniLit lessons: \$12 904 Committed in 2013 – teacher lead parent meetings in relation to reading intervention programs: \$1600 <p style="text-align: right;">TOTAL: \$16 603.00</p>

2.4	Tier 3 reading instruction. MultiLit Reading Tutor reading intervention program	Implement the Reading Tutor program for at risk students, four days per week.	Feb - Dec	Learning Support Teacher	<ul style="list-style-type: none"> Teachers Aid to run lessons: \$33 x 14 hrs x 36 weeks = \$16 632 <p style="text-align: right;">TOTAL: \$16 632.00</p>
2.5	MultiLit Reading Tutor training	Train staff in MultiLit Reading Tutor program and Reading Tutor Extension program	Term 2	Principal	<ul style="list-style-type: none"> Training costs for MultiLit Reading Tutor: \$579 Reading Tutor Course costs: \$1848 (4 staff) Reading Tutor Extension course costs: \$924 (2 staff) Teacher relief: \$375 x 2 days = \$750 Teachers Aids: 2 staff x 6hrs @ \$33 = \$396 Flights: \$2000 Meals: \$350 Accommodation: \$1400 Car Hire: \$350 Committed in 2013: Training days for aids and learning support teachers: \$2200 Committed in 2013: Train teachers and teachers aids in MultiLit : \$3039 <p style="text-align: right;">TOTAL: \$3358.00</p>
2.6	Monitoring the reading intervention programs	Learning support teacher to monitor and oversee the reading intervention programs. Help to train and monitor teacher aids and conduct testing, and liaise and report to parents.	Feb - Dec	Learning Support Teacher	<ul style="list-style-type: none"> Learning Support Teacher: ½ day per week @187.50 x 52 weeks = \$9750 <p style="text-align: right;">TOTAL: \$9750.00</p>
2.7	Parent and volunteer information sessions in reading	Employ consultants to inform and train parents and volunteers in how to better support students in reading. Pause, Prompt, Praise.	Term 2	Principal	<ul style="list-style-type: none"> Committed in 2013: \$1200 <p style="text-align: right;">TOTAL: \$Nil</p>

2.8	Provide extra support to students on the MiniLit and Reading Tutor programs where needed.	Monitor student progress and assess and supplement program as needed with extra support and materials.	Ongoing	Principal/Learning Support Teacher	- Committed in 2013: \$1200 TOTAL: \$Nil
2.9	Increase Maths Numeracy Resources	Games and resources to help implement a three-tiered approach for numeracy.	April	Curriculum Coordinator & Teachers	- Committed in 2013: \$1000 TOTAL: \$Nil
2.10	Implement a literacy readiness program.	Gain support to develop a literacy readiness program to present to parents	Term 4	Principal	- Committed in 2013: \$800 TOTAL: \$Nil
2.11	Volunteers morning tea and information session	Provide guidance and support for volunteers who come and listen to student read. Volunteers particularly focus on supporting the indigenous students who don't always get the homework reading support at home.	May	Principal	- Committed in 2013: \$500 TOTAL: \$Nil
2.12	Provide extra support for Aboriginal students and students with special needs.	Consultants to present workshops on supporting aboriginal students & students with special needs for teacher and possibly parents. Employ the services of Val Gray – clinical psychologist, who has written programs to support students who are not achieving at school despite extra support and intervention	Term 3 - TBC	Principal	- Committed in 2013: \$1200 TOTAL: \$Nil
2.13	Extra support for struggling students.	Employ our learning support teacher to work with students who are having significant difficulties in class, or who are not keeping up in the reading intervention programs, with the rest of their group.	Terms 2-4 - Ongoing	Learning Support Teacher	- \$3000 committed in 2013 16 mornings (1/2 days) X \$187.50 TOTAL: \$Nil

2.14	Improve the teaching of spelling and phonics through direct instruction lessons.	Purchase the Spelling Mastery series for teachers to implement into their classrooms from term 2 onwards.	Term 2 onwards	Teachers	<ul style="list-style-type: none"> - Teacher manuals: \$1800 - Student Texts: 100 @ \$25 = \$2500 - Manual: \$30 <p style="text-align: right;">TOTAL: \$4330.00</p>
Mandatory Reform Element 2 Subtotal:					\$52 548.00

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
3.1	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	<ul style="list-style-type: none"> - NSW LN Action Plan Planning Day: \$1350 - Principal release:\$375 - Staff release: 2 days@ \$375 per day = \$750 - Accommodation: \$900 - Meals: \$200 - Travel:\$574 - Committed from 2013 funding: \$1834 <p style="text-align: right;">TOTAL: \$2315.00</p>
3.2	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	<ul style="list-style-type: none"> - Principal release = \$1500 <p style="text-align: right;">TOTAL: \$1500.00</p>
3.3	Development of the NSW Literacy and Numeracy Action Plan School Implementation Plan 2014	Release time for the research, development and writing NSW Literacy and Numeracy Action Plan School Implementation Plan 2014.	March	Principal/ Curriculum Coordinator	<ul style="list-style-type: none"> - \$375 x 3 = \$1125 <p style="text-align: right;">TOTAL: \$1125.00</p>
3.4	Monitoring of the NSW Literacy and Numeracy Action Plan	Release time during the year for regular monitoring of the NSW Literacy and Numeracy Action Plan as outlined in the 2014 school plan. Also to ensure that outstanding 2013 strategies are planned for and completed during 2014. Time also allocated for the bursar to keep track of the funds and spending.	Throughout 2014	Principal, Curriculum coordinator	<ul style="list-style-type: none"> - Release time for Principal/curriculum coordinator: 4 days x \$375 = \$1500 - Bursar release: 14hrs x \$38 = \$532 <p style="text-align: right;">TOTAL : \$2032.00</p>

3.5	Continue to strengthen home, school and community partnerships.	Community tea provided for parents and wider school community. Specialist presenters engaged to present on a variety of topics.			- Catering: \$500 TOTAL: \$500.00
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Mandatory Reform Element 3 Subtotal: \$7472.00

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
4.1	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. Train teachers in the literacy and numeracy continuum.	End of term 2 and end of term 4 Jan 2014	K-4 teachers	<ul style="list-style-type: none"> - End of term 2 staff release: 5 teachers @ \$375 per day = \$1875 - End of term 4 staff release: 5 teachers @ \$375 per day = \$1875 - Training from AIS: \$1800 - Committed from the 2013 funding for continuum training: \$2800 <p style="text-align: right;">TOTAL: \$2750.00</p>
Mandatory Reform Element 4 Subtotal:					\$2750.00

2014 TOTAL Funding Expenditure	
Mandatory Reform Area 1 Subtotal	\$35 142.86
Mandatory Reform Area 2 Subtotal	\$52 548.00
Mandatory Reform Area 3 Subtotal	\$ 7472.00
Mandatory Reform Area 4 Subtotal	\$ 2750.00
Mandatory Reform Areas 1-4 TOTAL	\$97 912.86