

NSW Literacy and Numeracy Action Plan

School Implementation Plan 2016

School Context

Port Macquarie Adventist School was established in 1952. It is currently a K-6 school and has a current enrolment of 105 students.

Port Macquarie Adventist School continues to demonstrate positive growth in the lower grades and we will be running 7 classrooms in 2016 (PK, K, 1, 2, 3, 4, 5/6). The school's growth is a result of initiatives instigated by the staff and through community building activities. Many of our students have joined our school from other schools, so have not had the chance to start with us from kindergarten. Over the past few years we have increased our Pre-Kindergarten program, with 5 days per week operating during 2015. The program has a strong focus on literacy and numeracy and students who go on to attend our Kindergarten, are showing strong skills in literacy and numeracy.

About 30% of Port Macquarie Adventist School's students are indigenous.

We believe that every child should have the opportunity to achieve their full potential academically, physically and spiritually. Staff are committed to improving the results of the students and they go the extra mile to provide extra support to students and families who need it. Although the staff work very hard to meet the needs of all the students in their class, 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 opportunity to be part of this research project, as it will better help us meet the needs of the students attending, and equip the staff with increased knowledge, skills and resources to do this.

In 2016 we have 3 new teachers joining our school – 1 experienced teacher and 2 early career teachers. The other 4 full time teaching staff are remaining for 2016, along with the principal, learning support and curriculum coordinator.

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. To increase student daily attendance at school, particularly with our indigenous students, by 3-5%.
2. To decrease the number of Kindy students 'at risk' on the mid year DIBELS assessment for phonemic awareness by more than 10% from 2015 – 2016.
3. To increase the proportion of students in yrs 3-6 meeting DIBELS NEXT reading benchmarks by more than 10%.
4. To decrease the proportion of year 1 to 6 students by more than 10%, who are not meeting expected benchmarks, as identified by our SENA testing.
5. To test students using DIBELS NEXT and CENA and to analyse results with all staff, 3 times per year in Feb, June and November.
6. Improve tier one instruction in years 3-6 using a well planned and structured literacy block.
7. Report Student achievement utilising the online Literacy and Numeracy Continua, three times per year.
8. All new staff to be trained in the administration and interpretation in DIBELS Next and SENA as well as our Get Reading Right program.
9. To ensure sustainability of practice implemented through ongoing access to professional development.
10. Develop an initiative that showcases the outcomes of practices adopted under the Action Plan.

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

Line No.	Indicators	Strategies	Timeframe 2016	Responsibility
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.	7 March	K-2 teachers
2	Teachers administer assessments with fidelity, analyse assessment results and use this data to inform planning and classroom instruction.	K-2 teachers attend professional learning focused on the administration and analysis of literacy assessments. (DIBLES Next)	July & August	Executive and K-2 Teachers
3	Teachers plan and implement a structured sequence of lessons focused on the explicit teaching of early numeracy skills.	K-6 Teachers participate in professional learning focused on planning and programing directly from the syllabus and differentiating in the area of numeracy.	14 th & 15 th January	All teachers
4	Utilise a phonics based reading program for K-2	Continue to implement the Get Reading Right program for K-2. K-2 Teachers participate in professional learning to guide the continued implementation of the program.	Feb	K-2 Staff & Curriculum Coordinator

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 2016	Responsibility
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.	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.	Ongoing throughout 2016	K-2 teachers
7	Implementation of MultiLit Work Attack Skills Program + the Word Attack Extension Program to support learning and improve students results in reading.	Continue to implement the MultiLit reading intervention program for Year 3+ students who have been identified as 'at risk' through our DIBLES testing.	Ongoing throughout 2016	Learning Support Teacher and Teacher aide
8	Implementation of MultiLit Work Attack Skills Program + the Word Attack Extension Program to support learning and improve students results in reading.	Purchase recording books to support the MultiLit program.	Ongoing throughout 2016	Learning Support Teacher and Teacher aide
9	Implementation the MiniLit program to support learning and improve student results in reading.	Continue to implement the MiniLit reading intervention program for Year 1-3 students who have been identified as 'at risk' through our DIBLES testing.	Ongoing throughout 2016	Learning Support Teacher and Teacher aide
10	Support and guidance in the MiniLit and MultiLit programs to ensure fidelity and guide teacher planning in the classroom for these 'at risk' students.	Teacher to organise and oversee the MiniLit Program and the MultiLit Word Attack Programs. Monitor student progress, oversee assessments, liaise with classroom teachers. Liaise with Parents and provide information and support and feedback to better help parents support their child with reading at home.	Ongoing throughout 2016	Curriculum & Learning Support Teacher
11	Teachers improve their numeracy instruction through differentiation and programs that promote hands-on thinking mathematically tasks and problem solving.	Purchase numeracy teacher resource books and numeracy resources to support teachers to teach concepts directly from the syllabus.	Term 1	Curriculum & Learning Support Teacher

12	Improve the teaching of spelling and phonics through direct instruction lessons.	Continue to Implement the Spelling Mastery Program.	Ongoing throughout 2016	All staff
13	Support attendance of students.	Employ Aboriginal Student Support Officer/Mentor.	Ongoing throughout 2016	Principal & Aboriginal support officer

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

Line No.	Indicators	Strategies	Timeframe 2016	Responsibility
14	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 st August and 1 st September 2015	Principal and executive team
15	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
16	Strengthen Home & School Partnerships and educate parents about the programs we are using in class and how they can better support their children at home.	Conduct parent and volunteer information sessions at school to better educate parents and classroom volunteers as to the best ways they can support their children in the area of literacy and numeracy. Invite guest speakers/experts in these areas to come and present workshops to the parents.	Beginning of the year and mid year.	Principal
17	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.	March 2016	Principal and executive team
18	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
19	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

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 2016	Responsibility
20	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
21	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
22	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