

## NSW Literacy and Numeracy Action Plan School Implementation Plan 2015

### School Context

Port Macquarie Adventist School was established in 1952. It is currently a K-6 school and has a current enrolment of 99 students.

Port Macquarie Adventist School continues to demonstrate positive growth in the lower grades and we currently run 5 classrooms (K, 1, 2, 3/4, 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.

About 35% of Port Macquarie Adventist School's students are indigenous.

We believe that every child should have the opportunity of 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 the 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 NSW Targeted Funding Action plan program, as it will better us as a small school meet the needs of the students attending, and equip the staff with increased knowledge, skills and resources to do this.

In 2015 we will be changing over 4 out of 5 of our full time teaching staff due to family reasons. The full time principal, learning support staff and curriculum coordinator will be staying on. We have an experienced part time teacher looking after the school curriculum and learning support. Due to this huge turnover of staff next year, one of our main focuses will be retraining in some of our current programs, to update new staff.

So far in our Action Plan journey, we have implemented some formal and regular testing in the area of Literacy and Numeracy, to help diagnose areas where students are most at risk. We adopted the DIBELS Next assessment and the LIN/LIEN numeracy interviews. Our other main focus over the past two years was to train in MiniLit and MultiLit and implement these programs into our school. This has proven to be of great benefit to the students involved. Our need for MiniLit has begun to decline in 2014, however there is still a big need for MultiLit for the students in years 3 up.

### 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**

<b>Line No.</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2015</b>	<b>Responsibility</b>
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.	Term 1	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	Term 1	Years 2-6 teachers
3	Explicit instruction in teaching Numeracy through the LIN & LIEN program (Learning in Early Numeracy)	Train staff in LIN & LIEN and guide them in assessment and classroom practice. Consultant to observe teachers in the classroom and provide regular support to assist teachers in developing more effective numeracy instruction. Purchasing Mathematics Resources to support the new 'no textbook' mathematics block.	Ongoing throughout 2015	Principal
4	Utilise a phonics based reading program for K-2	Train all staff in the Get Reading Right K-2 program. Purchase additional support materials to help implement the program.	19 <sup>th</sup> & 20 <sup>th</sup> January, 2015	Principal
5	Teachers improve their numeracy instruction through differentiation	All teachers attend professional learning workshop focused on numeracy skills with Anita Chin. Professional development to focus on differentiation in a multi-grade classroom and better programming using the new NSW Mathematics syllabus. Consultant to present at the school before the start of Term 1 classes:	21 <sup>st</sup> & 22 <sup>nd</sup> January, 2015	Principal

**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 2015</b>	<b>Responsibility</b>
6	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	Teachers
7	Implementation of the MiniLit reading intervention program.	Continue to implement the MiniLit reading intervention program for Year 1-3 students who have been identified as 'at risk' through our DIBELS testing.	Ongoing throughout 2015	Curriculum Coordinator
8	Implementation of MultiLit Work Attack Skills Program + the Work Attack Extension Program	Continue to implement the MultiLit reading intervention program for Year 3+ students who have been identified as 'at risk' through our DIBELS testing.  Employ trained teacher's aide to deliver the program to the identified students, 4 days per week.  Provide regular rewards and incentives for the students to help them stay on task, and reward them for their efforts.	Terms 1-4	Curriculum Coordinator
9	Oversee the running of the intervention programs and provide support, guidance and training for the teacher aids.	Provide time for a teacher to oversee the Literacy intervention programs including MiniLit and MultiLit.  Monitor and guide teachers' aids in their role in the classrooms.  Regular monitoring of students' progress, administration of assessments and liaising with parents and teachers.	Ongoing throughout 2015	Curriculum coordinator and learning support teacher
10	Strengthen home and school partnerships	Conduct a parent and volunteer information session on ways to better support students with	Term 1	Principal

		<p>their reading.</p> <p>Schedule a thank you morning tea for our regular volunteers and provide further input regarding strategies to support students' learning focused on literacy and numeracy in the classroom.</p> <p>Organise a morning tea for families and present ways they can support children's learning at home in literacy and numeracy.</p>	<p>Term 1</p> <p>Term 3</p>	
11	Improve the teaching of spelling and phonics through direct instruction lessons.	<p>Continue to implement the Spelling Mastery program for students.</p> <p>Purchase additional Spelling Mastery student books to support student learning in the program.</p>	Term 1	Curriculum Coordinator
12	Increase the quality of our reading program with direct instruction for grade 3-6	<p>Purchase Reading Mastery for grades 3-6. (Levels 2, 3, 4, &amp; 5)</p> <p>Give students in Years 3-6 the placement text</p>	Term 1	Curriculum coordinator
13	Aboriginal Student Support Officer employed to act as liaison between school, home and community	This role will include liaising with Aboriginal elders, parents and students to encourage an increased daily attendance for our students.	Ongoing throughout 2015	Principal

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

<b>Line No.</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2015</b>	<b>Responsibility</b>
14	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 the 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
15	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.  Principal/administration to attend professional development programs in the areas of literacy and/or numeracy to help guide the schools planning and development in these areas.	Dates to be scheduled during 2015	Principal
16	Development of the NSW School Literacy and Numeracy Implementation Plan for 2015	Provide time for the Principal and curriculum coordinator to research and develop the School Literacy and Numeracy Implementation Plan for 2015.	October 2014	Principal & Curriculum coordinator
17	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 2015 school plan.  Schedule time for the bursar and coordinator to work together regularly to keep track of the finances and spending.	Ongoing throughout 2015	Curriculum Coordinator & 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**

<b>Line No.</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2015</b>	<b>Responsibility</b>
18	Teachers will effectively assess students in numeracy in order to monitor student progress and inform instruction.	Provide release time for teachers to administer LIN/LIEN numeracy assessments to each child K-6 2.5 days per teacher to conduct initial assessment with each child one-to-one, then a day each at the middle and end of the year to update students' results, re-assess where necessary and monitor their progress.	Ongoing throughout 2015	Executive and K-5 teachers
19	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> DIBELS assessments. 2 days at the beginning of the year, and 1 day at the middle and end of the year. Devote some staff meetings to analysing the results and discussing strategies.	Ongoing throughout 2015	Executive and K-5 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.	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
21	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	Principal, coordinator & an Admin staff member