

NSW Literacy and Numeracy Action Plan

School Implementation Plan 2016

School Context

Australian Christian College - Singleton (ACC) is a part of the ACC group of schools operating in New South Wales, Queensland, Victoria and Western Australia. ACC – is located in Singleton, NSW. The campus is on the New England Highway on the southern boundary of Singleton. The Singleton region has just over 20,000 people in the heart of the Hunter Valley of NSW. The main industry in the district is mining, with coalmines close by which support many of the families within the College community. The Lone Pine Army Base is also located nearby.

ACC is a member school of Christian Schools Australia (CSA) and has an enrolment of approximately 70 students from PK – Year 10.

The majority of the teaching staff has 10 years or more of teaching experience, with our K/1 teacher having 5 years teaching experience and Year 2/3/4 teachers having 20+ years' experience.

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

Targets:

1. Continue the progress of students receiving tiers 2 and 3 support.
2. K/1 – More than 90% of students will achieve the PAST (Phonological Awareness Skills Test), recommended benchmark by the end of 2016 academic year.
3. K/1 – More than 90% of students will achieve the Number Knowledge Test, recommended benchmark by the end of 2016 academic year.
4. Year 2 -. More than 90% of students will achieve the PAST (Phonological Awareness Skills Test), recommended benchmark by the end of 2016 academic year.
5. Year 2 – More than 90% of students will achieve the Number Knowledge Test, recommended benchmark by the end of 2016 academic year.
6. The Principal will continue to lead “Disciplined Dialogue” analysis with staff at least twice per year.
7. All teachers will have completed evidence-based assessment and analysis to inform the teaching of Kindergarten, Year 1, Year 2 to year 4 throughout 2016.
8. Increase the involvement of parents by 20% of parents to assist teachers in the improvement of students receiving tier 2 or 3 support in literacy and numeracy.
9. Teachers implement new classroom initiatives and

f. Showcase and make available the outcomes of practices adopted under the Action Plan to other independent, Catholic and public schools.

programs to improve Literacy and Numeracy standards of all students in classrooms.

10. Literacy and Numeracy Coordinator to monitor and coordinate the new classroom initiatives and programs to improve Literacy and Numeracy of students in classrooms
11. Teachers to be trained in Explicit Direct Instruction.
12. Teachers to implement Explicit Direct Instruction.
13. Literacy and Numeracy Coordinator to monitor and coordinate training and the implementation of Explicit Direct Instruction.
14. Principal and coordinator to mentor in Direct Instruction and Explicit instruction to ensure the sustainability of these pedagogies within the school.
15. Develop an initiative to share in and across a case study of a student, a class on the success of Explicit Instruction.

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.	March/April	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.	23 rd , 24 th July & 24 th August	Executive and K-2 Teachers
3	Teachers plan and implement a structured sequence of lessons focused on the explicit teaching of early numeracy/reading/writing skills.	Professional learning for new staff in 2016	April 2016	K-2 teachers
4	Teachers plan and implement a structured numeracy and literacy block off allocated time focused on explicit teaching.	K-5 teachers visit neighbouring school to observe the implementation of literacy and numeracy programs in Explicit And Direction Instruction	April –Nov 2016	Literacy and Numeracy Coordinator + Principal and Teachers
5	Teachers plan and implement a structured numeracy and mathematics block focused on explicit teaching of early numeracy skill.	Provide Professional Learning in Direct and Explicit instruction	Ongoing throughout 2016	Literacy and Numeracy Coordinator + Principal and Teachers
6	Teachers plan and implement a structured numeracy and mathematics block focused on explicit teaching of early numeracy skill.	Professional Development training for MultiLit.	April 2016	Literacy and Numeracy Coordinator
7	Teachers plan and implement a structured numeracy and mathematics block focused on explicit teaching of numeracy skills.	Kindergarten-Year 4 teachers attend professional learning JEM and EMM training – Rhonda Farkota (Tier 2 & 3 interventions)	2016	Year K-4 teachers and Principal
8	Teachers plan and implement a structured numeracy and mathematics block focused on explicit teaching of early numeracy skill.	Professional Learning by Anita Chin Online learning Course – Place Value	December 2016	Literacy and Numeracy Coordinator+ Principal and K- 5 Teachers
9	Strengthen home, school and community partnerships through structured information sessions focused on instructional practices in literacy and numeracy.	Principal and Literacy and Numeracy Coordinator to host information sessions for parents focused on	1 per term during 2015 and 2016	Principal and Literacy and Numeracy Coordinator

		instructional practices in literacy and numeracy. Catering to be provided by the college.		
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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
16	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
11	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
12	Whole class literacy and numeracy instruction is informed by comprehensive, diagnostic and developmentally appropriate assessment for every child.	Resources to implement appropriate programs within tiered Response to Intervention framework.	Ongoing throughout 2016	Literacy and Numeracy Coordinator
13	Strengthen home, school and community partnerships through the development of digital resources focused on instructional practices in literacy and numeracy.	Develop an initiative to share in and across a case study of a student, a class on the success of Explicit Instruction	October 2016	Principal and Literacy and Numeracy Coordinator

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	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
17	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
18	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
19	K-2 students' Literacy and Numeracy learning needs are known and are being addressed	Literacy and Numeracy Support Coordinator to oversee the intervention programs in Literacy and Numeracy	Ongoing throughout 2016/first Semester 2017	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 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