

NSW Literacy and Numeracy Action Plan

School Implementation Plan 2015

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 located on the New England Highway on the southern boundary of Singleton. Singleton is a town of 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 75 students from K – Year 10.

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

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.	February 2015	K-2 teachers
2	Teachers plan and implement a structured numeracy and mathematics block focused on explicit teaching of numeracy skills.	Year 2-6 teachers attend professional learning workshop focused on numeracy skills	February 2015	Years 2-6 teachers
3	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)	5 March 2015	Year K-4 teachers
4	Teachers will organise/catalogue and utilise existing resources to address Literacy and Numeracy concerns of K-2 students	Provide teacher release time and furnishings to organise allocated and dedicated room to Literacy and Numeracy resources	June 2015	K-4 teachers
5	Teachers plan and implement a structured numeracy and mathematics block focused on explicit teaching of numeracy skills.	Kindergarten – Year 5 teachers are to attend the Anita Chin online Numeracy course which, provides teachers with practical ideas to understand number and geometry concepts in mixed ability classrooms, to help focus on critical and creative thinking to differentiate students' learning	June 2015	Literacy and Numeracy Coordinator
6	Strengthen home, school and community partnerships through the development of digital resources focused on instructional practices in literacy and numeracy.	Development of digital resources for distribution to the wider school community	October 2015	Principal and CEM Support Staff

7	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 instructional practices in literacy and numeracy. Catering to be provided by the college.	1 per term during 2015	Principal and Literacy and Numeracy Coordinator
8	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. Teachers will be released to Attend AIS Professional workshops /AIS Consultancy sessions	19 June 2015	K-2 teachers
9	Teacher will implement a synthetic phonics program	Provision of <i>Get Reading Right</i> Professional Learning focused on instruction in synthetic phonics. Teachers will then do professional learning	November 2015	Literacy and Numeracy Coordinator + K-2 teachers
10	K-2 teachers are using the LIN/LIEN growth points to monitor improvements in student Numeracy skills. Teachers are using LIN/LIEN growth point data to guide adjustments to their class Numeracy program. Teachers are providing explicit instruction in Numeracy skills and concepts. Hands-on activities are part of the initial learning of all new Numeracy concepts and skills.	Train staff and implement the LIN/LIEN program. Provide PD in the language of Numeracy. Equip each K-5 classroom with hands-on resources specifically linked to Numeracy program.	May 2015	K-4 Teachers + Literacy & Numeracy Coordinator
11	K-4 teachers know and understand how to address Literacy and Numeracy needs	PAT professional learning on how to better interpret and analyse PAT testing data	November 2015	Principal + teachers

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
12	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. Provided by AIS David Evans.	Ongoing throughout 2015	K-2 teachers
13	Teachers will organise/catalogue and utilise existing resources to address Literacy and Numeracy concerns of K-2 students	Provide teacher release time to organise allocated Literacy and Numeracy resources	Jun 2015	K-4 teachers
14	Teachers plan and implement effective intervention utilising explicit teaching resources	K-4 teachers implement intervention programs focused on targeted Numeracy areas: Number Worlds for warm-ups and implementation as Tier 2 or 3 (additional alternative)	Ongoing throughout 2015	K-2 teachers
15	Teachers plan and implement a structured numeracy and mathematics block focused on explicit teaching of numeracy.	Purchase additional resources for JEM and EMM – books 2,3,4,5 for each student.	February 2015	Literacy and Numeracy Coordinator
16	Teachers will implement the Get Reading Right program with K-2 students	Organise <i>Get Reading Right</i> resources for implementation	February 2015	Literacy and Numeracy Coordinator
17	A synthetic phonics program is implemented as part of the early years reading program	Purchase Get Reading Right Resources	Ongoing throughout 2015	Literacy & Numeracy Coordinator

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

Line No.	Indicators	Strategies	Timeframe 2015	Responsibility
18	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.	18	Principal
19	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 Plan. Release time for Principal to actively plan PD	19	Principal
20	Principal is actively seeking to support teachers through provision of consultation process that includes engaging teachers with disciplined dialogue.	Literacy Consultant to visit during each term PD week and work with Principal and Literacy & Numeracy Coordinator in planning and monitoring 2014 School Plan.	20	Principal
21	K-2 students' Literacy and Numeracy learning needs are known and are being addressed	Continued employment of a Literacy and Numeracy Support Coordinator to assess students and to supervise the intervention programs in Literacy and Numeracy	21	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
22	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 (1 day per teacher for terms 1 and 2 per class and then ½ a day per teacher per class for term 4). To analyse results of assessments to inform planning and classroom instruction (1 day per term for terms 1 and 2 per class and then for terms 4 teachers would be allocated ½ day per teacher for term 4).	Ongoing throughout 2015	Principal and K-5 teachers
23	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 (1 day per teacher for terms 1 and 2 per class and then ½ a day per teacher per class for term 4). To analyse results of assessments to inform planning and classroom instruction (1 day per term for terms 1 and 2 per class and then for terms 4 teachers would be allocated ½ day per teacher for term 4).	Ongoing throughout 2015	Principal and K-5 teachers
24	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	Principal and K-5 teachers
25	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	Nominated personnel