

NSW Literacy and Numeracy Action Plan School Implementation Plan 2014

School Context

Macksville Adventist School (MAS) has been in existence for nearly 50 years. It is owned and operated by the Seventh-day Adventist Church and is open to any student, regardless of their religious background. It is situated in the Nambucca Valley on the mid-north coast of NSW. MAS attracts an SES score of 85 which is reflective of the lower socio-economic community in which it operates. The community also has a high level of indigenous representation. The valley has only limited opportunity for employment but this seems to be changing with big business looking at setting up here.

MAS, over the last few years has become more well known in the community and has been seen as a school offering a quality program that caters for the 'whole' child. The school has developed (and continues to develop) programs that not only cater for the academic needs of a student but also the physical, emotional, social and spiritual needs.

It has traditionally attracted new students to all grades throughout a school year. Now there is a significant change being seen. A higher percentage of students enrolments is now being seen at the Kindergarten level. This allows the school to develop long-term programs that create confidence and a healthy self-esteem within the students.

Just over 3 years ago MAS transitioned to a 2-teacher school as student numbers have grown. This has had a positive impact on many aspects of school life particularly in the area of a more focused approach to stage levels.

Nambucca Valley has an appearance of having a transient population with families coming and leaving over the course of the year. This constant movement within a family setting also impacts the child's learning. School should be and is a place of stability and consistency.

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.

Targets:

1. Continue to refine the assessment process for literacy and develop an assessment system for numeracy.
2. Strengthen the instructional program for tier 1 and tier 2.
3. Enhance the partnership between home and school by developing a volunteer reading program.
4. Institute a monitoring process for all students that tracks their progress in literacy and numeracy.

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.
- 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.

Element 1

Effective and evidence-based teaching of literacy and numeracy

Line No.	Indicators	Strategies	Timeframe 2014	Responsibility	Resource Allocation and Funding Structure
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	June 19	K-2 teachers	\$540.00
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	June 20	Years 3 and 4 teachers	\$955.00
3	Teachers plan effective literacy blocks based on evidence-based explicit instruction	Consultant runs 3-day <i>Getting Off to a Good Start in Reading</i> (GOTAGS) professional learning program with all staff	Term 3, 2014	Principal	\$4800.00
4	Teachers plan effective numeracy blocks based on evidence-based explicit instruction	Teachers participate in LIN PD program.	Term 3	Principal	\$9450.00

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
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	K-4 teachers	\$1095.00
6	Tier 2 and 3 intervention program informed by comprehensive, diagnostic and developmentally appropriate assessment for every child	Individualised programs in literacy and numeracy developed for students in tier 2 and 3, based on data collected from assessments and disciplined dialogues between teachers and including parents	Starting January	Principal and teachers	\$28 875.00
7	Teachers plan effective literacy blocks based on evidence-based explicit instruction	Resources to support whole class literacy teaching	Ongoing	Staff	\$5785.00
8	Teachers plan effective numeracy blocks based on evidence-based explicit instruction	Purchase resources that support tier 1 whole class teaching for K-4 Numeracy	Terms 2-4	Principal	\$5775.00

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
9	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	\$2875.00
10	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	\$1460.00
11	Principal is active in leading whole school engagement focused on literacy and numeracy	Release days for principal to coordinate whole school program and oversee all levels of the 3 tier program	25 days throughout the year	Principal	\$9125.00
12	Principal organises volunteers to support the literacy program	Train volunteers to run small reading groups.	Term 2	Principal	\$335.00
13	Principal to develop culture of staff performance reviews	Run staff through professional appraisals	Semester 2	Principal	\$1000.00

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
14	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 Staff develop timetables for ongoing monitoring of students' progress in literacy and numeracy	End of term 2 and end of term 4 End term 1	K-4 teachers Mrs McLean	\$1460.00
15	Assess progress of students in Numeracy	Purchase Diagnostic Maths tool	2 nd Semester, 2014	Mrs McLean	\$200.00