

NSW Literacy and Numeracy Action Plan

Macksville Adventist School Implementation Plan 2012 & 2013

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 now enter the school at the Kindergarten level. This allows the school to develop long-term programs that create confidence and a healthy self-esteem within the students.

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 being transient 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.

2012 and 2013 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.

2012 and 2013 NSW Literacy and Numeracy Action Plan Priorities:

- The introduction of a daily block of Numeracy for Kindergarten to Year 2
- The embedding of instructional leadership

Targets:

1. 75% of K-2 students will meet DIBELS Next benchmarks phonemic Awareness, phonics, oral reading fluency
2. Increased % 3-6 students to meet DIBELS benchmarks in Daze, comprehension
3. All teaching staff will be trained to conduct/monitor thorough reading assessments, analyse results and differentiate teaching programs based on those analyses.
4. Collect data on students current levels of numeracy, analyse data and formulate target areas for 2014
5. Increased parent participation in literacy related activities at home and school (know current levels and draw comparisons)
6. The school leadership ensures the school systematically monitors and analyses each student's progress in reading three times per year.

- Continued support for the use of a tiered intervention approach to improving literacy and numeracy outcomes
- The development and trialling of a program to train and accredit volunteers to deliver literacy and numeracy program in schools
- The trialling of strategies that strengthen partnerships between home and school, using place based approaches that work best to identify areas of literacy and numeracy need.

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

Line No.	Indicators	Strategies	Timeframe 2012/2013	Responsibility
1	Teachers receive PD in areas of need identified through the assessment results	<ul style="list-style-type: none"> • PDs and cluster meetings in conjunction with NVCCS/PMAS • PD Consultant on fluency • PD – Avondale – Differentiation • Numeracy training x 2 days 	<p>June 24</p> <p>18.6.13</p> <p>24.6.13</p> <p>September</p>	<p>Phil, David, Jeff</p> <p>David</p> <p>David</p>
2	Increase of support by parents on reading at home as evidenced by signed diaries	<p>Consultants run meetings with/for parents/teachers</p> <p>Reward system in place for students completing certain level of homework</p> <p>Creation of a school action plan, school profile, coordination and implementation of plan, assessment timetable</p> <p>Signed diaries</p> <p>Acquire literature for parents to aid in understanding of importance of parental input in the literacy and numeracy areas - BOS books “Helping Your Child learn to Read”, “Helping Your Child learn to do Mathematics”</p>	<p>July – Nov</p> <p>May</p>	<p>David</p> <p>Staff</p> <p>Staff</p> <p>Teachers</p> <p>David</p>

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 2012/2013	Responsibility
3	Based on student needs the teachers delivers differentiated work	Resources to support at risk students purchased. These range from vocab controlled through to fluency practice.	April – Dec	Staff
4	MiniLit program in place for at risk K-2 students	Resources purchased Staff trained (PreLit, MiniLit) Additional staff employed MiniLit taught 5x week to 2 groups	April – Dec May onwards	Staff David
	MultiLit in place for at risk students in Years 3-5	Staff trained (MultiLit & Word Attack) Resources purchased Additional Staff employed MultiLit taught 5 x week 2 hrs day	April – Nov April onwards	Staff David
	Students' progress monitored	Students progress in intervention programs closely monitored using additional and ongoing assessments	April – Nov	Michelle David
	Students not progressing in MultiLit and MiniLit further assessed and individual programs written	Teachers analyse assessment results and modify intervention programs	July – onwards	

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 2012/2013	Responsibility
5	Principal attends all Training modules	Attends all PALL training modules at the AIS (literacy and numeracy)	Sept '12 – Nov '13	David
6	Program is coordinated across the school and deadlines are met	Principal leads regular and ongoing disciplined dialogue with staff and timelines created for assessment Principal becomes conversant with and trained in PreLit, MiniLit and MultiLit programs Principal becomes conversant with Dibels Next Assessment tool	Sept '12 - Dec '13 October July, 2013	

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 2012/2013	Responsibility
7	<p>Teachers administer DIBELS Next assessment tasks 3 times over the course of the year.</p> <p>Teachers record and analyse results</p> <p>Teachers record an instructional focus for individuals/groups in their class and formulate a teaching plan in response.</p>	<p>Train teachers in the administration of assessments.</p> <p>Staff establishes a timeframe for the administration of assessments.</p> <p>Staff discusses results and enters them onto DIBELS Next records 'spreadsheet'.</p> <p>Teacher records results</p> <p>Whole school discussions held around the results of assessments.</p> <p>Purchase Standardised Literacy and Numeracy assessment tools</p> <p>Collect data on Students in regard to benchmarks in numeracy. Formulate strategic plan in numeracy in relation to data.</p>	<p>April</p> <p>April – May</p> <p>June</p> <p>April</p> <p>May</p>	<p>David</p> <p>David & Anna</p> <p>David</p> <p>Michelle</p>
8	K-2 students' literacy and numeracy progress is monitored and student needs are being met.	Literacy and numeracy continuum training – K-2 teachers	Term 4 2013	