

NSW Literacy and Numeracy Action Plan School Implementation Plan 2015

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. 2015 has the possibility of more transitioning for MAS. With numbers on the increase there is the potential for the school to add a third classroom in 2015.

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.

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

Targets:

1. Strengthen tier 1 by having teachers attend Professional Learning programs literacy and Numeracy.
2. Continue individual programs with the tier 3 students to raise their literacy and numeracy levels so that 75% of these students move in to tier 2 level of instruction
3. Continue individual programs with students at tier 2 so that 70% will be integrated back into mainstream work.
4. Run both group and individual explicit programs for parents to encourage parents to become more proactive and involved in their child's individualised program.

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| <ul style="list-style-type: none">b. Strengthen the focus on whole-school instructional leadershipc. Continue to explicitly assess the learning needs of students especially on entry at Kindergartend. Focus on school-based professional development for teachers in personalised learning and diagnostic assessmente. 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 <i>Literacy and Numeracy Continua</i> as the framework for valid and reliable judgment of student achievement. | <ul style="list-style-type: none">5. Embed the monitoring process of the student body within the assessment process of the school and track student progress in literacy and numeracy. |
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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.	Teachers attend professional learning workshop focused on early numeracy skills.	February 2015	K-2 teacher
2	Teachers plan and implement a structured numeracy and mathematics block focused on explicit teaching of numeracy skills.	Teachers attend professional learning workshop focused on numeracy skills	February 2015	Staff
3	Whole class numeracy instruction is informed by comprehensive, diagnostic and developmentally appropriate assessment for every child.	Consultant to run PL programs within the school for new staff in the area of Numeracy	Ongoing throughout 2015	K-2 teachers
4	Teachers plan and implement a structured literacy block focused on explicit teaching of early literacy skills.	New teacher participate in Literacy PD's such as MiniLit	Ongoing throughout 2015	Principal and staff
5	Teachers participate in professional learning focused on literacy and numeracy to enhance tier one instruction.	Teacher participate In quality professional learning programs underpinned by empirical research in literacy and numeracy.	Ongoing throughout 2015	Principal and staff
6	Teachers participate in professional learning activities to improve quality of tier one presentation	Teachers attend school based professional learning activities, such a programming KLAS, and after school programs run by external consultants.	Ongoing throughout 2015	All staff

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
7	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	K-2 teachers
8	Tier 2 and 3 intervention program developed informed by comprehensive, diagnostic and developmentally appropriate assessment for every child.	Individualised programs in literacy and numeracy developed and implemented for students in tier 2 and 3, based on data collected from ongoing assessments and disciplined dialogues between teachers, teacher's aides and including parents.	Ongoing throughout 2015	Principal and teachers

Element 3

Instructional leadership and whole school engagement with literacy and numeracy

Line No.	Indicators	Strategies	Timeframe 2015	Responsibility
9	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.	16 and 17 October 2014	Principal
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 2015 School Implementation Plan.	4 days throughout 2015	Principal
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.	Ongoing throughout 2015	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
12	Teachers will effectively assess students in numeracy in order to monitor student progress and inform instruction.	Provide time for teachers to administer appropriate <i>numeracy</i> assessments and analyse results of assessments to inform planning and classroom instruction.	Ongoing throughout 2015	Executive and K-5 teachers
13	Teachers will effectively assess students in literacy in order to monitor student progress and inform instruction.	Provide time for teachers to administer appropriate <i>literacy</i> assessments and analyse results of assessments to inform planning and classroom instruction (1 day per term).	Ongoing throughout 2015	Executive and K-5 teachers
14	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
15	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