

NSW Literacy and Numeracy Action Plan

School Implementation Plan 2016

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. A part of this is the development of a strong intervention program. The school has also 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 student 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 4 years ago MAS transitioned to a 2-teacher school as student numbers have grown. This had a positive impact on many aspects of school life particularly in the area of a more focused approach to stage levels. In 2015, MAS transitioned to a 3-teacher school having its highest ever enrolment.

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

Targets:

1. Strengthen tier 1 by continuing to develop a professional learning program for teachers in the areas of literacy and numeracy.
2. Expand the Professional Learning program to include the area of writing.
3. More than 90% of tier 2 students reach literacy benchmarks by end of 2016.
4. More than 90% of tier 2 reach Lien growth points by end of 2016
5. Continue to strengthen home – school partnership.
6. Continue to develop strategies to ensure ongoing
7. sustainability (continue to strengthen tier one) to guarantee sustainability of the initiatives of the action plan
8. Develop an initiative to highlight practices adopted to share within and across sectors

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 2016 | 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 2015 | 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 or current staff who have missed particular professional learning opportunities other staff have attended throughout the Action Plan. | Catch up from 2015 | K-2 teachers |
| 4 | Implement a proven whole-school approach to numeracy | Have teachers trained in 'Stepping Stones' program for Numeracy. | Begin January 2016 | Principal |
| 5 | Strengthen literacy tier 1 presentation | Train teachers in Get Reading Right program. Purchase resources to implement program. PL and coaching in literacy areas, such as oral reading, Spelling Mastery and implementation in tier 1 | Ongoing throughout 2016 | Principal and 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 2016 | Responsibility |
|-----------------|---|--|-------------------------|------------------------|
| 6 | 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 |
| 7 | 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 |
| 8 | Tier 2 and 3 intervention program developed informed by comprehensive, diagnostic and developmentally appropriate assessment for every child. | Individualised programs in literacy (based on MultiLit) 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. The duration of the program will be dependent on the progress made by each child. | Starting January | Principal and teachers |

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

| Line No. | Indicators | Strategies | Timeframe 2016 | Responsibility |
|-----------------|---|---|--|------------------------------|
| 9 | 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 |
| 10 | 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 |
| 11 | 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 |
| 12 | 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 |
| 13 | 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 |
| 14 | Monitoring of the total program | Principal to set up regular monitoring sessions to interact with teachers as to the progress of the program and PL | Ongoing throughout 2016 | 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 |
|-----------------|--|--|--|------------------------------|
| 15 | 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 |
| 16 | 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 |
| 17 | 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 |