

NSW Literacy and Numeracy Action Plan School Implementation Plan 2015

School Context

St. Andrew's Christian School is situated close to Grafton in the beautiful Clarence Valley and provides quality education for students from Transition Class to Year 12.

The school has been actively involved in the NSW Literacy and Numeracy Action Plan since 2012 and this had a significant positive effect on our school's performance in these areas.

At St. Andrew's Christian School we aim to serve Christ by providing education that pursues excellence in all of life.

To enable us to achieve this we aim;

1. To provide an education of high academic standards that adheres to the Bible as being intensely relevant to education and the whole of life.
2. To seek to provide a caring, supportive, secure and encouraging environment in which students and staff can learn and work.
3. To provide a wide range of subjects and activities in order to promote the uniqueness of each individual.
4. To demonstrate God's love through our interactions with the School community and the wider community.
5. St. Andrew's Christian School has 11% of our school population being in indigenous.
6. St Andrew's Christian School population is relatively stable and there are students no significant cultural groups in our community.
7. St. Andrew's Christian School demographic S.E.S. is 88.
8. The average class size is 25 with all classes K-8 being composite classes.
9. St. Andrew's Christian School has an open door policy, with many of the new enrolments having very low literacy and numeracy skills on enrolment.

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.	26 Feb 2015	K-2
2	Teachers plan and implement a structured numeracy and mathematics block focused on explicit teaching of numeracy skills.	Years 2-6 teachers attend professional learning workshop focused on numeracy skills	27 Feb 2015	Years 2-6 Teachers
3	Effective Literacy block in Early Stage 1 and Stage 1&2	Teachers to receive Professional Development in the Teaching of Get Reading Right, in our Professional development week so no casuals will be required as the students will not be attending school.	PD week January 2015.	Head of Primary
4	Effective Numeracy block in Early Stage 1 and Stage 1	After analysing the data, a specific area of need in Professional Development to be addressed during Professional Development week is Numeracy. A consultant from AIS will be engaged to come to the school to present required PD.	PD week July 2015	Principal Head of Primary
5	The teaching of students who are struggling in Numeracy	All primary teachers to complete the online Teaching Struggling Students in Mathematics with Head of Primary to monitor	Term3-4	All Primary staff Head of Primary
6	Literacy program in Stage 1 as a Tier One strategy.	Teachers receive Professional development in the delivery of Get Reading Right with teacher observation and feed back to staff from Consultant from Get Reading Right	Term 2-3 Dates to be confirmed with Get Reading Right	Stage one teachers and Head of Primary
7	Literacy program in Stage 1 as a Tier One strategy.	Teachers receive Professional development in the delivery of Get Reading Right with teacher observation and feed back to staff from Consultant from Get Reading Right	Term 3-4 Dates to be confirmed with Get Reading Right	Stage one teachers and Head of Primary



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
8	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
9	The implementation of a Three tiered K-2 literacy and Numeracy strategies in the school's Literacy and Numeracy plan as outlined.	Employment of teacher's aides to implement Tier one, two and three strategies such as Spelling Mastery, MultiLit, MiniLit and Word Attack programs, the assistance in Class rooms for Tier One and two numeracy blocks and provision of suitable resources, and Tier 2 & 3 interventions for Numeracy.	Throughout 2015	Head of Primary
10	Explicit teaching of Literacy and Numeracy as a Tier One strategy	Employment of a teacher to implement a Literacy and numeracy block 4 mornings a week in Stage 1	Throughout 2015	Head of Primary
11	Literacy program in Stage 1 as a Tier One strategy.	Purchase of Get Reading Right , see note below regarding the training for this program	Term 4 2014 for implementation in 2015	Head of Primary
12	Tier 2 and 3 intervention programs for Literacy	Purchase of student work books for MiniLit, MultiLit and Word extension programs	Term 4 2014	Head of Primary
13	Tier 2 literacy intervention that is more sustainable For the future as it is group administered	Purchase of Level C Corrective Reading teachers package, BLM, 10 copies of student textbook	Term 1 2015	Head of Primary

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

Line No.	Indicators	Strategies	Timeframe 2015	Responsibility
14	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
15	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.	Minimum of 4 days throughout 2015	Principal
16	Principal and Head of Primary is active in the Professional Development of all staff	Mentoring of teachers with class visitation and feed back to staff members. The release of teachers for feedback from the Head of Primary and Principal		Principal and Head of Primary
17	Level of parental engagement with the Literacy and Numeracy Action Plan	Establishment of a Play and Read group on one day a week to be held in conjunction with the Preparatory Class	Commencing Term 1	Lorraine Harris
18	Level of parental engagement with the Literacy and Numeracy Action Plan	Parent workshop demonstrating the use and benefits of Direct Instruction programs currently in use and explaining the implementation of the Action Plan and the ongoing benefits to the students in the school in the school.	Commencing Term 1	Head of Primary
19	Maintaining and implementing of the Literacy and numeracy action plan	Head of Primary to implement and maintain the Literacy and numeracy plan, 9 days throughout the year casual to cover same	2014-2015	Head of Primary
20	Engaging parents with their child's home reading	Home reading diaries for each primary student to foster reading at home.	2014	Head of Primary

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
21	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 and analyse results of assessments to inform planning and classroom instruction.	Ongoing throughout 2015	Executive and K-5 teachers
22	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 and analyse results of assessments to inform planning and classroom instruction.	Ongoing throughout 2015	Executive and K-5 teachers
23	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
24	Accurate reporting of students' literacy and numeracy progress using the online continua.	Professional learning for key personnel regarding administrative functions of the online continua.	February 2015	Emma White

