

# NSW Literacy and Numeracy Action Plan

## School Implementation Plan 2012 & 2013

<p><b>School Context:</b></p> <p>Tambelin Independent School is located within the central business district in Goulburn (population 24 000). Tambelin has a current enrolment of 27 students from Kindergarten to Year 6, with the capacity to offer places for up to 32 students. School enrolments have been steady over the past 5 years. The philosophy of the school is for children to be happy in their learning environment. To foster this, the school regards each child as an individual and employs a low student to staff ratio. The small class numbers provide teachers the opportunity for focus on the individual. Children are encouraged to develop at their own pace and realise their full potential in a non-competitive atmosphere. Parents of the students, together with the teachers, run and administer the school. Over the past two years the school has focussed on identifying students needs in Numeracy and Literacy. The school has implemented the Learning in Early Numeracy &amp; Learning in Numeracy Assessment. The school has identified needs in literacy, particularly spelling and reading comprehension. Both the numeracy and literacy programs have been implemented as a whole school approach.</p>	
<p><b>2012 and 2013 NSW Literacy and Numeracy Action Plan Mandatory Reform Elements:</b></p> <ol style="list-style-type: none"> <li>1. Effective and evidence-based teaching of literacy and numeracy</li> <li>2. Implement a three tiered K-2 literacy and numeracy intervention based on initial (diagnostic) assessments and personalised learning</li> <li>3. Instructional leadership and whole school engagement with literacy and numeracy through the Principals as Literacy Leaders Program (PALL)</li> <li>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.</li> </ol> <hr style="border-top: 1px dashed black;"/> <p><b>2012 and 2013 NSW Literacy and Numeracy Action Plan Priorities:</b></p> <ul style="list-style-type: none"> <li>• The introduction of a daily block of Numeracy for Kindergarten to Year 2</li> <li>• The embedding of instructional leadership</li> <li>• Continued support for the use of a tiered intervention approach to improving literacy and numeracy outcomes</li> <li>• The development and trialling of a program to train and accredit volunteers to deliver literacy and numeracy program in schools</li> <li>• 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.</li> </ul>	<p><b>Targets:</b></p> <p><i>Curriculum &amp; Teaching</i></p> <ol style="list-style-type: none"> <li>1. 25% of students in grades K-2 will achieve defined grade reading benchmarks as measured by DIBELS next.</li> <li>2. 25% decrease in students scoring in the intensive support range (K-6)</li> <li>3. 25% increase of students in grade 3-6 will meet DIBELS Next oral reading fluency and accuracy benchmarks.</li> <li>4. 25% decrease the number of students Growth points as measured by LIN/LIEN.</li> </ol> <p><i>Leadership in Literacy and Numeracy</i></p> <ol style="list-style-type: none"> <li>5. The school leadership ensures the school systematically monitors and analyses student's progress in reading three times per year.</li> </ol> <p><i>Parent and Community Support</i></p> <ol style="list-style-type: none"> <li>6. Increase parent satisfaction related to information about curriculum and reporting to parents about their child, reflected in survey results.</li> </ol>

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

<b>Line No.</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2012/2013</b>	<b>Responsibility</b>	<b>Resource Allocation and Funding Structure</b>
1	Students identify in Numeracy an instruction priorities determined.	AIS Consultant to work with staff to discuss student data, plan for learning and programs & Numeracy assessments.	Term 3	AIS Consultant Staff release /part time staff	\$1900
2	Teachers implementing learned skills in numeracy teaching in K-2 classrooms and are sharing with colleagues.	Numeracy Training Numeracy Workshop	4 days		\$1900
3	A strong phonemic awareness program in the Junior room.	SRA Phonemic awareness program Specific implementation of a phonemic program in the school through explicit teaching and instruction.	Term 1	Catherine	\$387.14
4	Parents better equipped in supporting their children at home.	Consultants and Principal to support staff in quality teaching & feedback. Consultants to visit the school work with staff to help support deliver and implement a sound literacy program.	Term 3 Term 4	Principal/AIS – Catherine	\$3600

**Element 2****Implement a three tiered K-2 literacy and numeracy intervention based on initial (diagnostic) assessments and personalised learning**

<b>Line No.</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2012/2013</b>	<b>Responsibility</b>	<b>Resource Allocation and Funding Structure</b>
5	Teachers trained in Mini lit Multilit program. Mini lit program is used in year K, 1 & 2.	MiniLit 3 teachers + acc. & travel Travel & Accommodation  Resources to maintain and build on these programs.			\$6340
6	Multilit trained staff and aide for students who are at risk	Multilit 2 teacher + acc. & travel Multilit extension 2 teachers (1aide) + acc. & travel  Multilit teacher's aide employed to delivery multilit & minilit program for at risk students		Teachers aide  Term 1,2,3 &4	\$24 850
7	All students have access to a variety of resources to support literacy programs in the school	Librarian to organise resources & catalogue  Dandelion Readers & decodable texts as recommended MultiLit and MiniLit.  Teachers to be released to make literacy resources to support literacy programs in the school.	Term 2  Term 3  Term 4		\$14 275.20
8	Spelling Mastery Program in place for all students.	Resources to carry out the spelling mastery program. Student workbooks for spelling  Implement Spelling Mastery effectively – 1 extra day for 1 staff member (2x ½ days per week)	Term 2,3,4 Term 1, 2	Michelle Catherine & Teachers Aide  Michelle	\$15 400

9	Students identify in Numeracy an instruction priorities determined.	<p>Consultant to work with staff to discuss student data, plan for learning and programs &amp; Numeracy assessments.</p> <p>Staff employed to support students in numeracy</p>	Term 3	AIS Consultant Staff release /part time staff	\$5800
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**Element 3****Instructional leadership and whole school engagement with literacy and numeracy through the Principals as Literacy Leaders Program (PALL)**

<b>Line No.</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2012/2013</b>	<b>Responsibility</b>	<b>Resource Allocation and Funding Structure</b>
10	All students have access to a variety of resources to support literacy programs in the school	Principal and staff to research appropriate resources to support the schools literacy programs.	Term 3		\$600
11	Principal fully train in PALL program.	PALL – Effective evidence based teaching strategies and checklists to monitor and inform staff of evidence based teaching strategies and expectations.  Relief of staff 5 days (\$300 x 5) PALL Acc & Travel  PALL Module 5 & Numeracy Module 29 <sup>th</sup> Aug & 30 <sup>th</sup> Aug Accommodation & Travel	2013	Principal - Catherine	\$5461.76
12	Parents are informed about their child's progress and programs at school.	Newsletters sent out regularly Homework to support Literacy & Numeracy Informing parents of assessment results & growth Celebrating student's successes with personal and constructive feedback. Meetings with parents – (teacher parent interviews end of term 1 & term 3)	Term 2, Term 3	Catherine	\$1750

**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	Resource Allocation and Funding Structure
13	All children will be assessed for reading regularly.	<p>Staff to Organise assessment resources, assess students, record the data to measure growth, discuss the data with staff regularly.</p> <p>DIBELS – set up resources and implement Assessing students in an ideal environment Discussing data from assessments with staff to improve student outcomes.</p> <p>NEALE Testing – Reading &amp; comprehension Annually</p> <p>Discuss assessment Data &amp; results teachers x 1 days per term (Term 2, 3, 4)</p>	Term 2 Term 3 Term 4	Catherine  Michelle  Catherine	\$9240
14	K-2 students' literacy and numeracy progress is monitored and student needs are being met.	Provide training for K-2 in the Literacy/Numeracy continuum			\$1200
15	Analysis of assessment results will inform instructional strategies will be incorporated in class programs.	Each Teacher decides on instructional strategies to be incorporated into the program as result of assessment analysis. 2 teachers x 1 days per term (Term 2, 3, 4)			\$840

16	All children will be assessed for reading regularly.	Staff to Organise assessment resources, assess students, record the data to measure growth, discuss the data with staff regularly.			\$4500
17	School promotion of results, assessment and teaching	<p>AIS consultant to meet with parents promoting Literacy and Numeracy within the school and supporting parents at home in these areas.</p> <ul style="list-style-type: none"> <li>• Literacy Night for parents</li> <li>• Numeracy Night for parents</li> </ul>	Term 3	Catherine	\$2800