

NSW Literacy and Numeracy Action Plan School Implementation Plan 2014

School Context

Tambelin Independent School is located within the central business district in Goulburn (population 24 000). Tambelin has a current enrolment of 18 students from Kindergarten to Year 6, with the capacity to offer places for up to 32 students. School enrolments have been steadily decreasing 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 & 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.

2014 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.

2014 NSW Literacy and Numeracy Action Plan Priorities:

- The introduction of a daily block of Numeracy for Kindergarten to Year 2
- Strengthen the focus on whole-school instructional leadership
- Continue to explicitly assess the learning needs of students especially on entry at Kindergarten
- Focus on school-based professional development for teachers in personalised learning and diagnostic assessment
- Use tiered interventions in literacy and numeracy for those children who need special attention with evidence being gathered on their efficacy and cost-effectiveness. Schools need to be fully aware of the full cost of implementing an intervention, including associate staffing costs, equipment and material costs and any on-costs.
- Extend programs that strengthen home, school and community partnerships and support literacy and numeracy, in particular programs aimed at Kindergarten to Year 2.
- Adoption of the common tool for reporting achievement of learning outcomes Kindergarten to Year 4, using the DEC *Literacy and Numeracy Continua* as the framework for valid and reliable judgment of student achievement.

Targets:

1. 50% of students to be at or above benchmark in Literacy.
2. 60% of Students to be at or above benchmark in Numeracy.
3. Reduce the number of Students needing intensive support in Numeracy & Literacy to below 15%.
4. Principal to continue Leadership in numeracy & literacy and strengthen home, school and community partnerships.

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

Line No.	Indicators	Strategies	Timeframe 2014	Responsibility	Resource Allocation and Funding Structure
1	Teachers plan and implement a structured numeracy block focused on explicit teaching of early numeracy skills.	K-2 teachers attend professional learning workshop focused on early numeracy skills.	Term 2	Michelle & Catherine	\$1300.00
2	Teachers plan and implement a structured numeracy block focused on explicit teaching of numeracy skills.	Years 3 and 4 teachers attend professional learning workshop focused on numeracy skills.	Term 2	Michelle & Catherine	\$1300.00
3	Teachers research and implementing a numeracy program in the classroom for K-3 Teachers implement an evidenced based Numeracy Program to help all children in the classroom.	McGraw Hill – Elementary Maths Mastery McGraw Hill Elementary Maths Program and student workbooks	21 March 2014	Catherine & Michelle	\$1328.90
4	Establish a teacher resource library with quality Literature to support evidence based programs	Resources on hand to support all literacy programs Multiple copies of storybooks on hand to teachers to use as a resource.	Ongoing throughout 2014	Catherine & Michelle	\$2121.39
5	Students identified in Numeracy an instruction priorities determined	Consultant to work with staff to discuss student data, plan for learning and programs & numeracy assessments	Ongoing throughout 2014	Catherine & Michelle	

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 2014	Responsibility	Resource Allocation and Funding Structure
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.	1 day term 2,3,4	K-4 teachers	\$2250.00
7	Trained staff to implement MultiLit, MiniLit and MultiLit extension for those students who are at risk.	Teacher Aide Employed to continue to implement programs in place for at risk children.	Term 1/2/3/4	Penny	\$18 000.00
8	Spelling Mastery in place for all students	Resources to carry out the spelling mastery program. Implementing Spelling Mastery effectively – 1 extra day for 1 staff member	Term 1,2,3 & 4	Catherine	\$14 500.00
9	Students identified in Numeracy an instructional priorities determined	Relief time for staff to assess children and plan classroom numeracy instruction for certain children. Release 1 day per fortnight Staff (teacher aide/teacher) employed to provide relief and assist staff in small group instruction for numeracy.	Term 2,3,4 2 days per week	Michelle	\$13 350.00
10	Students identified in Numeracy and instructional priorities determined	Consultant to work with staff to discuss student data, plan for learning and programs & numeracy assessments	Ongoing	K-6 teachers	
11	MultiLit Extension is implemented as intervention program for students requiring additional support with reading.	Staff participate in MultiLit Extension professional learning	Term 1, 2014	Penny & Michelle	

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 2014	Responsibility	Resource Allocation and Funding Structure
12	Development of an effective and sustainable 2014 School Plan that is underpinned by a valid and thorough Situational Analysis.	Attend NSW Literacy and Numeracy Action Plan Planning Day to equip Principal and planning team in the preparation of appropriate documentation including a Situational Analysis and 2014 School Plan.	27 February 2014	Principal	\$2469.00
13	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 2014 School Plan.	4 days throughout 2014	Principal	\$1500.00
14	Principal to lead the school in a focus of numeracy and literacy improvement.	Principal to attend professional development, "Women in Leadership".		Principal	\$1890.00
15	Principal to lead the school in a focus of numeracy and literacy improvement.	Principal is allocated time for staff mentoring and newsletters and supporting evaluating quality and effective teaching.			\$7500.00
16	Focus on instructional leadership and strengthen home, school and community partnerships	Parents & Teacher interviews end of term 1 & 2. Parent information night on Numeracy – AIS Numeracy Consultant to inform and discuss with parents numeracy and what parents can do.	End of Term 1 & 2 Term 3	Catherine & Michelle	\$1200.00

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 2014	Responsibility	Resource Allocation and Funding Structure
17	Literacy and numeracy progress is monitored for all students in K-4 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.	End of term 2 and end of term 4	K-4 teachers	\$2250.00
18	Continue to provide all staff with time to collect, analyse and interpret data and follow up with future recommendations to support children's learning.	Continue assessments and time for staff to analyse data and inform teachers for programming. Staff to meet and discuss and plan for at risk students	Beginning term 2 & 3	Catherine / Michelle / Penny	\$1125.00