

NSW Literacy and Numeracy Action Plan

School Implementation Plan 2015

School Context

Tambelin Independent School is located within the central business district in Goulburn (population 24 000). Tambelin has a current enrolment of 22 students from Kindergarten to Year 6, with the capacity to offer places for up to 32 students. School enrolments have been steadily 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. The school has excellent assessment tools in Numeracy and Literacy and programs in place to help all students. Tambelin has a strong experienced staff to implement explicit teaching programs to gain maximum learning.

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.

Targets:

1. 90% of K-2 students are above or at bench mark in Numeracy according to LIEN by November 2015.
2. 75% of students in K-6 are above or at bench mark in reading DIBELS assessment in Term 4, 2015.
3. Principal to lead in Numeracy and Literacy and strengthen home, school and community partnerships measured by parent attendance at school events and comparison of information given in parent surveys.

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	Primary teachers
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	Primary teachers
3	Teachers deliver quality comprehension and writing lessons to all students	AIS Literacy consultant to work with staff in the areas of improving comprehension and writing.	Term 1 & 2	Catherine
4	Teachers to deliver a differentiated program to support all students in numeracy.	Anita Chin online workshop modules – “Differentiation: Number and Algebra Concepts”.	Term 1, 2 & 3	Catherine Michelle Meredith
5	Teachers to be trained in MiniLit to support Tier 3 students in the classroom	MiniLit training for teachers and materials to use with students.	Term 1	Meredith
6	Teachers to use LIN/LIEN interview accurately and form quality data and learning from these results	Professional Development for staff trained in LIN & LIEN.	30/3/15 9/6/15 18/8/15	Catherine Michelle
7	Principal to lead staff in Numeracy assessments and to allow all students to become numerate.	Principal to inform staff of strategies to assess children, analyse data and determine appropriate levels of interventions to help all students achieve benchmarks. “Using the RTI Model to improve Numeracy – Assessment to Intervention” course.	29 th April, 2015	Catherine

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	Trained staff to implement literacy intervention programs for those students who are at risk.	Teacher's aide employed to continue implementation of intervention programs.	Ongoing throughout 2015	Penny
10	Spelling Mastery in place for all students	Resources to carry out the spelling mastery program.	Ongoing throughout 2015	Catherine
11	Students identified in Numeracy and instructional priorities determined	Staff employed to provide additional, small group instruction for those children identified at risk.	Ongoing throughout 2015	Catherine
12	Teachers implement an evidenced based program to help all children in the classroom	McGraw Hill Elementary Math Mastery – Student workbooks.	Ongoing throughout 2015	Catherine

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

Line No.	Indicators	Strategies	Timeframe 2015	Responsibility
13	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
14	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
15	Principal to lead the school in a focus of Numeracy & Literacy Improvement	Principal is allocated time for staff mentoring and newsletters and supporting and evaluating quality and effective teaching.	Term 1, 2, 3 & 4	Principal
16	Focus on instructional Leadership and strengthen home, school and community partnerships	Continue with Parent Teacher Interviews end Term 1 & 3. Parent/School information night on programs & assessments used at Tambelin.	Term 1 & 3 Term 2	Catherine & Michelle

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
17	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
18	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
19	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	Catherine & Michelle
20	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	Catherine & Michelle