

# NSW Literacy and Numeracy Action Plan School Implementation Plan 2016

## School Context

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.

## 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. More than 90% of K-2 students are above or at bench mark in Numeracy according to LIEN by November 2016.
2. More than 70% of students in K-6 are above or at bench mark in reading DIBELS assessment in Term 4, 2016.
3. More than 70% of students are above or at benchmark for writing and comprehension.
4. Strengthen partnership between home and school through newsletters, updating school website, parent information evenings and parent teacher interviews.

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

<b>Line No.</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2016</b>	<b>Responsibility</b>
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	Class 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.		Executive and class teachers
3	Strengthen home school community partnerships	Parent Workshop for Literacy Update website specifically related to Numeracy & Literacy Programs on the school	Ongoing throughout 2016	Principal
4	Teachers plan and implement a structured sequence of lessons focused on the explicit teaching of early numeracy/reading/writing skills.	Training in Numeracy Assessment LIN & LIEN	Ongoing throughout 2016	Executive and class teachers

**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 2016</b>	<b>Responsibility</b>
5	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	Class teachers
6	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	Class teachers
7	Trained staff to implement intervention programs for those students who are at risk.	Appropriate intervention provided for identified students.	Terms 1, 2,3& 4	Class teachers
8	Whole class literacy instruction is informed by comprehensive, diagnostic and developmentally appropriate assessment for every child.	Implementation of explicit, direct spelling program.	Term 1 2016 Term 1 2017	Principal

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

<b>Line No.</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2016</b>	<b>Responsibility</b>
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 <sup>st</sup> August and 1 <sup>st</sup> 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	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	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.**

<b>Line No.</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2016</b>	<b>Responsibility</b>
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