STATE ACTION PLAN- Literacy and Numeracy 2015

NSW schools that did not achieve national minimum standards in NAPLAN 2012-2013 in Years 3 and 5 have been identified to receive additional staffing support in 2014 specifically for K-2 and based on a three-tiered approach to intervention.

This plan is a whole school approach with particular focus on K-2 framed around the following four areas:

**Leadership development**: Strengthen their focus on whole school instructional leadership.

**Data literacy**: Continue to explicitly assess the learning needs of students especially on entry at Kindergarten. Use tiered interventions in literacy and numeracy for those children who need special attention with evidence being gathered on their efficacy and cost-effectiveness.

**Improving teacher quality**: Focus on school-based professional development for teachers in personalised learning and diagnostic assessment.

**Schools as centres of community**: Focusing on whole school change, improvement & sustainability: Extend programs that strengthen home, school and community partnerships that support literacy and numeracy, in particular, programs aimed at Kindergarten to Year 2.

Other Priorities
1. K-2 improvement strategies being undertaken as part of the Action plan must be explicitly documented in School Plans and Annual School Report.
2. The DEC Literacy and Numeracy Continua must be used as the framework for all schools valid and reliable judgement of student achievement.

Leading Teacher:

Principal:

Education Officer: Sally Brock

This plan supports the 2015 School Improvement Plan (SIP)

Indicators and strategies are only examples and not mandatory.
## SIP Key Area 4: EMPOWERED SCHOOL LEADERSHIP - Leadership development

**Goal:** To strengthen Principal leadership that prioritises literacy and numeracy improvements and teacher professional learning. (Literacy and Numeracy Framework CSO 2010)

<table>
<thead>
<tr>
<th>Indicators</th>
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<tbody>
<tr>
<td>Develop the capacity of the school leadership team.</td>
<td>Members of the leadership team to be part of all P.D.</td>
<td>As scheduled for staff</td>
<td>Principal Leadership team</td>
<td>Money Anita Chinn videos (2013 PD) Focus on Reading Resources Super Six Strategies</td>
<td>To have all teachers familiar with both Anita Chinn and Focus on Reading/Comprehension Strategies by end of Term 2. Super Six strategies identified into school Scope and Sequence; included in class programs and observable in classroom practices.</td>
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<tr>
<td>Analyse of whole school and student data to develop school improvement plan.</td>
<td>Whole school assessment Naplan analysis Benchmarking Individual education plans Literacy and Numeracy Continuums</td>
<td>Term 4 3x year – Terms 1,2,4</td>
<td>Leading Teacher Learning Support teacher Principal Class teachers</td>
<td>Naplan Site ARC Diocesan Diagnostic Assessment tools Literacy and Numeracy Continuums</td>
<td>To collate all assessments of all students by week 10, Term 4. Identify children in tiers 2 and 3 and have teachers include names in class profile within class program. To have all children K-4 placed on all aspects of Literacy continuum by end of 2015. All children K-2 will be placed on Numeracy Continuum by end of 2015.</td>
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<tr>
<td>Develop and monitor school plan and actively lead whole school engagement with Literacy and Numeracy.</td>
<td>Tier students across school, using information to identify areas of weakness and plan for improvement. Allocate focus for PD at staff meetings throughout the year. Allotted time during weekly PLT/Communication meetings for sharing resources- Lit &amp; Num Peer observation opportunities</td>
<td>Term 1 and 2 On-going 2015 Terms 2-4</td>
<td>Leading Teacher School Leadership team</td>
<td>Identify children in tiers 2 and 3 in class profile within class program. Program differentiation strategies for tier 2 children within class program Professional development related to English, Numeracy and Science will be timetabled for staff meetings throughout the year and recorded on Term outlines given to teachers at the start of each term.</td>
<td></td>
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<tr>
<td>Support teacher professional development.</td>
<td>Release for opportunities for Co-coaching by principal and lead teacher.</td>
<td>Term 2, 4 (Prin) As requested- LT</td>
<td>Principal Leading Teacher</td>
<td>Money Time release for teachers</td>
<td>Each teacher will be released once per semester by the principal for the purpose of Co-coaching and once per term by Leading Teacher</td>
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### SIP Key Area 5: MEETING STUDENT NEEDS - Data Literacy

**Goal:** To set whole school Literacy and Numeracy goals and strategies within School Strategic and Annual Plans. (Literacy and Numeracy Framework CSO 2010)

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<td>Identify and ensure a focus on quality practice and intervention strategies.(SIP 5.1.2)</td>
<td>Leading Teacher/ Principal visits to rooms to observe teaching pedagogy. Weekly SAP K-2 meetings to discuss pedagogy/ assessment/ multi-level entry points. Modelling quality practice by Leading Teacher where requested. Visits from Education Officer-SAP to school and classrooms.</td>
<td>Throughout 2015</td>
<td>Principal Leading Teacher School leadership team SAP Education Officer</td>
<td>Money Teacher time for voluntary attendance at SAP meetings.</td>
<td>Minutes kept as record of weekly meeting topics. Task differentiation within classrooms Co-coaching feedback at weekly PLT/communication meeting. Record of visits by Education Officer – SAP.</td>
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<tr>
<td>Use baseline data for literacy and numeracy</td>
<td>Placement of children K-2 on Literacy continuum and</td>
<td>Term 1</td>
<td>Class teachers</td>
<td></td>
<td>All children will be placed and moved along the Literacy continuum at least 3</td>
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<th>Planning including</th>
<th>Numeracy Continuum. Tiering children across school</th>
<th>Term 2 Term 1 Updated throughout year.</th>
<th>Learning Support Teacher Leading Teacher</th>
</tr>
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<td>Kindergarten Best Start assessments, Schedule for Early Numeracy Assessment (SENA) NAPLAN and standardised testing.</td>
<td>Whole School Assessment SENA</td>
<td>Term 4</td>
<td>times within a year.</td>
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**Identify at risk students in K-2, monitor progress and adjust intervention.**

- Stage meetings with Leading teacher and Learning Support teacher to identify children at risk.
- Class teachers and Leading teacher discussions during class visits/informal meetings.
- Benchmarking children under level 26 Placement on continuum
- Each term X3/year

- Scheduled meetings once a term with Leading Teacher and Learning Support teacher
- Leading Teacher Learning Support Teacher Class teachers

Children at risk placed in tier 2 or 3, with intervention and differentiation planned accordingly – individually, small group, whole class.

Children allocated to tier level and recorded in classroom profile within programs.

**Track student progress especially in Years K-2 using DEC Literacy and Numeracy Continuums.**

- Leading Teacher, class teachers and Learning Support Teacher liaise and review structures to track and map student progress on both Literacy and Numeracy Continuums
- Literacy Continuum placement on-going but reviewed Term 1, 2 and term 4. Numeracy Continuum placement Term 2, on-going and reviewed in Term 4
- Class teachers Leading teacher Learning Support teacher

Each term teachers realign students using ELK. Principal and Leading Teacher review continuums each term.

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## SIP Key Area 2: QUALITY LEARNING - Improving Teacher Quality

**Goal:** To strengthen teacher capacity to deliver quality literacy and numeracy practices. (Literacy and Numeracy Framework CSO 2010)

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| Enunciate higher expectations for the improvement of the academic standards of all students (SIP 2.2.1) | - Participate in workshops in the analysis of NAPLAN data.  
  - Identify and discuss the areas established as the focus points for teaching and learning throughout the year.  
  - Provide professional development for teachers to consolidate literacy and numeracy student progress targets.  
  - Model to the highest cluster level within classrooms | Term 4  
Staff meetings  
Term 1 and 2 | Leading Teacher  
Class teachers  
Principal  
Leading Teacher  
Class teachers | Classroom teachers  
Literacy/Numeracy Continuums | Increase of 10% in bands 5 and 6 in Year 3 Literacy and Numeracy (NAPLAN) and decrease of 10% in bands 1 and 2.  
Increase of 10% in bands 7 and 8 in year 5 Literacy and Numeracy (NAPLAN) and 10% decrease in bands 3 and 4. |
| Set explicit goals for literacy and numeracy (SIP 2.2.1) | - Implement strategies to focus on improvement in K-2 literacy and numeracy.  
  - Set targets for most able students to improve performance in top two bands.  
  - Leading Teacher to model strategies for teachers in K-2 as needed.  
  - Staff members from CSO to present PD related for Literacy and Numeracy at staff meetings/ PD days. | On-going 2015  
Principal  
Leadership teams  
Leading Teacher  
Class teachers | Leading Teacher  
Class teachers | 85% of all children in Grades K, 1, 2 will reach following benchmarks for reading at the end of the year -  
K - level 6-8  
Yr 1 – level 16  
Yr 2 - level 22  
With fluency rates of  
K – 30 -40 wpm  
Yr 1 - 50 -70 wpm  
Yr 2 - 80 -90 wpm | To plan for opportunities for staff to work with Leading Teacher, CSO staff and Education Officer – SAP.  
Evidenced by improved teaching pedagogy within classrooms. |
| Employ expert teachers to work with staff and students. | Leading Teacher to model strategies for teachers in K-2 as needed.  
Staff members from CSO to present PD related for Literacy and Numeracy at staff meetings/ PD days. | On-going 2015  
Leading Teacher  
CSO personnel  
Learning Support teacher  
Education Officer - SAP | Leading Teacher  
CSO personnel  
Learning Support teacher  
Education Officer - SAP | | |

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| Identify areas of specific need and target professional development for staff. | Classroom visits by Leading Teacher, SAP Education Officer, Principal Staff PD Tuesday staff meetings during Term 1 - NAPLAN analysis - Balanced Numeracy Term 2 focus – Elk PD (wk 4) - Continuum placements – Literacy & Numeracy (Wk 4&8) - Numeracy Continuum (wk 4) - Science (Wk 4) - Science (wk 6) - Science (Wk 8) - Science (Wk 10) - English (Wk8) - English (Wk 9) Term 3 Focus - Maths - Review Anita Chin Videos (wk ???) Maths – World of Maths (wk 5) Term 4 - Assessment (Wk 1) - Assessment (Wk 2) - NAPLAN analysis (Wk 8) - NAPLAN analysis (Wk 9) -- PD Numeracy Continuum Term 3, 4 – needs based Staff discussions during weekly staff meetings Attendance at PD Courses at CSO/ provided by external agencies | Weekly staff meetings related to PD- aspects of Literacy, Numeracy and Science | Leading Teacher Learning Support teacher Principal Class teachers Education Officer - SAP | To have all members of staff aligned with pedagogy/strategies relevant to KLA needs at Stage levels for introduction and teaching of new English and Mathematics syllabuses. |
| Collaborate with teachers to develop | Classroom visits/Co-coaching | Leading Teacher Class teachers | Each teacher within K-6 to be observed by 1 other teacher once each semester |

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<td>Explore opportunities for increased engagement with parents in the life of the school. (SIP 4.4.1)</td>
<td>Invitations to classroom events and open classroom once a term. Invite parents to assist with English and Numeracy activities within classroom. Parent Information sessions</td>
<td>Term 2</td>
<td>Class teachers</td>
<td>Leading Teacher</td>
<td>Timetabled Open Classrooms for all classes across school once a term. Parent participation in classroom reading activities on a scheduled basis.</td>
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<th><strong>Optimise opportunities for communication and dialogue with parents on educational matters. (SIP 4.4.2)</strong></th>
<th>Newsletter article each fortnight related to how parents can assist their child at home with their learning with Literacy and Numeracy. Parent sessions related to helping at school. <strong>Parent Sessions related to activities to be achieved in the home.</strong></th>
<th>Terms 1 and 2</th>
<th>Leading Teacher</th>
<th>Terms 2 and 3</th>
<th>Leading Teacher</th>
<th>Article included in each fortnightly newsletter.</th>
<th>Leading Teacher to conduct 2 information sessions in Term 2 and 1 session in Term 3.</th>
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<td><strong>Ensure school structures in place to create orderly and disciplined environment to sustain improvement.</strong></td>
<td>Scheduled time at weekly staff meetings for Numeracy. Established 'sacred' blocks for English and Numeracy in timetables. Term review of timetables and class programs. <strong>Co-coaching observations</strong>  Principal observations  Goal setting and  Goal review.</td>
<td>Agenda for staff PD set for 2015.</td>
<td>Principal  Class teachers – agreed practice</td>
<td>Terms 2,3,4</td>
<td>Term 2  Term 4</td>
<td>Evidenced via feedback sharing in communication meetings</td>
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