

NSW Literacy and Numeracy Action Plan

School Implementation Plan 2016

School Context

Mountain View Adventist College is a comprehensive P-12 college in the Western suburbs of Sydney. The catchment area covers a very large part of Sydney - from the Blue Mountains to Seven Hills and down to Liverpool in the South. Students travel to school by private school bus, car and public transport.

We have 631 students within 3 schools - Junior, Middle and Senior, and the Head of School manages the daily structure of the classes within each school. Student enrolments are variable and happen sporadically throughout the year. Students that enrol in our school as a transfer from another school throughout the year are assessed to ensure that their status in literacy and numeracy is established and monitored to prevent any gaps in their learning.

We support students from many different language backgrounds to give them additional experience in English. We encourage parents from all cultures to adopt the school's culture of valuing learning and education. Families are part of an all inclusive community that work together with the school to support their child's learning. Opportunities are given for parents to be involved in their child's education and regular communication is encouraged between home and school.

The language needs of students makes the effective teaching of literacy and numeracy skills a priority in our college.

Our teachers and staff are committed to increasing the literacy and numeracy skills of all students, especially those students that do not reach the National Benchmarks. They work collaboratively with the Literacy and Numeracy Coordinator so that all students can reach their potential.

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.

Targets:

1. In order to ensure timely data-based decision making, the Head of Junior School and Literacy and Numeracy Coordinator will produce more specific calendar linked guidelines for K-6 teachers that outlines the expectations for the collection, analysis and reporting of student data for the coming school year, by the end of January 2016.
2. All K-4 teachers will provide Literacy and Numeracy data to be analysed for trends across the same year level by the beginning of Week 6 Term 1 and Week 8 in Terms 2, 3 & 4, 2016.
3. All K-6 teachers will enter data on the Literacy and Numeracy Continuum at the Beginning of Term 1, End of Term 2 and End of Term 4, in 2016. This data will be analysed to track student progress and inform learning, using the administrative reporting functions.

<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 4. All teachers K-6 will use the data from DIBELS Next Benchmark Assessments to progress monitor each student and to inform learning plans by Week 2 Term 1 and Week 6 of Terms 2 and 4 in 2016. 5. All K-6 teachers will continue to implement LIEN (Learning in Early Numeracy) & LIN (Learning in Numeracy) diagnostic assessments for new students to form baseline data and will provide the updated Growth Points for all students by Week 3 of Term 1 and Week 1 of Terms 2, 3 and 4 in 2016. 6. All K-4 teachers will implement a daily Morning Routine of direct instruction that regularly reinforces core Literacy and Numeracy language and number facts to build their basic skills in English and Mathematics by the end of Term 1, 2016. 7. All K-2 teachers will implement an explicit early writing skills program in their classrooms by the end of Term 2, 2016. 8. All K-6 teachers will progress monitor Writing performance using NAPLAN Writing benchmarks at least once a term in 2016. 9. The Head of Junior School and the Literacy and Numeracy Coordinator will collaboratively plan Tier 1 interventions with each K-2 classroom teacher, at least twice each term in 2016, based on benchmark data from Literacy and Numeracy assessments. 10. The Head of Junior School and the Literacy and Numeracy Coordinator will continue to promote the regular Preschool Reading sessions in the Library to strengthen home school partnerships, resuming in Term 1, 2016. 11. From Term 1, 2016, all baseline data from the Kindergarten students initial screening will be progress monitored at least once a term by the Head of Junior School to ensure that their Literacy and Numeracy needs are given as much support as possible.
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- 12. To decrease the number of Kindergarten students below benchmark level in phonemic awareness from 50% to 10% by November 2016.
- 13. To increase the number of Years 1 and 2 students achieving DIBELS Reading Benchmarks to more than 90% by November 2016.
- 14. To increase the number of Kindergarten students at Growth Point 1 in LIEN from 60% to 80% by November 2016.
- 15. To increase the number of Years 1 & 2 students achieving Growth Point 2 in LIEN from 50% to 80% by November 2016.
- 16. To decrease the number of K-4 students needing Tier 3 MiniLit Literacy intervention from 25% to 5 % by July 2016.
- 17. To decrease the number of K-2 students needing Tier 3 Numberworlds Numeracy intervention from 20% to 5% by November 2016.
- 18. Literacy and Numeracy practices will be embedded as whole school practice in K-6 with the assistance of instructional coaches and peer mentoring to ensure the quality of teacher practice has continuity of outcomes for students and sustainability ongoing, beyond 2016.
- 19. The Literacy and Numeracy Action Plan practices will be showcased on the School's website and shared with others schools/sectors with similar student cohorts that may benefit from implementing similar initiatives.

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

Line No.	Indicators	Strategies	Timeframe 2016	Responsibility
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	K-2 teachers
2	Teachers plan and implement a structured sequence of lessons focused on the explicit teaching of early Writing skills.	K-6 Teachers will attend professional learning focused on the use of NAPLAN Writing Benchmarks. Mentoring to plan and implement instructional Writing lessons and progress monitor student performance.	Term 1 Mar Term 2 May Term 3 Aug Term 4 Oct	K-6 teachers
3	Teachers will implement explicit instructional lessons to develop early Reading skills.	K-3 <i>Get Reading Right</i> teacher mentoring.	Term 1 Mar Term 2 May Term 3 Aug Term 4 Oct	K-3 teachers
4	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 DIBELS Next Reading Benchmark Assessments.	23 rd , 24 th July & 24 th August	Executive and K-2 Teachers
5	Continue to strengthen Home and School Partnerships that encourage parents to participate in their child's development of Literacy and Numeracy.	The school will continue the weekly Library reading time for preschoolers, inviting parents to join in with a shared reading session.	Term 1-4 Weekly on Wednesdays Parent Evenings: Term 1 Week 4 Term 3 Week 6	Literacy & Numeracy Coordinator Head of Junior School

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 2016	Responsibility
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. Consultancy visits from the AIS Numeracy Consultant	Ongoing throughout 2016	K-2 teachers
7	Whole class literacy instruction is informed by comprehensive, diagnostic and developmentally appropriate assessment for every child.	Reading Mentoring focused on literacy assessment (DIBELS) and whole class planning, monitoring and review processes	Ongoing throughout 2016	K-2 teachers
8	Tier 3 interventions will be used to provide individualised instruction for students in Literacy and Numeracy using evidence based programs.	1 x paraprofessional to support students in Years 1-2 with intensive needs.	Term 1 Weeks 5-9 Term 2 Weeks 2-9 Term 3 Weeks 2-9 Term 4 Weeks 2-8	Learning Support Coordinator

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

Line No.	Indicators	Strategies	Timeframe 2016	Responsibility
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 st August and 1 st 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. One teacher will be trained in being an instructional coach to the other teachers. Release to perform observations.	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

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 2016	Responsibility
14	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 K-2 class teachers
15	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 K-6 class teachers
16	Kindergarten students will be screened prior to entry to school to establish their Literacy and Numeracy Skills.	Provide release for Kindergarten teachers to assess prospective students 1:1 with school readiness tests in Literacy and Numeracy	Term 4 2016	Kindergarten Teachers & HOJS
17	Literacy and numeracy progress is monitored for all students in K-6 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 K-6 class teachers