

# NSW Literacy and Numeracy Action Plan

## School Implementation Plan 2016

### School Context

St Bishoy Coptic Orthodox College is a parish based Christian Community School that aims to work in partnership with teachers, parents and students to create an atmosphere where Christian values and Coptic Orthodox tradition are the foundation of the school's practices. St Bishoy Coptic Orthodox College is a school where students and staff feel secure and supported by all members of the school community. The distinctive, sincere and consistent practices of Christian love, service and humility provide students with the opportunity to develop strong spiritual and moral standards.

A huge focus on literacy and numeracy intervention programs has been developed and implemented since 2013 using a variety of new programs. Some of our priorities are strengthening the focus on whole-school instructional leadership and school-based professional development for teachers in personalised learning and diagnostic assessment to enhance our students' academic results. In 2014 the school introduced a structured daily block of literacy and numeracy for K-6 students which have seen good progress in students' level of engagement. Towards the end of 2014, St Bishoy College welcomed many students' enrolments who came from non-English speaking background and who are in need of intensive English classes. Our College continues to provide every possible support for its existing students as well as the new comers through a variety of intervention courses. Our students are challenged to strive for excellence and success in all areas of the curriculum and school life. Students are encouraged to work to their full potential thus, gaining confidence in the person that God created them to be as active participants in the Church and the Australian community.

The school is working on strengthening the partnership with the parents who mostly come from non-English speaking background. Parents are encouraged to take an active role in ensuring that students complete homework. Homework will normally include a literacy component, such as assigned reading, spelling work or grammatical tasks as well as a numeracy component to reflect what is being covered in class. Parent information nights at the beginning of each year assist parents' awareness of curriculum content and directions. The provided information suggests ways in which parents may assist their children.

***At St Bishoy Coptic Orthodox College, we are able to achieve all things through Christ who strengthens us (Philippians 4:13).***

**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. Teachers will participate in professional developments to enhance the assessment skills and help them use the effective teaching elements as the basis for numeracy and literacy instruction.
2. Every student is placed in a numeracy and literacy program which addresses their identified instructional focus.
3. The Principal leads the school in the implementation of effective assessment, classroom practice and professional learning as stated in this plan.
4. More than 85% K-2 students will meet DIBELS composite score benchmark by the end of term 4, 2016
5. More than 85% K-2 students will meet Number Knowledge test benchmark by the end of term 4, 2016
6. Engage parents/community in the school's numeracy and literacy programs
7. Develop professional network with local schools

**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 2016	K-2 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.	23 <sup>rd</sup> , 24 <sup>th</sup> July & 24 <sup>th</sup> August 2015	Executive and K-2 Teachers
4	All teachers use effective reading teaching practices	Teachers attend a professional learning workshop delivered by Literacy Consultant to address effective teaching practices after a whole day of observation	March 2016	Teachers + support staff + DP
5	All teachers implement effective based programs for Numeracy	Professional development by AIS Numeracy Consultant based on intervention programs as well as core and extension programs	February/ March 2016	Teachers + support staff + DP
6	K-2 Teachers will effectively implement Get Reading Right	Whole day training to help teachers with effective techniques in delivering reading program and class observation	February and June 2016	K-2 teachers+ support staff
7	Strengthen home/school partnerships	Train volunteers/parents to assist in K-2 classrooms	February-December 2016	DP

**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>
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 2016	K-2 teachers
9	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	K-2 teachers
10	MiniLit	Tier two and three for literacy intervention:	January-December 2016	DP
11	Number World and Number sense taught separately in small groups	Tier two and three for numeracy intervention:	January-December 2016	DP
12	MiniLit program in place for 'at risk' students in kindy & year 1	MiniLit and MultiLit kits and resources Professional learning for teacher	February/ March 2015	DP
13	Strong focus on whole class reading and writing strategies and skills	Reading Mastery and spelling mastery students books	Feb 2016	DP

**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>
14	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
15	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
16	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
17	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
18	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
19	Principal is active in leading whole school engagement focused on literacy and numeracy in coordination with the Action Plan	Principal visits classes to team teach, monitor or observe correct implementation of literacy and numeracy assessment tools and teaching programs Review and analyse teachers' data entry on the literacy and numeracy continuum	Ongoing throughout 2016	DP

**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>
20	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
21	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
22	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