

# NSW Literacy and Numeracy Action Plan School Implementation Plan 2014

## 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 provides 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 in conjunction with lots of in school professional development and learning experiences to enhance our students' academic results. 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.

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

## 2014 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.

## 2014 NSW Literacy and Numeracy Action Plan Priorities:

- The introduction of a daily block of Numeracy for Kindergarten to Year 2
- Strengthen the focus on whole-school instructional leadership
- Continue to explicitly assess the learning needs of students especially on entry at Kindergarten
- Focus on school-based professional development for teachers in personalised learning and diagnostic assessment
- Use tiered interventions in literacy and numeracy for those children who need special attention with evidence being gathered on their efficacy and cost-effectiveness. Schools need to be fully aware of the full cost of implementing an intervention, including associate staffing costs, equipment and material costs and any on-costs.
- Extend programs that strengthen home, school and community partnerships and support literacy and numeracy, in particular programs aimed at Kindergarten to Year 2.
- Adoption of the common tool for reporting achievement of learning outcomes Kindergarten to Year 4, using the DEC *Literacy and Numeracy Continua* as the framework for valid and reliable judgment of student achievement.

## 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 literacy and numeracy instruction.
2. Every student is placed in a literacy and numeracy 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. All teachers use relevant assessment tools to effectively report progress using the State's Literacy and Numeracy continuum.



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

<b>Line No.</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2014</b>	<b>Responsibility</b>	<b>Resource Allocation and Funding Structure</b>
1	Teachers plan and implement a structured numeracy block focused on explicit teaching of early numeracy skills.	K-2 teachers attend professional learning workshop focused on early numeracy skills. Presented by Numeracy Consultant.	21 Feb 2014	K-2 teachers + Learning Support teacher	\$1550.00
2	Teachers plan and implement a structured numeracy block focused on explicit teaching of numeracy skills.	K-6 teachers attend two-day workshop focused on numeracy skills.	K-2 on 23 May and 3-6 on 24 May	DP + HOC	\$6000.00
3	Teachers plan and implement a structured literacy block focused on explicit teaching of early numeracy skills.	K-4 teachers attend professional learning workshop and observing visits to other classes focused on literacy skills. Presented by Literacy Consultant.	18 Feb 2014	K-4 teachers + support staff + DP	\$3375.00
4	All teachers use effective comprehension teaching practices	Teachers attend a professional learning workshop delivered by Literacy Consultant to address comprehension effective teaching practices.	3 March 2014	K-6 teachers + support staff + DP	\$638.70
5	All teachers use the ten effective teaching practices	Teachers attend a professional learning workshop delivered by Literacy Consultant to address the ten effective teaching practices, including teachers observing visits to different classes.	5 March 2014	K-4 teachers + support staff + DP	\$3375.00
6	All teachers implement effective based programs for Literacy and Numeracy	Professional development based on intervention programs as well as core and extension programs- dedicate days for in-school training on how to use these new programs.(Reading and Spelling Mastery)	4+6 March 2014	All teachers	\$3850.13



7	Up skilling all teachers in effective understanding and delivery of lessons to achieve the intended outcomes.	Teachers attend 2 professional developments each focused on pedagogy in literacy and numeracy.	Ongoing throughout 2014	All teachers	\$9500.00
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**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 2014</b>	<b>Responsibility</b>	<b>Resource Allocation and Funding Structure</b>
8	Whole class numeracy instruction is informed by comprehensive, diagnostic and developmentally appropriate assessment for every child.	Mentoring by instructional leader focused on numeracy assessment and whole class planning, monitoring and review processes.	17 –28 February 2014	K-4 teachers + Learning Support Teachers	\$3000.00
9	Whole class literacy instruction is informed by comprehensive, diagnostic and developmentally appropriate assessment for every child.	Mentoring by instructional leader focused on literacy assessment and whole class planning, monitoring and review processes.	3-7 February 2014	K-4 teachers + Learning Support Teachers	\$3000.00
10	MiniLit taught 4 days/week	Tier two intervention: One additional staff employed to help in delivering MiniLit program, equivalent to teachers' aide  Coordinators regularly monitor the implementation and delivery of MiniLit and MultiLit programs as well as students' progress.  Tier three intervention: Students who are not progressing will receive individual intervention by teacher's aides.	February-December 2014	Support Staff	\$23 617.00
11	MultiLit taught every day for "at risk students" in years 2,3 & 4	The same staff members will help in delivering MultiLit program.  Students who are not progressing will receive individual intervention	February-December 2014	Support Staff	
12	MiniLit program in place for 'at risk' students in kindy & year 1	Purchase MiniLit and MultiLit kits and resources  Send two teachers for training	March 2014	HOC	



13	Reading Tutor Program for students at risk in year 2	Purchase Reading Tutor kits and resources Send two teachers for training	March-May 2014	HOC	
14	Maths intervention program in place for students at risk in K-2	Purchase and implement tier 2 maths program (Number Worlds)	May	DP	\$1000.00
15	Strong focus on whole class scripted approach	Purchase and implement Spelling Mastery as a core tier 1 program	February-December 2014	DP+HOC	\$12,945.14
16	Strong focus on whole class scripted approach	Purchase and implement Reading Mastery as a core tier 1 program	February-December 2014		\$5300.00
17	Strong focus on whole class scripted approach	Evidence based Numeracy Program	February-December 2014		\$3500.00



**Element 3****Instructional leadership and whole school engagement with literacy and numeracy through the Principals as Literacy Leaders Program (PALL)**

<b>Line No.</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2014</b>	<b>Responsibility</b>	<b>Resource Allocation and Funding Structure</b>
18	Development of an effective and sustainable 2014 School Plan that is underpinned by a valid and thorough Situational Analysis.	Attend NSW Literacy and Numeracy Action Plan Planning Day to equip Principal and planning team in the preparation of appropriate documentation including a Situational Analysis and 2014 School Plan.	27 February 2014	Principal	\$21 692.60
19	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 2014 School Plan.	10 days throughout 2014	Principal	
20	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	10 days per term = 40 days	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 2014</b>	<b>Responsibility</b>	<b>Resource Allocation and Funding Structure</b>
21	Literacy and numeracy progress is monitored for all students in K-4 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.	End of term 2 and end of term 4	K-4 teachers	\$6,000.00
22	Literacy and numeracy progress is monitored for all students in K-4 using appropriate reporting tools to ensure student needs are being met.	Purchase copies of literacy and numeracy continuum to pass to all class teachers and laminate them to hang on the class walls as a quick reference.	February 2014	DP	\$322.00
23	Analysis of literacy results	Purchase Dibels Net License	18 February 2014	DP	\$170.00
24	Analysis of literacy results	Free one teacher for data entry on Dibels Net	25 February 2014	Year 5 Teacher	\$375.00

