

NSW Literacy and Numeracy Action Plan

School Implementation Plan 2015

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 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.



NSW Literacy and Numeracy Action Plan Ongoing Priorities:

- a. The introduction of a daily block of numeracy and mathematics for Kindergarten to Year 2
- b. Strengthen the focus on whole-school instructional leadership
- c. Continue to explicitly assess the learning needs of students especially on entry at Kindergarten
- d. Focus on school-based professional development for teachers in personalised learning and diagnostic assessment
- e. Use tiered interventions in literacy and numeracy for those children who need special attention with evidence being gathered on their efficacy and cost-effectiveness.
- f. Extend programs that strengthen home, school and community partnerships and support literacy and numeracy, in particular programs aimed at Kindergarten to Year 2.
- g. Adoption of the common tool for reporting achievement of learning outcomes Kindergarten to Year 5, using the DEC *Literacy and Numeracy Continua* as the framework for valid and reliable judgment of student achievement.



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

Line No.	Indicators	Strategies	Timeframe 2015	Responsibility
1	Teachers plan and implement a structured numeracy and mathematics block focused on explicit teaching of early numeracy skills.	K-2 teachers attend professional learning workshop focused on early numeracy skills.	12 Feb or 23 Feb	K-2 teachers + Support Staff
2	Teachers plan and implement a structured numeracy and mathematics block focused on explicit teaching of numeracy skills.	Years 2-6 teachers attend professional learning workshop focused on numeracy skills	13 Feb or 24 Feb 2015	Years 2-6 teacher + Support Staff
3	Teachers plan and implement a structured numeracy block focused on explicit teaching of early numeracy skills.	K-5 teachers attend professional learning workshop and observing visits to other classes focused on numeracy skills. Presented by AIS Numeracy Consultant. (five days across the year)	April June November	K- 6 teachers + support staff + DP
4	All teachers use effective comprehension teaching practices	Teachers attend a professional learning workshop delivered by Literacy Consultant to address comprehension effective teaching practices after a whole day of observation	March 2014	K-6 teachers + support staff + DP
5	All teachers implement effective based programs for 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.(New Maths Program, Number World, Maths online program)	February/March 2015	K-6 teachers + support staff + DP
6	K-2 Teachers will effectively implement Get Reading Right	Invite Jo-Anne Dooner twice for a whole day training to help teachers with effective techniques in delivering "Get Reading Right" and class observation	February and June 2015	K-2 teachers+ support staff



7	Strengthen home/school partnerships	Train volunteers/parents to assist in K-2 classrooms (online reading and numeracy programs) Teachers will use the data presented from the online programs as an action research to monitor the program's effectiveness	February- December 2015	DP
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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 2015	Responsibility
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 2015	K-5 teachers
9	MiniLit/Multilit taught 4 days/week	Tier two and three for literacy intervention: Continue with one additional staff employed to help in delivering MiniLit program, equivalent to teachers' aid (According to our school's award = School Assistant Level 1) 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.	January- December 2015	DP
10	Number World and Number sense taught separately in small groups	Tier two and three for numeracy intervention: The same additional staff (detailed in Line 9) employed to help in delivering tiers two and three numeracy intervention programs.	January- December 2015	DP
11	MiniLit program in place for 'at risk' students in kindy & year 1	Purchase MiniLit and MultiLit kits and resources Send one teacher for training	February/ March 2015	DP
12	Maths intervention program in place for students at risk in K-2	Purchase and implement tier 2 and 3 maths program (Number Worlds Box B x1, Box C x2)	May	DP
13	Strong focus on numeracy as whole class approach	Purchase Maths hands on materials as a tier 1 program Extend the numeracy block from 50 minutes per day to 60 minutes per day	February	DP



14	Strong focus on whole class scripted approach	Purchase and implement Reading Mastery as a core tier 1 program	February-December 2014	DP
15	Strong focus on whole class reading and comprehension skills	Purchase Comprehension Program by MacMillan to strengthen and reinforce learning comprehension skills in a uniformed program from K-5 as tier 1 program	Feb 2015	DP
16	Strong focus on whole class reading strategies and skills	Purchase Dandelion phonics based readers	March 2015	DP



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

Line No.	Indicators	Strategies	Timeframe 2015	Responsibility
17	Whole class literacy instruction is informed by comprehensive, diagnostic and developmentally appropriate assessment for every child.	Mentoring by instructional leader (Deputy) focused on literacy assessment and whole class planning, monitoring and review processes.	Ongoing throughout 2015	K-5 teachers
18	Development of an effective and sustainable 2015 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 2015 School Implementation Plan.	16 and 17 October 2014	DP
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 2015 School Implementation Plan.	5 days throughout 2015	DP
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	5 days per term = 20 days	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

Line No.	Indicators	Strategies	Timeframe 2015	Responsibility
21	Teachers will effectively assess students in numeracy in order to monitor student progress and inform instruction.	Provide release time for teachers to administer appropriate <i>numeracy</i> assessments and analyse results of assessments to inform planning and classroom instruction.	Ongoing throughout 2015	Executive and K-5 teachers
22	Teachers will effectively assess students in literacy in order to monitor student progress and inform instruction.	Provide release time for teachers to administer appropriate <i>literacy</i> assessments and analyse results of assessments to inform planning and classroom instruction.	Ongoing throughout 2015	Executive and K-5 teachers
23	Literacy and numeracy progress is monitored for all students in K-5 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.	Beginning of Term 1, End of Term 2 & End of Term 4	Executive and K-5 teachers
24	Accurate reporting of students' literacy and numeracy progress using the online continua.	Professional learning for key personnel regarding administrative functions of the online continua	January/ February 2015	Principal + DP+ Coordinator + Teacher
25	Literacy and numeracy progress is monitored for all students in K-5 using appropriate reporting tools to ensure student needs are being met.	Purchase PAT Maths and Reading on line assessment and reports to provide uniformed feedback across all grades	February 2015	DP

