

SCHOOL NAME: Holy Spirit Infants Abermain

NSW Literacy and Numeracy Action Plan: Implementation Plan 2015

The focus of this proposal is to support the State Action Plan to support Numeracy & Literacy development in the school. The proposal will support the goals identified in the Annual School Plan. The School Improvement Plan will be focused on extending Numeracy and Literacy skills using the AITSL standards and will provide specific strategies to address the following key goals.

1. Improving Numeracy
2. Lifting the performance of the High achievers
3. A focus on writing (school area of need)

Using the AITSL Principal and Teacher Standards this plan aims to meet the following criteria

The Principal is expected to adopt the Model of Professional Practice that will

Plan & Act ↔Review ↔Respond in a cyclic manner

In addition this plan will address 3 Principal professional practices



1. Leading Teaching and learning
3. Leading Improvement and change
5. Engaging and working with the community

The Specific Focus are.




1. Focus on Improving Numeracy by increasing teacher knowledge and pedagogy.
-Expand and enhance the focus on instructional leadership in Years k-2
2. Data driven results orientated school striving for continuous improvement.
-Expand and enhance the focus on differentiated learning and tiered interventions K-2
-Increase attention on
 - ❖ teaching numeracy & mathematics
 - ❖ the poor literacy performance of boys compared to girls
 - ❖ teaching writing
 - ❖ performance of ATSI students particularly in non-metro areas
3. Further strengthening the partnership between home, school and community.

When implementing this plan the teachers will meet the following standards.




Standard 1- Know the students and how they learn.

-  **1.4 Strategies for teaching Aboriginal and Torres Strait Islander students.**
-  **1.5 Differentiate teaching to meet the learning needs of the students across the full range of abilities**

Standard 2-Know the content and how to teach

-  **2.1 Content and teaching strategies**
-  **2.3 Curriculum assessment and reporting**
-  **2.5 Literacy and numeracy strategies**

Standard 3- Plan for and implement effective teaching and learning.

-  **3.1 Establish challenging learning goals**
-  **3.6 Evaluate and improve teaching programs**
-  **3.7 Engage parents/carers in the education process**

Standard 5 –Assess, provide feedback and report on student learning

- ✚ 5.1 Assess Student learning
- ✚ 5.2 Provide feedback on student learning
- ✚ 5.4 Interpret student data

Standard 6 -Engage in Professional Learning

- ✚ 6.2 Engage in professional learning and improve practice
- ✚ 6.3 Engage with Colleagues to improve practice
- ✚ 6.4 Apply professional learning to improve student learning

This will be achieved through

- A. Reviewing and revisit previous professional development to develop deeper knowledge of content in staff meetings & staff development days.
- B. Building on previous knowledge to develop increasing professional skills by attending Professional development on writing.
- C. Allocation of time to develop PLC model using the 4 critical questions to assist planning, programming, pedagogy, policy and data analysis.

Priority (STRATEGIC INTENT)	Action/Program/Strategy (KPI)	Responsibility for doing the work (WHO)	Timeframe s for key activities (WHEN)	Outcomes For whom: students, teachers, instruction leaders, school leadership teams, parents
Expand and enhance the focus on instructional leadership in Years K-2	<ul style="list-style-type: none"> • Appoint LT 0.4 school 	Principal	Term 1 2015 ongoing from 2014	Lead teacher to work with Principal to identify targets & goals for school
	<ul style="list-style-type: none"> • LT attend CSO PD 	Lead Teacher	4 times a year	LT to bring back to staff any new knowledge and initiatives for student improvement and teacher development as identified by Educational Officers.
	<ul style="list-style-type: none"> • Develop Literacy and Numeracy plan for school based on assessment data 	Principal Lead teacher & all staff	Term 1	Teachers to understand the goals of the plan so that they can implement all practices into classroom teaching.
	<ul style="list-style-type: none"> • Principals attend networking meeting each term 	Principal	Term 1-4	Principal as leader of learning, continue to refocus staff on the plan and student learning.
	<ul style="list-style-type: none"> • Use PLC framework to address student needs 	Principal & Lead Teacher	All year	For teacher to focus on the needs on the learner
Expand and enhance	<ul style="list-style-type: none"> • On entry Best Start 	Kinder teachers	Term 1	Differentiated and targeted grouping

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the focus on differentiated learning and tiered interventions in K-2	<ul style="list-style-type: none"> Assessment Review 3 tier intervention 	Class teachers Leading Teacher Learning Support Teacher		<p>for both literacy and numeracy in all grades and classrooms.</p> <p>Teachers follow Balanced literacy & numeracy teaching programs to support students.</p> <p>Teachers use data to identify the student Learning Tiers</p>
	<ul style="list-style-type: none"> Induction and of new staff to School Assessment Schedule 	Lead Teacher		Teacher understands the responsibility to provide follow school procedures of differentiated learning and balance literacy and numeracy programming.
	<ul style="list-style-type: none"> Establish visual display of continua 	Lead Teacher	Term 1	Teacher will be able to visual the learning needs of the students
	<ul style="list-style-type: none"> Updating ELK 	Classroom Teachers	Wk 9 Term 1,2,3,4	Testing and placement of students on the continuum
	<ul style="list-style-type: none"> PD on continua and syllabus 	Lead Teacher	Term2	Teachers will revisit the areas of the continuum to increase teacher knowledge in staff meeting
	<ul style="list-style-type: none"> NAPLAN analysis and goal setting 	Lead Teacher & Principal	Term 4	Principal and Lead teacher will assist staff to review NAPLAN data to identify school areas of needs and class level area of needs
	<ul style="list-style-type: none"> Use ACER testing PAT Maths & Pat Comprehension 	Lead Teacher & Classroom teachers	Term 1 & 4	Teachers can identify student learning levels and needs
	<ul style="list-style-type: none"> Reading bench mark all students 	Classroom teachers	Semester 1 & 2	Teachers able to track student reading Students able identify goals for reading levels
	<ul style="list-style-type: none"> Regular collaboration of student placement on continuum 	Lead Teacher & Classroom teacher	Term 1 , 2,3,4	Use PLC model to support tracking Students learning is tracked and students who are not learning are identified and targeted
Increase attention on: <ul style="list-style-type: none"> teaching numeracy and mathematics; 	<ul style="list-style-type: none"> Review pedagogy of balanced Numeracy Block 	Lead Teacher & Principal	Term 1 , 2,3,4	PD during staff meetings targeting the Numeracy Block. Use of PLC and Fluid grouping to cater for student learning

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Increase attention on: • performance of ATSI students particularly in non-metro areas	<ul style="list-style-type: none"> Improve ATSI student engagement in learning and participation in life. Introduce personal learning plans for ATSI students 	Principal, REC and Lead Teacher Lead Teacher & Classroom teacher	All year Semester 1	<p>ATSI Students feel involved in the school life ATSL students develop a sense of respect in the life of the school</p> <p>ATSI students are able to be tracked and learning</p>
Increase attention on: • poor literacy performance of boys compared to girls;	<ul style="list-style-type: none"> Improve boys performance to meet girls level analysis of data to compare boys and girls 	Lead Teacher Classroom teacher Librarian Principal	All year	Boys given extra focus when planning
Increase attention on: • Writing skills of students	<ul style="list-style-type: none"> Improve writing levels of students across the school. Review modelled writing in classrooms 	Lead Teacher Classroom teacher Principal	All year	<p>Teachers are given PD writing</p> <p>Teacher use Writing –continuum to analysis writing samples</p>
Further strengthening partnerships between home, school and community (No FTE)	<ul style="list-style-type: none"> Parents to take a more active approach to student learning. 	Principal & Lead teacher	All year	<p>Parents be educated in how to teach reading and maths</p> <p>Parents invited to assist in classrooms</p>

Resources

AITSL- The Essential Guide to Professional Learning: Leading Culture

AITSL- The Essential Guide to Professional Learning: Evaluation

Monitoring- This program will

- **Continue to report** on the literacy and numeracy performance of students, K-2 through the use of the Literacy and Numeracy Continua and examination of subsequent data, including Year 3 NAPLAN performance.
- **Review the plan** in the light of Continua, NAPLAN and other school-based achievement data.
- **Consider the impact of the**
 - chosen literacy and mathematics interventions on student learning
 - impact of instructional leadership within the school
- role of the parent and community body in contributing to school growth and transformation.