

# NSW Literacy and Numeracy Action Plan School Implementation Plan 2016

## Central Coast Rudolf Steiner School

### School Context

CCRSS is a non-denominational K-10 school with 266 students. The School participation in the NSW Literacy and Numeracy Action Plan has brought about whole school focus on the role of formative assessment within a contemporary Steiner school. The improved practices initiated in the past few years are undergoing a continual process of reflection and refinement. We are also giving due consideration to the practices we will continue to implement after the LNAP Action Plan period.

Our work with parents on supporting the learning of students has met with widespread appreciation. Parents have felt well informed and empowered to work systematically in supporting their children at home, e.g. with the 'Toe by Toe' program. The Literacy and Numeracy Action Plan has impacted positively on the levels of discourse between teachers and parents. Our student individual learning plans are developed with close parent/guardian consultation. Parent education workshops on the importance of reading have also met with appreciation. Parents have a clearer understanding that our educational philosophy, which nurtures the whole child in line with Steiner principles, is entirely consistent with practices that values literacy and numeracy.

2016 will see a whole school focus on effective explicit instruction. Quality teacher instruction has always been a key component of Steiner education. Whilst this is the case, the teaching staff would benefit from professional development on current practices and implementation of appropriate and useful methods. This will be a clear focus for the 2016 as well as targeted professional development for literacy and numeracy. Writing will be a focus for 2016. Numeracy assessment strategies for years 3-6 will be improved in 2016.

Our class teacher structure is one that uses the 'looping' practice i.e. the teachers move from classes 1-6 and then start the loop again. It is therefore of paramount importance that there is a consistent whole school approach to literacy and numeracy. In 2016, all of our K-6 teachers will have opportunity to further develop the professional practices implemented as part of the LNAP to date. The strong home-school relationships between parents and teachers are one of the strengths of this 'looping' practice and they will be further enhanced in 2016. Another strength is the continuum of the teachers' understanding of the learning needs of the individual students. Our teachers know their students and their learning needs well, as testified by the depth of our qualitative data. They regularly gather authentic and insightful information about a child's accomplishments over a range of abilities. Where appropriate, these are now mapped with reference to common scales.

Our practices are being shared with other leaders of Steiner schools who are working in a similar way to marry conventional Steiner practices with best contemporary practice. The Principal will share a report on the LNAP initiatives at the Steiner Education Leaders Forum in Melbourne in May 2016. In this sense, our participation in the LNAP is having valuable impact within our sector.

**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. To further strengthen home-school partnerships relating to both learning and attendance
2. To ensure that all teachers K-6 consolidate consistent good practice with a literacy focus on writing and ongoing numeracy PD
3. To train all teachers on effective explicit instruction using instructional school leadership/ coaching and professional development
4. To ensure that students in Stage 1 receive timely, effective and evidence based Tier 2 and Tier 3 support
5. To ensure that the initiatives embedded in the LNAP to date have enduring relevance through instructional coaching, consultation with teachers and sound financial planning
6. To share the understandings and practices of the LNAP with Steiner Education Australia and leaders of Steiner 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.	1-2 and LNAP leader teachers attend professional learning focused on early writing skills.	March/April	Class teachers and LNAP leader
2	Teachers engage in literacy and numeracy PD	Teachers attend professional learning. This will focus on early literacy and numeracy, particularly for our class 1 teacher who has had limited involvement in LNAP to date.	Ongoing in 2016	Class teachers
3	Teachers plan and implement a structured sequence of lessons focused on the explicit teaching of early numeracy/reading/writing skills.	This will be a 'catch-up' professional learning for new staff in 2016 or current staff who have missed particular professional learning opportunities other staff have attended throughout the Action Plan. Stage 1 Literacy, particularly Phonological awareness and phonics will be the focus.	Ongoing in 2016	Class teachers and LNAP leader

**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>
4	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-6 teachers
5	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
6	Further develop and implement appropriate diagnostic assessment personalised learning and to support the needs of students at Tiers 1, 2 and 3.	Further employ Learning Support staff. Learning Support staff assists in the classroom, working with groups and individuals. Some work is done outside of the classroom with groups (tier 2) and individuals (tier 3).	Ongoing throughout 2016	Principal
7	Whole class numeracy and literacy instruction is informed by comprehensive, diagnostic and developmentally appropriate assessment for every child.	Mentoring targeted at improving explicit instruction for teachers.	Ongoing throughout 2016	Class teachers and Principal

**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>
8	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
9	Principal and executive team are active in leading whole school engagement focused on literacy and numeracy.	School visits by AIS Consultant to support Principal/ LNAP Action Plan Coordinator with instructional coaching focused on literacy and numeracy.	Ongoing throughout 2016	Principal and executive team
10	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.	February 2016	Principal
11	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
12	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
13	School and home partnerships are further strengthened through the expansion of parental programs/ workshops to support school initiatives	Purchase and processing of resources for parent early literacy library and numeracy resources for classes K-5. Complement classroom resources with parent resources e.g. quality literature, graded readers, and particular focus in 2015 on numeracy resources		Principal and executive team
14	Principal's delegate for Literacy and Numeracy Plan Leader is active in leading whole school engagement focused on literacy and numeracy.	Principal's delegate for Literacy and Numeracy is allocated release in order to assist in analysing data with teachers. The LNAP leader will be responsible for assisting the principal in implementing the Action Plan. She will facilitate data analysis with teachers.	Ongoing in 2016	LNAP leader

15	School resources support literacy, numeracy and explicit instruction	Improve classroom resources with quality literature, graded readers in order to expand resources for parent reading groups. Numeracy resources will include small student whiteboards and early numeracy kits, place value resources. Teacher resources on explicit instruction will be purchased.	Ongoing in 2016	LNAP leader
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**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>
16	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
17	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
18	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