

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 Plan will conclude at the end of 2016 and so we are entering into the transition phase. The improved practices initiated in the past few years are undergoing a continual process of reflection and refinement. Through informed dialogue, we are giving due consideration to the practices we will continue to implement after the LNAP Action Plan period. These practices will be shaped through a consultative process with our teachers in order to ensure that they are sustainable beyond 2016 and embraced by all, whilst ensuring the integrity of our Steiner pedagogy.

Our student individual learning plans are developed with close parent/guardian consultation. Our work with parents on supporting the learning of students has met with widespread appreciation. Parent education workshops on the importance of reading have been received well. Our future partnership with parents will be one that ensures our educational philosophy, which nurtures the whole child in line with Steiner principles, is entirely consistent with an education that values literacy and numeracy.

2016 will see a whole school focus on effective instruction. Quality teacher instruction has traditionally been a key component of Steiner education. In order to build on this strength, teachers will engage in professional development on instructional methods. They will watch each other work in order to develop healthy professional discourse. Professional development for literacy and numeracy will continue. Writing will be a focus for 2016. Numeracy teaching and learning strategies will continue to be developed in 2016.

Our class teacher structure is a distinguishing feature of Steiner education. It 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 important that there is a consistent whole school approach to literacy and numeracy. The strong home-school relationships between parents and teachers are one of the strengths of the class teacher period and they will be further enhanced through parent education in 2016. Another strength of the class teacher period 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 breadth and depth of our observational practices.

The fruits of what we have learnt over the past years will be shared with other leaders of Steiner schools who are working in a similar way to align traditional Steiner pedagogy with best contemporary practices

Strategies developed will align with the NSW Literacy and Numeracy Action Plan 2015/2016 Priorities and Targets.



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
3. To ensure quality instruction of literacy and numeracy

Line No.	Strategies at CCRSS	Timeframe 2016	Responsibility
1	Teachers attend professional learning specifically focused on writing skills.	March/April	Teachers from classes K-6
2	Teachers attend professional learning in literacy and numeracy	Ongoing in 2016	Teachers from classes K-6
3	'Catch-up' professional learning will be made available for new staff in 2016 or current staff who have missed particular professional learning opportunities other staff have attended throughout the Action Plan.	Ongoing in 2016	Teachers from classes K-6

Line No.	Strategies at CCRSS	Timeframe 2016	Responsibility
4	Mentoring focused on numeracy teaching and learning, whole class planning, monitoring and review processes.	Ongoing throughout 2016	K-6 teachers
5	Mentoring focused on literacy teaching and learning, whole class planning, monitoring and review processes.	Ongoing throughout 2016	K-6 teachers
6	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	Partial carry over of approx. 45 days release from 2015	Ongoing throughout 2016	K-6 teachers, Principal

Line No.	Strategies at CCRSS	Timeframe 2016	Responsibility
8	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 st August and 1 st September 2015	Principal
9	School visits by AIS Consultant to support Principal and teachers with coaching focused on literacy and numeracy.	Ongoing throughout 2016	Principal and teachers
10	Attend briefing and allocate appropriate resources to complete activities as part of the independent evaluation.	TBC (February 2016)	Principal
11	Attend NSW Literacy and Numeracy Action Plan Networking Workshop to share initiatives undertaken as part of the Action Plan.	TBC (October 2016)	Principal and executive team
12	Development of a specific initiative to highlight strategies undertaken as part of the Action Plan.	Ongoing throughout 2016	Principal and executive team
13	Purchase and processing of resources for literacy and numeracy. Carry over due to delays in building project		
14	Principal's delegate for Literacy and Numeracy is allocated release in order to facilitate professional discourse and consultation with teachers	Ongoing in 2016	LNAP leader
15	Improve classroom resources with quality literature and numeracy resources. Purchase teacher resources.	Ongoing in 2016	LNAP leader, K-6 teachers

Line No.	Strategies at CCRSS	Timeframe 2016	Responsibility
16	Teachers planning, support programs and classroom instruction in literacy are based on observations of student needs.	Ongoing throughout 2016	Executive and class teachers
17	Teachers planning, support programs and classroom instruction in numeracy are based on observations of student needs.	Ongoing throughout 2016	Executive and class teachers
18	Teachers from K-6 monitor and document student literacy and numeracy progress.	Beginning of Term 1, End of Term 2 & End of Term 4	Executive and class teachers

