Literacy and Numeracy at Newrybar Public School

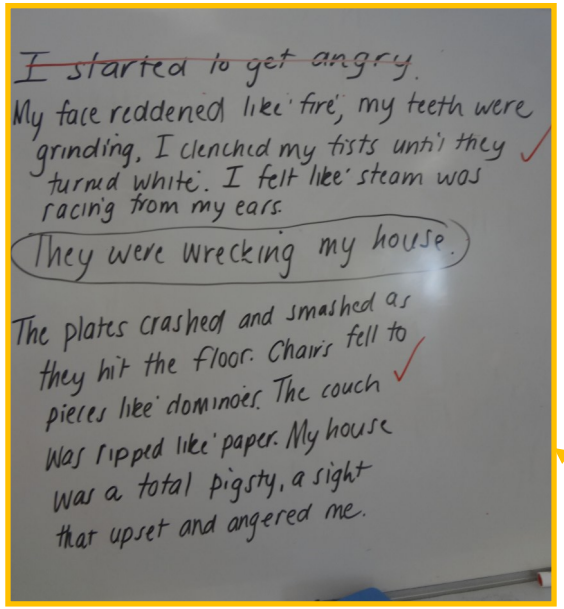
Writing

Teachers at Newrybar Public School use the *Seven Steps to Writing Success* and *Seven Steps Early Years Writing* program. These resources empower teachers to inspire our students to rapidly improve their writing skills, and most importantly, learn to enjoy writing.

Seven Steps creates engaging classrooms where students have a love of writing, becoming lifelong communicators.

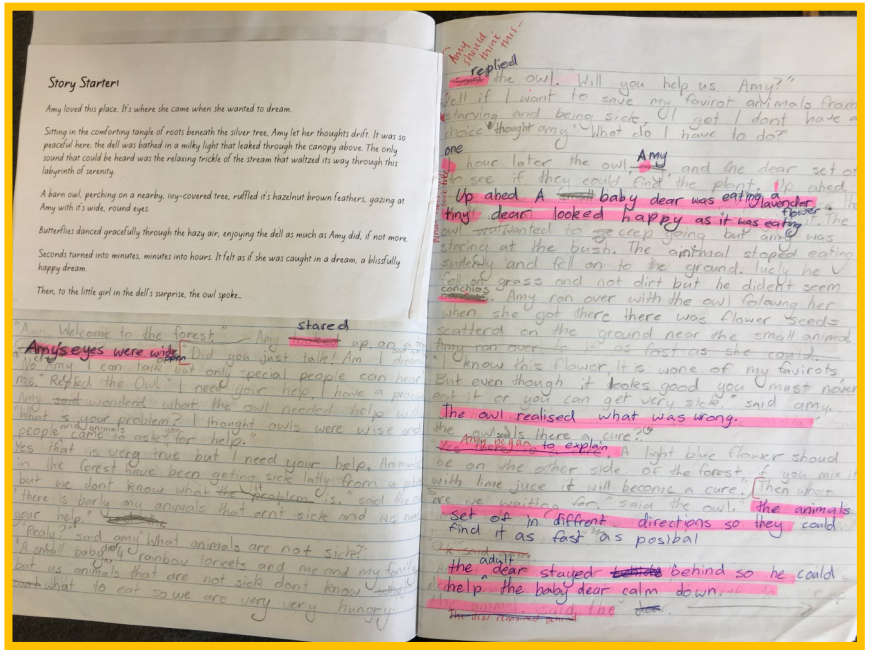
Implementing the Seven Steps program has proven results of up to 30% increases in writing scores. Longer-term benefits include a consistent system across multiple year levels, greater student engagement and shorter learning curves.

Plotting a traditional Story on the Seven Steps Narrative Story Graph.

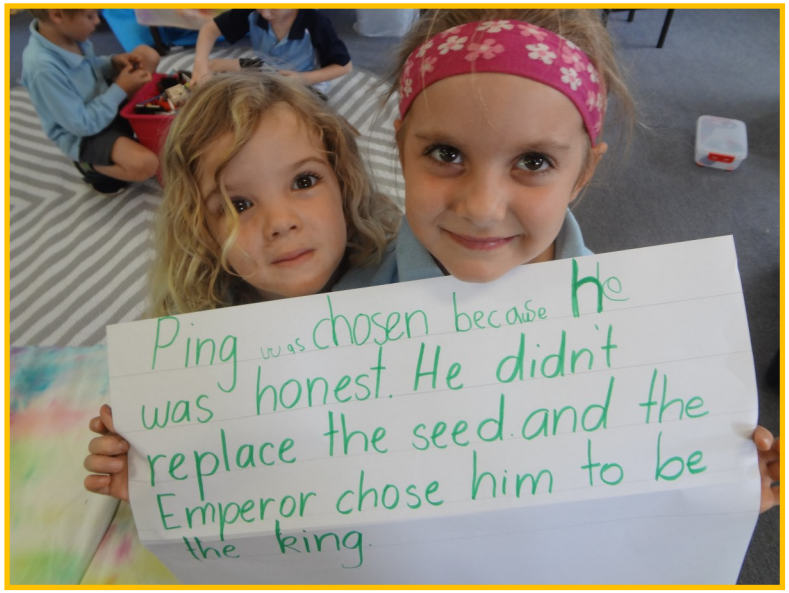


Using the 'Show Don't Tell' Step.

Students' writing continues to improve and they are applying the Seven Steps to all purposes for writing- *persuasive, informative* and *imaginative.*



Literacy K-2- PLAN, Guided Reading, Guided Writing and L3



PLAN

Class Name: K-2-2741

Counting sequences - Forward number				
Level	Level 0 - Emergent	Level 1 - Initial (10)	Level 2 - Intermediate (10)	Level 3 - Facile (10)
Student Names				
Where to Next?	Counts to 10 but cannot give the number after.	Counts to 10 and gives the number after, but counts from 1.	Counts to 10 and gives the number after.	Counts to 30 and gives the number after.
Teaching Resources and activities	Syllabus, MAe-4NA Developing Efficient Numeracy Strategies Stage 1 (DENS 1), pp. 22-31 Feather drop, (DENS 1), pp. 22-23 Handful of teddies, (DENS 1), p. 24 Coat hangers, (DENS 1), p. 28 Learning object - Penguin count Learning object - Number grid Learning object - Washing line	Syllabus, MAe-4NA Developing Efficient Numeracy Strategies Stage 1 (DENS 1), pp. 22-31 Musical cushions,(DENS 1), p. 31 Physical activities, (DENS 1), p. 30 Learning object - Penguin count Learning object - Number grid Learning object - Washing line SMART notebook - Number before, number after	Syllabus, MAe-4NA Developing Efficient Numeracy Strategies Stage 1 (DENS 1), pp. 78-81 Zap, (DENS 1), pp. 78-79 Learning object - Penguin count Learning object - Number grid Learning object - Washing line SMART notebook - Forward number word sequences	Syllabus, MAe-4NA Developing Efficient Numeracy Strategies Stage 1 (DENS 1), pp. 78-81 Maths tipping, (DENS 1), pp. 80-81 Learning object - Penguin count Learning object - Number gric Learning object - Washing line SMART notebook - Number before, number after

	A	10 Aug 2017	Marker 1. Understands text features such as illustrations, diagrams, tab
	A	31 Jul 2018	Marker 2. Automatically integrates a range of information, e.g. meaning
	A	10 Aug 2017	Marker 3. Knows that literary, factual and screen texts need to be read
	A	31 Jul 2018	Marker 4. Responds to punctuation and adjusts expression to enhance
ster 8			
	A	31 Jul 2018	Marker 1. Reads increasingly complex texts with less familiar content a
	A	31 Jul 2018	Marker 2. Engages with both literary and factual texts of increasing leng
	A	31 Jul 2018	Marker 3. Reads texts in different ways to meet a range of reading purp
	A	31 Jul 2018	Marker 4. Independently monitors own reading by using a variety of sel
ster 9			
	A	31 Jul 2018	Marker 1. Reads for sustained periods (15-20 minutes) and sustains un
	W	31 Jul 2018	Marker 2. Uses visual representations, e.g. photographs, tables, charts
	W	31 Jul 2018	Marker 3. Selects and uses the most effective word identification strate
	W	31 Jul 2018	Marker 4. Demonstrates an awareness of how to use skimming/scannir
	W	31 Jul 2018	Marker 5. Uses screen navigation features when reading and viewing I
ıster 10			

Continuums to track progress of student skills has ben used in conjunction with syllabus outcomes to monitor student progress in K-6. PLAN is used to form student groupings, for individual learning plans and to track progress for students beyond kindergarten using the markers in Literacy. Professional Learning during staff meetings and SDDs has kept our skills current and ensured that the data was used effectively. Students use 'I can' statement and personal learning goals, which reflect the continuum and PLAN markers, to self monitor their progress. Professional Learning in the function of the Learning Progressions in both Literacy and Numeracy has begun and will be implemented with PLAN 2 at a future time.

PLAN continued

Additional Samples of reports used regularly to inform learning taken from PLAN data use.

Individual Learning Plan - Literacy

Student: [redacted]

Newrybar Public School

Year 2, Roll Class K-2-2741, 2018

Marker Status key: A = Achieved, W = Working Towards, N = Not recorded as assessed

Reading texts

Working Towards	Current Cluster Profile	Working Beyond
	• Cluster 8 A 31 Jul 2018 Marker 1. Reads increasingly complex texts with less familiar content and vocabulary and more extended descriptions. A 31 Jul 2018 Marker 2. Engages with both literary and factual texts of increasing length and difficulty for longer periods of time (at least 10 minutes). A 31 Jul 2018 Marker 3. Reads texts in different ways to meet a range of reading purposes. A 31 Jul 2018 Marker 4. Independently monitors own reading	• Cluster 9 A 31 Jul 2018 Marker 1. Reads for sustained periods (15-20 minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days. W 31 Jul 2018 Marker 2. Uses visual representations, e.g. photographs, tables, charts to enhance meaning when reading factual texts. W 31 Jul 2018 Marker 3. Selects and uses the most effective word identification strategy to

ndividual Learning Plan - Literacy

Where to next?

Cluster 9

- Marker 1. Reads for sustained periods (15-20 minutes) and sustains understanding in longer t
  short novels over several days.
- Marker 2. Uses visual representations, e.g. photographs, tables, charts to enhance meaning w
- Marker 3. Selects and uses the most effective word identification strategy to maintain fluency
- Marker 4. Demonstrates an awareness of how to use skimming/scanning and text features su
  specific information.
- Marker 5. Uses screen navigation features when reading and viewing Internet texts.

eaching and Learning Activities

nteractive Literacy Continuum

Guided Reading

The K-2 class has been taught by L3 trained teachers since 2012. The Guided Reading protocol has been a feature of the learning. As we have an L3 trainer on staff who has been given the opportunity to attend EAFs master classes regularly the standard L3 program has been enhanced with latest best practice and research based teaching. Guided reading responds to individual students needs, has clear teaching points and word-work to develop decoding and phonics skills at point of need. Fluency, accuracy and phrasing are encouraged from early readers. Data is collected every five weeks and collated by the L3 lead trainer.

Date 25/7/2018 | **New Text** The Rescue | **Level** 12

Orientation- see attached information sheet
Discussed Lee family's trip to the beach and made predictions

Inferential comprehension about what was going to happen. Discussed quick thinking

Supporting activity by Lee family.
Discussed what a rescue is and why fisherman needed rescuing

Word Work –see sheets or....
peach children found beach in book.
teach reach Discussed 'ea' and 'ee' sound.

Home readers

Teaching Point
Key words/phrases Difficult words.
- climb
- saw
- pilot
- flew

Observation
Where to next?
- won't = discussed contractions.

Imogen has good expression. Working on fl[redacted]

JW

Date 26/7/2018 | **New Text** The Naughty Ann | **Level** 12

Orientation- see attached information sheet
✓ Discussed.

Inferential comprehension
✓ Discussed ✓

Supporting activity Discussed

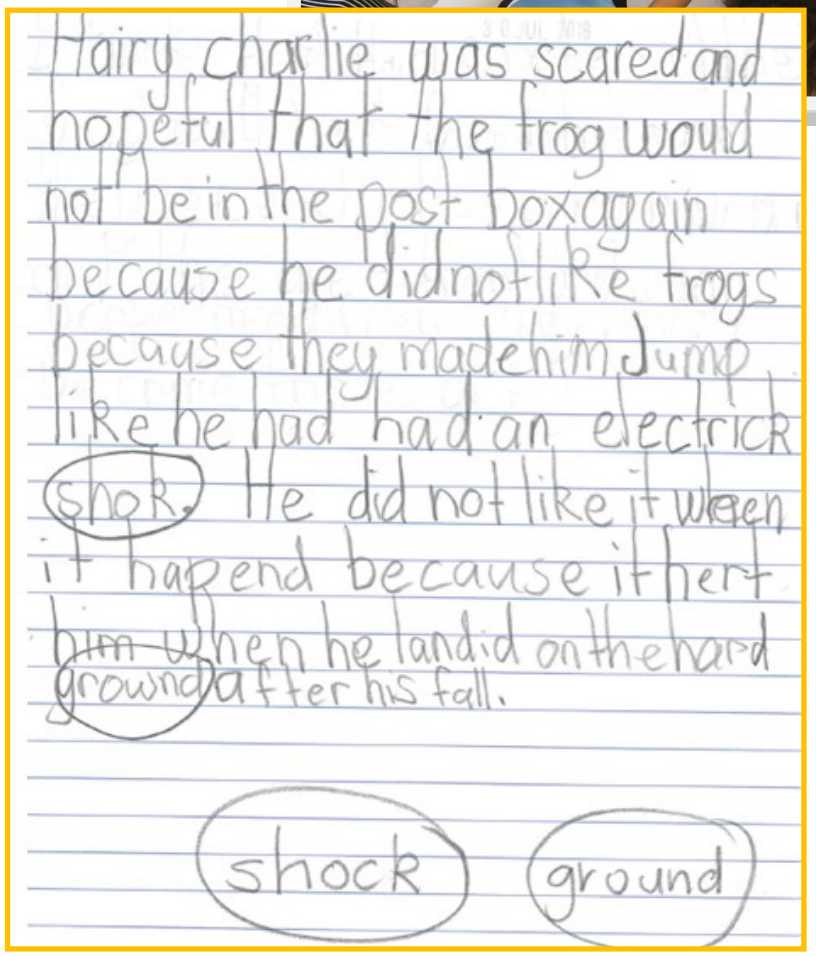
Word Work –see sheets or....
- mean
- clean
- bean
- Jean.

Teaching Point
Key words/phrases Difficult words:
- painted
- again
- shouted
- broken

Observation
Where to next? Fluency - re-read same book next time for fluency.

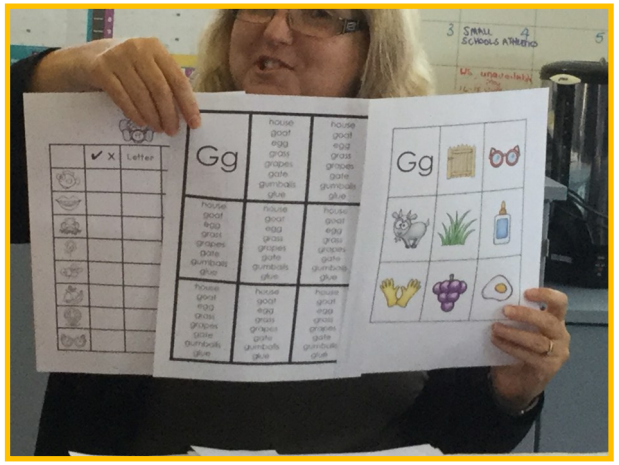
Guided Writing

Guided writing is another L3 protocol that has been implemented in the K-2 classroom. Students begin writing tasks early in Kindergarten, using a shared experience and a sequence of learning that includes, building on known letter/sound relationships, using and learning phonic knowledge, phonemic awareness, print conventions, letter formation and adding a new challenge every day. Once basic writing skills are mastered, students use word cards, sound cards, environmental print, topic word lists, known words and blending and segmenting techniques to compose first basic and then more complex texts independently. Teachers encourage students to use learning dispositions to attempt unknown words, be able to risk failure on the first attempt and self monitor using personal writing goals to produce increasingly complex texts that are correctly sequenced, edited and are creative.



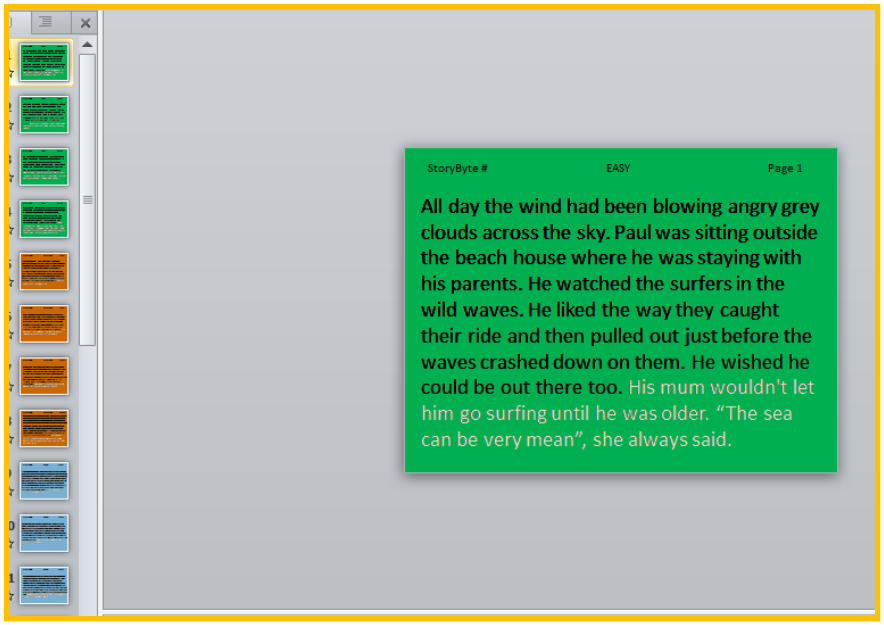
L3– Language Learning and Literacy

Teachers' learning achievements are also celebrated.

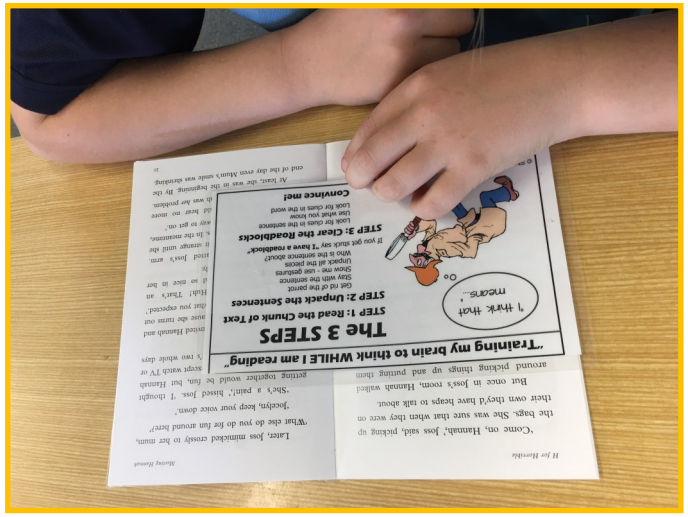


As an L3 trainer and K-2 teacher, a staff member has had the opportunity to work with a number of other K-2 teachers . This has enabled sharing of resources, quality teaching practices and ideas for implementing the L3 protocols in small schools with multi-age classes. Teachers are able to reflect on the effectiveness of their teaching and discuss explicit teaching strategies that meet specific learning. The Professional Learning groups regularly analyse student work samples, to plan strategies to improve student outcomes. Through these practices, collective teacher efficacy is improved with consistent practices employed not only in Newrybar but across the partner schools.

SHARP Reading



Daily Story-bytes are differentiated.



Students follow a structured routine.

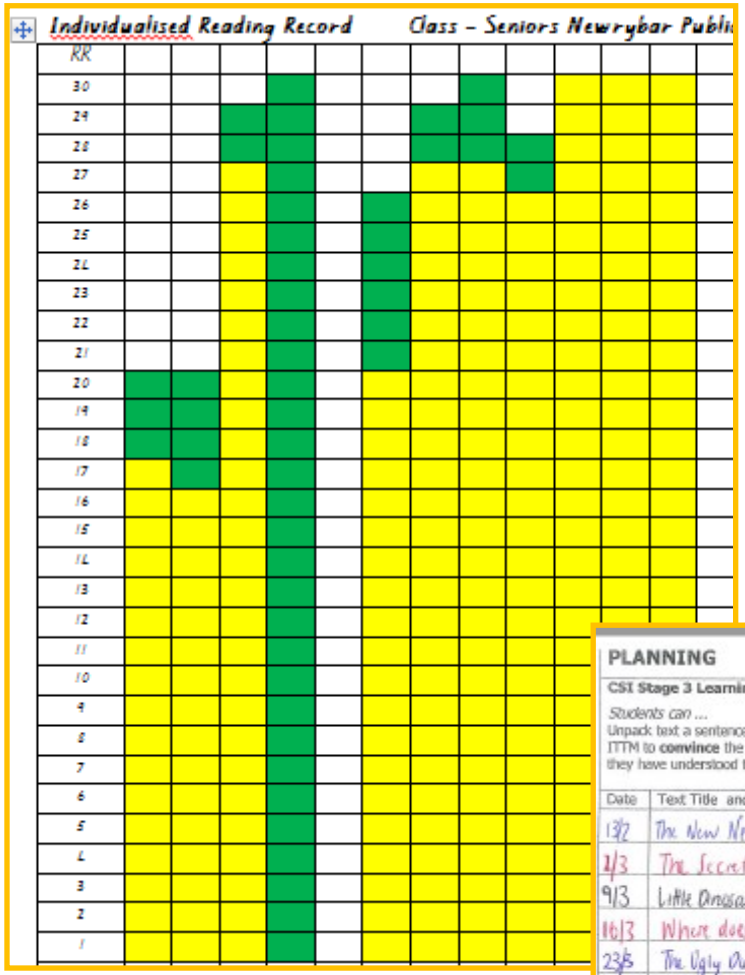
SHARP Reading at NPS

Students in Year 3-6 participate in a SHARP reading session every morning. SHARP Reading is based on the most up to date research in literacy and is the culmination of over 15 years of action research, including ongoing engagement with schools.

Whether working one-to-one, in small groups, or with the whole class, this approach to reading comprehension instruction is simple and effective. Comprehending at a sentence level engages students in active reading and deepens their understanding of the text, motivating them to practise the reading strategies that they need to succeed.

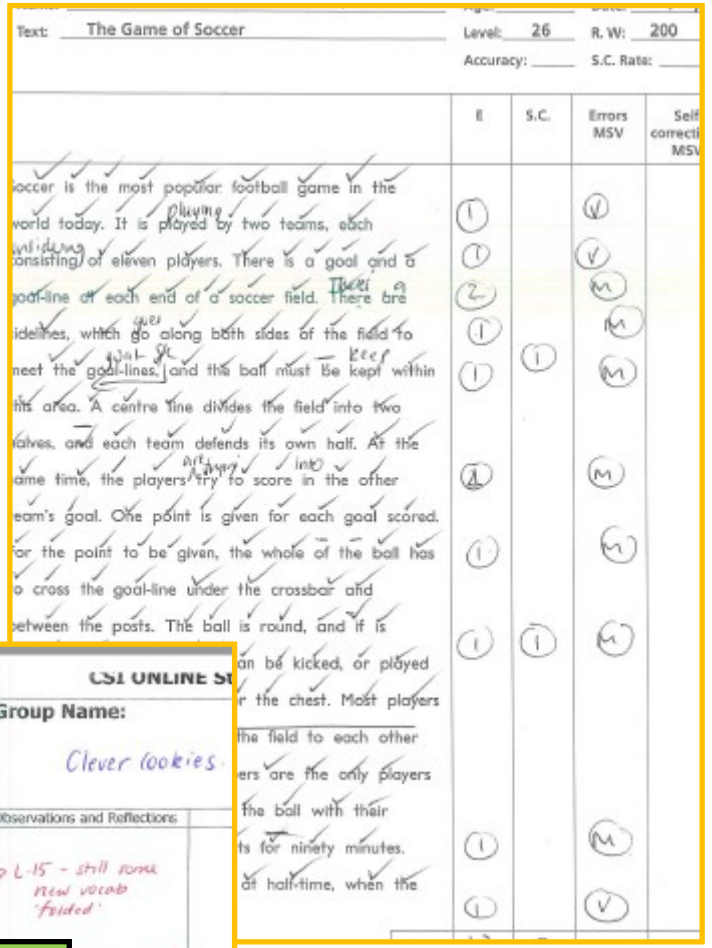
The pedagogy is based on keeping it SIMPLE and ensuring that students always experience SUCCESS. It takes time to HABITUALISE reading strategies so there must be systems in place to allow this to happen. And the outcome must be student AUTONOMY. How do we do that? Through structured ROUTINES and a simple developmental learning PROGRESSION.

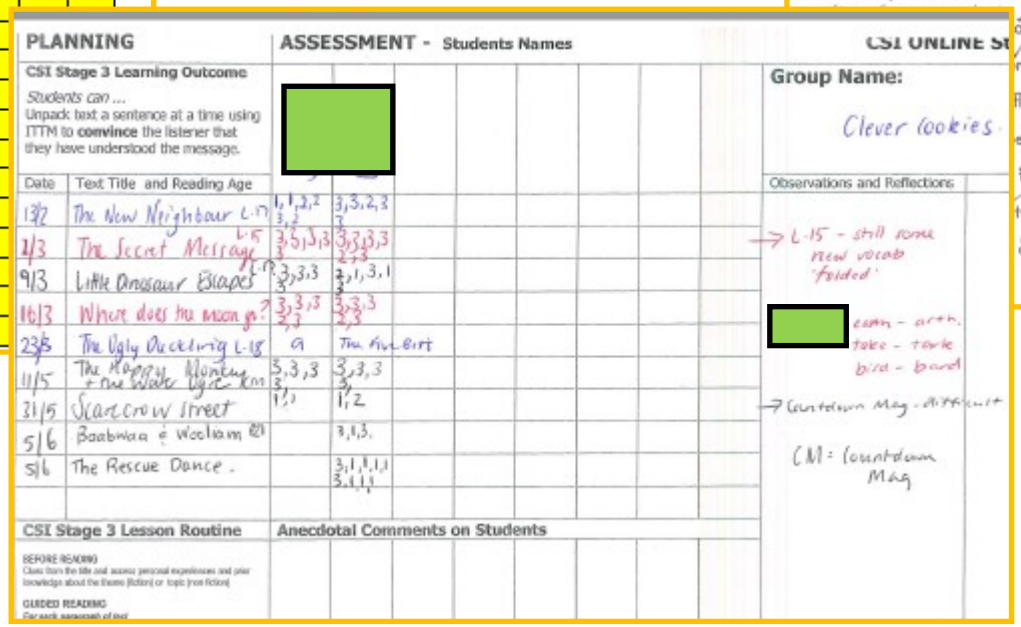
SHARP Reading Data



Student responses are measured and recorded with every read. A formal benchmark assessment is given each term.

Student growth is added to a Reading Record and closely monitored to ensure no child remains in the 'red zone'.





Artefact 4.1- Maths by Inquiry

At NPS we are committed to working with colleagues to promote a spirit of inquiry in school mathematics. We have implemented the ***reSolve: Mathematics by Inquiry*** program. This national program is designed to promote more relevant, rigorous and engaging mathematics. Our vision for teaching and learning mathematics follows the three reSolve focal points:

- ◊ mathematics is purposeful
- ◊ tasks are inclusive and challenging
- ◊ classrooms have a knowledge-building culture

One of our teachers is part of a community of more than 290 committed teachers and leaders across the country who have undertaken study to become a reSolve Champion. Her role as an instructional leader is to guide professional learning in schools and clusters and to sustain the spirit of

Teachers were introduced to the reSolve program at a Professional Learning meeting in Term 2.

Team-teaching and mentoring is occurring across the classrooms to ensure learning is engaging and enriching.

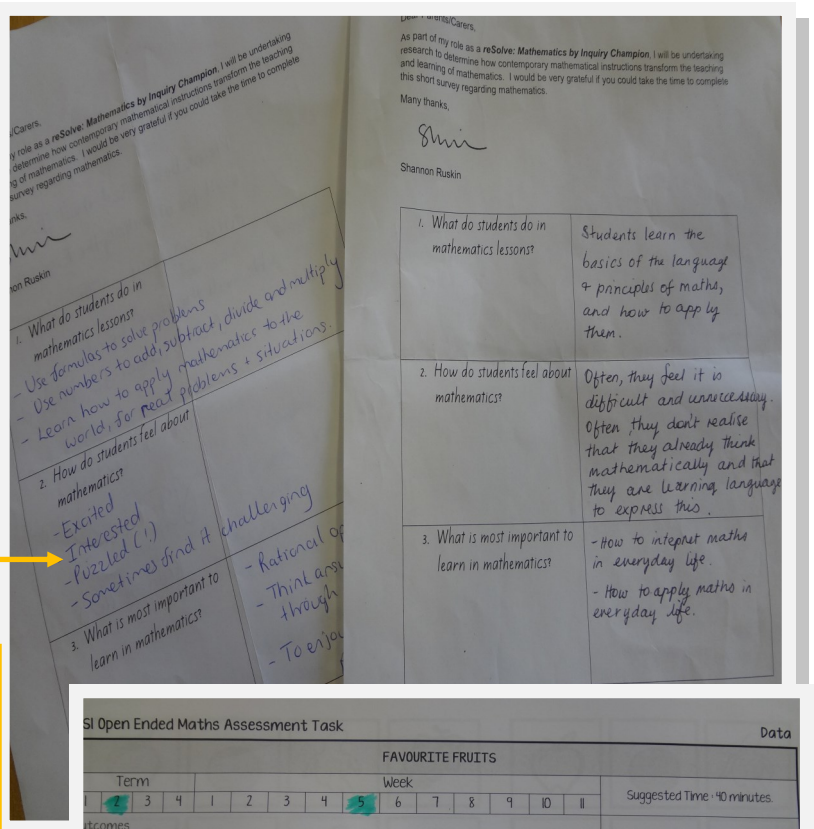
Maths by Inquiry

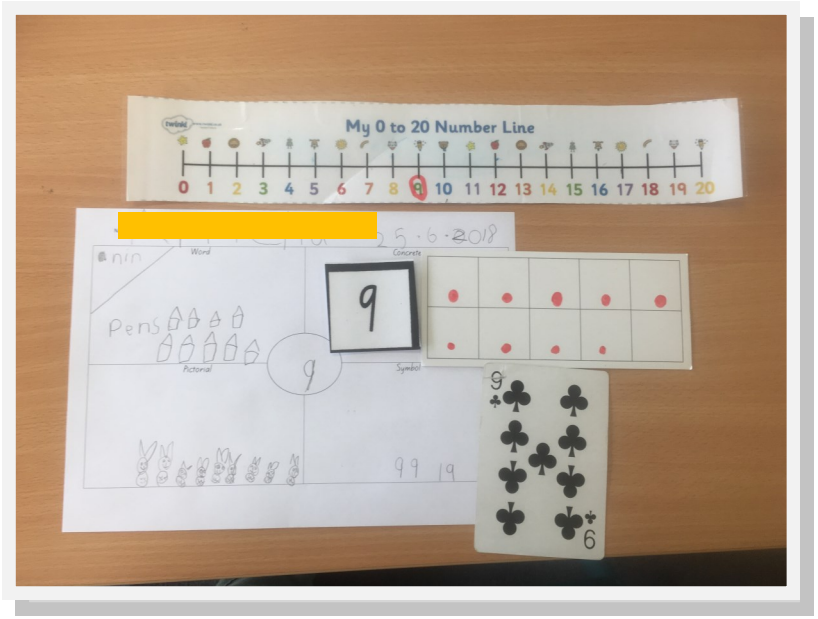
Parent Surveys

We surveyed parents to assess their current thoughts on the climate of mathematics in our school. Results showed that a majority of parents believed that a typical Mathematics lesson involves learning the four basic facts through rote learning.

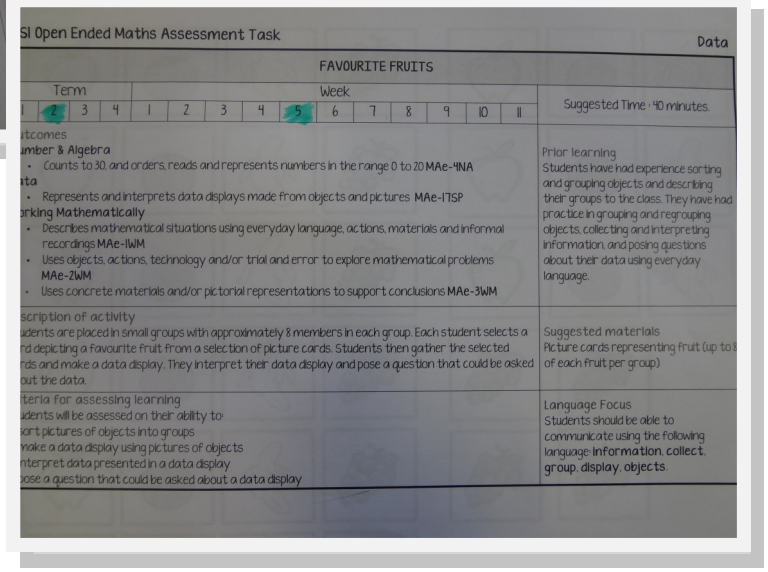
After Inquiry is embedded in maths lessons, parents will be invited to observe maths investigations in action. Parents will be provided with a follow-up survey to determine whether their thinking has changed.

The act of conducting a survey is itself, a parent-friendly message to parents that a school cares what they think.





Assessment is differentiated and tasks are open-ended.



Maths by Inquiry continued/PDP

Performance and Development Plans

All teachers complete an annual performance and development plan (PDP). This cycle supports school professionals in their careers and ensures students receive high quality teaching.

Teachers have made it a professional goal to embed Inquiry into Mathematics teaching and learning.

A staff member attended a number of workshops in Sydney during two term breaks. This gave her the knowledge and skills to share the resources and lead teams during the implementation period.

PERFORMANCE AND DEVELOPMENT PLAN- 2018

The following documentation is to be completed consistent with the requirements of the Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools (Jan 2015), which includes three phases: Plan, Implement and Review. These processes are based on the Australian Professional Standards for Teachers, the Australian Teacher Performance and Development Framework and the Australian Charter for the Professional Learning of Teachers and School Leaders.

TEACHER'S DETAILS	SUPERVISOR'S DETAILS	PERFORMANCE AND DEVELOPMENT CYCLE	
Name	Name	From	To
[redacted]	[redacted]	12/02/2018	31/12/18
School/Work Location	Supervisor Work Location		
Newrybar Public School	Newrybar Public School		

PLAN – Performance and Development Plan (PDP)

A. **Professional Goals –**

1	**Embed Inquiry into my Mathematics teaching and learning, and work with colleagues to introduce Inquiry based learning in Mathematics, through my involvement in the reSolve Mathematics initiative.** ***1.1.2-Understand how students learn.*** ***Expand understanding of how students learn using research and workplace knowledge.***

Teacher Observations

Teachers use classroom observations as an evidence-based strategy to develop their practice and ensure better outcomes for our students.

They reflect on their practice through discussion and feedback, using the Australian Professional Standards for Teachers. These observations enable teachers to gain valuable insights for their professional growth.

Maths by Inquiry- Teacher Observations

NEWRYBAR PUBLIC SCHOOL _PDP_TEACHER OBSERVATION	
Teacher:	***Date:17/6/18***
Observing Teacher:	
PDP Goal 2	**To develop and implement an inquiry based learning program, integrating KLA's.** Observation based on meeting Standard 2.1.2 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
Focus Points	***Feedback***
Have I successfully shared and trialled resources that have been developed by (re)Solve Maths By Inquiry, observing students whilst they engage with the resource.	Resources were shared across the Year Levels and all staff have been invited to trial the Mathematics by Inquiry resources. Resources were also shared at the Term 2 SDD. Shannon has used the resources before and can confirm that students were challenged and engaged. Photos were taken and work samples were collected and shared with (re)Solve team in Sydney and Canberra.
Feed Forward - Where to next	Continue to trial Inquiry Maths (re)Solve resources in the K-2 and 3-6 classrooms. Observe students as they engage with the activity/resource and provide The Australian Association of Mathematics Teachers (AAMT) Inc. with detailed feedback and reflections. Share new resources with teachers as they are developed.
Reflection	*Some resources are much more effective than others. I found it a challenge to implement the resource in the 5/6 classroom, due to the seating plan and not knowing the students as learners in Mathematics. Students continue to be engaged and challenged in K-2 Maths classroom.*

TEN—Targeting early Numeracy

At Newrybar Public School we use the Targeting Early Numeracy (TEN) program to improve numeracy outcomes for students in Kindergarten to Year 2. Teachers are provided with professional learning and the teaching strategies include small group instruction, frequent, focused short numeracy sessions and targeted activities, with regular monitoring of student progress. The five-weekly monitoring enables us to identify and plan future instruction.

Newrybar has a trained TEN instructor who works with groups of schools to implement the TEN program across the LVLC and beyond. Our teachers are able to implement research based programs to ensure consistent practices across all grades that are differentiated and meet the needs of students. Formative assessments are a continual feature of the program and decide the program and learning each week to meet the specific learning needs of each student.

Analysis of Literacy and Numeracy at NPS

Improving **Writing,** spelling and grammar outcomes has been a focus area for almost four years. In this time we have analysed strengths and weaknesses in both students' writing and teacher skills across the VoSS. Professional Learning has been a key strength to understanding the craft of writing and supporting student growth.

Continued implementation and refinement of the L3 Program has been the primary resource for teaching and learning in **Literacy K-2.** Since 2016, the English textual concepts have been used for programming quality and explicit teaching and learning opportunities to ensure engagement and enrichment of students.

In the senior class students are able to confidently comprehend complex texts from a range of genre at a sentence level. They engage in active reading which deepens their understanding, motivating them to practise the reading strategies that they need to succeed. **Reading 3-6** strategies include visualising, predicting, making connections, summarising and questioning.

Our students are engaged and motivated to use their skills and knowledge to undertake mathematical investigations. Activities are rigorous and engaging across all grades. Through the implementation of **Maths Inquiry,** learning is purposeful, tasks are inclusive and challenging and classrooms have a knowledge-building culture.

The **TEN** program has proven to improve numeracy outcomes for students in K-6. Professional Learning has enabled teachers to work in a collaborative and supportive Professional Learning Network.