

# 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.

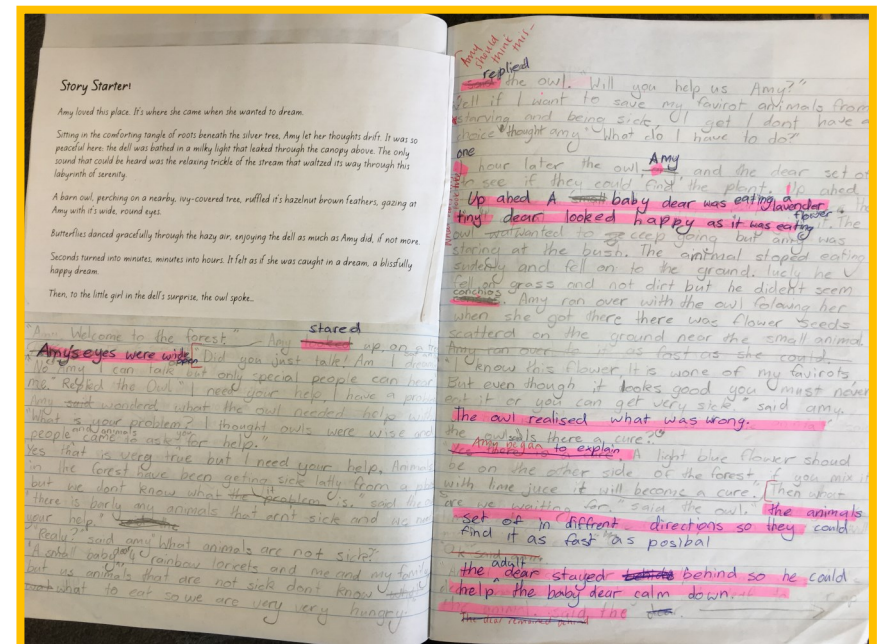


Plotting a traditional Story on the Seven Steps Narrative Story Graph.

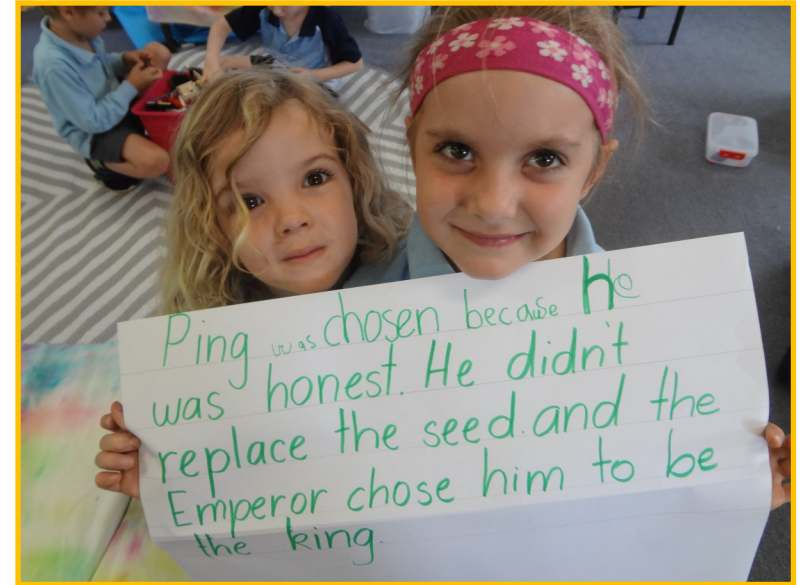
~~I started to get angry.~~  
My face reddened like 'fire', my teeth were grinding, I clenched my fists until they turned white. I felt like steam was racing from my ears.  
They were wrecking my house.  
The plates crashed and smashed as they hit the floor. Chairs fell to pieces like dominoes. The couch was ripped like paper. My house was a total pigsty, a sight that upset and angered me.

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

Using the 'Show Don't Tell' Step.



## 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 grid 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/scannin
W	31 Jul 2018	Marker 5. Uses screen navigation features when reading and viewing I
ster 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:

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

## Individual Learning Plan - Literacy

### Where to next?

#### Cluster 9

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

### Teaching and Learning Activities

#### Interactive 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	Teaching Point	Difficult words:		
Discussed	Lee family's trip to the beach and made predictions	Key words/phrases	• climb		
Inferential comprehension	about what was going to happen. Discussed quick thinking		• saw		
Supporting activity	by Lee family.		• pilot		
			• flew		
Discussed	what a rescue is and why fisherman needed rescuing	Observation	• won't = discussed contractions		
Word Work -see sheets or....	ea	Where to next?			
peach	children found beach in book.		Imogen has good expression. Working on fluency.		
teach reach	Discussed 'ea' and 'ee' sound.				
Home readers					
Date	26/7/2018	New Text	The Naughty Ann	Level	(12) JW
Orientation-	see attached information sheet	Teaching Point	Difficult words:		
✓ Discussed.		Key words/phrases	• painted • again		
Inferential comprehension			• shouted • broken		
✓ Discussed ✓					
Supporting activity	discussed	Observation	Fluency - re-read same book next time for fluency.		
		Where to next?			
Word Work -see sheets or....	ea				
• mean • clean • bean					
• Jean.					



# 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.



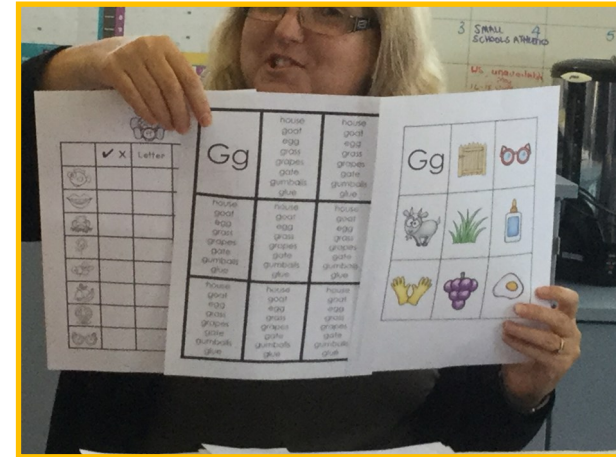
Hairy charlie was scared and  
hopeful that the frog would  
not be in the post box again  
because he did not like frogs  
because they made him jump  
like he had had an electric  
shock. He did not like it when  
it hapend because it hurt  
him when he landid on the hard  
ground after his fall.

shock ground

## L3— Language Learning and Literacy



Teachers' learning achievements are also celebrated.

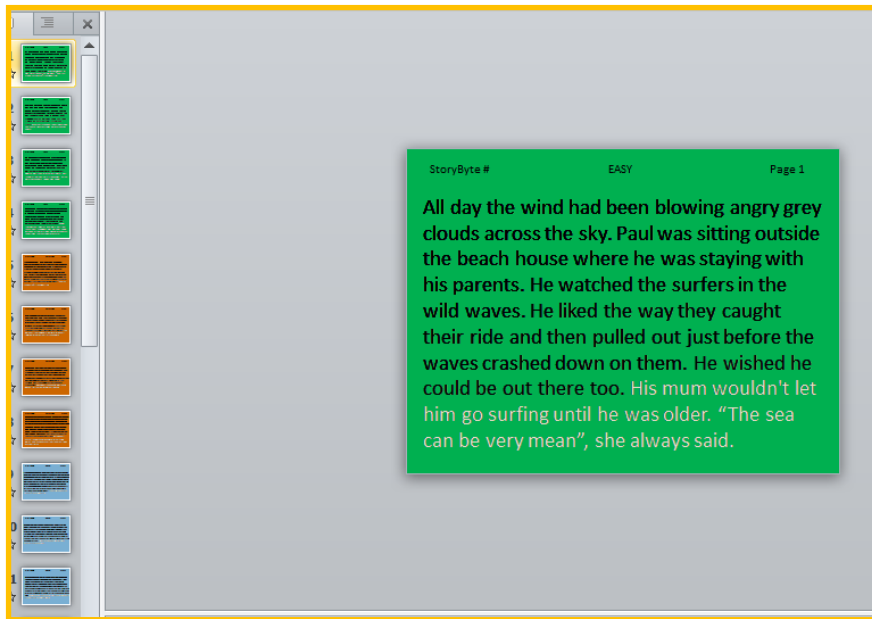


As an L3 trainer and K-2 teacher, a staff member has had the opportunity to work with a number of other K-2 teachers. This has enabled sharing of resources, quality teaching practices and ideas for implementing the L3 protocols in small schools with multi-age classes. Teachers are able to reflect on 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.



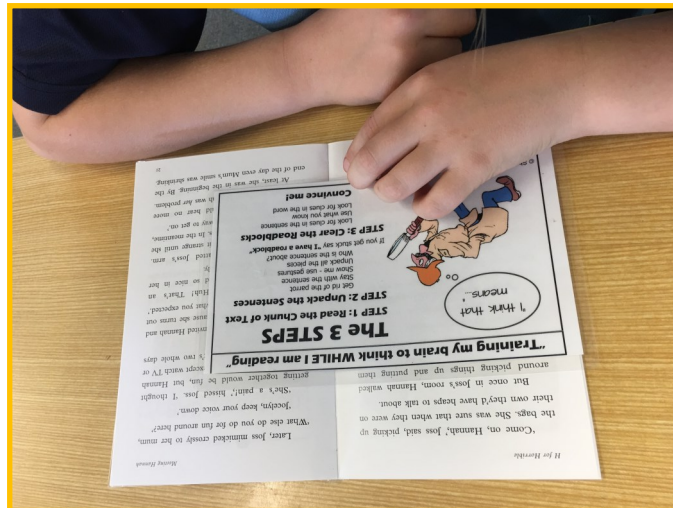


# SHARP Reading



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

Individualised Reading Record Class - Seniors Newrybar Public									
RR									
30									
29									
28									
27									
26									
25									
24									
23									
22									
21									
20									
19									
18									
17									
16									
15									
14									
13									
12									
11									
10									
9									
8									
7									
6									
5									
4									
3									
2									
1									

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'.

Text: <u>The Game of Soccer</u>	Level: <u>26</u>	R. W: <u>200</u>
Accuracy: _____	S.C. Rate: _____	

	I	S.C.	Errors MSV	Self correct MSV
Soccer is the most popular football game in the world today. It is played by two teams, each consisting of eleven players. There is a goal and a goal-line at each end of a soccer field. There are sidelines, which go along both sides of the field to meet the goal-lines, and the ball must be kept within its area. A centre line divides the field into two halves, and each team defends its own half. At the same time, the players try to score in the other team's goal. One point is given for each goal scored. For the point to be given, the whole of the ball has to cross the goal-line under the crossbar and between the posts. The ball is round, and it is	(1) (1) (2) (1) (1)		(V) (V) (M) (M) (M)	
can be kicked, or played with the chest. Most players	(1)		(M)	
the field to each other	(1)		(M)	
ers are the only players	(1)		(M)	
the ball with their	(1)		(M)	
ts for ninety minutes.	(1)		(M)	
at half-time, when the	(1)		(V)	

**CSL ONLINE ST**

**Group Name:**

*Clever cookies.*

Observations and Reflections:	
<p>→ L-15 - still some new vocab 'folded'</p>	

PLANNING		ASSESSMENT - Students Names		CSI ONLINE ST	
CSI Stage 3 Learning Outcome: Students can ... Unpack text a sentence at a time using ITTM to convince the listener that they have understood the message.				Group Name: Clever cookies.	
Date	Text Title and Reading Age			Observations and Reflections:	
13/2	The New Neighbour L17	1,1,2,2	3,3,2,3		
4/3	The Secret Message L15	3,3,3,3	3,3,3,3		
9/3	Little Orphan Elsie L17	3,3,3,3	3,1,3,1		
16/3	Where does the moon go? L17	3,3,3,3	3,3,3,3		
23/3	The Ugly Duckling L18	3,3,3,3	3,3,3,3		
11/5	The Hairy Monster and the Water Lizard L18	3,3,3,3	3,3,3,3		
31/5	Scarecrow Street L18	1,1,1,1	1,1,1,1		
5/6	Boabwa & Wookam L18	3,3,3,3	3,3,3,3		
5/6	The Rescue Dance L18	3,3,3,3	3,3,3,3		
CSI Stage 3 Lesson Routine		Anecdotal Comments on Students			
BEFORE READING Class learn the title and access personal experiences and prior knowledge about the theme (fiction) or topic (non-fiction)					
DURING READING For each assessment of text					

→ L15 - still some new vocab 'folded'

each - arch.  
take - take  
bird - board

→ Countdown Mag. difficult

C.M. = Countdown Mag

## 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.

Dear Parents/Carers,

As part of my role as a reSolve: Mathematics by Inquiry Champion, I will be undertaking research to determine how contemporary mathematical instructions transform the teaching and learning of mathematics. I would be very grateful if you could take the time to complete this short survey regarding mathematics.

Many thanks,  
Sharon Ruskin

1. What do students do in mathematics lessons?	Students learn the basics of the language & principles of maths, and how to apply them.
2. How do students feel about mathematics?	Often, they feel it is difficult and unnecessary. Often they don't realise that they already think mathematically and that they are learning language to express this.
3. What is most important to learn in mathematics?	- How to interpret maths in everyday life. - How to apply maths in everyday life.

Handwritten notes on the left side of the survey form:

- 1. What do students do in mathematics lessons?
  - Use formulas to solve problems
  - Use numbers to add, subtract, divide and multiply
  - Learn how to apply mathematics to the world, for real problems + situations.
- 2. How do students feel about mathematics?
  - Excited
  - Interested
  - Puzzled (!)
  - Sometimes find it challenging
- 3. What is most important to learn in mathematics?
  - Rational of
  - Think and through
  - To enjoy

Assessment is differentiated and tasks are open-ended.

SI Open Ended Maths Assessment Task

FAVOURITE FRUITS

Term	Week	Suggested Time: 40 minutes
1	2	3
4	5	6
7	8	9
10	11	12

Outcomes

Number & Algebra

- Counts to 30, and orders, reads and represents numbers in the range 0 to 20 MAE-4NA

Statistics

- Represents and interprets data displays made from objects and pictures MAE-4TSP

Working Mathematically

- Describes mathematical situations using everyday language, actions, materials and informal recordings MAE-4WM
- Uses objects, actions, technology and/or trial and error to explore mathematical problems MAE-4WM
- Uses concrete materials and/or pictorial representations to support conclusions MAE-4WM

Description of activity

Students are placed in small groups with approximately 8 members in each group. Each student selects a card depicting a favourite fruit from a selection of picture cards. Students then gather the selected cards and make a data display. They interpret their data display and pose a question that could be asked about the data.

Criteria for assessing learning

Students will be assessed on their ability to

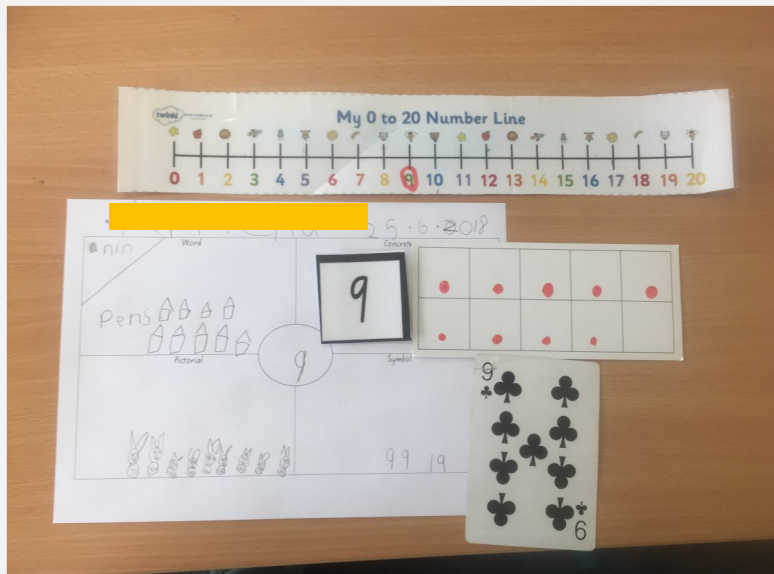
- Sort pictures of objects into groups
- Make a data display using pictures of objects
- Interpret data presented in a data display
- Pose a question that could be asked about a data display

Suggested materials

Picture cards representing fruit (up to 3 of each fruit per group)

Language Focus

Students should be able to communicate using the following language: Information, collect, group, display, objects.



# 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

Name

S [REDACTED]

School/Work Location

Newrybar Public School

#### SUPERVISOR'S DETAILS

Name

[REDACTED]

Supervisor Work Location

Newrybar Public School

#### PERFORMANCE AND DEVELOPMENT CYCLE

From

12/02/2018

To

31/12/18

#### 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.