The Early Years Literacy & Numeracy Plan is a key element of the Site Learning Plan and describes the commitments taken at this site to improve literacy outcomes for all preschool to year 3 learners.

This plan identifies the use of the following resources:

<table>
<thead>
<tr>
<th>Eligible</th>
<th>Resource</th>
<th>Allocation for this site in 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>JP 160 – smaller class sizes (already allocated).</td>
<td>1.1</td>
</tr>
</tbody>
</table>
|          | 3 days professional development for Preschool to Year 3 class based teachers  
*Allocative mechanism:* 3 TRT days per year for each (class/centre based) teacher, Preschool to Year 3. | 11,616                           |
|          | One to one targeted intervention for Year 1 students  
*Allocative mechanism:* An allocation based on Year 1 cohort, averaged over 3 years and allocated annually. Based on 2004, 2005, 2006 Year 1 numbers. | 5,042                            |
|          | Mentor teachers to support literacy pedagogy  
*Allocative mechanism:* Category 1-4 schools only, with 3 or more JP classes  
Equivalent to 30 FTE salaries. An additional mentor allocation for small Category 1-4 schools will be managed through relevant districts. | N/A                              |
|          | Special resource for Aboriginal preschool children  
*Allocative mechanism:* Preschools that have significant numbers of Aboriginal 3 year old children enrolled. | N/A                              |

Signed

Principal: ___________________________ District Director: ___________________________
Date: ___________________________ Date: ___________________________
EARLY YEARS LITERACY & NUMERACY PLAN – a key element of the Site Learning Plan

Refer to the attached Explanatory Notes for assistance

School:

Principal:

Objective: To demonstrate improvements in Literacy & Numeracy engagement and achievement for all children in the early years

<table>
<thead>
<tr>
<th>1. Achievements in literacy and numeracy learning to date and identified strategies that are supporting those achievements (a brief description and any supporting data)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• We currently collect SEA data (after 10 weeks of Reception), Running Record Data Term 3, LaN Data – Year 3 students are performing above state average.</td>
</tr>
<tr>
<td>• Reception teachers trialing basic testing of new receptions at beginning of their 1st term.</td>
</tr>
<tr>
<td>• We collect a range of information on all students in regards to spelling, and reading. – We have R.R. levels for all students R-3 and also incorporate Lexile Levels where appropriate in Year 2/3.</td>
</tr>
<tr>
<td>• Firmly established identification criteria for Early Intervention. – whole school.</td>
</tr>
<tr>
<td>• Have developed school based benchmarks and targets for R-2 in Literacy and are trialing these in Year 3.</td>
</tr>
<tr>
<td>• Comprehensive support program for students identified need utilizing S.S.O’s and Special Education Teacher.</td>
</tr>
<tr>
<td>• Junior Primary staff plan together in teams with a cohesive approach to literacy practice. Staff meetings structured to enable sharing of effective practice and opportunities for staff to observe in other classes.</td>
</tr>
<tr>
<td>• Teacher to Teacher reporting includes all data collected as well as identifying children who need support in literacy &amp; numeracy through classroom programs.</td>
</tr>
<tr>
<td>• Commitment to ongoing Training and Development in Literacy &amp; Numeracy for teachers and S.S.O’s.</td>
</tr>
<tr>
<td>• Monitoring of student progress and teacher commitment through Performance Management processes.</td>
</tr>
<tr>
<td>• School based policy for transition from Kindergarten to School. Policy for 3 term minimum in Reception.</td>
</tr>
<tr>
<td>• Running Records trained facilitators.</td>
</tr>
<tr>
<td>• Undertaken relevant Training &amp; Development through Cowrie Centre and SPELD in both Literacy and Numeracy.</td>
</tr>
<tr>
<td>• Continued consistency in the collection of data and implementation of targeted intervention.</td>
</tr>
<tr>
<td>• Continue Jolly Phonics Program in Reception classes for further consistency in explicit teaching in Literacy and introduce Jolly Grammar and spelling in years 1 &amp; 2.</td>
</tr>
<tr>
<td>• Introduction of Box Car Maths in Reception classes for further consistency in explicit teaching in Numeracy.</td>
</tr>
<tr>
<td>• Prepare for the introduction of new SA Primary Schools Mathematics Course to be introduced in 2011.</td>
</tr>
</tbody>
</table>
### 2. Planning for improvement

Inquiry question/s for investigation and priority area/s for improvement at this site:

**How can we improve and extend our data collection processes to incorporate Numeracy and ensure effective consistent use of all data.**

To which design element of the Early Years Literacy program does this relate? **Effective use of evidence and data.**

<table>
<thead>
<tr>
<th>Target/s</th>
<th>Improvement Strategy</th>
<th>Actions</th>
<th>Anticipated evidence</th>
<th>Resources allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve student achievement in NAPLaN Testing.</td>
<td>All teachers involved in analyzing data from NAPLaN testing.</td>
<td>• Staff Meeting and Year Level Meetings to be allocated to whole school analysis NAPLaN data.</td>
<td>Teachers planning will reflect student needs based on evidence provided from analysis of data.</td>
<td>Staff Meeting time.</td>
</tr>
<tr>
<td>Continuation of all school based data collection processes in literacy.</td>
<td>Continue to monitor improvements of all students.</td>
<td>• Continue collection of data at the end of each term as well as the teacher to teacher reporting which occurs at end of year.</td>
<td>Teachers &amp; parents will have a comprehensive knowledge and understanding of student achievement.</td>
<td>Release time for staff.</td>
</tr>
<tr>
<td>To investigate and research appropriate means by which to gather data in Numeracy.</td>
<td>Gather information about possible data collection processes for Numeracy.</td>
<td>• Attend Training and development centered on Assessment of Numeracy skills.</td>
<td>Staff will be able to explore and trial a variety of data collection processes in Numeracy and make appropriate choices when deciding on a school based system.</td>
<td>TRT release for staff attending T &amp; D and inservice the whole staff.</td>
</tr>
<tr>
<td>To develop school based processes to collect data on entry to school to support SEA Data.</td>
<td></td>
<td>• Trial – collection processes for Reception students as they start school in Literacy &amp; Numeracy.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Principal………………………………………
Date:

District Director………………………………………
Date:
3. Planning for improvement

Inquiry question/s for investigation and priority area/s for improvement at this site: How can we best improve and further develop the communities understanding of literacy and numeracy with a particular focus on numeracy.

To which design element of the Early Years Literacy program does this relate? Working within Communities.

<table>
<thead>
<tr>
<th>Target/s</th>
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</thead>
</table>
| To maintain and further develop partnerships within our school community to enhance the learning of all students. | To provide opportunities for many positive interactions within the community. | • Class opens with a focus on literacy and numeracy.  
• Displays of student work both at school and in appropriate venues in the community i.e. Library, Council  
• Parent workshops.  
• Multi Literacies workshops.  
• Continue to encourage parents to help in classrooms, on excursions and camps.  
• Articles in Newslink, Class Newsletters, information pamphlets.  
• Work samples sent home on a regular basis. | Working relationships with Kindergarten other local schools and service providers.  
Documentation of school based policies that facilitate interactions with the wider community.  
Articles re events at the school in the local media.  
Increased use of multi model means of communication between school/home/community | TRT release for staff to attend T & D. |

Principal……………………………
Date:

District Director………………………………………
Date:
4. Planning for improvement

Inquiry question/s for investigation and priority area/s for improvement at this site: **How effective are our Teaching and Learning programs in relation to learning outcomes for students in particular in the area of Numeracy.**

To which design element of the Early Years Literacy program does this relate? **Effective Teaching and Learning for Young Children.**

<table>
<thead>
<tr>
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</thead>
</table>
| Whole school commitment to the improvement in the teaching and learning of Literacy and Numeracy with a particular emphasis and focus on Numeracy in its first year as part of the Early Years Strategy. | • Further develop knowledge base of all teachers R-3 in the areas of Literacy and Numeracy.  
• Examine a variety of teaching and assessment strategies which could be used in Numeracy...  
• Identify areas for improvement through the collection of data and observations.  
• Create a support class (feeder class) as a transition from Kindergarten to School for Literacy and Numeracy block in the morning.  
• Trial Jolly Phonics Program in all Reception classes. | Staff Meetings and Student Free Day held which incorporate sharing good practice, moderating benchmarks for each year level and deciding on appropriate data collection tools especially in Numeracy.  
Year level meetings.  
Shared planning and programming time allocated.  
Attend Training & Development with priority given in the area of Numeracy.  
Assess children to determine structure of groups for Literacy and Numeracy. | • Established means of school based collection of data in Numeracy measuring student achievement and identifying gaps in learning.  
• Policy and procedure which will reflect commitment to the Effective teaching and learning of Literacy & Numeracy.  
• Smaller class sizes for Literacy and Numeracy activities.  
• Easier transition into school setting. | Early Years Strategy Training & Development funding.  
Additional funding in support staff to run class in morning. |

Principal.............................................................................  
Date:  

District Director........................................................................  
Date:
5. **Planning for improvement.**

Inquiry question/s for investigation and priority area/s for improvement at this site: **How can we improve Literacy and Numeracy standards for all students?**

To which design element of the Early Years Literacy program does this relate? **Whole site commitment and focus.**

<table>
<thead>
<tr>
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</table>
| To improve Literacy and Numeracy levels R-7 with a particular focus on Numeracy. | Analyse data collected on a school and statewide level (NAPLaN). Continue to use information and processes developed through involvement with success for Boys Project. | • Action teams to continue meeting to identify areas to improve or further develop.  
• Use data collected for all students via “Stop Light” Process to identify students at risk.  
• Training & Development in the areas of Literacy and Numeracy with a particular focus on Numeracy in 2008/9.  
• Additional staffing allocated to Early Years to create smaller classes in Reception during Literacy and Numeracy blocks. | • Improvement in results of NAPLaN testing.  
• Documented use of other data collection methods i.e. traffic lights incorporated into school policy. | Student free day SPELD improvement in working with children R-7 with special needs. Release time for staff teams. |

Principal………………………………………….    District Director……………………………………
Date:                Date:
6. Planning for Improvement.
Inquiry question/s for investigation and priority area/s for improvement at this site: **How can we lead staff and students to ensure better learning outcomes for all.**
To which design element of the Early Years Literacy program does this relate? **Professional Learning and Leadership.**

<table>
<thead>
<tr>
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</table>
| To continue with the capacity building of all staff to take on leadership roles at a variety of levels from the classroom to whole school initiatives. | To involve as many staff as possible in leadership activities. | • Encourage staff to attend Training and Development and share at staff meetings.  
• Facilitate staff to run Training and Development through staff meetings and at Tuesday night school based Training and Development sessions.  
• Encourage and support staff in pursuing leadership opportunities i.e. AST 1 & 2 Coordinator roles.  
• Provide group leadership roles in the school setting. | • A variety of staff presenting and being responsible for school based Training and Development workshops.  
• Attendance at appropriate Training and Development as groups.  
• More staff undertaking leadership roles and responsibilities within the school. | Training and Development budget for individuals to access. |

Principal: ……….  
Date: 

District Director: ……….  
Date: 

Time: 
- at staff meetings  
- hub meetings