

# LITERACY & NUMERACY ACTION PLAN



School Name:	<b>RUAPEHU COLLEGE</b>	School Number:	<b>0183</b>
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Strategic Aim:	Students are suitably prepared with the literacy and numeracy skills that are essential for equitable access to NCEA and success in their chosen pathway.
NELP Link:	<ul style="list-style-type: none"> <li>Ensure every learner gain sound foundation skill, including language, literacy and numeracy</li> <li>Great education opportunities and outcomes are within reach for every learner</li> <li>Reduce barriers to education for all learner</li> <li>Have high aspirations for every learner</li> </ul>
Annual Aim:	<ul style="list-style-type: none"> <li>To increase the literacy competency of students in the junior school</li> <li>To increase the numeracy competency of students in the junior school</li> <li>To place students in a better position to achieve success in the NCEA literacy and numeracy exams</li> </ul>
Target:	<ul style="list-style-type: none"> <li>To improve the delivery and monitoring of literacy and numeracy in the junior school</li> <li>To identify the junior students that need added learning support for literacy</li> <li>To identify the junior students that need added learning support for numeracy</li> <li>To implement interventions that support the support learning acceleration of literacy</li> <li>To implement interventions that support the support learning acceleration of literacy</li> <li>To track all junior students' literacy and numeracy progress</li> </ul>
Baseline: data that informed interventions	<ul style="list-style-type: none"> <li>2023 junior data breakdown <a href="https://docs.google.com/spreadsheets/d/1hq7Hz2msyV_92JM3-JCOHbOg1A2ep3Or/edit#gid=2031106096">https://docs.google.com/spreadsheets/d/1hq7Hz2msyV_92JM3-JCOHbOg1A2ep3Or/edit#gid=2031106096</a></li> <li>2023 transition information <a href="https://docs.google.com/spreadsheets/d/1oICGc-NMV5Qiws-6audZBVOqGDkLxUUVeWTR4MeF1MQ/edit#gid=0">https://docs.google.com/spreadsheets/d/1oICGc-NMV5Qiws-6audZBVOqGDkLxUUVeWTR4MeF1MQ/edit#gid=0</a></li> <li>2022 SENCO register <a href="https://docs.google.com/spreadsheets/d/1_vuHuwTjrVRO_HNP3-6y0OSHJKMb7G5Z/edit#gid=614414801">https://docs.google.com/spreadsheets/d/1_vuHuwTjrVRO_HNP3-6y0OSHJKMb7G5Z/edit#gid=614414801</a></li> </ul>

# LITERACY ACTION PLAN



<b>Actions</b> <i>What are we doing?</i>	<b>Observations</b> <i>What are we seeing?</i>	<b>Outcomes</b> <i>How will it be measured?</i>
<p>LITERACY</p> <p>Year 9</p> <p>1.01. Students' learning portfolio Setting up individual student portfolios prior to commencing college with the aim to include: standardised test results, OTJs, samples of student's work.</p> <p>1.02. Literacy lessons One-hour focus literacy lessons each week with an English teacher.</p> <p>1.03. Building writing mileage Every subject is required to commit two lessons to a writing task that is aligned with the literacy exam.</p> <p>1.04. Marking and Effective Feedback Teachers are marking the writing tasks using the same marking schedule and guidelines. Clear feed up is provided prior to the task, feedback and forward are provided within one week of completion of the task.</p> <p>Year 10</p> <p>2.01. Students' learning portfolio Samples of students writing tasks to be gathered in term three.</p> <p>2.02. Literacy lessons</p>	<p>LITERACY</p> <p>Year 9</p> <p>1.01. Currently have hard copy portfolios held at the office, back up digital copies would be good. Action LK to scan and file digital copies.</p> <p>1.02. Some inconsistency amongst teachers on what is covered in the literacy lessons</p> <p>1.03. Requires regular monitoring from the TIC literacy teacher to ensure the writing tasks are being done.</p> <p>1.04. Teachers required added support via a PLD session to address issues and to ensure marking and grading are consistent.</p> <p>Year 10</p> <p>2.01. Students' writing tasks identify the areas that require attention.</p> <p>2.02. Able to address the areas that require further teaching instruction in the literacy lessons.</p> <p>2.03. Able to identify the students that have and have not met the literacy standard.</p> <p>Staff</p> <p>3.01. The literacy PLD covered in Term 2's Accord Day was received very well.</p>	<p>LITERACY</p> <p>Year 9</p> <p>1.01. Hard and digital copies of literacy work across all subjects for every student are filed.</p> <p>1.02. Review to include a comparative analysis between classes.</p> <p>1.03. Monitoring reveals literacy writing tasks are naturally embedded in topic planning.</p> <p>1.04. Review findings show consistency of marking and grading of random selected students' work.</p> <p>Year 10</p> <p>2.01. Visible progress in writing tasks over term three.</p> <p>2.02. Visible progress in writing tasks over the term three.</p> <p>2.03. Level 1 Literacy tests.</p> <p>Staff</p> <p>3.01. Peer discussions/observations evidence literacy inclusion in lesson/unit planning.</p> <p>3.02. Peer observations reveal HOM and HITS are making an impact in engagement and achievement.</p> <p>3.03. Staff narratives and the TIC literacy report.</p>

<p>One-hour focus literacy lessons per fortnight with a senior leader or an English teacher.</p> <p>2.03. Level 1 Literacy Test Students to sit the November test.</p> <p>Staff</p> <p>3.01. Professional Learning Development PLD includes embedding literacy tasks in subject curriculum planning.</p> <p>3.02. PLD includes shifting students' mindset through Habits of Mind and High Impact Teaching Strategies to improve engagement and achievement.</p> <p>3.02. Literacy Support TIC literacy teacher appointed to support staff and to track literacy progress.</p>	<p>3.02. Starting to see and hear a positive shift amongst staff as the narrative of the HOM and HITs is being heard in professional conversations. More work needs happen to see a notable shift in students' self-efficacy.</p> <p>3.03. This is an important role to monitor progress and to keep literacy at the forefront of what we do. At least until students are arriving at the college working at literacy level 4/5.</p>	

# NUMERACY ACTION PLAN



<b>Actions</b> <i>What are we doing?</i>	<b>Observations</b> <i>What are we seeing?</i>	<b>Outcomes</b> <i>How will it be measured?</i>
<p>NUMERACY</p> <p>Year 9</p> <p>4.01. Class size Small class size of 18 – 20 students per class provides opportunity for more effective teaching and learning</p> <p>4.02. In-class support A qualified mathematics teacher providing in-class support in Year 9 maths classes.</p> <p>4.03. Learning support A qualified mathematics working with small groups of students identified with very low numeracy competency.</p> <p>Year 10</p> <p>5.01. Class size Small class size of 18 – 20 students per class provides opportunity for more effective teaching and learning.</p> <p>5.02. In-class support A qualified mathematics teacher providing in-class support in Year 10 maths classes.</p> <p>5.03. Learning support A qualified mathematics working with small groups of students identified with very low numeracy competency.</p> <p>5.04. Timetabled numeracy lesson One-hour timetabled numeracy lessons per fortnight with a mathematics teacher.</p> <p>Staff</p> <p>6.01. Professional Learning Development</p>	<p>NUMERACY</p> <p>Year 9</p> <p>4.01. Class size This has made a difference to classroom management. Observations note a decline in disruptive behaviour from the previous year.</p> <p>4.02. In-class support When the second teacher is in the classroom, student engagement is better.</p> <p>4.03. Learning support Having to go back to very basic maths and numeracy with some of these students.</p> <p>Year 10</p> <p>5.01. Class size With smaller classes there is a notably improvement in classroom management and engagement. However, this depends on the teacher.</p> <p>5.02. In-class support Engagement and behaviour are better when a second teacher in the classroom.</p> <p>5.03. Learning support Although small progress steps are being made, these students have a long way to go before they are ready to sit the Level 1 numeracy exam.</p> <p>5.04. Timetabled numeracy lessons Feedback needs to be sought from the maths teachers.</p>	<p>NUMERACY</p> <p>Year 9</p> <p>4.01. Class size Junior Diploma grades.</p> <p>4.02. In-class support Junior Diploma grades and maths assessments.</p> <p>4.03. Learning support SENCO progress reports</p> <p>Year 10</p> <p>5.01. Class sizes Junior Diploma grades</p> <p>5.02. In-class support Junior Diploma grades and maths assessments.</p> <p>5.03. Learning support OTJs, SENCO progress reports, mini tests and the Level 1 numeracy exam.</p> <p>5.04. Timetabled numeracy lessons Level 1 numeracy exam.</p> <p>Staff</p> <p>6.01. Peer observations reveal HOM and HITS are making an impact in engagement and achievement.</p>

<p>PLD includes embedding real-world numeracy tasks in subject curriculum planning.</p> <p>6.02. PLD includes shifting students' mindset through Habits of Mind and High Impact Teaching Strategies to improve engagement and achievement.</p> <p>6.02. Numeracy Support</p> <p>To appoint a TIC numeracy teacher to track progress and to support staff.</p>	<p>Staff</p> <p>6.01. Professional Learning Development</p> <p>More numeracy PLD is required as it was only touched on in the last Accord Day.</p> <p>6.02. A lot more work needs to happen to shift the thinking of the general student population in regards to their narrative and personal belief in their maths ability.</p> <p>6.02. Numeracy Support</p> <p>This position will be attached to the maths teacher vacancy for 2024.</p>	<p>6.02. Peer observations</p> <p>6.03. Confirmation of an appointment for a TIC numeracy.</p>