Kurri Kurri Public School
NP LSES Plan 2011

National Partnerships Reforms

Reform 1   Incentives to attract high-performing principals and teachers
Reform 2   Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals
Reform 3   School operational arrangements that encourage innovation and flexibility
Reform 4   Providing innovative and tailored learning opportunities
Reform 5   Strengthened school accountability
Reform 6   External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)

This plan has been endorsed and approved by:

Principal: Judy Harrison   Date   1st Dec, 2010   Signature

School Education Director: Karen Jones   Date   Signature

School Context	Kurri Kurri Public School is a large regional school, which services a diverse community, qualifying for Low SES National Partnerships funding from 2011. As an active partner in the Kurri Kurri Learning Community, we have a long and proud history of providing outstanding education, with a K to 12 focus through the Kurri Kurri Learning Community. We are committed to developing responsible citizens and lifelong learners in a caring learning environment. We provide a range of highly regarded sporting, cultural and academic programs and cater for the specialised needs of students with disabilities in our support classes. We have an enrolment of 5% Aboriginal students, who perform well across the curriculum. Our enthusiastic teaching staff is committed to maximising learning outcomes for all students by providing engaging, 21st Century learning experiences in a stimulating environment, with increasing access to technology for teaching and learning. Together we are building a school culture that reflects the values of Respect, Responsibility, Care, Fairness, Doing Your Best and Honesty through strong and inclusive student welfare and learning programs that support students to achieve their learning, life and career goals.	
	Intended Outcomes	**2011 Targets**
Literacy	Increased levels of literacy achievement for every student Increased number of students achieving results in the proficiency bands in NAPLAN tests in Year 3, 5 and 7 Increased number of students achieve stage outcomes at a high or outstanding level Improved student performance in writing Improved literacy skills across the curriculum Improved Talking and Listening Skills	▪ Increase the number of students achieving results in the proficiency bands in NAPLAN Reading for Year 3 from 28% in 2010 to 31%. ▪ Increase the number of students achieving results in the proficiency bands in NAPLAN Writing for Year 3 from 25% in 2010 to 28% ▪ Increase the number of students achieving results in the proficiency bands in NAPLAN Reading for Year 5 from 10% in 2010 to 13% ▪ Increase the number of students achieving results in the proficiency bands in NAPLAN Writing for Year 5 from 19% in 2010 to 22% ▪ Increase the number of students achieving results in the proficiency bands in NAPLAN Reading for Year 7 from 12% in 2010 to 15% ▪ Increase the number of students achieving results in the proficiency bands in NAPLAN Writing for Year 7 from 5%in 2010 to 8% ▪ 66% of Kinder, Year 1 and Year 2 students will achieve Regional targets for benchmarking (K – Level 6, Y1 – Level 16, Y2 – Level 26) ▪ Program audit for Talking and Listening increases from 10% to 100%
Numeracy	Increased levels of numeracy achievement for every student Increased number of students achieving results in the proficiency bands in NAPLAN in Year 3 and 5 Increased number of students achieve stage outcomes at a high or outstanding level Students ability to work mathematically is increased	▪ Increase the number of students achieving results in the proficiency bands in NAPLAN Numeracy for Year 3 from 22% in 2010 to 25% ▪ Increase the number of students achieving results in the proficiency bands in NAPLAN Numeracy for Year 5 from 13% in 2010 to 16% ▪ Increase the number of students achieving results in the proficiency bands in NAPLAN Numeracy for Year 7 from 13% in 2010 to 16% ▪ 75% of Year 7 students are above National Benchmarks in numeracy – an increase of 5%
Student Engagement	School culture that respects and responds to the needs of the school community Increased use of ICT for teaching, learning and assessing Improved social / emotional wellbeing and develop successful life skills for all students Increase all students' engagement in learning Increase engagement of targeted groups of children through personalised learning	▪ Increase the number of students with positive behaviour records from 84.2% in 2010 to 88% in 2011 ▪ Reduce the number of discipline referrals by 5% to 279 in Semester 1. ▪ Increase the number of students achieving 90% attendance level by 2% each year. (71.9% in 2009) ▪ 80% of students and their families participate in 3 way conferences (an increase of 3%) ▪ School achieves at least level 5 in each of the areas of the Aboriginal education planning matrix (currently level 4 or below) ▪ School achieves level 3 on the school community planning matrix in the area of parents helping their children to learn ▪ School achieves implementation Level 3 on GATS matrix
Teacher Quality	All staff are confident to deliver the school's targets The school has effective quality systems in place to support effective teaching and learning Improved literacy and numeracy outcomes are achieved	▪ School literacy, numeracy and student engagement targets are achieved ▪ All staff are confident in teaching Talking and Listening ▪ Growth between Y3 and Y5 for NAPLAN Reading, Writing and Numeracy Tests is at or above state average

	as a result of effective and explicit teaching strategies	

Priority Area 1.   LITERACY

Integrated Areas:
Aboriginal Education and Training, Connected Learning, Student Engagement and Retention, Teacher Quality

- Increased levels of literacy achievement for every student
- Increased number of students achieving results in the proficiency bands in NAPLAN tests in Year 3, 5 and 7
- Increased number of students achieve stage outcomes at a high or outstanding level
- Improved student performance in writing
- Improved literacy skills across the curriculum
- Improved Talking and Listening Skills

2011 Targets	- Increase the number of students achieving results in the proficiency bands in NAPLAN Reading for Year 3 from 28% in 2010 to 31%. - Increase the number of students achieving results in the proficiency bands in NAPLAN Writing for Year 3 from 25% in 2010 to 28% - Increase the number of students achieving results in the proficiency bands in NAPLAN Reading for Year 5 from 10% in 2010 to 13% - Increase the number of students achieving results in the proficiency bands in NAPLAN Writing for Year 5 from 19% in 2010 to 22% - Increase the number of students achieving results in the proficiency bands in NAPLAN Reading for Year 7 from 12% in 2010 to 15% - Increase the number of students achieving results in the proficiency bands in NAPLAN Writing for Year 7 from 5%in 2010 to 8% 66% of Kinder, Year 1 and Year 2 students will achieve Regional targets for benchmarking (K – Level 6, Y1 – Level 16, Y2 – Level 26) - Program audit for Talking and Listening increases from 10% to 100%

LITERACY Indicators	Strategies	Timeframe				Responsibility	Resource	Link to Reforms
		T1	T2	T3	T4	**Chairperson:**		
NP LITERACY BUDGET $167172								
L1 **Authentic reporting strategies that build on and celebrate student success are established**	- Provide additional time and executive support to engage parents and students in 3 way reporting - Plan celebration opportunities for students to	✓	✓	✓			**NP Salaries $59050** 1.5 days p teacher = 37.5	R2, 4, 5, 6

L1.a **3 way** reporting strategy is expanded, with a strong commitment to engaging parents in learning programs	showcase their work and achievement of learning goals eg Open Days • Each student will set literacy, numeracy and personal learning goals. CT will put in place monitoring processes for students to self-assess (link to Case Management Strategy) • Include PLPs to this program	✔			→	Exec and class teachers	CLO position – 0.6 from T2	
L1.b A shared understanding of work sample and **syllabus outcomes** is developed with high expectations for both students and teachers.	Grade meetings to focus on regular and agreed areas for work samples Build 3 way reporting process into teaching and learning programs.				→	Exec / Grade coordinators and class teachers	Grade co-ord. release 1/2hr = 3.5hrs pw (ie 0.16)	R1, 3, 5, 6
	Grade coordinator meetings to focus on continuity across stages – 1 per term	✔	✔	✔	✔	Grade coordinators Principal		
	Grade assessment tasks – 1 per semester – marking rubric for reporting "High" and "Outstanding" followed by grade discussion for consistency	✔		✔		Lit Ref Gp Grade Teachers	4 T days	
L1.c **Home learning** strategies are supported	Website improvements eg Vodcasting/podcasting to support homework Grade Parent Meetings to support home learning				→	Refer to SE1		
L2 Effective teaching, learning and assessing is underpinned by Quality Teaching Model.	• Thinking skills are highlighted through the teaching of literacy – build on Tony Ryan work from 2009 – 2010 to develop a scope and sequence for thinking skills	✔	✔			Lit Ref Gp Grade coordinators	**NP Resources $6154 NP Salaries $1591 NP PL $4000** 2 T days	R1, 2, 3, 4, 5
	• Involve all staff in analysis and systematic use of Smart2 NAPLAN data for teaching and learning	✔			✔	Staff meeting		
L2.a **Reading** - All aspects of comprehension are improved.	• Target following identified areas for development: Grammar and Punctuation Comprehensions (HOT / Inferential) Spelling – suffixes/prefixes				→	stage and grade meetings	NP Primary facilitator	
	• Review reading assessment, feedback and opportunities for students to reflect on improvement • Incorporate PL for effective feedback			✔ ✔		Lit Ref Gp	PL $4000	
	• Review home reading strategy • Promote parent support for reading at home			✔	✔	Lit Ref Gp	CLO Transition	

						Who	Resources	R
	Consider First Steps reading?						Facilitator	
	• Introduce strategies to support love of reading eg DEAR, class serialised reading, author studies, buddy reading • Set up class sets of Free Reading Boxes • Purchase child centred reading materials in a variety of media		✔			Lit Ref Gp – Grade teams	2 T days $5154 resources	
	• Focus on explicit teaching of reading K-6 • Focus on guided reading 3-6 • K-6 Support L3 with mentoring in K and Y1 • Develop Reading teaching scope and sequence that is well resourced – audit existing resources and develop a buying plan	✔		✔ ✔ ✔		Lit Ref Gp / NP facilitators	Staff / stage meetings NP facilitators Transition facilitators	
L2.b **Reading group** activities to support differentiation and engagement are in place.	• **Mentoring and support** – target grades and plan the activities • Research / Purchase appropriate activities • Utilise support staff and volunteers to participate in reading groups • Explore the realities of differentiation within the classroom – PL eg. Develop group work, learning centres as part of a vibrant quality learning environment • Involve uni students in reading groups		✔	✔	✔	NP facilitators	NP facilitators $1000 FS LMG DP	R2, 3, 5, 6
L2.c **Writing** performance is improving.	• Writing focus T1 – Persuasive texts • Consistent use of rubric for writing and assessment – use work samples to teach "higher expectations" • Mentoring PL support • Focus on "audience" – Smart2 data analysis	✔ ✔ ✔ ✔				Lit Ref Gp Grade / CT NP facilitators	Stage Meetings NP facilitators	R4, 5
L3 **Strong foundations for Early Learners are established.**							**NP Resources $6000** **NP Sal $58264**	R1, 2, 3, 4, 5, 6

						Who	Budget	
L3.a **Best Start** for Kinder Assessment program used to inform teaching programs	Assess students Analyse reports and develop and implement teaching programs focusing on aspects of literacy Re-test and adjust programs accordingly	✔ ✔	✔		✔	Kinder teachers Transition Facilitator support	(Teachers to assess prior to school)	
L3.b **L3** strategies are embedded into Kinder / Year 1 programs with support from Transition facilitator	Set up classrooms Purchase reading resources to cater for a variety of levels Provide mentoring support for all K teachers					Kinder / Year 1 teachers Transition Facilitator	$5000	
L3.c Effective links with **preschools** are created and develop appropriate pre-school programs developed.	Set up a communication link/strategy and discussion opportunities to strengthen transition and readiness for learning Identify preschoolers in need of playgroup, social opportunities and introduce an appropriate program Support parents of preschoolers with school readiness activities Research and explore new opportunities to develop a love of reading and learning aspiration prior to school Establish a strong transition program	✔			✔	Transition Facilitator	$1000 SLSO support	
L3.d Improve **Speech, Talking and Listening** Skills as a foundation for learning.	Screen Kindergarten students Develop Therapy program for students and train SLSOs Implemented supervised therapy programs for targeted students	✔				Speech Therapist SLSOs	CT 0.2 1.0 SLSO (0.6 NP + 0.4 FS)	R1, 3, 4
	Implement First Steps Talking and Listening Program K-6 Explicit teaching of talking and listening and embedded into unit plans					Staff and stage meetings CT mentoring	LMG focus 20 T days	
L4 Literacy programs catering for the diverse needs of our learners are implemented	PLPs are used effectively to support and develop the learning of Aboriginal students	✔				CT with support from Aboriginal Ref Gp	**NP Sal $27242** NP facilitators	R2, 4, 5
	Best Practice approach to use of assessment tasks for differentiating teaching and learning eg Running Records, Think Alouds for Maths problem solving		✔			CT		
	STL strategy reviewed to support students with learning needs			✔		STL / NP Facilitator		

		✓			→			
	L3 style intervention for low performing students in Y1 and Y2 (Focus Y2) 4 x1/2 session pw per pair = 10 students p term	✓			→	Reading Support T (NP CT 0.4)	0.4 CT	
L5 **Technology is embedded into teaching, learning and assessing practices**	Visual literacy and focussed explicit lessons using a variety of teaching strategies across KLAs			→		Tech4Learning Facilitator	**NP $0** Tech4Learning Facilitator and team teaching (refer N6)	R2, 4
	Use of ICT to support writing and literacy activities			→				
	Audit reading support materials and ICT / reading materials			→				
	Technology teacher to team teach with CT to develop skills in vodcasting, blogging, connected classroom			→				

Priority Area 2.	**NUMERACY**

Integrated Areas: **Aboriginal Education and Training, Connected Learning, Student Engagement and Retention, Teacher Quality**

Intended Outcomes
▪ Increased levels of numeracy achievement for every student ▪ Increased number of students achieving results in the proficiency bands in NAPLAN in Year 3 and 5 ▪ Increased number of students achieve stage outcomes at a high or outstanding level ▪ Students ability to work mathematically is increased

2011 Targets	▪ Increase the number of students achieving results in the proficiency bands in NAPLAN Numeracy for Year 3 from 22% in 2010 to 25% ▪ Increase the number of students achieving results in the proficiency bands in NAPLAN Numeracy for Year 5 from 13% in 2010 to 16% ▪ Increase the number of students achieving results in the proficiency bands in NAPLAN Numeracy for Year 7 from 13% in 2010 to 16% ▪ 75% of Year 7 students are above National Benchmarks in numeracy – an increase of 5%

···**NUMERACY**		**Timeframe**				**Responsibility**	**Resource**	**Link to Reforms**
		T1	**T2**	**T3**	**T4**	**Chairperson:**		
NP Numeracy Budget $158712								
N1 **Authentic reporting strategies that build on and celebrate student success are established** N1.a A shared understanding of work sample and **syllabus outcomes** is developed with high expectations for both students and teachers.	Grade meeting focus on CTJ for teaching strategies and expectations Ensure consistent delivery of GO Maths program, including ongoing assessments (Go Check)				⟶	Maths Ref Gp and Grade coordinators	**NP Res $3000** **NP Sal $2785** GO Maths subsidy $3000	R3, 4, 5, 6
N1.b Promote **high expectations** for both students and teachers	Each student will set Maths learning goals and CT will put in place monitoring processes for students to self-assess and celebrate with parents and staff. Also refer to Case Management Strategy SE2.c. Build 3 way reporting process into teaching and	✓			⟶	(Refer to L1.a) Maths Ref Gp and Grade coordinators	3 T days	

	learning programs.							
	Grade assessment tasks – 1 per semester – marking rubric for reporting "High" and "Outstanding", followed by discussion for consistency and deep knowledge		✔		✔	Maths Ref Gp to organise with grades; Maths consultancy	4 T days	
N1.c Effective use of school based a**ssessment** tasks	School based assessment is used to inform teaching / learning and reporting (GO Maths, Best Start, extended assessment tasks with rubrics), Newman's Analysis	→			→	Grade Coordinators		
N1.d Support **home learning** strategies	Further development of website eg Vodcasting/podcasting to support home learning Grade Parent Meetings 3 way conferences	→			→	Refer to SE1.a	ICT paraprofessional	
N2 **Quality Teaching Model is embedded into teaching, learning and assessing.**	Focus on Talking and Listening through mathematical metalanguage and student explanations to show thinking strategies.	→			→	Maths Ref Gp NP coordinators	**NP Sal $5969 Res $2000** 15 CT days	R2, 4, 5
	Lesson Study Model, including a student engagement audit			✔		Maths Ref Gp NP coordinator		
	Support needs of and purchase resources for diverse learner groups – culturally inclusive strategies, strategies to support boys and gifted/talented students	→			→	Maths Ref Gp	$2000	
N3 **Maths – Students improve in working mathematically and problem solving.**	Implement Quicksmart for S3 Purchase 2 notebook computers 2 kits (@ $800	✔ ✔			→	NP AP	**NP PL $10000 NP Sal 100921 NP Res $5600** $10000 2.1 SLSO + (.1 STL) $1000 $1600	R2, 4, 5
	Newman's Analysis – a K-6 approach to problem solving Organise resources	✔			→	Maths Ref Gp Grade coordinators PL	Staff Meeting 2 SLSO days ($385) Resources $2000	

Focus	Action						Responsibility	Budget	Resources
	Review GO Maths program – to build on current successes and program development	✔					Maths Ref Gp and grade teams		
	Include assessment and learning profiles refer to Case Management Strategy (Refer to SE2.c)						Maths Ref Gp	$1000	
N4 **Target identified areas for K-6 development**	Use Smart2 to identify areas of difficulty • Volume and Capacity • 1 and 2 step problems • Word problems • Decimals and Fractions Back track areas of weakness using GO Maths Yearly assessment for each grade.	✔		✔			STL and NP facilitators	**NP Res $1000** FS program and grade team structures	R5, 6
	Develop strategy to address target areas at grade meetings	✔					Grade coordinators and NP facilitators		
	Purchase resources to support target areas	——→						$1000	
	Utilise SLSOs, parent volunteers and STL to support Maths groupings Build strategy into homework and parent information strategy	——→					STL and facilitators		
N5 **Technology is embedded into teaching and learning programs**	Professional learning plan to address the technology needs of teachers Eg DASA	✔		✔			Exec	**NP Sal $28037**	R1, 2, 3, 6
	Employ a technology teacher to support staff to utilise technology for teaching and learning. Technology teacher to team teach with CT to support new teaching / learning strategies	✔ ——→					Tech4learning Facilitator	CT 0.4	
	Develop website as a support for home learning, maths games etc			✔			Maths Ref Gp + facilitators	2 T days	
N6 **Strong foundations for Early Learners are established.**	Include a maths focus in the literacy strategy communications and meetings	✔		✔			Transition coordinator	Refer L3	R1,2,3, 4,5,6

Priority Area 3.	**STUDENT ENGAGEMENT**

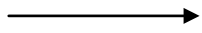| Integrated Areas:
Aboriginal Education and Training, Connected Learning, Literacy, Numeracy, Student Engagement and Retention, Teacher Quality |
|---|

Intended Outcomes
▪ School culture that respects and responds to the needs of the school community ▪ Increased use of ICT for teaching, learning and assessing ▪ Improved social / emotional wellbeing and develop successful life skills for all students ▪ Increase all students' engagement in learning ▪ Increase engagement of targeted groups of children through personalised learning

2011 Targets	▪ Increase the number of students with positive behaviour records from 83% in 2009 to 88% in 2011 ▪ Reduce the number of discipline referrals by 5% to 279 in Semester 1. ▪ Increase the number of students achieving 90% attendance level by 2% each year. (71.9% in 2009) ▪ 80% of students and their families participate in 3 way conferences (an increase of 3%) ▪ School achieves at least level 5 in each of the areas of the Aboriginal education planning matrix (currently level 4 or below) ▪ School achieves level 3 on the school community planning matrix in the area of parents helping their children to learn ▪ School achieves implementation Level 3 on GATS matrix

STUDENT ENGAGEMENT	**NP Budget $77776**	**Timeframe**				**Responsibility** **Chairperson:**	**Resource** **NP $26618 Hospitality $1000**	**Link to Reforms**
		T1	**T2**	**T3**	**T4**			
SE1 Strengthen partnerships between home, school and community SE1.a **Parent capacity** to support home learning is increased	LMG combined contribution to coordinate shared progams				→	LMG Exec and Learning Support Team	$26618	
	Post links to websites, that will support and enrich learning programs	✓			→		Tech4Learning Facilitator	R1, 6
	Expand learning programs, support and volunteering	✓		→		Exec / Grade coordinators and class teachers	CLO	
	Encourage parents to participate in regular grade information mornings/afternoons	✓		→				

	Plan homework tasks, with parent explanations, glossary, examples , vodcasts and podcasts	✓ ⟶	Grade teams	CLO	
SE1.b **Parents** will be better able to understand the school's teaching and learning processes	Involve parents in professional learning sessions Involve CLO in the full range of school activities	⟶	All staff	Exec / CLO	
	Develop the school promotion strategy to better engage our school community eg photos, school achievements in bulletin • Grade newsletter at beginning of each term • Grade news regularly in newsletter	⟶ ⟶	Principal Grade coordinators	NP SAO	
	• Encourage parents to assembly for awards, performances – with a follow up morning tea after grade assemblies Regular information meetings for parents eg Coffee mornings	⟶ ⟶	Grade teams CLO	Assembly timetable $500 hospitality CLO	
	Discuss Teacher PL with students (as part of career understandings and lifelong learning agenda) and publish more information in newsletter / website	⟶	CTs Principal	CLO	
SE1.c Partnerships with **preschools**	Identify opportunities to develop links and with pre-schools and prospective Kinder parents to increase school readiness. eg L3 program, transition	⟶	Transition Facilitator	$500 hospitality	
SE1.d Enhanced opportunities for **community involvement**	• Provide more opportunities for parents to be involved in learning programs – expand the volunteering program. • Expand the use of the website to support parents and students • Expand and improve 3 way conferencing program • Find additional ways to engage the community eg Education Week, develop a school calendar	⟶ ⟶ ⟶ ⟶	STL, CLO Tech4Learning facilitator All staff / Exec	Refer L1.a CLO	
SE2 Implement programs to cater for the diverse needs of all learners	• NP **facilitator**s coordinate school activities and provide ongoing PL for new staff and parents • CLO supports the programs. • Network meetings for special ed. staff • Build time into timetable to share information with	⟶ ✓ ⟶	NP Facilitator CLO AP support		R3, 4, 5, 6

SE2.a **Special Education** networks are developed and supports are extended								
SE2.b **GATS** programs are introduced	• Develop a GATs Policy and program K-6 • PL to support staff to successfully identify and cater for the needs of GATs • Introduce a S3 Independent Learning Activities class • Use technology to link with other GATs classes	✔ ✔ ✔	✔		✔	GATS Ref Gp Exec		NP facilitators support
SE2.c **Case Management Strategy** is developed	• Plan a 1:1 student case management strategy for all students, beginning with Stage 2. (include self-assessment, goal setting, "show and tell", expectations of the program and communication) • Develop documentation to support the program • Timetable meetings • Evaluate effectiveness	✔	✔	✔	✔	NP facilitators, STL, CTs		
SE2.d **Aboriginal Education** Programs are strengthened	• Link PLP monitoring into 3 way conferencing • Formalise supervisor monitoring of PLPs • Update staff about AECG meetings and initiatives • Develop Aboriginal parent engagement strategy in consultation with AECG	✔			→ → → →	CTs APs CLO + CTs Aboriginal Ed Ref Gp		Refer L1.c
	• PL re: Cultural knowledge and understandings • Link to local culture eg closer ties with local elders • Find opportunities to share cultural knowledge with the school community eg newsletter				→	Aboriginal Ed Ref Gp LMG program		LMG AEW
	Strengthen LMG approach to Aboriginal Education				→	LMG sub-committee		LMG
	Monitor school and NAPLAN data to ensure that Aboriginal students are well supported "to close the gap" Use this data to inform PLP planning				→	Aboriginal Ed Ref Gp APs CTs		

SE2.e **Disengaged boys** are re-engaged in learning programs	• PL in Boys Ed strategies – develop as part of QTF • Focus on practical and engaging learning activities and explicit teaching strategies • Explore Boys / Girls classes or activities? eg Enrichment activities specifically to engage boys	✔ ✔ ✔				Principal APs APs and Stage teams	QT PL Refer to QT1.b	
SE2.f Focus on **flexible learning** groups to ensure relevant and engaging opportunities for all children	Use vertical grouping strategy for special activities eg Peer Support Sport Introduce Interest Groups eg Drama Group Use a variety of group structures within the classroom and across the grade eg CAPA groups			→		Ref Gps eg CAPA		
SE3 Develop responsible, reliable and resilient school citizens							**NP Sal $13620 NP PL $2000**	R1, 2, 3, 4, 5, 6
SE3.a **Behaviour Mentoring** - Enhance the Behaviour Learning Plans program for very challenging students	Expand the Mentoring program by 1 day Monitor students closely (case management strategy), maintain data			→		AP Support	0.2 CT NP + (0.2 vacant STB position)	
SE3.b Focus on **classroom management** strategies to increase consistency and competency	Review 123 Magic! Program Development Day focus - 'Setting classroom management expectations' PL - share and develop management and engagement strategies. eg NCI training	✔	→ →			123 Magic! Coordinator, DP APs	(TPL $1000)	
SE3.c Ensure a safe and harmonious **play program**	Revise playground procedures / roster in line with new buildings/spaces. Revise SAP and supported play programs	✔ ✔				AP AP Support		
SE3.d Build on the successes of many existing programs, which build aspiration and **engagement in learning**	• Review Discipline policy and consistency of practice • Revise Values Education and 4Rs calendar for 2011 • Formalise a Peer Support structure • Extend the Peer Mediation program • Expand Career Ed program to further engage parents and develop link between learning and future careers.	✔ ✔ ✔ ✔		✔		LST LST Peer Mediation coordinator Careers	CLO	

Target / Outcome	Strategies	T1	T2	T3	T4	Responsibility	Budget	Ref
	• Review You Can DO IT program – evaluate effective implementation and need for re-training –SDD? • Provide PL for new teachers to sustain programs	✓		✓		Coordinator LST	PL $2000	
SE4 **Continued focus on school attendance and punctuality**	• Case manage students with poor attendance • Promote strong attendance and punctuality as part of the development of a work ethic • Celebrate punctuality and regular attendance – eg. assembly award?			→→→	✓	HSLO, DP CTs Exec	**NP Res $300** $300	R3, 5
SE5 **Develop a technology and research based strategy to support 21st Century learning** SE5.a Teachers have appropriate access to technology and are able to use it efficiently and effectively	Staff audit of technology competencies to determine PL plan Audit hardware and software to support technology plan. Set up a software library Review and update technology plan Purchase resources so that all classrooms have smartboards and class teachers have laptops Expand the mentoring role of ICT facilitator to build staff capacity to use technology for learning - timetable Increase availability of laptops for class work – timetabling, functionality Employ a technology paraprofessional (0.2) to support technology infrastructure and hardware.	✓ ✓ ✓ ✓		✓ ✓		ICT REF Gp Tech4Learning and NP facilitators	**NP Res $43475** **NP Sal $12650** Tech4Learning Facilitator & paraprofessional $40000 resources ICT Paraprofessional 0.2	R1, 2, 3, 4, 5, 6
SE5.b ICT is used to support **literacy and numeracy** learning	Introduce Web 2.0, Web 3.0 competencies, video, podcasting and virtual excursions to maximise teaching and learning – through mentoring Expand the use of the website and class blogs as a parent/student learning resource			→→→		Tech4Learning Facilitator All staff members	$2275	
SE5.c Productive learning environments, that develop employment related skills, are embedded in school	Focus on collaborative and cooperative learning – implementing structured, purposeful and engaging activities Focus on differentiation of content Set up a mentoring timetabling to facilitate change in consultation with staff			→→→		Team teaching	NP facilitators	

curriculum and programs								
	Focus on engaging learning environments and classrooms – ensure classrooms and resources are well organised to maximise learning Introduce student diaries in S3 to develop self management skills	✔			→	CTs and APs	NP facilitators $1200	
	Implement SEMP and playground beautification and usage strategy				→	Enviro Ref Gp	$5000 (Global funds)	

Priority Area 4.	**TEACHER QUALITY**							

Integrated Areas:
Aboriginal Education and Training, Connected Learning, Literacy, Numeracy, Student Engagement

Intended Outcomes

All staff are confident to deliver the school's targets
The school has effective quality systems in place to support effective teaching and learning
Improved literacy and numeracy outcomes are achieved as a result of effective and explicit teaching strategies

2011 TARGETS	- School literacy, numeracy and student engagement targets are achieved - All staff are confident in teaching Talking and Listening - Growth between Y3 and Y5 for NAPLAN Reading, Writing and Numeracy Tests is at or above state average.

TEACHER QUALITY	**NP TQ BUDGET $203582**	**Timeframe**				**Responsibility**	**Resource**	**Link to Reforms**
		T1	**T2**	**T3**	**T4**			
TQ1 **Teachers are well supported and trained in current educational programs**							**NP Sal $205978** **NP PL $6600**	
	Employ NP facilitators throughout the school to support staff to implement explicit teaching strategies and to progress school priorities	✓ ──────►				Principal		R1, 2. 3, 4, 5, 6
	• Kindergarten Transition Coordinator 0.8 release						(backfill 0.8 Step 4 CT)	
	• NP coordinator and S1 Learning Facilitator 0.4 release + Deputy HDA						backfill O.4 CT +DP HDA	
	• Primary facilitator (mentoring, QS coordinator) 0.6 AP position						0.6 AP pos	
	Employ support staff to ensure financial administration and documentation of program	✓ ──────►				Principal		
	• 0.4 SAO position to support the documentation and processing of resources for the program						0.4 SAO	
	• Additional hours for SAM						0.2 SAM	

Outcome	Strategies / Actions	✓	✓	✓	✓	Responsibility	Budget
TQ1.a **Talking and Listening** program is established	• 3 **facilitators** are trained in First Steps	✓				3 facilitators (Transition, S1, S2/3)	$6600
	• Develop K-6 implementation strategy (refer L3.d)	✓					
	• Programming demonstrates explicit teaching of Talking and Listening as well as it being embedded into units of work.	→→→					
TQ1.b **Quality Teaching** strategies are firmly embedding into all aspects of teaching, learning and assessing cycle	• Regional training in QT		✓			Principal Exec with Ref Gps and Regional Support	($4000 – TPL)
	• Consistent school-wide approach to assessing student learning for teaching	✓					
	• In-class mentoring to support differentiation and group activities (Refer to SE5.c)	→→→				NP facilitators	
	• Improve student profiling records (as part of case management) Refer to SE2.c			✓			
TQ1.c **CTJ** through grade collaboration is highly regarded and can be expanded.	• Grade coordinators meetings to focus on continuity / consistency across stages (Refer N1.a)	→→→				Grade coordinators led by NP facilitators	
	• Policy implementation documents will describe the expectations and the actions of grades/stages K-6.	→→→				Exec	
TQ1.d **Teachers** are confidently involved in school planning and delivering priorities	• Set up coordination strategy for Reference Groups, assign budgets and planning guidelines. Appoint chairpersons and communication strategy.	✓				Principal	
	• Enable teachers to self-select areas of interest as well as representation	✓					
	• Use TARs process to support staff learning needs within the school learning community	→→→					
	• Set up appropriate mentors and learning groups eg Grade/aspirants group	✓					
	• Present school initiatives eg L3 to all staff at staff meeting to ensure K-6 understandings	→→→				Staff Meetings	
TQ1.e Students are underrepresented in **proficiency bands**	Develop teacher skill and confidence in teaching using: • Thinking Skills scaffold developed K-6 • K-6 approach to developing open ended tasks • Learning contracts • Focus on comprehensions, HOT skills and working mathematically	✓ ✓ →→→				NP facilitators	

TQ1.f Develop expertise in giving **Feedback for Learning**	• Staff mentoring • Lesson Study approach to develop feedback for learning strategies (Refer N2) • Giving effective feedback – verbal and written eg "60 seconds with the teacher".			✓ ✓ ✓		NP facilitators Consultancy / Regional support		
	• Expand/Improve goal setting and 3 Way conferencing – provide time for staff to develop this (Refer L1.a, b)	✓				APs to coordinate		
	• Rubrics – effective use to support learning with common scales and common expectations (Refer L2.c - Writing, N1.c - Maths)	✓	✓			Grade coordinators		
	• **Case management strategy** for all students – developing effective feedback (Refer SE2.c)			✓	✓	NP facilitators		

TQ2 SLSOs are highly valued, well trained and integral team members.	• Invite a paid SLSO representative to attend teachers' staff meetings
	• Timetable a regular staff meeting timeslot for SLSO
	• Plan professional learning to support SLSOs
	  eg Training for Quicksmart
	  eg Training for Speech Therapy sessions
		✓
		✓
						1hr p wk
						
						SLSO Supervisor
							NP $0
							NP SLSO allocation
								R2, 3, 5

	• Timetable SLSO more consistently to teachers / programs • Set up a SLSO communication board	✓ ✓				SLSO Supervisor		
TQ3 Effective Quality Systems are in place to support communication, teaching and learning							**NP$26618**	R2, 3, 5, 6
	Develop a survey based on school plan to identify training needs of staff, use DASA for ICT PL	✓				Principal		
	Develop staff meeting and SDD agendas	✓				Principal / Exec	**TPL $**	
	Staff expertise / areas of interest to support plans Identify					Principal / Exec		
	Plan external PL for program areas eg First Steps, Quicksmart,					Principal		
	Encourage staff to use MyPL, develop PLN and self-					Principal / Exec		

			✓					
	nominate for learning opportunities							
	Regional coordination and support for PL and plan implementation				→	Regional Exec	$26618	R1

TQ3.a **Professional Learning** is aligned to school plan and supports teachers to deliver school priorities	• Develop Professional Learning plans for staff through NP facilitator/mentoring program • Link to TARS and EARS program		✓		→	Principal and NP facilitators		
TQ3.b Improve ways of **communicating** with parents and including parents in school programs	• Review existing communication systems and develop new approaches to communicate with and engage our community eg Expand the use of the website, email newsletters / updates				→	Principal / Exec CLO		
TQ3.c Class **Teaching programs** are effective documents for planning, evaluation, CTJ and informing Visiting Teachers	• Formalise program framework, layout and supervision/sharing of best practice • Visiting teachers section to be reviewed • Consider an electronic or corporate version?				→	DP DP Exec		
TQ3.d The school identifies itself as a **Learning Community**	• Assign teams to drive priority reforms "Reference Groups" • Support leadership development of staff to lead the reforms • Involve parents and other community members wherever possible in learning and leading the reforms	✓			→	Principal		