



# Kurri Kurri Public School NP Action Plan 2012

## 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:

Date

Signature

School Education Director:

Date

Signature

**School Context**

Kurri Kurri Public School provides quality outcomes in a caring learning environment. Kurri Kurri Public School delivers the curriculum with an emphasis on best practice. This is done within the context of supportive and proactive student welfare policies, programs and procedures. The school strongly pursues academic excellence and values individual and team achievement in sporting, cultural and personal endeavours.

Kurri Kurri Public School is a large regional primary school with an enrolment of 608 (398 families), which services a diverse community, qualifying for Low SES National Partnerships funding from 2011. There are 26 classes including two special education (IO/IS) classes for students with special needs and a flexible learning IM class. Boys make up 52% of the student population, girls 48% and 10% of the student population identify as Aboriginal and Torres Strait Islanders.

The school is an active member of the Kurri Kurri Learning Community (KKLC) which includes Kurri Kurri High School and its feeder schools (Stanford Merthyr, Pelaw Main, Weston, Mulbring, and Kurri Public School). The schools work together to promote a comprehensive education from K-12 in the Kurri Kurri area. In 2010 the KKLC received a Director General's award for designing and implementing an innovative Kick Starting Careers Program.

Specialised programs operating across the school include; Stage 3 Quicksmart (numeracy), Stage 1 Intensive reading, and Early Stage 1 L3 (literacy). Differentiating the curriculum and teaching thinking skills have supported our focus to increase performance in the higher skill bands of NAPLAN. Vodcasting and use of multimedia have been expanded. The introduction of a play group has enhanced community engagement and eased transition to school. This year an enrichment class for Years 5 and 6 was introduced. Our Aboriginal students are supported through Norta Norta funding for literacy and numeracy as well as Personalised Learning Plans.

Kurri Kurri's current data indicates 72% of students (Years 2, 4 and 6), are achieving end of stage appropriate outcomes for literacy and 71% are achieving end of stage appropriate outcomes for numeracy. L3 and the intensive reading program have resulted in significant improvement in Early Stage 1 and Stage 1 reading level data. At the end of term 3, 69% of ES1 students had reached reading level 6 or above, 62% of Year 1 were at level 14 or above and 67% of Year 2 were at level 24 or above. In the primary classes at the end of term 3, 66% of Year 3 students had reached reading level 27 or above, 81% of Year 4 students were at level 28 or above, 87% of Year 5 students were at level 29 or above and 86% of Year 6 students had achieved level 30 or above. This year's NAPLAN data indicated that although literacy and numeracy achievements are consistently below state averages in all areas, there has been significant growth for students in the lower bands. Students are underrepresented in the top bands in all areas.

The staff consists of a principal, deputy principal, deputy principal (NP), 5 Assistant Principals (one above establishment using NP funding). There are 25 classroom teachers, 4 RFF teachers, 2 Reading Recovery/STLA teachers. Kurri PS is staffed by an equal number of permanent and casual teachers, with 18 teaching staff being members of the NSW Institute of Teachers. The school has a Community Liaison Officer and 10 casual School Learning Support Officers.

Through National Partnerships, additional staff have been employed part time to implement or support new initiatives and programs, including Early Years, Quicksmart, intensive reading and data management, paraprofessionals for technology and community engagement, and office staff for administration.

The key priority areas for 2012 include a continued focus on literacy, numeracy, student engagement and staff quality; incorporating, Aboriginal Education, technology and gifted and talented education.

**Strategic Priority Areas**

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

**NP \$116,155**

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| <ul style="list-style-type: none"> <li>Increased number of students achieving results in the proficiency bands in NAPLAN tests in Year 3, 5 and 7</li> <li>Increased number of students achieve stage outcomes at a high or outstanding level</li> <li>Improved student performance in writing</li> <li>Improved literacy skills across the curriculum</li> </ul> <p>Improved Talking and Listening Skills</p> | <ul style="list-style-type: none"> <li>Increase the number of students achieving results in the proficiency bands in NAPLAN Reading for Year 3 by 6% from 19% in 2011 to 25% in 2012.</li> <li>Increase the number of students achieving results in the proficiency bands in NAPLAN Writing for Year 3 by 2% from 45% in 2011 to 47% in 2012.</li> <li>Increase the number of students achieving results in the proficiency bands in NAPLAN Reading for Year 5 by 3% from 17% in 2011 to 20% in 2012.</li> <li>Increase the number of students achieving results in the proficiency bands in NAPLAN Writing for Year 5 by 12% from 8% in 2011 to 20% in 2012.</li> <li>Increase the number of students achieving results in the proficiency bands in NAPLAN Reading for Year 7 by 2% from 13% in 2011 to 15% in 2012.</li> <li>Increase the number of students achieving results in the proficiency bands in NAPLAN Writing for Year 7 by 2% from 7% in 2011 to 9% in 2012.</li> <li>Increase the number of Kinder, Year 1 and Year 2 students achieving regional reading benchmarks, (K – Level 6, Y1 –Level 16, Y2 – Level 26) by 4% from 66% in 2011 to 70% in 2012.</li> </ul> |
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Focus	Strategies	Timeframe				Responsibility	Semester 1 Resource	Semester 2 Resource
		T1	T2	T3	T4			
<p><b>L1 Quality assessment and feedback are used to improve learning and reporting student progress to parents</b></p> <p>L1.a Implement effective early years assessment tasks – L3, Best Start, Reading Assessment</p>	<ul style="list-style-type: none"> <li>Implement Best Start testing ES1 and record results.</li> <li>Implement L3 Assessment requirements</li> <li>Implement an ES1 (L3) 5 week data collection and analysis of text levels, writing samples, writing vocabulary and hearing and recording sounds sharing results and analysis with HAT - 5 days</li> <li>Retesting students throughout the year and recording results as per DEC requirements</li> </ul>	✓			✓	ES1 & S1 AP	\$1800 cas	Total NP \$1,800
		✓	✓	✓	✓	ES1 AP Es1 S1 staff HAT		
L1.b NAPLAN & K-6 assessment strategies implemented & analysed. Staff giving students effective feedback	<ul style="list-style-type: none"> <li>Yr 4-6 create their classes from 2010, 2011 Smart2</li> <li>Staff use Smart2 data to analyse their class performance and develop focussed teaching programs using Smart2 teaching strategies.</li> <li>Staff meeting to review feedback strategies</li> <li>Staff use explicit feedback to students on areas of further</li> </ul>	✓	✓	✓	✓	Executive HAT  K-6 staff K-6 staff		

	<ul style="list-style-type: none"> <li>development to gain higher reporting levels.</li> <li>Plot and monitor all students against the K-6 Best Start continuum</li> <li>Use of 'tests on line' to view progress of student outcomes and plan teaching programs</li> </ul>	✓	✓	✓	✓	Executive		
L1.c Develop a shared, consistent understanding of syllabus outcomes, work samples and reporting levels	<ul style="list-style-type: none"> <li>Further develop consistency of teacher judgement for reading and writing with time allocated for staff discussion and sharing of teaching strategies.</li> <li>Release staff each term to work with HAT to share writing work samples A-E &amp; rubrics - 6x4 = 24 casuals</li> <li>Release staff to work with HAT to analyse RR 12 casuals</li> </ul>	✓	✓	✓	✓	Executive Grade coordinators HAT	\$1240 cas \$2810 cas	Total NP \$6850 \$1400 cas \$1400 cas
L1.d Achievement of learning goals and student progress is shared during 3 way conferences	<ul style="list-style-type: none"> <li>Students set literacy goals with regular review</li> <li>Getting to Know You" meetings beginning of Term 1.</li> <li>Rolling 3 Way conferences in Term 2. 12 casuals</li> <li>Improved communication to parents on the value of 3 way conferences through newsletters. CLO and AEW to assist.</li> </ul>	✓	✓	✓	✓	K-6 staff K-6 Staff Principal	\$4320 cas	Total NP \$4,320
<b>L2 Literacy programs are relevant and focussed</b>	<ul style="list-style-type: none"> <li>Establish Kindergarten home learning bags including literacy and fun activities Students take home weekly. 10 SASS days – assemble packs/ cover books</li> <li>Purchase resources for L3 program</li> <li>Speech pathologist to screen ES1 students &amp; new S1 enrolment &amp; monitor program – 20 days</li> <li>SLSO implement speech activities to targeted students 2x.3 SLSO –regular review with speech pathologist</li> <li>Best Start facilitator for PL &amp; team teach in classrooms</li> <li>Staff attend Best Start Network meetings</li> <li>Implement L3 into Year 1 with staff attend PL &amp; purchase resources</li> <li>Implement RR &amp; purchase RR resources</li> </ul>	✓	✓	✓	✓	ES1 AP S1 AP K-2 staff	\$3000 res \$ 500 consum \$2000 cas \$3000 res \$1697 cas	Total NP \$45197 \$1400 cas
L2.a Implement early years literacy programs – L3, Best Start, Speech, Reading Recovery		✓	✓	✓	✓		\$13842 sal	\$15758 sal
		✓	✓	✓	✓		\$3000 res	\$1000 res
		✓	✓	✓	✓		\$500 KKPS (DEC funds)	
L2.b Implement literacy programs from analysis of NAPLAN & school assessment with activities	<b>Talking and Listening</b> <ul style="list-style-type: none"> <li>Extend professional learning with the integration of the First Steps Program to all KLA's</li> <li>Provide time during staff meetings &amp; RFF for cross stage</li> </ul>	✓	✓	✓	✓	Exec HAT K-6 staff		Total NP \$9713

enabling students to achieve high or outstanding reporting levels	<ul style="list-style-type: none"> <li>talking and listening discussions /sharing</li> <li>School and interschool talking and listening activities.</li> <li>Public speaking / debating within the school - staff attend workshops and debates- 4 days</li> <li><b>Reading</b></li> <li>Professional learning on comprehension. Staff mt</li> <li>Develop a love of reading – purchase variety literature for classrooms</li> <li>Increase the library profile – borrowing story time, book week, purchase library equipment</li> <li><b>Writing</b></li> <li>Integration of writing across KLAs,</li> <li>Yr 3 Yr 5 staff attend NAPLAN PL – Persuasive texts</li> <li>Participate in writing competitions</li> </ul>	✓	✓	✓	✓		\$720 - cas	\$720 cas
		✓	✓	✓			\$2873 res	\$1000 res
		✓	✓	✓	✓		\$4000 res	
							400 PL	
L2.c Professional Learning on literacy strategies, National Curriculum understanding and NSW syllabus implementation	<ul style="list-style-type: none"> <li>Executive staff to attend preparation for National Curriculum</li> <li>Staff meetings to prepare for National curriculum</li> <li>Staff attend professional learning</li> </ul>			✓		Principal Consultancy		
<b>L3 Implement literacy programs to cater for the diverse needs of all of our learners</b>	<ul style="list-style-type: none"> <li>LST meetings to assign students for intensive support</li> <li>Recording student data on school data base</li> <li>Term meetings to allocate students to programs from data</li> <li>Purchase of resources to facilitate programs</li> </ul>	✓	✓	✓	✓	LST STLA HAT	KKPS \$500	
L3.a Equitable process for assigning (identifying and supporting?) students at risk – LST, NAPLAN/ assessment, staff discussion		✓	✓	✓	✓			
L3.b Develop & implement specific literacy programs for targeted students e.g. intensive reading	<ul style="list-style-type: none"> <li>Implement Intensive Reading program to targeted students 30 minute sessions – S1, S2 ES1( T4) NP.3</li> <li>STLA to work with targeted students</li> <li>STLA to prepare students for NAPLAN yrs 3 5</li> </ul>	✓	✓	✓	✓	STLA Exec HAT	\$11165 Sal	\$ 12732 Sal
		✓	✓	✓	✓			Total NP \$23,897

L3.c G&T students identified and teachers implementing appropriate G&Ts programs	<ul style="list-style-type: none"> <li>Continuation of enrichment class &amp; entry into competitions</li> <li>PL on literacy strategies</li> <li>Classroom observations and sharing of strategies for open ended activities</li> </ul>	✓	✓	✓	✓	5 6 M teacher		
L3.d Develop group work, learning centres as part of a vibrant quality learning environment	<ul style="list-style-type: none"> <li>Purchase hands on materials for reading groups</li> <li>Professional learning on group work strategies</li> <li>Staff sharing sessions on teaching strategies</li> </ul>		✓	✓		Anne Adams	1000 res	1000 res Total NP \$2,000
L4.e Literacy programs developed for students with special needs	<ul style="list-style-type: none"> <li>Purchase of appropriate resources</li> <li>Special Ed staff attend professional learning</li> </ul>	✓	✓	✓				
<b>L4 Embedding technology into teaching, learning &amp; assessing</b>	<ul style="list-style-type: none"> <li>film making and use of technology for help desk for students.</li> <li>Students write scripts and make their own films</li> <li>Entry into competitions</li> <li>Set up computer pods with the school for literacy sessions</li> </ul>	✓	✓	✓	✓	Computer coord DP Principal		Total NP \$17000  \$1000 Tech S
L4.a Identify a variety of technologies, resources & technology focussed programs, which will support a wide variety of learning styles and abilities.	<ul style="list-style-type: none"> <li>Purchase of ebooks for classrooms/ library</li> <li>Purchase of additional laptops for guided reading</li> <li>Purchase software to teach explicit reading skills</li> <li>Develop website as a support for home learning, literacy games etc</li> <li>K-6 students register Study Ladder for classroom &amp; homework tasks ( free website)</li> </ul>	✓	✓	✓			\$6000 res \$5000 Tec Hard \$5000 Tec soft	
L4.b Teachers and students are supported to use technology for literacy learning	<ul style="list-style-type: none"> <li>Establish mentoring with technology teacher for literacy sessions</li> <li>Staff meetings and after school workshops at point of need</li> </ul>					Principal Computer Co-ord		
<b>L5 Aboriginal students are support with literacy learning</b>	<ul style="list-style-type: none"> <li>Staff use Smart2 data to analyse their class performance of Aboriginal students and develop focussed teaching programs using Smart2 teaching strategies.</li> <li>AEW to assist students to achieve their literacy goals</li> </ul>	✓		✓		Principal Aboriginal co-ord AEW		
L5.a PLPs are used effectively to support and develop the learning of Aboriginal students		✓	✓	✓	✓			
L5.b Programs catering for students learning abilities to close the disparity gap	<ul style="list-style-type: none"> <li>AEW to assist teachers in the classrooms and at parent interviews</li> <li>Purchase of Aboriginal reading materials and games</li> </ul>	✓	✓	✓	✓	Principal Aboriginal co-ord AEW	\$ 4000 res	Total NP \$5378  \$ 1378 res

**Strategic Priority Areas**

Leadership &amp; Management, Curriculum &amp; Assessment, Student Engagement &amp; Attainment, Aboriginal Education, Organisational Effectiveness NP\$98,009

NUMERACY	Strategies	Timeframe				Responsibility	Semester 1 Resource	Semester 2 Resource
		T1	T2	T3	T4			
<b>Intended Outcomes</b> <ul style="list-style-type: none"> <li>Increased number of students achieving results in the proficiency bands in NAPLAN in Year 3 and 5</li> <li>Increased number of students achieve stage outcomes at a high or outstanding level</li> <li>Students ability to work mathematically is increased</li> </ul>	<b>Targets</b> <ul style="list-style-type: none"> <li>Increase the number of students achieving results in the proficiency bands in NAPLAN Numeracy for Year 3 by 4% from 16% in 2011 to 20% in 2012.</li> <li>Increase the number of students achieving results in the proficiency bands in NAPLAN Numeracy for Year 5 by 3% from 13% in 2011 to 16% in 2012.</li> <li>Increase the number of students achieving results in the proficiency bands in NAPLAN Numeracy for Year 7 by 2% from 10% in 2011 to 12% in 2012.</li> <li>Increase the number of Year 7 students above National Benchmarks in numeracy by 10% from 65% in 2011 to 75% in 2012.</li> </ul>							
<b>N1 Quality assessment and feedback are used to improve learning</b>	<ul style="list-style-type: none"> <li>School based assessment is used to inform teaching / learning and reporting (Best Start, extended assessment tasks with rubrics), Newman's Analysis</li> <li>Staff group their individual classes (Aboriginal and non Aboriginal) using Smart2 to identify areas of development and embed Smart2 teaching strategies in their daily teaching.</li> </ul>	✓	✓	✓	✓	Grade Coordinators		
N1.b NAPLAN & K-6 assessment strategies implemented and analysed. Staff provide students with effective feedback for learning	<ul style="list-style-type: none"> <li>Grade assessment tasks – 1 per semester – marking rubric for reporting “High” and “Outstanding”, followed by discussion for consistency and deep knowledge</li> <li>Giving effective feedback – verbal and written eg “60 seconds with the teacher”.</li> </ul>	✓	✓	✓	✓	Maths Ref Gp NP coordinators		
N1.c Develop a shared understanding of work samples, syllabus outcomes and promote high expectations for both students and teachers	<ul style="list-style-type: none"> <li>Consistency of Teacher Judgement for reporting to parents Staff release for sharing and planning work 18 days</li> </ul>		✓		✓	NP AP	\$8800 cas	\$5750 cas Total NP \$14550

N1.d Achievement of learning goals and student progress is shared during 3 way conferences	<ul style="list-style-type: none"> <li>Getting to Know You" meetings beginning of Term 1.</li> <li>Rolling 3 Way conferences in Term 2.</li> <li>Improved communication to parents on the value of 3 way conferences. CLO and AEW to assist working parents</li> <li>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.</li> </ul>	✓	✓	✓	✓	NP – HAT Exec		
<b>N2 Mathematics programs are specific and focused</b>	<ul style="list-style-type: none"> <li>Grade meetings focus on CTJ for teaching strategies and expectations</li> <li>Ensure consistent delivery of maths program, including ongoing assessments</li> </ul>	✓	✓	✓	✓	ES1 & S1 AP		
N2.a Implement Best Start and early years programs	<ul style="list-style-type: none"> <li>Include a maths focus in the literacy strategy communications and meetings</li> <li>Establish Kindergarten home learning bags including numeracy and fun activities (costings in literacy)</li> </ul>	✓	✓	✓	✓	Transition coordinator		
N2.b Implement programs & purchase resources that focus on the Mathematical strands, including Newman's Analysis enabling students to achieve high or outstanding reporting levels	<ul style="list-style-type: none"> <li>Timetable an appropriate allocation to weekly teaching of mathematics lessons</li> <li>Plan and implement maths program. Release staff to work with HAT to plan, program &amp; teach to syllabus - 12 days</li> <li>Incorporate Newman's Analysis</li> <li>Implement activities to enable students to achieve high or outstanding</li> <li>Strengthen relationships between Stage 3 and Stage 4 teachers</li> <li>Greater awareness of Stage 4 maths expectations and explicit teaching programs.</li> </ul>	✓	✓	✓	✓	NP – HAT Maths co-ord Exec Grade co-ord	\$4327 res	\$2000 res Total NP \$6327
N2.c Professional Learning on numeracy strategies, National Curriculum understanding NSW syllabus and implementation	<ul style="list-style-type: none"> <li>Professional learning on teaching and learning practices and programs to increase student opportunities to reach NAPLAN proficiency bands</li> <li>Executive staff Principal to attend PL on Nat Curriculum</li> </ul>	✓	✓	✓	✓	Principal Consultancy HAT		
<b>N3 Implement Mathematics programs to cater for the diverse needs of all of our learners</b>	<ul style="list-style-type: none"> <li>STLA program to cater for diverse learners.</li> <li>Term meetings to allocate students to targeted programs</li> <li>Investigate groups of maths activities</li> </ul>	✓	✓	✓	✓	LST STLA		



N3.a STLA support for targeted students								
N3.b Implement Quicksmart for Stage 3 and selected Yr 4 students	<ul style="list-style-type: none"> <li>Implement Quicksmart for S3. Employ SLSO.1.4</li> <li>Employ and train new STLA &amp; SLSO to run program</li> <li>Regular meetings to plot progress</li> </ul>	✓	✓	✓	✓	STLA	\$32299 sal	\$36833 sal
N3.c N3.c Implement Mathematics programs and explore different groupings and organisation including GATs	<ul style="list-style-type: none"> <li>GATs program to cater for diverse learners. Staff meeting on recognising and teaching extension activities</li> </ul>	✓				LST STLA HAT		
<b>N4 Embedding technology into teaching, learning &amp; assessing</b>	<ul style="list-style-type: none"> <li>Technology teacher to team teach with CT to support new teaching / learning strategies</li> <li>Purchase of appropriate teaching resources</li> <li>Workshops for staff on technology</li> </ul>	✓	✓	✓	✓	Principal Computer Co-ord Grade co ordinators		
N4.a Professional learning plan to address the technology needs of teachers and support the use of technology for learning in Mathematics through mentoring								
N4.b Purchase appropriate technology resources to enable teachers to teach using a variety of teaching strategies	<ul style="list-style-type: none"> <li>Develop website as a support for maths games/ activities</li> <li>Vodcasting/podcasting to support home learning</li> <li>Software – Mathsletics for class and home learning</li> <li>K-6 students register Study Ladder for classroom &amp; homework tasks ( free website)</li> </ul>	✓	✓	✓	✓	Principal Computer Co-ord NP – HAT	\$5000 tec soft	Total NP \$5000
<b>N5 Aboriginal students are support with mathematical learning</b>	<ul style="list-style-type: none"> <li>Link PLP monitoring into 3 way conferencing</li> <li>Formalise supervisor monitoring of PLPs</li> <li>AEW to support Aboriginal students.</li> </ul>	✓	✓		✓	Principal Aboriginal co-ord AEW		
N5.b Programs catering for students learning abilities to close the disparity gap	<ul style="list-style-type: none"> <li>Purchase appropriate resources to assist Aboriginal students.</li> <li>Analysis of NAPLAN data to teach explicit lessons</li> </ul>	✓	✓	✓	✓	Principal Aboriginal co-ord AEW	\$2000 res	\$1000 res Total NP \$3000

# STUDENT ENGAGEMENT

## Strategic Priority Areas

Aboriginal Education and Training, Connected Learning, Literacy, Numeracy, Student Engagement and Retention, Teacher Quality **NP\$165,344**

### 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

### Targets

- Increase the number of students with positive behaviour records by 2% from 88.33% in 2011 to 90% in 2012.
- Reduce the number of discipline referrals by 5% from 855 to 812.
- Increase the number of students achieving 90% attendance level by 2% from 79% in 2011 to 81% in 2012.
- Increase the number of students and their families participating in 3 way conferences by 3% from 72% in 2011 to 75% in 2012
- School progresses on the Aboriginal education planning matrix from level 3 in 2011 to level 4 in 2012.

STUDENT ENGAGEMENT	Strategies	Timeframe				Responsibility	Semester 1 Resource	Semester 2 Resource
		T1	T2	T3	T4			
<b>SE1</b> <b>Develop responsible and resilient school citizens</b>	<ul style="list-style-type: none"> <li>• Behaviour Risk management plans for identified students</li> <li>• Assign staff to students for mentoring and provide 1 hr p/w to mentor their students release - .2</li> <li>• PL for mentors &amp; new staff to keep programs sustainable 6 days in S1, 4 days in S2</li> <li>• NP Assistant to return to teaching role and behaviour management of stage.</li> </ul>	✓	✓	✓	✓	Exec and Learning Support Team	\$7443 sal \$2160 cas	\$8488 sal \$1599 cas Total NP \$19,690
SE1.a Implement, monitor & review behaviour programs, behaviour Learning Plans for targeted students		✓	✓	✓	✓			
SE1.b Implement a planned and developmental Peer Support Structure across the school.	<ul style="list-style-type: none"> <li>• Involve parents in professional learning sessions</li> <li>• Involve CLO in the full range of school activities</li> <li>• Release 1 staff member to train peer support leaders for 2013</li> </ul>	✓	✓	✓	✓	All staff	Exec / CLO	Total NP \$360 \$360 cas

SE1.c Further develop student leadership opportunities	<ul style="list-style-type: none"> <li>Investigate avenues and implement for further development</li> </ul>	✓	✓	✓	✓	Leadership		
SE1.d Maintaining harmonious and engaging classrooms & playground for students with refined school welfare programs for the changing student population	<ul style="list-style-type: none"> <li>Include behaviour on agenda for week 1 staff meetings each term</li> <li>Induction of new staff and casuals on behaviour and values programs</li> <li>Update casual teachers folders &amp; teacher programs</li> <li>Survey parents on behaviour programs and attitudes</li> <li>Staff informed at staff meetings on targeted students</li> <li>Implement playground programs for student</li> <li>Regular review of existing programs</li> </ul>	✓	✓	✓	✓	Principal, DP LST Co-ord		
SE1. E Analysis of data to implement programs to increase attendance for Aboriginal & non-Aboriginal students	<ul style="list-style-type: none"> <li>Consolidate the breakfast club to encourage student attendance.</li> <li>Term certificates for 95% attendance and above</li> <li>Advertise importance of attendance to community</li> </ul>	✓	✓	✓	✓	Principal, DP, Aboriginal co-ord AEW	\$500 consum	Total NP \$1000 \$500 consum
<b>SE2 Engage students in learning through teaching all curriculum and extra – curricular areas</b>	<ul style="list-style-type: none"> <li>Develop a GATs Policy and program K-6</li> <li>PL to support staff to successfully identify and cater for the needs of GATs</li> <li>Continue with S3 enrichment class and suitable resources and entry into competitions</li> <li>Investigate extension of enrichment classes</li> <li>Use technology to link with other GATs classes</li> <li>LMG student engagement &amp; GATs inservice 4 staff</li> </ul>	✓	✓			Principal, DP, Executive	\$1000 res	Total NP \$1000
SE2.a Planning and teaching all curriculum areas to enable all students full access to the curriculum e.g. science Integration of literacy & technology across KLAS and extra curricular	<ul style="list-style-type: none"> <li>Evaluate effectiveness of KLA programs <ul style="list-style-type: none"> <li>K-6 students register Study Ladder for classroom &amp; homework tasks ( free website)</li> </ul> </li> <li>Investigate RFF to teach KLA areas – drama</li> <li>Participation in extra curricular programs</li> </ul>	✓	✓	✓	✓	Principal, DP, Executive	KKPS	KKPS
SE2.b Professional learning of GATs education and provide opportunities for GATs students to excel across all KLAS	<ul style="list-style-type: none"> <li>Parent meetings to educate the community in gifted and talented education.</li> <li>Design a system to assess student's progress that allows for accelerated learning.</li> </ul>		✓	✓		Principal, DP, Executive		

SE2.c Preparation, professional learning and implementation of the National Curriculum	<ul style="list-style-type: none"> <li>Identify opportunities to further develop links and with pre-schools and prospective Kinder parents to increase school readiness. eg L3 program, transition</li> </ul>	✓	✓	✓	✓	Principal, DP, Executive		
<b>SE3 Develop a technology to support 21st century learning</b>	<ul style="list-style-type: none"> <li>Employ .2 paraprofessional for computer administration</li> <li>Set up K-2 computer room with mentoring of effective teaching strategies from T4L</li> </ul>	✓				Principal Tech coordinator Regional /district Paraprofessional Tech coordinator Exec, Grade co-ord Regional /district	\$8000 tec h \$1500 PL  \$6376 sal	\$6971 tec h \$1000 PL  \$7271 sal  Total NP \$31118
SE3.a Continue the roll-out of T4L computer/technology hardware. Setting up computer areas within the school. Replacement of school purchased equipment								
SE3.b Professional learning, mentoring, team teaching and sharing sessions for teachers & SLSOs on classroom programs, teaching strategies	<ul style="list-style-type: none"> <li>Employ .4 computer coordinator for mentoring staff</li> <li>PL/ workshops to develop technology skills</li> <li>Team mentoring K-2 lab for classroom strategies</li> <li>Team mentoring of 3-6</li> </ul>	✓	✓	✓	✓	Tech committee Grade co-ord	\$14887 Sal	\$16976 Sal Total NP \$31863
SE3.c Fully implement the KKPS ITC scope and sequence, technology programs and programs for connected learning e.g. virtual excursions, debating, projects	<ul style="list-style-type: none"> <li>Enrol in Virtual excursions</li> <li>Explore more possibilities for interconnected classroom projects</li> <li>Purchase hardware to implement effective teaching and learning e.g. Smartboard cameras</li> <li>Continuation of Smartboard technology – classroom sharing sessions, tips in whats on</li> </ul>	✓	✓	✓	✓	Tech coordinator Paraprofessional CLO, AEW	\$2000 tec sof  \$10400 tec h	\$2316 tec s  Total NP \$14,716
SE3.d Expand technology to the wider community including workshops and improved school website e.g. school blog, parent help desk, school & classroom information.	<ul style="list-style-type: none"> <li>Workshops for playgroup / transition students</li> <li>Establish parent help on website</li> <li>Technology Workshops for parents</li> <li>Provide further information and skills to parents via school and community workshops.</li> </ul>	✓	✓	✓	✓	Principal Tech coordinator Regional /district Paraprofessional CLO		
<b>Effective quality systems are in place to strengthen partnerships between home, school and community</b>	<ul style="list-style-type: none"> <li>Increase the profile of the CLO .3</li> <li>Expand the school target to include all areas of the community matrix.e.g P&amp;C mtgs</li> <li>Extend the building of relationships with the wider community;</li> <li>Develop parent knowledge on school life and learning</li> </ul>	✓	✓	✓	✓	Principal CLO Community Co-ord Principal DP Exec, CLO, AEW Community Co-ord	\$20328 sal	\$23182 sal Total NP \$43,510

SE4.a Investigate, plan & implement avenues for increased parent involvement and learning within the school e.g. P&C, Canteen, volunteers, KLAs, parent workshops	<ul style="list-style-type: none"> <li>programs through an enhanced website.</li> <li>Increase the profile of the P&amp;C. Investigate &amp; seek support from District P&amp;C association. Discussion in P&amp;C mtgs</li> <li>Designate multi-purpose room for P&amp;C meetings</li> <li>Welcome to school family BBQ</li> </ul>	✓	✓	✓	✓			
SE4.b Develop strategies to continue to improve 3 way communication (staff, student parent) including hospitality	<ul style="list-style-type: none"> <li>Promote students understanding of their role in linking home and school.</li> <li></li> </ul>	✓	✓	✓		Principal, DP Exec, CLO, AEW Community Co-ord	\$1000 com	\$500 com  Total NP \$1500
SE4.c Develop strategies to strengthen partnerships with the Aboriginal community, including hospitality	<ul style="list-style-type: none"> <li>Employ and AEW to support parents, students and staff to ensure positive outcomes in parent meetings. .3 AEW (.2 KKPS, .1 LMG)</li> <li>increase the profile of the AEW. Invite AEW to committee meetings.</li> <li>Investigate local community connections with parents</li> <li>Encourage local groups to use the school as a community resource eg "Local Women's Aboriginal Group".</li> </ul>	✓	✓	✓	✓	CLO, AEW Transition AP	7750 Sal \$1000 com	8837 Sal \$1000 com  Total NP \$18,587
SE4.d Implement transition to school programs e.g. playgroup, links with preschool inter agency support	<ul style="list-style-type: none"> <li>Continue transition facilitator regular preschool visits</li> <li>Tighten communication procedures for kindergarten orientation</li> <li>Consolidate weekly playgroup</li> </ul>		✓	✓	✓	CLO, AEW Transition AP	\$1000 com	\$1000 com Total NP \$2,000

# STAFF QUALITY

## Strategic Priority Areas

Leadership & Management, Curriculum & Assessment, Student Engagement & Attainment, Literacy & Numeracy, Aboriginal Education, Organisational Effectiveness **NP\$268,638**

<p><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>All staff are confident to deliver the school's targets</li> <li>The school has effective quality systems in place to support effective teaching and learning</li> <li>Improved literacy and numeracy outcomes are achieved as a result of effective and explicit teaching strategies</li> </ul>	<p><b>Targets</b></p> <ul style="list-style-type: none"> <li>School NAPLAN reading, writing and numeracy targets are achieved.</li> <li>Student engagement targets are achieved.</li> <li>Growth between Y3 and Y5 for NAPLAN Reading, Writing and Numeracy Tests is at or above state average.</li> <li>All teaching staff are trained and implementing the Talking and Listening program across all KLAs.</li> <li>The quality teaching model is evident in all teachers' practice and programming.</li> </ul>
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Focus	Strategies	Timeframe				Responsibility	Semester 1	Semester 2
		T1	T2	T3	T4			
<p><b>SQ1</b> Teachers are well supported and trained in current educational and welfare programs</p>	<ul style="list-style-type: none"> <li>Employ HAT for professional learning, classroom mentoring and data maintenance ( 1.0)</li> <li>Employ Kindergarten Transition /community coordinator (0.5)</li> </ul>	✓				Principal	\$60484 Sal	\$68973 Sal
<p>SQ2.a Employ NP facilitators throughout the school to support staff to implement explicit teaching strategies &amp; to progress school priorities</p>		✓	→				\$19478 Sal	\$22212 Sal
							Total NP \$171,147	
<p>SQ2.b Employ NP support staff for finance &amp; administration</p>	<p>Employ staff to ensure financial administration and documentation of program</p> <ul style="list-style-type: none"> <li>SAO (0.4)</li> <li>SAM (0.2)</li> </ul>	✓	→			Principal	NP \$ 9444 sal \$5241 cas	NP \$10770 sal \$5240 cas Total NP \$30,695
<p><b>SQ2</b> Effective teaching, learning and assessing is underpinned by Quality Teaching</p>	<ul style="list-style-type: none"> <li>Staff from each stage attend 2 day QT course at Kurri TAFE with follow up through their stage 4 staff + HAT (LMG to pay 2 course fees 1760)</li> </ul>	✓	✓	✓	✓	Principal  Consultancy NP - HAT	\$4080 PL  LMG\$1760	Total NP \$4080

SQ2.a Staff attend professional learning courses - school, university, HCC								
SQ2.b Staff use lesson study model / collegial visits to code, plan, teach & assess explicit lessons	<ul style="list-style-type: none"> <li>Grade 1-6 teams implement the lesson study model to embed Quality Teaching Framework into teaching – literacy and numeracy lessons. Follow up with staff discussion feedback. 40 days</li> </ul>	✓	✓	✓		Principal HAT	\$16000 cas	\$720 cas Total NP \$16,720
SQ2.c Staff attend Professional learning / meetings and NP requirements eg change agents, NP conferences	<ul style="list-style-type: none"> <li>Staff attend change agents meetings - 2 staff</li> <li>Staff attend NP conferences meetings – 2 staff</li> </ul>	✓ ✓	✓ ✓	✓ ✓	✓ ✓	Principal HAT	\$1500 cas \$920 cas	\$720 cas \$720 cas Total NP \$3,860
SQ2.d Teaching & non-teaching professional learning in areas of welfare, KLA's & National Curriculum	<ul style="list-style-type: none"> <li>Staff attend PL linked to School Plan</li> <li>Executive attend PL for National Curriculum- 4 days</li> </ul>	✓ ✓	✓ ✓	✓ ✓	✓ ✓	LMG Chair Principal	\$ 8000 KKPS \$720 KKPS	\$ 8000 KKPS \$720 KKPS
SQ2.e Staff participate in combined LMG projects and professional learning	<ul style="list-style-type: none"> <li>Staff attend Term 2 SDD – 8 ways</li> <li>Staff attend Term 3 SDD – student engagement / GATs</li> <li>Staff attend LMG committee meetings and professional learning</li> </ul>		✓	✓		Principal Consultancy	\$1652 PL	Total NP \$1652
<b>SQ3 All staff are well supported to perform their roles and achieve personal aspirations in career development</b>	<ul style="list-style-type: none"> <li>Provide PL for new teachers to sustain programs</li> <li>Review induction of new staff and casuals</li> <li>Training of new staff in school programs</li> <li>Use TARS and EARS to develop Professional Learning plans for staff</li> <li>Time allocated for APs mentor grade co-ordinators in ( 0.2 AP release 0.2 Grade Co coordinator release)</li> <li>Committee leaders mentored - budgeting/ administration</li> </ul>	✓ ✓ ✓ ✓ ✓ ✓ ✓	✓	✓	✓	Principal NST co-ord mentors Principal exec	\$14886 sal	Total NP \$31862 \$16976 Sal
SQ3.a Building teacher capacity for professionalism and leadership. Induction of new staff and casuals.	<ul style="list-style-type: none"> <li>Committee leaders mentored - budgeting/ administration</li> </ul>	✓	✓	✓	✓			
SQ3.b New scheme teachers are supported and mentored to achieve accreditation and required professional learning requirements	<ul style="list-style-type: none"> <li>New scheme teachers assigned mentors including casuals on block employment)</li> <li>New scheme teachers attend network meeting/ support groups</li> </ul>	✓ ✓	✓ ✓	✓ ✓	✓ ✓	Principal SAM	\$ 8622 cas	Total NP \$8622
SQ3.c SLSOs are supported through professional learning plans & regular staff meetings ( office and teachers aides)	<ul style="list-style-type: none"> <li>SLSOs have regular meetings ( office &amp; aides)</li> <li>Office staff attend conferences and training</li> <li>SLSOs attend professional learning – autism, technology, speech</li> </ul>	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	Principal NST co-ord mentors	\$2000 KKPS \$1500 KKPS \$3500 KKPS	\$1000 KKPS \$1000 KKPS \$2000 KKPS

<b>SQ4</b> <b>Quality systems are in place for efficient running of daily routines and effective communication procedures</b>						Principal, SAM District/ regional consultants Principal, SAM exec		
SQ4.a Planning, professional learning and implementation of LMBR								
SQ4.b Regular meetings are scheduled e.g. finance, executive, communication, NP, Grade co-ord	<ul style="list-style-type: none"> <li>Plan term staff meetings agenda</li> <li>NP review meetings T 1 fortnightly, T2,3 2 4 x2 per term</li> </ul>	✓ ✓	✓ ✓	✓ ✓	✓ ✓	Principal, SAM CLO AEW Community Co-ord		\$20,214
SQ4.c Office procedures are efficient with good communication procedures with all staff and community e.g. front office reception	<ul style="list-style-type: none"> <li>Regular office meetings scheduled</li> <li>Front office procedures reviewed each term</li> </ul>	✓ ✓	✓ ✓	✓ ✓	✓ ✓	Principal, SAM CLO AEW Community Co-ord		
SQ4.d School promotion is positive within the school and local community including hospitality to support school programs	<ul style="list-style-type: none"> <li>Review existing communication systems and develop new approaches to communicate with and engage our community</li> </ul>	✓				Principal, SAM CLO AEW Community Co-ord		



## RESOURCING OVERVIEW

	Casual Teachers		Timetable		Resources		CASUAL SASS		Central staffing		
L1.a	1800	Kim									
L1.c	4050	HAT									
L1.d	4320	Julie to coord. With APs (12 days)									
L2.a	1697	?			3000	Kim bags	2000	SASS			
	13842	20 days for Fiona and 0.6 SLSO			3000 500	LW L3 consumables					
					3000	Kim L3					
L2.b	720	Nicole debating			2873	Compre resources - Lit comm/HAT					
	400	PL			4000	Lib Comm					
L3.b			11165	IR (0.3)							
L3.d					1000	Anne Adams					
L4					16000	Dave					
L5.b					4000	Abl Comm					
N1.c	8800	CTJ - HAT									
N2.b	4327				6327	Maths Comm					
N3.b									32299	QS 1.4 SASS	
N4.b					5000	Mathletics - Steve					
N5.b					2000	Abl Maths resources - Alli					

SE1.a	2160	6 days Mentoring PL Steve	7443	Mentoring (0.2)						
SE1.e					500	consumables - Abl comm - Alli				
SE2					1000	GATS - Luke				
SE3	1500	PL Dave			8000	Dave (tech - hard)			6376	0.2 Tech paraprof.
SE3.b			14887	Dave (0.4)						
SE3.c					10400 2000	Dave Tech - hard Tech - soft				
SE4.a									20328	CLO 0.3
SE4.b					1000	Comms				
SE4.c					1000	Comms			7750	AEW 0.3
SE4.d					1000	Comms for Trans. AP - Kim				
SQ1									60484	HAT
									19478	K AP
SQ2.a	4080	QT PL (LMG 1760?)						9444	SAO 0.4	
SQ2.b	16000	Lesson Study - HAT						5241	SAM 0.2	
SQ2.c	1500	Principal								
	920	Principal								
SQ2.e	1652	LMG PL	14886	AP mentoring Grade coordinators (0.4)						
SQ3.b	8622	NST		Principal						
TOTAL	76390		48381		59700		16685		146715	347871

