**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)



**Kurri Kurri Public School**

**National Partnerships Plan 2013**

**This plan has been endorsed and approved by:**

Principal: Date Signature

School Education Director: Date Signature

Adjusted 29/11/2012 $28000 funding support

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| **School Context** | Kurri Kurri Public School provides quality outcomes with an emphasis on best practice in a caring learning environment 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 620 (440 families), which services a diverse community, qualifying for Low SES National Partnerships funding from 2011. There are 25 classes including two special education (IO/IS) classes for students with special needs and a flexible learning IM class. Boys make up 53% of the student population, girls 47% and 10% of the student population identify as Aboriginal and Torres Strait Islanders. The school has a small enthusiastic Parents’ and Citizens’ Association and a large group of parent volunteers. School learning, welfare and cultural programs are also supported by the local AECG committee.  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 2011 and 2012 the KKLC continued its implementation of the Kick Starting Careers Program, for which it received a Director General award in 2010. The staff consists of a Principal, Deputy Principal, HAT, 5 Assistant Principals and 2 LAST teachers (learning assistance). There are 30 classroom teachers, 4 RFF teachers, 2 Reading Recovery/STLA teachers. Kurri PS is staffed by an equal number of permanent and temporary teachers, with 18 teaching staff being members of the NSW Institute of Teachers. The school has a Chaplain, Community Liaison Officer and 16 School Learning Support Officers.  Specialised programs operating across the school in Literacy include: Stage 1 Intensive Reading, Language, Literacy & Learning (L3) and Best Start. L3 and the Intensive Reading program have resulted in significant improvement in Early Stage 1 and Stage 1 reading level data. The school has also focussed professional learning on Literacy Years 3 – 6. Comprehension has been an area for development with professional learning based on the Super Six Strategies. In the area of Numeracy, the Quicksmart program has continued to operate in Stage 3, and the Lesson Study model has been introduced (Yrs 1 – 6) in 2012, improving teacher practice and student outcomes. Teacher Professional learning has focussed on numeracy by differentiating the curriculum and teaching thinking skills to increase student performance in the higher NAPLAN skill bands. Teaching staff have also received a high level of training in Quality Teaching by participating in Lesson Study, attending workshops run by the University of Newcastle and through regular professional learning during staff development days (SDD) and staff meetings (TPL). Support programs for parents are provided through the school’s Vodcasting program which demonstrates reading, and the teaching of Numeracy in order to help parents support their child with homework. Our Aboriginal students are supported in literacy and numeracy as well as through Personalised Learning Plans. This year’s NAPLAN data indicated that although literacy and numeracy achievements are consistently below state averages in all areas, there has been growth for students in the lower bands. Students are underrepresented in the top bands in all areas.  The use of technology to support teaching and learning programs has been enhanced through staff team teaching with a more experienced staff member. Film and media studies have also been further expanded this year. The introduction of a play group in 2011 has eased transition to school and provided family support. The number of children participating in the play group has increased by 50% in a twelve month period. An effective Speech Articulation program has been implemented as an early intervention tool for Kindergarten students. The program is coordinated and overseen by a professional speech pathologist and has proven highly beneficial. A behaviour mentoring program has also been established to improve student social skills and classroom engagement. In alignment with us, a morning Breakfast Club has been established to support students nutritionally and socially to further improve engagement. An enrichment class for Years 5 and 6 has continued to operate in 2012. The school’s commitment to gifted and talented education, combined with current research on engagement, has resulted in participation in an action research project aimed at identifying how to improve the school’s identification process of gifted and talented students and how best to cater for their needs. |

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| Priority Area 1. **LITERACY** | | | | | | | | | | |
| **Strategic Priority Areas**  Aboriginal Education and Training, Connected Learning, Student Engagement and Retention, Teacher Quality | | | | | | | | | | |
| * 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 by 5% from 25% in 2012 to 30% in 2013 to 35% in 2014. * Increase the number of students achieving results in the proficiency bands in NAPLAN Writing for Year 3 by 2% from 29% in 2012 to 31% in 2013 to 33% to 2014 * Increase the number of students achieving results in the proficiency bands in NAPLAN Reading for Year 5 by 3% from 19% in 2012 to 22% in 2013 to 25% in 2014. * Increase the number of students achieving results in the proficiency bands in NAPLAN Writing for Year 5 by 5% from 5% in 2012 to 10% in 2013 to15% in 2014. * Increase the number of students achieving results in the proficiency bands in NAPLAN Reading for Year 7 by 2% from 7% in 2012 to 9% in 2013 to 11% in 2014. * Increase the number of students achieving results in the proficiency bands in NAPLAN Writing for Year 7 by 2% from 7% in 2012 to 9% in 2013 to 11% in 2014. * Increase the number of Kinder, Year 1 and Year 2 students achieving regional reading benchmarks (K – Level 6, Y1 – Level 16, Y2 – Level 26   + Kindergarten – from 70% in 2012 to 73% in 2013 to 75% in 2014   + Year 1- from 72% in 2012 to 75% in 2013 to 77% in 2014   + Year 2 – from 62% in 2012 to 65% in 2013 to 70% in 2014 | | | | | | | | |
| **Focus** | **Strategies** | | **Timeframe** | | | | **Semester 1**  **Resource** | **Semester 2**  **Resource** | | **Totals** |
| **T1** | **T2** | **T3** | **T4** |
| **L1**  **Quality assessment and feedback are used to improve learning and reporting student progress to parents** | * Implement Best Start testing ES1 and record results. * Implement AEDI process * Testing and monitoring of L3 programs K, Yr1 * Running Record data continuously recorded | | **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓** |  |  | |  |
| L1.a Implement effective early years assessment tasks – L3, Best Start, Reading Assessment |
| L1.b NAPLAN & K-6 assessment strategies implemented & analysed. Staff giving students effective feedback | * Yr 4-6 create their classes from 2011 & 2012 Smart2 * Staff use Smart2 data to analyse their class performance and develop focussed teaching programs using Smart2 teaching strategies. * PL on assessment and feedback strategies, * Staff use explicit feedback to students on areas of further development to gain higher reporting levels. * Plot all students against the K-6 Literacy continuum and teach differentiated lessons to student ability. | | **✓**  **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓** | **✓**  **✓** | **✓**  **✓**  **✓** |  |  | |  |
| L1.c Develop a shared, consistent understanding of syllabus outcomes, work samples and reporting levels | * Further develop consistency of teacher judgement for reading and writing through staff discussion and sharing of teaching strategies. * Release staff to critically examine writing samples to determine teaching focus -8 casuals per term | | **✓**  **✓** | **✓**  **✓** | **✓**  **✓** | **✓** | PAS cas sal 6500  16 cas | PAS cas sal 3200  8 cas | | PAS 9700 |
| L1.d Achievement of learning goals and student progress is shared during 3 way conferences | * Students set specific literacy goals with regular review * Getting to Know You” meetings beginning of Term 1 Wk 4 * Teacher preparation of expectations/ requirements for 3 way interviews. Develop a protocol * Rolling 3 Way conferences throughout the year focussing on literacy goals, feedback and where to next in the learning continuum. ½ day per class 12 cas per sem | | **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | cas sal 5000  Reporting  12 cas | cas sal 5000  reporting  12 cas | | PAS 10000 |
| **L2**  **Literacy programs are relevant and focussed** | * Continue Kindergarten home learning bags including literacy and fun activities. Students take home weekly. * Implement L3 program & attend PL – K & Yr1   Speech pathologist to screen ES1 students & new S1 enrolments & monitor program – 20 days Investigate incorporating receptive & expressive speech development.   * SLSO implement speech activities to targeted students   3x.3 SLSO –regular review with speech pathologist   * Staff attend Best Start Network meetings * Professional learning & Classroom from Best Start Instructional Leader – Reading, Writing, * Implement RR & attend PL * Purchase resources for Early Years Programs | | **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓**  **✓** | Cas Sal 4073  10 days - F Seamer  SLSO Sal 21,316    NP Res 1000 | Cas Sal 4073  10 days - F Seamer  SLSO Sal 30,131  NP Res 400 | | PAS 5000  Resources  NP 8147  NP 51447  NP Res 1400 |
| L2.a Implement early years literacy programs – L3, Best Start, Speech, Reading Recovery |
| L2.b Implement literacy programs from analysis of NAPLAN & school assessment with activities enabling students to achieve high or outstanding reporting levels | * Using John Hattie’s effect size formula to determine effectiveness of teaching strategies.   **Talking and Listening**   * Professional learning with the integration of the literacy continuum and use of First Steps Teaching Resources * Public speaking / debating within the school   **Reading**   * Professional learning on comprehension. – Super 6 strat * Develop a love of reading – purchase variety literature e.g novel study * Increase the library profile – borrowing story time, book week, purchase library equipment. * Implement Home Reading program for Yrs 3 – 6 * Purchase texts to support the Home Reading program   **Writing**   * Writing assessments each term marking to rubric * Adjust rubric to include G&T extension * Yr 3 Yr 5 preparation for NAPLAN * PL on spelling, grammar, punctuation & vocabulary | | **✓**  **✓**    **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓** | PAS 10000  Novels, contact SASS covering  NP Res 3000  PAS 5000 |  | | PAS 10000  NP Res 3000  PAS 5000 |
| L2.c Professional Learning on literacy strategies, National Curriculum understanding and NSW syllabus implementation | * PL to prepare for National curriculum * SDD National Curriculum * Trial National Curriculum * Purchase respurces to support National Curriculum | | **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓** | **✓**  **✓** | **✓**  **✓** | PAS 5000  Globalwords |  | | PAS 5000 |
| **L3**  **Implement literacy programs to cater for the diverse needs of all of our learners** | * LST meetings to assign students for intensive support * Recording student data on school data base * Term meetings to allocate students to programs from data * Purchase of resources to facilitate programs * Transition program for students returning to home classes after completion of a specific literacy support program. – Best Star & L3 leaders. | | **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓** |  | PAS 2000 | | PAS 2000 |
| 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 | * Implement Intensive Reading program to targeted students 30 minute sessions – S1, S2 ES1( T4) * Implement point of need programs – eg phonic awareness * LAST to work with targeted students | | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | Sal 21978  B Burgess | | Sal 302310  B Burgess | Sal 52288 |
| L3.c G&T students identified and teachers implementing appropriate G&Ts programs.  Develop a love of reading | * Continue enrichment class * Entry into competitions * PL on literacy strategies for all K-6 classes to implement * Investigate S2 enrichment groups | | **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓** | PL 1000  Cas sal 2000  lesson obser | | PL 1000  Cas sal 2000  lesson obser of enrichment class | PAS 6000 |
| L3.d Develop group work, learning centres as part of a vibrant quality learning environment | * Purchase hands on materials for reading groups * Professional learning on group work strategies to support quality assessment and feedback -HAT, Instructional Leaders * Classroom observations and sharing of strategies for open ended activities & explicit focussed teaching – HAT, Instructional Leaders | | **✓** | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓** | NP Res 2000 | | NP Res 1000 | NP Res 3000 |
| L4.e Literacy programs developed for students with special needs | * Purchase of appropriate resources * Special Ed staff attend professional learning | | **✓**  **✓** | **✓**  **✓** | **✓** |  |  | |  |  |
| **L4**  **Embedding technology into teaching, learning & assessing** | * Film making and use of technology for help desk for students. * Expand film making program * Entry into competitions * Purchase software to teach explicit reading skills * Develop website as a support for home learning, literacy games etc * Implementation of I Pad technology | | **✓**  **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓** | PAS 3000 | | PAS 3000 | PAS 6000 |
| L4.a Identify a variety of technologies, resources & technology focussed programs, which will support a wide variety of learning styles and abilities. |
| L4.b Teachers and students are supported to use technology for literacy learning | * Maintain mentoring with technology teacher for literacy sessions * Technology included in staff meetings and after school workshops at point of need * K-6 students / staff use technology to support learning | | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** |  | |  |  |
| **L5**  **Aboriginal students are support with literacy learning** | * Staff use Smart2 data to analyse their class performance of Aboriginal students and develop focussed teaching programs using Smart2 teaching strategies. * Regular monitoring of progress towards PLP goals | | **✓**  **✓** | **✓** | **✓**  **✓** | **✓** |  | |  |  |
| 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 gap | * Norta Norta tutor supports students in the classrooms. Purchase of Aboriginal reading materials and games | | **✓**  **✓** | **✓**  **✓** | **✓**  **✓** | **✓** | Norta Norta funds  PAS res 2000  Aboriginal books written by Aboriginal people | | Norta Norta funds | PAS 2000 |

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| Priority Area 2. **NUMERACY** | | | | | | | | | |
| **Strategic Priority Areas**  Leadership & Management, Curriculum & Assessment, Student Engagement & Attainment, Aboriginal Education, Organisational Effectiveness NP$ | | | | | | | | | |
| **Intended Outcomes**   * 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 | | **Targets**   * Increase the number of students achieving results in the proficiency bands in NAPLAN Numeracy for Year 3 by 3% from 17% in 2012 to 20% in 2013 to 23% in 2014. * Increase the number of students achieving results in the proficiency bands in NAPLAN Numeracy for Year 5 by 3% from 10% in 2012 to 13% in 2013 to 16% in 2014. * Increase the number of students achieving results in the proficiency bands in NAPLAN Numeracy for Year 7 by 2% from 8% in 2012 to 10% in 2013 to 12% in 2014. * Increase the number of Year 7 students above National Benchmarks in Numeracy by 5%from 58% in 2012 to 63% in 2013 to 68% in 2014. | | | | | | | |
| **NUMERACY** | **Strategies** | | **Timeframe** | | | | **Semester 1**  **Resource** | **Semester 2**  **Resource** | **Total** |
| **T1** | **T2** | **T3** | **T4** |
| **N1**  **Quality assessment and feedback are used to improve learning** | * School based assessment is used to inform teaching / learning and reporting (Best Start, extended assessment tasks with rubrics), Newman’s Analysis * 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 * Introduction of pre & post testing of mathematics units of work | | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** |  |  |  |
| N1.b NAPLAN & K-6 assessment strategies  implemented and analysed. Staff provide students with effective feedback for learning | * Effective regular feedback to guide students in the learning continuum and build student capacity to self-assess. Through visible learning T4 2012 SDD, in class support & lesson study. * Plot all K-6 students on Numeracy Continuum that links to KK Scope & Sequence. | | **✓**  **✓** | **✓**  **✓** | **✓**  **✓** | **✓**  **✓** |  |  |  |
| N1.c Develop a shared understanding of work samples, syllabus outcomes and promote high expectations for both students and teachers | * Continuation of Lesson Study to inform & improve teacher practice for explicit & focussed teaching * Lesson study approach to improve teachers capacity to differentiate learning activities – 20 days x3 terms | |  | **✓** | **✓** |  | See Staff Quality for funding allocation |  |  |
| N1.d Achievement of learning goals and student progress is shared during 3 way conferences | * Getting to Know You” meetings beginning of Term 1. * Teacher preparation of expectations/ requirements for 3 way interviews. Develop a protocol. * Rolling 3 Way conferences throughout the year. * Improved communication to parents on the value of 3 way conferences. CLO to assist working parents * Each student will set Maths learning goals and CT will put in place monitoring processes for students to self-assess their progress and celebrate with parents and staff. | | **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓** | **✓** |  |  | PAS 12000 cas Sal |
| **N2**  **Mathematics programs are specific and focussed** | * Grade meetings focus on CTJ for teaching strategies, activities and expectations * Ensure consistent delivery of maths program, including ongoing assessments * Develop a whole school Scope & Sequence in alignment with the new syllabus | | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓** | **✓**  **✓** |  |  |  |
|  | * Implement Best Start activities * Classroom support from Best Start leader * Refine Kindergarten home learning bags including numeracy and fun activities | | **✓**  **✓**  **✓** | **✓** | **✓**  **✓** | **✓** |  |  |  |
| 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 | * Plan and implement maths program. Release staff to work with HAT to plan, program & teach to new syllabus * Consolidate Newman’s Analysis * Teach activities to enable students to achieve high or outstanding * Set up number resources for each room * Shared measurement / space containers for stage * Using John Hattie’s effect size formula to determine effectiveness of teaching strategies. | | **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | PAS resources  10000  Tubs  Measurement  Space  Numeration |  | PAS10000 |
| N2.c Professional Learning on numeracy strategies, National Curriculum understanding NSW syllabus and implementation | * Professional learning on teaching and learning practices and programs to increase student opportunities to reach NAPLAN proficiency bands | | **✓** | **✓** | **✓** | **✓** |  |  |  |
| **N3**  **Implement Mathematics programs to cater for the diverse needs of all of our learners** | * LAST program to cater for diverse learners. * Create an Intensive Number program for targeted students - SASS staff – staff * Term meetings to allocate students to intensive maths programs | | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | PAS 18000 |  | PAS 18000  ( Nicole) |
| N3.a LAST support for targeted students and Number Intervention Program |
| N3.b Implement Quicksmart for Stage 3 and selected Yr 4 students | * Implement Quicksmart for S3. Employ SLSO 3 x 0.4 * PL for Quicksmart program - 6 SASS days * Regular meetings to plot progress * Registration for next 3 years - $1600 | | **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | NP Sal 28421 | NP Sal 40175 | NP 68596  Kim F  Kim S  Annie P |
| N3.c N3.c Implement Mathematics programs and explore different groupings and organisation including GATs | * GATs program to cater for diverse learners. K - 6 * Staff meeting on recognising and teaching extension activities | | **✓**  **✓** | **✓**  **✓** | **✓** | **✓** |  |  |  |
| **N4**  **Embedding technology into teaching, learning & assessing** | * Technology teacher to team teach with CT to support new teaching / learning strategies * Purchase of appropriate teaching resources * Establish group work for maths activities | | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓** | **✓**  **✓** |  |  |  |
| 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 | * Vodcasting/podcasting to support home learning * Mathsletics for class and home learning - PAS * K-6 students use technology to support learning | | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | PAS 5000 |  | PAS 5000  NP Res 2943 |
| **N5**  **Aboriginal students are support with mathematical**  **learning** | * Link PLP monitoring into 3 way conferencing * Formalise supervisor monitoring of PLPs   . | | **✓**  **✓**  **✓** | **✓**  **✓** | **✓** | **✓** |  |  |  |
| N5.a PLPs are used effectively to support and develop the learning of Aboriginal students |
| N5.b Programs catering for students learning abilities to close the gap | * Purchase appropriate resources to assist Aboriginal students. * Analysis of NAPLAN data to teach explicit lessons * Norta Norta Tutor to support Aboriginal students | | **✓**  **✓** | **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓** |  |  |  |

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| Priority Area 3. **STUDENT ENGAGEMENT** | | | | | | | | | |
| **Strategic Priority 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 | | **Targets**   * Increase the number of students with positive behaviour records from 86.61% in 2012 to 88% in 2013 to 90% in 2014. * Reduce the number of discipline referrals by 5% from 604 in 2012 to 573 in 2013 to 545 in 2014. * Increase the number of students achieving 90% attendance level by 5% from 66% in 2012 to 71% in 2013 to 76% in 2014. * 75% of students and their families participate in 3 way conferences from 75% in 2012 to 78% in 2013 to 81% in 2014. * School progresses on the Aboriginal education planning matrix from level 2/3 to Level 3 in 2013 to Level 4 in 2014. * School achieves level 3 in all areas on the school community planning matrix in 2013 and consolidates in 2014. * School moves from implementation Level 3 on GATS matrix in 2012 to level 4 by 2014. | | | | | | | |
| **STUDENT ENGAGEMENT** | **Strategies** | | **Timeframe** | | | | **Semester 1**  **Resource** | **Semester 2**  **Resource** | **Total** |
| **T1** | T2 | T3 | **T4** |
| **SE1**  **Develop responsible and resilient school citizens** | * Behaviour Risk management plans for identified students * Assign staff to students for mentoring and provide 1 hr p/w to mentor their students release - .2 * LST meetings to monitor progress * PL for mentors & new staff to keep programs sustainable 6 days in S1, 4 days in S2 | | **✓**  **✓**  **✓**  **✓** | **✓**  **✓** | **✓**  **✓** | **✓**  **✓**  **✓** | NP 0.2 Sal 7326  RFF | NP 0.2 Sal 10103  RFF | NP 0.2 Sal 17429  ( Nicole)  PAS 15000  Michael |
| 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. | * Involve CLO in the full range of school activities * Release 1 staff member to train peer support leaders for 2014 | | **✓** | **✓** | **✓** | **✓**  **✓** |  |  | PAS 400 |
| SE1.c Further develop student leadership opportunities | * Implement leaders workshops * School Leadership team to attend camp - Forster | | **✓**  **✓** |  |  | **✓** | Michael Gross young leaders  $600 |  |  |
| SE1.d Maintaining harmonious and engaging classrooms & playground for students with refined school welfare programs for the changing student population | * Include behaviour on agenda for staff meetings * Induction of new staff and casuals on behaviour and values programs * Update casual teachers folders & teacher programs * Staff informed at staff meetings on targeted students * Implement playground programs * Upgrade school grounds, playground equipment, toilets * Regular review of existing programs * CLO to liaise with Kindergarten parents on good attendance and punctuality | | **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓** | PAS 62000  -- toilets |  | PAS 62000 |
| SE1. e Analysis of data to implement programs to increase attendance for Aboriginal & non-Aboriginal students | * Continue the breakfast club to encourage student attendance. * Term certificates for 95% attendance and above * Promote punctuality for all students * Advertise importance of attendance to community | | **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓** |  |  |  |
| **SE2**  **Engage students in learning through teaching all curriculum and**  **extra – curricular areas** | * Refine GATs Policy and programs K-6 * PL to support staff to successfully identify and cater for the needs of GATs * Refine / extension of enrichment class for S3 * Continuation of GATS Symposium project | | **✓**  **✓**  **✓**  **✓** | **✓**  **✓** | **✓** | **✓** |  |  |  |
| 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 | * Trial organisation of teaching KLAs across a whole school timetable to focus on teacher & student talents. * Trial new curriculum for History and Science. * Survey parents of CAPA talents | | **✓**  **✓**  **✓** | **✓**  **✓** | **✓**  **✓** | **✓**  **✓** | PAS 20000  Science units  Science resources  CAPA | PAS 5000  Science units  Science resources  CAPA | PAS 25000 |
| SE2.b Professional learning of GATs education and provide opportunities for GATs students to excel across all KLAs | * PL of ES1 GATs modules ( SDD T4) * PL on identifying GATs students K6 * PL& staff sharing of differentiation, questioning, teaching strategies * Continuation of GATS Symposium project * Observation / feedback of enrichment class * Investigate enrichment groups K-6 | | **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓** |  |  |  |
| SE2.c Preparation, professional learning and implementation of the National Curriculum | * SDD on New Syllabus * Trial new syllabus * Develop School Scope & Sequence for KLAs * Parent awareness of new Syllabus | | **✓**  **✓** | **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓** |  |  |  |
| **SE3**  **Develop a technology to support 21st century learning** | * Employ .2 paraprofessional for computer administration * Expand computer facilities for the hall * Establish 2nd media room * Establish a cycle for computer maintenance * Purchase resources to support new technology programs & assistive technology | | **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓** | **✓** | NP sal 5774  E Meers  NP res 15000  Cameras  Light  Mixer  Cabling  Speakers  Claymation $700 | NP sal 8162 | NP sal 13936  NP res 15000  PAS 20000- netbook replacement |
| 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 | * Employ .4 computer coordinator for mentoring staff * PL/ workshops to develop technology skills * Team mentoring K-6 * Continuation of Ipads for learning K - 6 | | **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | NP 14652  D Maddock | NP 20207 | NP 34859 |
| SE3.c Fully implement the KKPS ITC scope and sequence, technology programs and programs for connected learning e.g. film making, virtual excursions, debating, projects | * Enrol in Virtual excursions * Explore more possibilities for interconnected classroom projects * Purchase hardware to implement effective teaching and learning e.g. Smartboard cameras * Continuation of Smartboard technology – classroom sharing sessions, tips in whats on * Expand film making program * Professional Learning | | **✓**  **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓** | PAS 3000  Virtual excursions  resources | PAS 2000 | PAS 5000 |
| SE3.d Expand technology to the wider community including workshops and improved school website e.g. school blog, parent help desk, school & classroom information. | * Workshops for playgroup / transition students * Establish parent help on website * Provide further information and skills to parents via school and community workshops. * Address safe internet use e.g. cyber bullying | | **✓**  **✓** | **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓** | **✓**  **✓** |  |  | PAS 2000 |
| **Effective quality systems are in place to strengthen partnerships between home, school and community** | * Increase the profile of the CLO .6 * Expand the school target to include all areas of the community matrix.e.g P&C mtgs * Extend the building of relationships with the wider community; * Develop parent knowledge on school life and learning programs through an enhanced website. * Increase the profile of the P&C. Investigate ways to increase P&C membership eg pm meetings * Designate room for P&C meetings * Welcome to school family BBQ | | **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | NP Sal 19256 | NP Sal 27220 | NP Sal 46476  Davina |
| SE4.a Investigate, plan & implement avenues for increased parent involvement and learning within the school e.g. P&C, Canteen, volunteers, KLAs, parent workshops |
| SE4.b Develop strategies to continue to improve 3 way communication (staff, student parent) including hospitality | * Improve communication to advise parents of their child’s inclusion / progress for placement in targeted programs * Improve communications between classroom teachers & teachers of targeted programs * Introduce Learning Intention concept for students to link school learning with home discussions * Review homework tasks | | **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓** |  |  |  |
| SE4.c Develop strategies to strengthen partnerships with the Aboriginal community, including hospitality eg yarning mentoring | * Investigate local community connections with parents * Encourage local groups to use the school as a community resource “ Eg Yarning Mentoring | | **✓**  **✓** | **✓**  **✓** | **✓**  **✓** | **✓**  **✓** |  |  | PAS 8000 |
| SE4.d Implement transition to school programs e.g. playgroup, links with preschool inter agency support | * Continue transition facilitator regular preschool visits * Tighten communication procedures for kindergarten orientation * Consolidate weekly playgroup | |  | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓** |  |  |  |

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| Priority Area 4. **STAFF QUALITY** | | | | | | | | | |
| **Strategic Priority Areas** Assessment, Student Engagement & Attainment, Literacy & Numeracy, Aboriginal Education, Organisational Effectiveness **NP$2** | | | | | | | | | |
| **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 | | **Targets**   * School NAPLAN reading, writing and numeracy targets are achieved * Student engagement targets are achieved * Growth between Y3 and Y5 for NAPLAN Reading, Writing and Numeracy NAPLAN Tests is at or above state average * All teaching staff will embed the QTF into programming and teaching practices as rated by Guskey PL Level 3 (changes to teaching practice) by the end of 2013 and Level 4 by 2014. | | | | | | | |
| **Focus** | **Strategies** | | **Timeframe** | | | | **Semester 1**  **Resource** | **Semester 2**  **Resource** | **Total** |
| **T1** | **T2** | **T3** | **T4** |
| **SQ1**  **Teachers are well supported and trained in current educational and welfare programs** | * Employ HAT for professional learning, classroom mentoring and data maintenance ( 1.0) Meredith Lindsay * Employ Kindergarten / L3 Leader (1.0) Kim McIntyre * Employ Best Start Leader (1.0) Anne Adams | | **✓**  **✓** |  |  |  |  |  | NP 1295569 Corinne for Meredith  Kim replacement)2 to  NP 140411  Michelle Ovenst for Anne  PSP 1.0  Ash for Kim |
| SQ2.a Employ NP facilitators throughout the school to support staff to implement explicit teaching strategies & to progress school priorities |
| SQ2.b Employ NP support staff for finance & administration & school operation | Employ staff to ensure financial administration and documentation of program   * SAO (0.4) * SAM (0.2) | | **✓** |  |  |  | *Cas SASS*  *SASS*  *Resources*  *SAM* | NP 9111  NP 34268  NP 5000  NP 11641 | NP 9111  NP 34268  NP 5000  NP 11641 |
| **SQ2**  **Effective teaching, learning and assessing is underpinned by Quality Teaching** | * Staff attend 2 day QT course at Kurri TAFE with follow up through their stage 4 staff + HAT (LMG to pay 2 course fees) | | 🗸 |  |  |  |  |  |  |
| SQ2.a Staff attend professional learning courses - school, university, HCC, Visible Learning |
| SQ2.b Staff use lesson study model / collegial visits to code, plan, teach & assess explicit lessons | * Grade 1-6 teams implement the lesson study model to embed Quality Teaching Framework into teaching –numeracy lessons. Follow up with staff discussion feedback. 40 days Maths | |  | **✓** | **✓** |  |  |  | NP Cal Sal 8528  PAS 15000 |
| SQ2.c Staff attend Professional learning / meetings and NP requirements eg change agents, NP conferences | * Staff attend change agents meetings - HAT * Staff attend NP conferences meetings – 2 staff * Staff attend Change Agents Network meetings * Staff to attend network Meeitngs | | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓** |  |  | NP cas Sal 26078  PAS 500 |
| SQ2.d Teaching & non-teaching professional learning in areas of welfare, KLAs & National Curriculum | * Staff attend PL linked to School Plan * Executive attend PL for National Curriculum- | | **✓**  **✓** | **✓**  **✓** | **✓**  **✓** | **✓**  **✓** |  |  | School PL Budget |
| SQ2.e Staff participate in combined LMG projects and professional learning | * Staff attend LMG committee meetings and professional learning | | **✓** | **✓** | **✓** | **✓** |  |  | NP Sal 19558 |
| **SQ3**  **All staff are well supported to perform their roles and achieve personal aspirations in career development** | * Provide PL for new teachers to sustain programs * Induction of new staff and casuals * Training of new staff in school programs * Use TARS and EARS to develop Professional Learning plans for staff * Time allocated to develop leadership capacity for AP. – 1 day per week * Committee leaders mentored - budgeting/ administration | | **✓**  **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓** |  |  | PAS Sal 20000  (Michael) |
| SQ3.a Building teacher capacity for professionalism and leadership. Induction of new staff and casuals. |
| SQ3.b New scheme teachers are supported and mentored to achieve accreditation and required professional learning requirements | * New scheme teachers assigned mentors including casuals on block employment * New scheme teachers attend network meeting/ support groups | | **✓**  **✓** | **✓**  **✓** | **✓**  **✓** | **✓**  **✓** |  |  |  |
| SQ3.c SLSOs are supported through professional learning plans & regular staff meetings ( office and SLSOs) | * SLSOs have regular meetings ( office & aides) * Office staff attend conferences and training * SLSOs attend professional learning – autism, technology, speech | | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** |  |  | PAS 10000 |
| **SQ4**  **Quality systems are in place for efficient running of daily routines and effective communication procedures** |  | |  |  |  |  |  |  |  |
| SQ4.a Planning, professional learning and implementation of new Departmental systems |
| **SQ4.b Regular meetings are scheduled e.g. finance, executive, communication, NP, Grade co-ord** | * Plan term staff meetings agenda * NP review meetings | | **✓**  **✓** | **✓**  **✓** | **✓**  **✓** | **✓**  **✓** |  |  |  |
| **SQ4.c Office procedures are efficient with good communication procedures with all staff and community e.g. front office reception** | * Regular office meetings scheduled * Front office procedures reviewed each term | | **✓**  **✓** | **✓**  **✓** | **✓**  **✓** | **✓**  **✓** |  |  |  |
| **SQ4.d School promotion is positive within the school and local community including hospitality to support school programs** | * Review existing communication systems and develop new approaches to communicate with and engage the community | | **✓** |  |  |  |  |  |  |

## 