



Education &  
Communities



# Regents Park Public School

*Creating opportunity for success*

School Plan

2012-2014



## School Plan 2012 - 2014 Regents Park Public School

### School context

Regents Park Public School provides learning opportunities for approximately 282 students. The school is located in the Bankstown School Education Area in South Western Sydney Region. The school caters for a diverse student population with approximately 88.03% of students from a language background other than English. There are significant groups from Cantonese, Mandarin, Arabic Speaking and Pacific –Islander backgrounds. There are approximately 30 full-time and part-time personnel including executive staff, classroom teachers, librarian, English as a Second Language teachers, Learning and Support teachers, a Reading Recovery teacher, school counsellor, administrative staff, a general assistant, school learning support officers and a community liaison officer. Regents Park Public School has an uncompromising focus on teacher professional development to improve teaching and learning which is tailored to student personalised learning needs in a supportive and respectfully challenging learning environment.

***The following school plan provides an overview of the school's focus areas and future directions and does not reflect everything the school does or aims to achieve.***

### School Identified Priority Areas

1. Professional learning and leadership
2. Literacy
3. Numeracy
4. Learning Support
5. Student engagement through community participation
6. Aboriginal Education

### Intended Outcomes

- Improved student engagement, connectedness and attainment through quality teaching, the integration of technology, the personalisation of educational programmes and community participation.
- Improved literacy and numeracy skills with a focus on the application of Quality Teaching Framework, Focus on Reading, learning intentions, success criteria and quality student feedback.
- Application of the DEC Aboriginal Education Policy across the school and the community.
- Increased teacher and school leader capacity to support student learning and school improvement.

<b>The plan has been endorsed and approved by:</b>							
<b>Principal:</b>	<b>Rose Manousaridis</b>	<b>Date:</b>		<b>School Education Director:</b>	<b>Rod Leonarder</b>	<b>Date:</b>	

Principal's initials: \_\_\_\_\_

School Education Director's Initials \_\_\_\_\_

Regents Park Public School is a National Partnerships School (Low SES School Communities).

Expenditure of National Partnership funds which is identified in red, must comply with the following Priority Areas for Reform (Low SES Communities):

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

The above codes are used in this plan to indicate that expenditure of National Partnerships funds complies with the reforms.

'The NSW DEC Analytical Framework for effective leadership and school improvement in literacy and numeracy' was completed by all staff in 2011 and again in 2012 to develop a set of practical measures. In 2011, staff identified statements 4, 5, 6 and 20 as priorities. Following completion of the framework in 2012, data showed there was growth of one measure in statements 4, 5, 6 and growth of two measures in statement 20.

# School Plan 2012-2014 Regents Park Public School

## School Priority Area: Professional Learning and Leadership

### Targets

- 100% of teachers will develop and implement Individual Professional Learning Plans which are aligned with student learning needs.
- 100% of teachers will rate the quality of their professional learning for the year as 'very high'.
- 100% of teachers will participate in enquiry based learning which relates directly with actual teaching practice.

## School Priority Area: Professional Learning and Leadership

***Outcome: Professional learning is strategically planned and is aligned with the school plan, student learning needs and teacher learning needs to increase capacity to improve student learning outcomes and facilitate school improvement.***

Indicators	Strategies	Analytical Framework	NP Reform Areas	Timeframe			Responsibility	Funding 2013
				2012	2013	2014		
Professional learning reflects information gained from the analysis of student performance data.	Analyse student performance data in literacy and numeracy to design a school professional learning plan which is aligned with student learning needs.	21 (3.7)		x	x	x	Teachers and executive	
Professional learning is embedded in day to day teaching practice to enhance teaching practice to improve student outcomes in literacy and numeracy and is linked to the school plan and the literacy and numeracy targets.	Develop and monitor the school professional learning plan so it reflects the school's priorities, the learning needs of students, the needs of teachers and the resources of the school.	24(2.1)		x	x	x	Executive and teachers	

## School Priority Area: Professional Learning and Leadership

**Outcome: Professional learning is strategically planned and is aligned with the school plan, student learning needs and teacher learning needs to increase capacity to improve student learning outcomes and facilitate school improvement.**

Indicators	Strategies	Analytical Framework	NP Reform Areas	Timeframe			Responsibility	Funding 2013
				2012	2013	2014		
<p>The Principal, assistant principals and teachers actively engage in high quality professional learning which is self-directed, relevant and connects theoretical knowledge to everyday practice.</p> <p>Teachers seek and receive ongoing formal and informal feedback and support to improve their professional practice within a strong performance and development culture.</p> <p>Teachers understand what is expected of them.</p>	<p><b>Develop and strengthen a school culture in which continued learning is considered an essential aspect of professional practice.</b></p> <p>Ensure that professional learning is embedded in day to day practice through the integration of quality professional dialogue and reflection which has a focus on student learning in executive forums, stage forums, whole staff forums and individual conferences.</p>	21 (4.1, 4.5)	4		x	x	Executive and teachers	\$1500 Venue hire
	<p>Raise awareness of and implement the Australian Teacher Performance and Development Framework.</p>			x	x	x	Executive and teachers	
	<p>Provide ongoing formal and informal feedback and support to develop a culture of reflection and continuous improvement through professional dialogue and reflection, individual conferences, stage meetings, class observations, program analysis, student work analysis, team teaching and modelling of teaching.</p>	6 (2.1)	2		x	x	Principal and assistant principals	
						Assistant principals		

## School Priority Area: Professional Learning and Leadership

**Outcome: Professional learning is strategically planned and is aligned with the school plan, student learning needs and teacher learning needs to increase capacity to improve student learning outcomes and facilitate school improvement.**

Indicators	Strategies	Analytical Framework	NP Reform Areas	Timeframe			Responsibility	Funding 2013
				2012	2013	2014		
Professional learning plans are designed, implemented and monitored with goals which are measurable and have a clear link to evidence which is used as a basis for feedback and reflection by 100% of teaching staff.	Teachers in consultation with supervisors and peers develop implement and monitor individual professional learning plans which identify professional learning needs and goals which are aligned to the school plan and to improving student learning outcomes.			x	x	x	Teachers and executive	
	Differentiate professional learning experiences to meet the needs of individual teachers such as novice, experienced and experts.	24 (2.5)		x	x		Teachers and executive	
	Monitor the implementation of individual professional learning plans to support the continuous development of teaching practice to improve student learning outcomes.	24 (3.6)		x	x		Teachers and executive	
	Redesign the school evaluation template for professional learning so that it articulates the precise knowledge and skills acquired by teachers.					x	Principal and assistant principals	

## School Priority Area: Professional Learning and Leadership

**Outcome: Classroom teacher and executive leadership is enhanced to increase capacity to improve student learning outcomes and facilitate school improvement.**

Indicators	Strategies	Analytical Framework	NP Reform Areas	Timeframe			Responsibility	Funding 2013
				2012	2013	2014		
<p>Teachers at all levels undertake authentic leadership roles and training across the school which support their career development and succession planning.</p> <p>Teachers achieve accreditation according to their career stage with the NSW Institute of Teachers.</p> <p>Teachers use the National Professional Standards for Teachers to assist self-reflection and self-assessment.</p> <p>The Principal, assistant principals and teachers use the language of the National Professional Standards for Teachers to guide professional dialogue and provide feedback.</p>	<p>Ensure all staff actively participates in authentic whole school decision making.</p>			x	x	x	Executive	
	<p>Provide opportunities for teachers to share and showcase their participation in the accreditation processes with staff in the school and outside of the school.</p>			x	x	x	Executive	
	<p>Provide opportunities for teachers maintaining accreditation and/or who have achieved accreditation at higher stages to mentor/coach teachers in the school to encourage their pursuit of the higher stages.</p>			x	x	x	Executive	
	<p>Identify and support the development of quality leaders at all levels to support career development and succession planning.</p>			x	x	x	Executive	
	<p>Ensure teachers are aware of accreditation requirements and support them through the process.</p>			x	x	x	Executive	
	<p>Facilitate professional learning to strengthen teacher's understanding and application of the National Professional Standards for Teachers.</p>			x	x		Executive	

## School Priority Area: Professional Learning and Leadership

**Outcome: Classroom teacher and executive leadership is enhanced to increase capacity to improve student learning outcomes and facilitate school improvement.**

Indicators	Strategies	Analytical Framework	NP Reform Areas	Timeframe			Responsibility	Funding 2013
				2012	2013	2014		
Strategies from the Team Leadership for School Improvement (TLSI) applied in leadership capacity building, planning, reflecting, evaluation and teaching processes across the whole school and the cluster leadership team.	All executive and teachers regularly revisit TLSI at executive, stage and whole school clusters to increase capacity to lead and monitor continuous improvement at stage meetings and whole staff meetings.			x	x	x	Executive and teacher leaders	



## School Priority Area: Literacy

### Literacy Targets

Targets as measured against NAPLAN data following analysis of NAPLAN student performance data (2012) and school based performance data (2012) of projected 2013 student cohort.

- 80% of students will achieve growth between year 3 and 5 at a rate equal to or above one skill band in overall literacy.
- 70% of students in year 3 will achieve bands 3 and above in overall literacy.

### Reading, Comprehension and Writing *(clusters refer to Best Start and the DEC literacy continuum)*

Target 2012	Target 2013	Target 2014
<p><b><u>Reading, Comprehension and Writing</u></b> 95% of students in Kindergarten demonstrate growth of 3 clusters.</p> <p>95% of students in in year 1 and 2 demonstrate growth of 2 clusters.</p> <p>95% of students in years 3 - 6 demonstrate growth of 1 cluster.</p>	<p><b><u>Reading, Comprehension and Writing</u></b> 80% of students in Kindergarten demonstrate growth of 3 clusters or more.</p> <p>80% of students in in year 1 and 2 demonstrate growth of 2 clusters or more.</p> <p>95% of students in years 3 - 6 demonstrate growth of 1 cluster or more.</p>	<p><b><u>Reading, Comprehension and Writing</u></b> 95% of students in Kindergarten demonstrate growth of 3 clusters.</p> <p>95% of students in in year 1 and 2 demonstrate growth of 2 clusters.</p> <p>95% of students in years 3 - 6 demonstrate growth of 1 cluster.</p>

<b>Target 2012</b>	<b>Target 2013</b>	<b>Target 2014</b>
<p><b>Reading (reading level refers to Reading Recovery levels)</b></p> <p><b><u>Kindergarten</u></b></p> <p>85% of Kindergarten students at reading level 6 or above.</p> <p><b><u>Year 1</u></b> 100% of Year 1 students at level 16 or above.</p> <p><b><u>Year 2</u></b> 100 % of Year 2 students at level 22 or above.</p> <p><b><u>Year 3</u></b> 100% of year 3 students at level 25 or above.</p> <p><b><u>Year 4</u></b> 100% of year 4 students at level 29 or above.</p> <p><b><u>Year 5</u></b> 100% of year 5 students at level 30.</p> <p><b><u>Year 6</u></b> 100% of year 6 students at level 30</p>	<p><b>Reading (reading level refers to Reading Recovery levels)</b></p> <p><b><u>Kindergarten</u></b></p> <p>85% of Kindergarten students at reading level 6 or above.</p> <p><b><u>Year 1</u></b> 85% of Year 1 students at level 17 or above.</p> <p><b><u>Year 2</u></b> 85% of Year 2 students at level 23 or above.</p> <p><b><u>Year 3</u></b> 75% of year 3 students at level 26 or above.</p> <p><b><u>Year 4</u></b> 70% of year 4 students at level 30.</p> <p><b><u>Year 5</u></b> 80% of year 5 students at level 30.</p> <p><b><u>Year 6</u></b> 85% of year 6 students at level 30.</p>	<p><b>Reading (reading level refers to Reading Recovery levels)</b></p> <p><b><u>Kindergarten</u></b></p> <p>85% of Kindergarten students at level 6 or above.</p> <p><b><u>Year 1</u></b> 85% of Year 1 students at level 18 or above.</p> <p><b><u>Year 2</u></b> 90% of Year 2 students at level 24 or above.</p> <p><b><u>Year 3</u></b> 90% of year 3 students at level 27 or above.</p> <p><b><u>Year 4</u></b> 80% of year 4 students at level 30.</p> <p><b><u>Year 5</u></b> 80% of year 5 students at level 30.</p> <p><b><u>Year 6</u></b> 90% of year 6 students at level 30.</p>

## School Priority Area: Literacy

**Outcome: Teachers have an understanding of a range of data including SMART & NAPLAN, Best Start, the Literacy Continuum and its consistent application across all stages and in every classroom to identify and meet the needs of individual students and groups of students to inform teaching and learning programs and pedagogy.**

Indicators	Strategies	Analytical Framework	NP Reform Areas	Timeframe			Responsibility	Funding 2012
				2012	2013	2014		
Best Start, NAPLAN and Literacy Continuum data is systematically analysed and strategically utilised to design educational programs which reflect and respond to student learning needs.	Teachers and executive analyse, monitor and evaluate NAPLAN data, literacy continuum clusters and Best Start cluster statements in whole school, stage and class staff forums and individual TARS and EARS conferences.	6 (2.1, 2.2, 2.3, 3,5) 19 (2.1)		x	x	x	Teachers and executive	<b>\$ 1000 SENTRAL licence</b>
Student performance data including targets are reviewed systematically at executive, stage and whole staff meetings.	Maximise opportunities for teachers and executive to share and discuss student performance data.	20 (3.3)		x	x	x	Executive	
Tracking and assessment procedures related to individual student learning needs and performance are implemented and systematically monitored.	Teachers record student assessment data using SENTRAL and Best Start software to facilitate individual and collaborative analysis and application of data to inform teaching to improving student literacy outcomes.	20 (2.5)		x	x	x	Teachers and executive	
Teachers express confidence in their ability to understand the application of student performance data in the design and implementation of educational programmes.	Teachers include school and stage literacy targets in class programs.			x	x	x	Teachers and executive	
	Ensure that procedures are in place to convey information about student performance from year to year and teacher to teacher.	20 (2.5)		x	x	x	Teachers and executive	
	Facilitate professional learning with staff to strengthen skills and understanding of student performance data analysis.	20 (2.8), 19 (2.2)		x	x	x	Executive	

## School Priority Area: Literacy

**Outcome: Teachers develop knowledge of the K-10 English Australian National Curriculum and support documents embedding Focus on Reading, the Quality Teaching Framework, learning intentions, success criteria and effective student feedback.**

Indicators	Strategies	Analytical Framework	NP Reform Areas	Timeframe			Responsibility	Funding 2013
				2012	2013	2014		
Teachers develop an awareness of and understanding of the K-10 English Australian National Curriculum.	Facilitate access to professional learning to increase teacher understanding and implementation of the English K-10 Australian National Curriculum and support documents.	15,21,22	5		x		Literacy team	\$5,040 12 teacher days.
Teachers design and implement literacy programs which are aligned with the Quality Teaching Framework and incorporate learning intentions and success criteria.	Release teachers one day per term to enable them to participate in literacy professional learning which centres on issues of actual teaching practice and has a focus on Quality Teaching, learning intentions, success criteria and effective student feedback.		2,5		x		Executive and teachers	\$20,160 48 teacher days.
Teachers provide quality student feedback which is task and process focussed as opposed to personal praise.	Strengthen the literacy planning model which has a strong focus on data analysis, collaborative planning, backward mapping, the development of explicit and systematic rich assessment tasks, analysis of student work samples, professional reading and reflection and which emphasises the explicit teaching of the application of Focus on Reading skills across all key learning areas.				x	x	Teachers, executive and consultant	
Students understand what is expected of them and exercise increased agency over their learning.								
Teachers continue to implement Focus On Reading with a greater emphasis on generalisation and application of strategies with increased opportunities for student independent work.	Ensure that teachers implement the explicit instruction of the application of Focus on Reading strategies across all tasks and that students have increased opportunities to apply skills independently.				x		Executive and teachers	

## School Priority Area: Literacy

**Outcome: Learning environments are literacy rich with a wide variety of high quality resources and digital tools which enhance student engagement for literacy attainment.**

Indicators	Strategies	Analytical Framework	NP Reform Areas	Timeframe			Responsibility	Funding 2012
				2012	2013	2014		
<p>Teachers have access to and utilize high quality and authentic materials to teach literacy.</p> <p>Teachers integrate technology into their teaching practice with confidence and expertise.</p> <p>The use of Interactive White Boards strengthens the elements of <i>connectedness, inclusivity</i> and <i>significance</i> dimensions of the Quality Teaching Framework.</p> <p>Teachers actively enquire about the impact of ICT, in particular the application of interactive whiteboards on student learning and engagement in literacy.</p> <p>Students are active and engaged learners.</p>	Purchase a range of high quality literary, factual, visual and multimedia texts.				X		Stage teams	\$4000 \$1000 per stage
	Purchase resources to support the implementation of the English K-10 Australian Curriculum.		4			X	Literacy team	\$2000
	Purchase site licence for Reading Eggs.		6			X	Literacy team	\$2460
	Purchase 2 IWBs to enhance the teaching of literacy.		3,4,5,6			X	ICT team	\$17,800
	Purchase 50 sets of headphones to enable student access audio texts.					X	ICT team	\$1250 Computer Grant
	Purchase of 2 HoverCams to allow students and teachers equitable access to visual literacy and multimedia texts.					X	ICT team	\$700 Computer Grant
	Purchase 15 laptops.		3,4,5,6			X	ICT team	\$21,000
	Release one expert teacher who will complete the <i>Transforming Pedagogy through Peer Coaching</i> program one day per week to develop teachers' competence in integrating a range of ICT in programming and assessment.		3			X	Principal	\$15,872 Wages
Facilitate professional learning which requires teachers to actively enquire and evaluate the impact of ICT on student learning and engagement in literacy.					X	Principal, ICT coach and teachers		

## School Priority Area: Numeracy

### Numeracy Targets

Targets as measured against NAPLAN data following analysis of NAPLAN student performance data (2012) and school based performance data (2012) of projected 2013 student cohort.

- 70% of students in year 3 will achieve bands 3 and above in overall numeracy.
- 85% of students will achieve growth between year 3 and 5 at a rate equal to or above one skill band in overall numeracy.

Target 2012	Target 2013	Target 2014
<p><b><u>Kindergarten</u></b>  <b>90% of students achieving the following as measured by Best Start:</b></p> <p>Cluster 4: Forward and backward number word sequence.            Cluster 3: Numeral ID.            Cluster 3: Early Arithmetic Strategies            Cluster 3 : Pattern and Number Structure            Cluster 3: Multiplication and division</p>	<p><b><u>Kindergarten</u></b>  <b>90% of students achieving the following as measured by Best Start:</b></p> <p>Cluster 4: Forward and backward number word sequence.            Cluster 3: Numeral ID.            Cluster 3: Early Arithmetic Strategies            Cluster 3 : Pattern and Number Structure            Cluster 3: Multiplication and division</p>	<p><b><u>Kindergarten</u></b>  <b>90% of students achieving the following as measured by Best Start:</b></p> <p>Cluster 4: Forward and backward number word sequence.            Cluster 3: Numeral ID.            Cluster 3: Early Arithmetic Strategies            Cluster 3 : Pattern and Number Structure            Cluster 3: Multiplication and division</p>

Target 2012	Target 2013	Target 2014
<p><b><u>Year 1</u></b> 90% of students achieving growth of one cluster as identified in Best Start Early Learning plans (Kindergarten data).</p> <p><b><u>Year 2</u></b> 90% of students achieving growth of one cluster as identified in Best Start Early Learning plans (year 1 data) Place Value : Cluster 0</p> <p><b><u>Year 3</u></b> 90% of students achieving growth of at least one cluster as identified in SENA (2011 Data) Place Value: Cluster 1</p> <p><b><u>Year 4</u></b> Place Value Cluster 2 80% of students achieving a “c” or above for overall numeracy Growth in PAT Maths Scores between term 1 and 4</p> <p><b><u>Year 5 and 6</u></b> 80% of Students achieving a “c” or above for overall numeracy Growth in PAT Maths Scores between term 1 and 4</p>	<p><b><u>Year 1</u></b> 85% of students achieving growth of one cluster as identified in Best Start Early Learning plans.</p> <p><b><u>Year 2</u></b> 85% of students achieving growth of one cluster as identified in Best Start Early Learning plans. Place Value : Cluster 0</p> <p><b><u>Year 3</u></b> 85% of students achieving growth of at least one cluster as identified on the Numeracy Continuum on SENTRAL.</p> <p><b><u>Year 4</u></b> 85% of students achieving growth of at least one cluster as identified on the Numeracy Continuum on SENTRAL.</p> <p><b><u>Year 5 and 6</u></b> 85% of students achieving growth of at least one cluster as identified on the Numeracy Continuum on SENTRAL.</p>	<p><b><u>Year 1</u></b> 85% of students achieving growth of one cluster as identified in Best Start Early Learning plans.</p> <p><b><u>Year 2</u></b> 90% of students achieving growth of one cluster as identified in Best Start Early Learning plans. Place Value : Cluster 0</p> <p><b><u>Year 3</u></b> 90% of students achieving growth of at least one cluster as identified on the Numeracy Continuum on SENTRAL.</p> <p><b><u>Year 4</u></b> 90% of students achieving growth of at least one cluster as identified on the Numeracy Continuum on SENTRAL.</p> <p><b><u>Year 5 and 6</u></b> 90% of students achieving growth of at least one cluster as identified on the Numeracy Continuum on SENTRAL.</p>

## School Priority Area: Numeracy

**Outcome: Teachers have an understanding of a range of data including SMART & NAPLAN, Best Start, the Numeracy Continuum and its consistent application across all stages and in every classroom to identify and meet the needs of individual students and groups of students to inform teaching and learning programs and pedagogy.**

Indicators	Strategies	Analytical Framework	NP Reform Areas	Timeframe			Responsibility	Funding 2013
				2012	2013	2014		
Best Start, NAPLAN and Numeracy Continuum data is systematically analysed and strategically utilised to design educational programs which reflect and respond to student learning needs.	Teachers and executive analyse, monitor and evaluate NAPLAN data, numeracy continuum data, PAT maths and Best Start cluster statements in whole school, stage and class staff forums and individual TARS and EARS conferences.	6 (2.1, 2.2, 2.3, 3,5) 19 (2.1)		x	x	x	Teachers and executive	
Student performance data including targets are reviewed systematically at executive, stage and whole staff meetings.	Train key staff in Best Start to further develop the use of Early Learning Plans for Numeracy in ES1 and stage 1.			x	x		ES1/S1 APs	
Tracking and assessment procedures related to individual student learning needs and performance are implemented and systematically monitored.	Utilise school expertise to continue the development of Early Learning Plans.			x	x		ES1/S1 APs	
Teachers express confidence in their ability to understand the application of student performance data in the design and implementation of educational programmes.	Maximise opportunities for teachers and executive to share and discuss student performance data.			x	x	x	Executive	
	Teachers record student assessment data using SENTRAL and Best Start software to facilitate individual and collaborative analysis and application of data to inform teaching to improving student numeracy outcomes.			x	x	x	Teachers	
	Teachers include school and stage literacy targets in class programs for ongoing discussion and review.			x	x	x	Teachers and executive	



## School Priority Area: Numeracy

**Outcome: Teachers have an understanding of a range of data including SMART & NAPLAN, Best Start, the Numeracy Continuum and its consistent application across all stages and in every classroom to identify and meet the needs of individual students and groups of students to inform teaching and learning programs and pedagogy.**

Indicators	Strategies	Analytical Framework	NP Reform Areas	Timeframe			Responsibility	Funding 2013
				2012	2013	2014		
	Ensure that procedures are in place to convey information about student performance from year to year and teacher to teacher.	20 (2.5)		x	x	x	Executive	
	Facilitate professional learning with staff to strengthen skills and understanding of student performance data analysis in executive, stage, whole staff and individual conference forums.	20 (2.8)		x	x	x	Executive	
	Use SENA (K-6) as part of assessment tasks, to guide the differentiation of lessons and opportunities for hands on learning.			x	x	x	Teachers and assistant principals	
	Determine stage targets by student learning needs at the start of each learning cycle, based on a range of assessment data.	9		x	x	x	Teachers and assistant principals	
	Facilitate professional learning with staff to strengthen skills and understanding of Newman's Error Analysis.			x	x	x	Numeracy team	

## School Priority Area: Numeracy

**Outcome: Teachers design and implement quality numeracy programmes embedding the Quality Teaching Framework, learning intentions, success criteria and effective student feedback.**

Indicators	Strategies	Analytical Framework	NP Reform Areas	Timeframe			Responsibility	Funding 2013
				2012	2013	2014		
Teachers design and implement numeracy programs which are aligned with the Quality Teaching Framework, incorporate learning intentions and success criteria and respond to students' learning needs.	Release teachers one day per term to participate in numeracy professional learning which centres on issues of actual teaching practice and has a focus on Quality Teaching, learning intentions, success criteria and effective student feedback.	16, 21,22	2,5		x		Teachers, executive and consultant	\$20,160.00 48 teacher days.
Teachers continue to implement Focus On Reading with a greater emphasis on generalisation and application of strategies in comprehension in numeracy with increased opportunities for student independent work.	Utilise a school programming scaffold which is differentiated for the needs of each stage.			x	x		Assistant principals and teachers	
Teachers provide quality student feedback which is task and process focussed as opposed to personal praise	Develop rich assessment tasks with a strong focus on consistent teacher judgement.			x	x		Assistant principals and teachers	
Students understand what is expected of them and exercise increased agency over their learning.	Provide differentiated training (K-6) to teachers in relation to the practical application of SENA, Count Me in Too and Counting On.			x	x		Assistant principals and teachers	
Teachers develop an awareness of and understanding of the K-10 Mathematics Australian National Curriculum.	Facilitate access to professional learning to increase teacher understanding and implementation of and application of the embedded Working Mathematically strands in the Australian Curriculum.		5		x		Executive	\$2100 5 teacher days
	Align the mathematics scope and sequence with the Australian Curriculum.				x			

## School Priority Area: Numeracy

**Outcome: Learning environments are numeracy rich with a wide variety of high quality resources and digital tools which enhance student engagement for numeracy attainment.**

Indicators	Strategies	Analytical Framework	NP Reform Areas	Timeframe			Responsibility	Funding 2013
				2012	2013	2014		
<p>Teachers have access to and utilize high quality and authentic materials to teach numeracy.</p> <p>Teachers integrate technology into their teaching practice of numeracy with confidence and expertise.</p> <p>The use of Interactive White Boards strengthens the elements of <i>connectedness, inclusivity</i> and <i>significance</i> dimensions of the Quality Teaching Framework.</p> <p>Teachers actively enquire about the impact of ICT, in particular the application of interactive whiteboards on student learning and engagement in numeracy.</p> <p>Students are active and engaged learners.</p>	<p>Purchase a range of high quality numeracy resources.</p>		4		x		Stage teams	\$2000 National Curriculum 4000 \$1000 per stage
	<p>Purchase 2 IWBs to enhance the teaching of numeracy.</p>		3,4,5,6		x		ICT team	\$17,800
	<p>Purchase of 2 HoverCams to allow students and teachers equitable access to visual literacy and multimedia texts.</p>				x		ICT team	\$1250 Computer Grant
	<p>Purchase 10 laptops.</p>		3,4,5,6		x		ICT team	\$14,000
	<p>Release one expert teacher who will complete the <i>Transforming Pedagogy through Peer Coaching</i> program one day per week to develop teachers' competence in integrating a range of ICT in programming and assessment for numeracy.</p>		3		x		Principal, ICT coaches	\$15,096 Wages
<p>Facilitate professional learning which requires teachers to actively enquire and evaluate the impact of ICT on student learning and engagement in numeracy.</p>					x		Principal, ICT coach and teachers	

## School Priority Area: Learning Support

### Target

- Increased achievement for 85% of students at or below minimum standard in overall literacy and numeracy (Bands 1 and 2, year 3, Bands 3 and 4 years 5).

## School Priority Area: Learning Support

**Outcome: Classroom teachers and specialist teachers work in collaboration to adapt the curriculum to meet the learning needs of students with learning difficulties to improve student learning outcomes in overall literacy and numeracy.**

Indicators	Strategies	Analytical Framework	NP Reform Areas	Timeframe			Responsibility	Funding 2012	
				2012	2013	2014			
<p>Identified students (including Aboriginal and Torres Strait Islander students) have Individual Learning Plans (ILPs) and Personal Learning Plans (PLPs) which articulate achievement, areas for targeted intervention and are developed in consultation with key stakeholders as appropriate.</p> <p>LAST, ESL and Support Teacher provide targeted assistance and plan intervention in collaboration with each other and classroom teachers and where there is a clear articulation of the specific roles and responsibilities of specialist staff and classroom teachers.</p> <p>Classroom teachers and specialist teachers work in authentic partnership utilising a team teaching approach which builds teaching competence for a diversity of learners.</p>	<p>Design, implement and monitor ILPs and PLPs (Aboriginal students) for students at or below minimum standards.</p> <p>Monitor and evaluate the implementation of NAPLAN data and school based data in the development of ILPs for all students in the bottom 2 bands in NAPLAN.</p>	11(3.6)		x	x	x	Classroom teachers and specialist teachers	12 teacher days \$4800 Learning Assistance Funds	
	<p>Appoint a specialist teacher with Reading Recovery training to build capacity in classroom teachers (K-2) in the teaching of reading and writing utilising a team teaching model.</p>	11 (4.2)	1			x		Principal and LST	\$79,362 1 teacher to release expert teacher
	<p>Appoint a support teacher to work in collaboration with classroom teachers to provide intensive support to E students.</p>			4			x	Support teacher and classroom teachers	\$46,638 1 teacher 3 days per week

## School Priority Area: Learning Support

**Outcome: Classroom teachers and specialist teachers work in collaboration to adapt the curriculum to meet the learning needs of students with learning difficulties to improve student learning outcomes in overall literacy and numeracy.**

Indicators	Strategies	Analytical Framework	NP Reform Areas	Timeframe			Responsibility	Funding 2012
				2012	2013	2014		
	<p>The Learning and Support Team (LST) will assess and systematically review all referrals and ensure that support is utilised strategically to increase student achievement according to identified individual student needs as documented in Individual Learning Plans.</p> <p>Foster collaboration and innovation between classroom teachers and specialist teachers through the provision of release time and participation in stage meetings and stage literacy and numeracy professional learning days to enable high quality sharing, planning and professional dialogue to facilitate authentic team teaching</p> <p>Deliver professional learning to all teachers around good practice in team teaching, peer observation, effective collaboration and feedback</p>	11(3.3, 4.1,4.2)		x	x		LST	
					x		Executive and teachers.	
					x		Principal and specialist staff	

## School Priority Area: Student Engagement through Community Participation

### Targets

- 15% of targeted parent groups will attend information forums.
- 90% of parents who attend information forums will rate their experience highly.
- 80% of parents who participate in the playgroup will report a 'high' understanding of their child's needs to successfully transition to school as a result of regular attendance in the playgroup.

## School Priority Area: Student Engagement through Community Participation

**Outcome: Parents develop the knowledge and skills to support student learning in school and home environments.**

Indicators	Strategies	Analytical Framework	NP Reform Areas	Timeframe			Responsibility	Funding
				2012	2013	2014		
Parents actively participate in a range of school activities which promote the teaching of literacy and numeracy.	Raise the profile of literacy and numeracy in the school by celebrating and highlighting events such as National Literacy and Numeracy Week and Book Week.	12	6		x		CLO and curriculum teams	\$15,492 to employ a Community Liaison Officer one day per week.
Parents take an active role in supporting their children to learn.	Make information on literacy and numeracy available to parents through welcome packs, information sessions, newsletter, the school website and in the school foyer.		6		x		CLO and Principal	\$3000 Childcare, hospitality and printing for forums.
Parents have access to quality teaching resources at home to support the learning of their child.	Continue the use of Mathletics and the Mathletics Homework Club.		6		x		Maths team and CLO	\$3240 Mathletics site license.
Parents work as partners with teachers in classrooms.	Implement the Program to Aid Literacy program (PALS).				x		CLO and Principal	
Parents' contribution to student learning is valued.	Present certificates to parents and carers who support the development of students' literacy and numeracy skills.				x		CLO and Principal	

## School Priority Area: Student Engagement through Community Participation

Outcome: *Parents develop the knowledge and skills to support student learning in school and home environments.*

Indicators	Strategies	Analytical Framework	NP Reform Areas	Timeframe			Responsibility	Funding
				2012	2013	2014		
Parents understand national assessment strategies (NAPLAN AND Best Start).	Provide parent information sessions to explain the purpose and process of national assessments.				x		CLO and Assistant Principals	
Parents have awareness of the requirements of the Australian Curriculum.	Provide parent information sessions to explain the requirements of the Australian Curriculum.				x		Principal, assistant principals and CLO	
Parents of year 6 students understand the requirements for transition to high school.	Provide information sessions to assist parents' understanding of transition to high school.				x		CLO and S3 assistant principal	
Preschool children develop skills to effectively transition to primary school.	Implement the Kindergarten orientation program.				x		CLO and ES1 assistant principal	
Parents have an improved understanding of what is required of children at primary school.	Conduct a playgroup which has a strong educative focus on preparing children for school.				x		CLO	
The school develops strong connections with service providers in its local community.	Conduct information sessions throughout the year in local preschools				x		Principal	
Parents develop positive social networks which support their child's education.	Provide opportunities for parents and children to experience a range of social and leisure experiences in the community through playgroup excursions and incursions.				x		CLO	

## School Priority Area: Aboriginal Education

### Targets

- 100% of teachers will incorporate Aboriginal Perspectives in the Australian Curriculum English K-10.
- 100% of Aboriginal students will have Personal Learning Plans.
- 80% of staff and students 3-6 will develop increased understanding and appreciation of Aboriginal culture.

## School Priority Area: Aboriginal Education

**Outcome: All staff have and apply a deep knowledge of the DEC Aboriginal Education and Training Policy into their teaching practice.**

Indicators	Strategies	Analytical Framework	NP Reform Areas	Timeframe			Responsibility	Funding 2013
				2012	2013	2014		
<p>Whole school practices and educational programmes incorporate an Aboriginal and Torres Strait Islander perspective which reflect respect for the local history, culture and community.</p> <p>All staff and students develop deeper understandings of Aboriginal Australia.</p> <p>The school provides a culturally inclusive learning environment for Aboriginal students.</p> <p>Increased engagement with schools which have high Aboriginal and Torres Strait Islander enrolments.</p> <p>Increased understanding and appreciation of Aboriginal people, their history and their culture.</p>	<p>Incorporate Aboriginal Perspectives in the Australian Curriculum English K-10.</p> <p>Continue to recognize Aboriginal cultures and custodianship of Country through the protocol of Acknowledgement of Country declared at the beginning of all weekly whole school assemblies and special ceremonies.</p> <p>Continue to recognize significant events such as Sorry Day and NAIDOC week and actively include the local AECG.</p> <p>Links will be developed with schools with high Aboriginal and Torres Strait Islander communities to strengthen cultural understanding through school visits and connected classrooms.</p>	<p>11,12</p> <p>11(3.2)</p>		<p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p>	<p>Aboriginal Education Team and all staff</p> <p>Aboriginal Education Team</p>	<p>4 teacher days \$1600 Global funds</p>	



## School Priority Area: Aboriginal Education

**Outcome: All staff have and apply a deep knowledge of the DEC Aboriginal Education and Training Policy into their teaching practice.**

Indicators	Strategies	Analytical Framework	NP Reform Areas	Timeframe			Responsibility	Funding 2013
				2012	2013	2014		
<p>The school values the skills, experiences and knowledge of Aboriginal people and enables the sharing of these with the school community.</p> <p>Personalised Learning Plans are developed, monitored, reviewed and updated in consultation with parents and carers at the start of both semesters</p> <p>Parents/carers of Aboriginal children are actively engaged in their child's education</p>	<p>Employ Aboriginal people to share their skills, experiences and knowledge with the school community.</p> <p>Strengthen links with the local AECG and Aboriginal service providers.</p> <p>Ensure that teachers meet with parents/carers to complete PLPs and to review and report on progress towards achieving targets and outcomes.</p> <p>Provide training for teachers to assist them in the PLP process.</p>	11(3.6, 4.2, 4.4)	3,4,6		x		Aboriginal Education Team	Wages \$2500
					x	x	Aboriginal Education Team.	