

# *AUSTINMER PUBLIC SCHOOL*



## *School Plans 2010*



**School context**

Austinmer Public School has provided quality education to the Austinmer community for 143 years. We are proud of our history and enjoy the opportunities we have to include the wider school community in school activities. We provide our students with exciting learning opportunities, which focus on improving their academic, creative arts and physical skills so that our students can become engaged and productive members of society.

The school's location is directly opposite the beautiful Austinmer Beach. Our local secondary school is Bulli HS. We are proud members of the Seacliff Community of Schools (including Helensburgh, Otford, Stanwell Park, Scarborough, Coledale, Thirroul, Bulli and Waniora Public Schools along with Bulli High School.

Many successful teaching and learning programs are planned and implemented by the highly dedicated, experienced staff working in a team environment. Austinmer Public has an expected enrolment of 291 students for 2010 in 12 classes, from Kindergarten to Year 6.

**Priority Areas (3 Year horizon)**

This School Plan for 2009-2011 has been developed in collaboration with staff, parent groups and our school community. It includes identified school needs and directions, aligns with the Illawarra & South East Regional Plans for 2009-2011 and the DET Office Of Schools Plans.

Specific priority areas for the three year cycle that have been identified are:

- Literacy
- Numeracy
- Connected Learning, specifically use of integrated and meaningful ICT and interactive whiteboard
- Our Positive Behaviour, Interventions and Support programs (PBS)
- Student Engagement and Retention.
- Teacher Quality.

**Targets (1 year horizon)**

- To improve our school-based methods of teaching Literacy consistently.
- To improve our school-based methods of teaching Numeracy consistently.
- To improve teaching and learning experiences by integrating Information and Computer Technology across the curriculum.
- To improve the welfare of all students by implementation the PBS program into classrooms.

The plan has been endorsed and approved by:

Principal:		Date:		School Education Director:		Date:	
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Principal's initials: \_\_\_\_\_

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



## 2010 MAJOR TARGETS

	Literacy	Numeracy	Connected Classroom - ICT	PBS
Intended Outcomes	<ul style="list-style-type: none"> <li>Increased levels of literacy achievement for all students in line with school targets.</li> <li>Strengthened teacher capacity to improve student learning outcomes in specific literacy areas of reading, handwriting, spelling and writing.</li> <li>Continued use of Best Start assessment in kindergarten.</li> <li>Formalise assessment practices in all stages. With special focus on reading assessments.</li> <li>Extended trial and evaluation of Accelerated Literacy program.</li> </ul>	<ul style="list-style-type: none"> <li>Increased levels of numeracy achievement for all students in line with school targets</li> <li>Continued use of Best Start assessment in Kindergarten.</li> <li>Formalise assessment practices in all stages.</li> <li>Implementation of Interactive Technologies in teaching/learning of Numeracy.</li> <li>Strengthened teacher capacity to improve student learning outcomes in specific numeracy areas- Tables/Patterns and Algebra.</li> </ul>	<ul style="list-style-type: none"> <li>Greater use of interactive technologies for learning, teaching and for teacher professional learning.</li> <li>Students have access to wide range of learning options through information and communication technologies.</li> <li>Initial development of Web 2 tools and school website for student based web designs.</li> </ul>	<ul style="list-style-type: none"> <li>Positive Behaviour and Support program implemented across the school community.</li> <li>Whole school support for program.</li> <li>Promote each student's academic, social, and emotional development.</li> <li>Prevent behaviour problems by being proactive and positive, rather than reactive and punitive.</li> <li>Recognise that ALL students can benefit from proactive positive behavioural supports.</li> </ul>



	Literacy	Numeracy	Connected Classroom - ICT	PBS
Strategic Actions	<ul style="list-style-type: none"> <li>• Provide professional learning in teaching literacy – best practice linking to the Quality Teaching model.</li> <li>• Implement programs to support teaching, for example:</li> <li>• Best Start, Kindergarten assessment.</li> <li>• Early Learning Continuum in Stage 1.</li> <li>• Accelerated Literacy program.</li> <li>• Examine the role of available data in informing and improving teaching and learning in literacy.</li> <li>• Provide workshops for parents to increase level of understanding of literacy.</li> <li>• Examine current available resources, both physical and human, and source new resources to support teaching and learning literacy programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide professional learning in teaching numeracy – best practice linking to the Quality Teaching model (Targeting Stages 2 and 3).</li> <li>• Use SMART/NAPLAN and Best Start data with the school data to inform and improve teaching and learning in Numeracy.</li> <li>• Continue with programs to support quality teaching, for example:</li> <li>• Count Me In Too</li> <li>• Best Start, Kindergarten assessment.</li> <li>• Early Learning Continuum from K-6.</li> <li>• Intensive discussions to support staff/share effective strategies in Numeracy-Staff Development Day.</li> <li>• Examine the role of available data in informing and improving teaching and learning in numeracy.</li> <li>• Assess student competencies in Tables/Patterns and Algebra.</li> <li>• Provide workshops for parents to increase level of understanding of numeracy.</li> <li>• Examine current available resources, both physical and human, and source new resources to support teaching and learning numeracy programs.</li> <li>• Continued use of District Numeracy Leader For Professional Development.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide professional learning for staff in the use of Connected Learning Advisory Service (CLAS) for Information and Communication Technologies (ICT) evaluation.</li> <li>• Provide professional learning for staff in the use Connected Classroom (CC) equipment and Interactive white Boards (IWB) in the classroom setting.</li> <li>• Identify and purchase software and hardware to support classroom use of new equipment.</li> <li>• Establish student opportunities to develop web site publishing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Design a school wide matrix of expected behaviours for classroom settings.</li> <li>• Embed Values &amp; Behavioural Expectations throughout the school environment and organisational framework.</li> <li>• Create effective channels for the communication of behaviour information and behaviour improvements with the school community.</li> <li>• Design lessons and organisation to routinely teach school values and behaviour expectations for the classroom.</li> <li>• Implement and evaluate a reward system to frequently recognise positive behaviours.</li> <li>• Implement the computerised data system to monitor poor behaviour.</li> <li>• Implement the use of Data Referral Forms.</li> <li>• Create Behaviour Referral definitions for consistent referral and data collection</li> <li>• Establish review procedures for <ol style="list-style-type: none"> <li>1. Behaviour Referral Process</li> <li>2. Consequences system for problem behaviour</li> <li>3. Emergency and crisis</li> <li>4. Create effective anti-bullying protocols.</li> </ol> </li> </ul>



	Literacy	Numeracy	Connected Classroom - ICT	PBS
Indicators	<ul style="list-style-type: none"> <li>• Best Start program continues.</li> <li>• Accelerated Literacy trial continues.</li> <li>• Teacher capacity in literacy is enhanced leading to improved teaching and learning.</li> <li>• Students apply foundation handwriting skills in all situations.</li> <li>• Stage based assessments in place and initial trials underway.</li> <li>• Continue to trial Accelerated literacy program with Stage 2 classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Best Start assessment practices in place for all Kindergarten students.</li> <li>• Teacher capacity in numeracy is enhanced leading to improved teaching and learning.</li> <li>• The school scope and sequence is used and reviewed as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning opportunities for students and teachers across communities of schools are enhanced.</li> <li>• Increased focus and participation in professional learning for improved student learning in technology.</li> <li>• Interactive classrooms established in all classrooms.</li> <li>• Student access to ICT areas are improved.</li> <li>• Student skills with ICT improve.</li> </ul>	<ul style="list-style-type: none"> <li>• PBS program operating in all classes</li> <li>• Referral system identifying students in need of support.</li> <li>• Rewards having a positive whole school effect.</li> <li>• Emergency procedures drills continue.</li> <li>• Anti-bullying protocols effective in reducing number of reports.</li> </ul>
Targets	<ul style="list-style-type: none"> <li>• To improve individual student outcomes in Reading as reflected in school assessment records.</li> <li>• For all students to show growth from school based assessment data.</li> <li>• For all students in Kindergarten show growth from benchmark level.</li> </ul>	<ul style="list-style-type: none"> <li>• Students show improved understanding and knowledge of FDP as per stage statements.</li> <li>• For all students in Kindergarten show growth from benchmark level.</li> <li>• For all students to show growth from school based assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff capacity in ICT is enhanced through staff training leading to improved teaching and learning opportunities.</li> <li>• Interactive whiteboards established and used in priority classes.</li> <li>• Connected Classroom equipment used by all classes.</li> <li>• School web site employs and utilises direct student input.</li> </ul>	<ul style="list-style-type: none"> <li>• PBS embedded in school culture.</li> <li>• Positive classroom experiences enhanced through values teaching.</li> <li>• Whole school community supportive of program and results of interventions.</li> </ul>



Anticipated Overall 3 Year School Focus in 4 Major Initiatives (outline only)				
	<i>Literacy</i>	<i>Numeracy</i>	<i>Connect Classroom /ICT</i>	<i>Positive Behaviour and Support</i>
<b>2010</b>	<ul style="list-style-type: none"> <li>• Reading &amp; Handwriting focus including presentation of work.</li> <li>• Writing and Spelling focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns and Algebra focus.</li> <li>• Review of School Scope &amp; Sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced staff capacity.</li> <li>• Use of Interactive White board.</li> <li>• Student intranet content on web.</li> <li>• New school Web 2 based site.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of programs and implementation of program within classroom settings.</li> </ul>
<b>2011</b>	<ul style="list-style-type: none"> <li>• Writing and Spelling focus.</li> <li>• Grammar and Punctuation Focus</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement / Space and Geometry focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Seamless link with student / school web services</li> </ul>	<ul style="list-style-type: none"> <li>• Design of self-fulfilling programs.</li> </ul>



## School Priority Area: **LITERACY – Reading & Handwriting**

**Intended Outcomes:** School-based data will show each student achieving Stage appropriate outcomes in reading.  
 Staff participates in training and development opportunities in literacy based on the Quality Teaching Model.  
 Formalised assessment practices in all stages-with special focus on reading assessment.  
 School based approach to improving handwriting presentation in all student handwriting.  
 Evaluation of Accelerated Literacy Program.

**Target/s:** To develop authentic school-based methods of assessing aspects of reading for each stage.  
 To improve individual student outcomes.

Indicators	Strategies	Time Frame				Responsibility	Resource Funding
		1	2	3	4		
<ul style="list-style-type: none"> <li>• Best Start assessment practices in place for all students in Kindergarten.</li> <li>• All students to achieve growth in reading as measured in class assessment strategies.</li> <li>• Classroom practice demonstrates Quality Teaching elements embedded in programs and delivery.</li> <li>• Consistent stage based assessment ready for trail.</li> <li>• Trailing Accelerated Literacy.</li> <li>• School based support programs operational.</li> <li>• Students apply foundation handwriting skills in all situations.</li> </ul>	Access training and development for all staff in Inferential Comprehension with Region Personnel.					Staff, Region Personnel	
	Stage 2 teachers to take part in Accelerated Literacy training and development. They will then trial Accelerated Literacy strategies across all three Stage 2 classes.					Staff, Region Personnel	
	Improve student borrowing from school library through participation in the Premier’s Reading Challenge (including a focus for all stages on improved consistency in Library borrowing).					Staff	
	Develop school based Handwriting Scope and Sequence to improve consistency in delivery of handwriting skills, indicating when cursive should be introduced.					Staff, Literacy Committee	
	Trial and modify Stage assessment for Early Stage 1 and Stage 1 students by using the Learning Framework for Literacy Continuum					Staff	
	Access and purchase resources to support literacy development across the school: Novel packs for Accelerated literacy and typing programs.					Literacy Committee, Staff	
	Formalise funding support (from school plus P & C sources) for support programs including Rapid Reader and to employ literacy teachers for stage 2 and 3.					Principal, Literacy Committee, P & C.	
	Increase parent involvement and understanding of learning programs through school based initiatives: Rapid Reader, Parent reading program and Grandparent helpers.					Staff	
	Continue Reading Recovery Program.					Staff	
	Committee Meetings to be held at least twice per term. Staff sharing of effective strategies in Stage Meetings, Staff Meetings and Staff Development Days.					Staff	
Examine Quality Teaching elements across the school.					Executive, Staff		



**School Priority Area:** **NUMERACY**

**Intended Outcomes:** Increased levels of numeracy achievement for all students in line with school targets.  
 Continued use of Best Start assessment in Kindergarten.  
 Shared assessment practices in all stages.  
 Implementation of Interactive Technologies in teaching/learning of Numeracy.  
 Strengthened teacher capacity to improve student learning outcomes in specific numeracy areas- Tables/Patterns and Algebra.

**Target/s:** To develop authentic school-based methods of teaching and assessing numeracy for each stage.  
 To improve individual student outcomes.

Indicators	Strategies	Time Frame				Responsibility	Resource Funding
		1	2	3	4		
<ul style="list-style-type: none"> <li>• Best Start practices in place for all Kindergarten students.</li> <li>• All students to achieve in Numeracy as measured in School based data.</li> <li>• CMIT and Counting On-Emphasis Tables/Patterns and Algebra.</li> <li>• Review of Scope and Sequence.</li> <li>• Staff Development</li> </ul>	<p>Early Stage 1 and Stage 1 staff to be professionally developed in Best Start practices with a focus on CMIT-Learning Framework and Numeracy Continuum. Continued support from District Numeracy Leader for all stages.</p>					<p>Executive, Staff, District, STLA.</p> <p>Executive, Region Personnel, Staff</p> <p>Staff, Region Personnel.</p> <p>Staff</p> <p>Staff,</p>	
	<p>Best Start Data analysis to identify individual student needs in Kindergarten and to use this support forming Numeracy Groups within Kindergarten classes. Stage One students placed on Learning Framework to determine Numeracy Groupings. NAPLAN, SENA and Counting On data used to inform programs.</p>						
	<p>Professional Development and classroom resources provided to support these programs. Scope and Sequence to be reviewed to link Measurement and Space/Geometry strands with Patterns/Algebra.</p>						
	<p>Review Scope and Sequence to link with Syllabus, Learning Framework and Numeracy Continuum during SDD T4, 2009 and SDD Term 1, 2010. Make adjustments if necessary.</p>						
	<p>Committee Meetings to be held at least twice per term. Staff sharing of effective strategies in Stage Meetings, Staff Meetings and Staff Development Days.</p>						



**School Priority Area:** **CONNECTED CLASSROOM / ICT**

**Intended Outcomes:** To provide staff with appropriate training and development opportunities in the use of interactive whiteboards (IWB) and Connected Classroom (CC) equipment.  
 Students have access to a wide range of learning options through information and communication technologies.  
 More effective use of interactive technologies for learning, teaching.  
 Increased opportunities for teacher professional development.

**Target/s:** Staff capacity in ICT is enhanced through staff training leading to improved teaching and learning.  
 Interactive classroom actively utilising electronic whiteboard.

Indicators	Strategies	Time Frame				Responsibility	Resource Funding
		1	2	3	4		
<ul style="list-style-type: none"> <li>• Staff comfortably using interactive whiteboards and Connected Classroom equipment in classroom teaching.</li> <li>• Staff using equipment effectively.</li> <li>• Students regularly contributing to website with reports of school events.</li> <li>• School continuum of teaching and learning K-6.</li> </ul>	Training and development through ISER sessions to examine IWB hardware and usage. Regular staff sharing of teaching strategies during staff meetings twice a term.					Executive, Staff, Regional Personnel	
	School website redeveloped to be a separate entity from current P & C site.					Principal	
	Selected students instructed in web publishing techniques for school events.					Principal and Staff	
	Staff sharing area, designed and published on intranet. Staff trained in sharing files on intranet.					Staff and ICT	
	Staff sharing of effective strategies in groups and stage meetings.					Staff	
	Development of School ICT scope and sequence K-6.					ICT Committee and Staff	
	Committee Meetings to be held at least twice per term. Staff sharing of effective strategies in Stage Meetings, Staff Meetings and Staff Development Days.					Staff	
	Purchase additional IWB for more classrooms.						



**School Priority Area: Positive Behaviour for Success - PBS**

**Intended Outcomes:** Positive Behaviour and Support program implemented across the school community.  
 Whole school support for program.  
 Promote each student’s academic, social, and emotional development.  
 Prevent behaviour problems by being proactive and positive, rather than reactive and punitive.  
 Recognise that ALL students can benefit from proactive positive behavioural supports.

**Target/s:** PBS embedded in school culture.  
 Positive classroom experiences enhanced through values teaching.  
 Whole school community supportive of program and results of interventions.

Indicators	Strategies	Time Frame				Responsibility	Resource Funding
		1	2	3	4		
<ul style="list-style-type: none"> <li>• Staff teaching School Values from developed lessons and Matrix of Expected Behaviours.</li> <li>• Consequence and reward system in place.</li> <li>• Data tracking embedded in student welfare.</li> </ul>	Develop lessons for expected behaviour in classroom settings.					PBS Committee Staff.	
	Consequence and reward system evaluated.					PBS Committee and Parent Reps.	
	PBS program published on the school website.					PBS Committee, Staff.	
	All staff effectively entering data into the school designed tracking system.					Staff	



Extra School Priority Area:

**COMMUNITY PARTNERSHIPS**

OUTCOME	STRATEGIES	TIME FRAME	WHO
<ul style="list-style-type: none"> <li>• Improve communication structures and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to evaluate and improve weekly communication via newsletter and website.</li> <li>• Devise and present parent information sessions in a variety of curriculum areas, Specifically in Reading, Maths, Count Me In, Rapid Reader etc.</li> <li>• Transfer school internet website to DET model which will be updated weekly</li> <li>• Encourage parents and community members to utilise school communication avenues for community use, particularly the P&amp;C Association.</li> <li>• Encourage staff, students and parents to actively engage parents in classroom activities.</li> <li>• Encourage email contact with parents and community via website.</li> <li>• Continue to invite parent and community representatives to assist with school activities, e.g. sport training, assistance with class programs, support programs, etc.</li> </ul>	<p>Term 1 Ongoing Ongoing</p>	<p>Principal  Principal Students, office staff</p>
<ul style="list-style-type: none"> <li>• Continue to market a positive school image</li> </ul>	<ul style="list-style-type: none"> <li>• Positive school image promoted via print and electronic media.</li> <li>• Promotion of school programs/activities via weekly newsletter, particularly:               <ul style="list-style-type: none"> <li>○ reporting of school events</li> <li>○ awards to students for recognition of work</li> <li>○ sporting programs</li> <li>○ parent assistance / participation in school activities</li> <li>○ participation in external group activities, choral festival, public speaking etc</li> </ul> </li> <li>• Promotion of school image via weekly updated school web site.</li> <li>• Communicate P&amp;C information via newsletter and website.</li> <li>• Regularly promote school events in local media, Mercury, Win TV etc.</li> <li>• Promote student achievement in external competitions in the media, e.g. Premiers Reading Challenge/Spelling Challenge, etc.</li> </ul>	<p>Ongoing  Weekly    Ongoing</p>	<p>Principal  Executive staff  Classroom teachers</p>
<ul style="list-style-type: none"> <li>• Further encourage parent participation and ownership in school programs</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to promote high levels of parent participation in student learning, e.g., environmental program, sport training.</li> <li>• Increase the frequency of regular community school working bees as part of environmental program.</li> <li>• Promote increased parent participation in school decision-making and review mechanisms, eg. Annual School Report and Management Plans.</li> <li>• Work closely with P&amp;C Executive in establishing opportunities to further enhance parental participation.</li> </ul>	<p>Ongoing</p>	<p>Principal  Environmental Committee</p>



### Specific Aboriginal Education Targets (1 year horizon)

- increase Aboriginal Student learning outcome achievement in aspects of Literacy for each Stage.
- increase Aboriginal Student learning outcome achievement in aspects of Numeracy for each Stage.
- Teacher Quality is increased through Professional Development in Aboriginal Education, Literacy and Numeracy Pedagogy that supports increased learning outcomes for Aboriginal students.
- Increase student engagement and retention with a visually inclusive culture.
- Facilitate Connected Learning opportunities for staff, parents and students to increase learning.

Intended Outcome	Strategic Actions	Indicators	Targets
<ul style="list-style-type: none"> <li>• Increase Aboriginal student engagement and retention</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop a visually inclusive culture.</li> <li>▪ Mural of welcome installed in the meeting place.</li> <li>▪ Traditional Name of the Community to be displayed on school entrances.</li> <li>▪ Elders and community members welcomed to participate in school events.</li> <li>▪ Personal Learning Plans created in consultation with parents and student.</li> <li>▪ Student attendance monitored.</li> <li>▪ Engage in Dare To Lead Initiatives.</li> <li>▪ Attend AECG meetings.</li> <li>▪ Develop Leadership Capabilities in Aboriginal Students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Aboriginal students articulate and demonstrate higher application to and achievement of learning outcomes.</li> <li>▪ Increase in student attendance.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Aboriginal students articulate an increased self importance and esteem, a stronger sense of belonging to Austinmer PS, and a clear purpose and direction for their educational goals.</li> </ul>
<ul style="list-style-type: none"> <li>• Build Positive Community Relationships</li> </ul>	<ul style="list-style-type: none"> <li>▪ Form an Aboriginal Education Committee.</li> <li>▪ Elders and Members from our Aboriginal Community join in planning and celebrations.</li> <li>▪ Display signage and artwork on front school fence to reach the community.</li> <li>▪ Aboriginal Members of the Community invited to tell the stories relating to Social change and traditions.</li> <li>▪ Parents of Aboriginal Students invited to participate in the planning of their child's Personal Learning Plan.</li> <li>▪ Media coverage of Aboriginal Education Events at Austinmer PS.</li> <li>▪ Aboriginal members of the community participate in and contribute to lessons, assemblies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Community members, parents, student, teacher representation on decision making committee.</li> <li>▪ Every student contributes to mural displayed in the meeting place.</li> <li>▪ Personal Learning Plans in place for 2010.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Aboriginal students articulate an increased self importance and esteem, and a stronger sense of belonging to Austinmer PS.</li> <li>▪ All members of the Austinmer Public School Community empathise and support the Social Change Agenda.</li> </ul>



<ul style="list-style-type: none"> <li>• Increase levels of literacy achievement for Aboriginal students.</li> </ul>	<ul style="list-style-type: none"> <li>• Critically analyse NAPLAN and local assessment data.</li> <li>• Individual Education Programs targeting specific learning outcomes.</li> <li>• Early Intervention Strategy, including critical analysis: BEST START, Rapid Reader, Reading Recovery, SENA and support programs.</li> <li>• Aboriginal students operating at below National Average benchmark to access School Literacy Support Program.</li> </ul>	<ul style="list-style-type: none"> <li>• NAPLAN results 2010 and beyond will show significant individual growth for all Aboriginal students.</li> <li>• All Aboriginal students will be achieving at or above National Average Benchmarks 2010 and beyond.</li> <li>• Aboriginal Students in kindergarten, assessed, tracked and monitored, regularly following Best Start Assessment.</li> <li>• School based assessment and standardised assessment evidences growth in student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate data analysis informs educational programs that increase Aboriginal student learning achievement of Literacy and Numeracy outcomes at or above National Average Benchmarks.</li> </ul>
<ul style="list-style-type: none"> <li>• Increase teacher quality to increase Aboriginal student learning outcomes in literacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research in National Accelerated Literacy Program.</li> <li>• Professional Development in NALP strategies for teaching Inferential Comprehension and Grammar.</li> <li>• Purchase of resources – reading material to support NALP pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of QTPs embedded in teaching learning programs.</li> <li>• Teachers professional dialogue evidences increased student achievement resulting from a shift in pedagogy.</li> <li>• Team teaching, modelled teaching, programming and assessment tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher pedagogy evidences AGQTP programs identified in achieving National Learning Benchmarks- NALP, CMIT, Reading Recovery, COGs.</li> </ul>
<ul style="list-style-type: none"> <li>• Increase teacher quality to increase Aboriginal student learning outcomes in numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Action research in Count Me In Too, Counting On.</li> <li>• Professional Development in CMIT and Counting On pedagogy and teaching Problem Solving and thinking skills.</li> <li>• Purchase of resources –material to support CMIT and Counting On pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of QTPs embedded in teaching learning programs.</li> <li>• Teachers professional dialogue evidences increased student achievement resulting from a shift in pedagogy.</li> <li>• Team teaching, modelled teaching, programming and assessment tools.</li> <li>• Students using most efficient strategies for problem solving.</li> <li>• Students articulating strategies.</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognise that ALL students benefit from the Aboriginal Education Agenda.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school curriculum focus on Aboriginal Education in COGs.</li> <li>• Whole school projects supporting Aboriginal Education.</li> <li>• Acknowledgement of Country.</li> <li>• PBS Values reinforced through the Aboriginal Agenda.</li> </ul>	<ul style="list-style-type: none"> <li>• All students achieving at or above National Average benchmarks in Literacy and Numeracy.</li> <li>• All students achieve outcomes of Aboriginal perspective and issue in COGs units in the four KLAS.</li> <li>• Whole school participation in major environmental art works for Reconciliation Week, NAIDOC.</li> </ul>	<ul style="list-style-type: none"> <li>• The shift in pedagogy, philosophy, and sociology will have positive outcomes for all school community members.</li> </ul>



**School Priority Area: ABORIGINAL EDUCATION**

**Intended Outcomes:**

- Increase Aboriginal student engagement and retention.
- Build Positive Community Relationships with Aboriginal People.
- Increase levels of literacy achievement for Aboriginal students.
- Increase teacher quality to increase Aboriginal student learning outcomes in numeracy.
- Recognise that ALL students benefit from the Aboriginal Education Agenda.

**Targets:**

- ❖ Critical analysis of Best Start, NAPLAN, SENA, standardised and criterion referenced data to inform Educational Programs.
- ❖ Professional development of staff in the National Accelerated Literacy Program, CMIT and Aboriginal Education
- ❖ Inclusive communication: visuals and signage, newsletter items, media coverage, murals and environmental art that promotes Aboriginality.
- ❖ Access to effective Connected Learning Educational resources to increase learning outcomes.

Indicators	Strategies	Time Frame				Responsibility	Resource Funding
		1	2	3	4		
<ul style="list-style-type: none"> <li>• All Aboriginal students will be achieving at or above NAPLAN National Average Benchmarks 2010 and beyond.</li> <li>• Aboriginal Students in kindergarten, assessed, tracked and monitored, regularly following Best Start Assessment.</li> <li>• Community members, parents, student, teacher representation in decision making.</li> <li>▪ Aboriginal students articulate and demonstrate higher application to and achievement of learning outcomes.</li> <li>• Elements of QTPs embedded in teaching learning programs.</li> <li>• Whole school participation in major environmental art works for Reconciliation Week, NAIDOC.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Learning Plans created in consultation with parents and student.</li> <li>• Critically analyse NAPLAN and local assessment data</li> <li>• Early Intervention Strategy, including critical analysis: BEST START, Rapid Reader, Reading Recovery, SENA and support programs</li> <li>• Aboriginal students operating at below National Average benchmark to access School Literacy Support Program.</li> <li>• Professional Development in NALP strategies for teaching Inferential Comprehension and Grammar.</li> <li>• Purchase of resources – reading material to support NALP pedagogy.</li> <li>• Professional Development in CMIT and Counting On pedagogy and teaching Problem Solving and thinking skills.</li> <li>• Whole school curriculum focus on Aboriginal Education in CMIT, NALP, COGs, reading Recovery - AGQTPrograms</li> <li>Aboriginal members of the community participate in and contribute to lessons, events, special assemblies.</li> <li>• Elders and Members from our Aboriginal Community join in planning and celebration of Aboriginal Education Events.</li> </ul>					Teacher	Regional Tied grants
						Teacher	na
						Executive	TPL
						LST	School
						Principal	TPL
						Executive, Staff	P and C
						Principal	na
						Executive	na
						Staff	na
						Executive, community	na



Extra School Priority Area: **ADMINISTRATION**

OUTCOME	STRATEGIES	TIME FRAME	BY WHOM
Implement sound budgeting practices	1.	Ongoing	Principal, SASS, budget committee
Improvement in School administration/organisation via Technology	1.	Ongoing	Principal, technology committee
Collaboratively develop and review School Management Plan	1.	Term 3	Principal, executive, staff
Examine and review current school policies		Ongoing	Principal, executive, staff

