Telarah Public School

Annual Plan 2010
### Numeracy

<table>
<thead>
<tr>
<th>Strategic Priority</th>
<th>Outcomes</th>
<th>Annual Targets</th>
<th>Focus Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve student performance in the NAPLAN assessment by 5% per annum.</td>
<td>To improve numeracy outcomes for all students through explicit teaching resulting in an increase of 5% of students reaching the National Benchmark Target.</td>
<td>Numeracy Quality Teaching Technology</td>
<td></td>
</tr>
<tr>
<td>Improve the number of children achieving national benchmarks by 5% per annum. Identify early numeracy needs and implement quality teaching programs.</td>
<td>To improve Numeracy Pedagogy through the implementation of Taking Off With Numeracy Program in all Stage 2 and Stage 3 classes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Student Engagement and Retention

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Attendance will be at or above state average. Welfare and discipline issues will be systematically monitored and communicated to families. Quality teaching will improve student engagement with learning.</td>
<td>To continue to improve the attendance of students through a whole school approach to monitoring behaviour and community based programs.</td>
<td>Attendance Aboriginal Education and Training Quality Teaching</td>
<td></td>
</tr>
</tbody>
</table>

### Literacy

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<tbody>
<tr>
<td>Improve student performance in the NAPLAN assessment by an average of 3 marks per annum. Improve the number of children achieving national benchmarks by 10% per annum. Identify early literacy needs and implement quality teaching programs.</td>
<td>To improve performance in writing across the school, and by 5% in years 3 and 5, as measured by external assessment.</td>
<td>Literacy</td>
<td></td>
</tr>
</tbody>
</table>

### Aboriginal Education and Training

<table>
<thead>
<tr>
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<th>Outcomes</th>
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<tr>
<td>Aboriginal students’ literacy performance will improve by an average of 3 marks per annum. Aboriginal students’ numeracy performance will improve by an average of 3 marks per annum. Aboriginal students’ punctuality and attendance will match or better the state average. Aboriginal families will be effectively involved in educational decision-making</td>
<td>To plan for success for all Aboriginal students and increase competencies in Aboriginal cultures for all staff.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Priority Statements

The school will improve numeracy performance through explicit and quality teaching.
The school will integrate electronic and other resources into the numeracy teaching program.
The school will develop programs to support low-achieving numeracy learners.

### Annual Targets

To improve numeracy outcomes for all students through explicit teaching resulting in an increase of 5% of students reaching the National Benchmark Target.
To improve Numeracy Pedagogy through the implementation of Taking Off With Numeracy Program in all Stage 2 and Stage 3 classes.

### Key Implementation & Evaluation Strategies

#### 2010 Action
- To implement Numeracy at Home kits into all classrooms to help parents and students develop a greater understanding of mathematics.
- Statistical data gathered to assess participation in Numeracy at Home program.
- Teachers introduce Mathletics in classroom, issue access details and monitor student participation.
- Numeracy kits prepared, linked to explicit units, and made available for class use.
- Implementation of Quicksmart Intervention Program.
- Implementation of the Taking Off With Numeracy Program.
- Stage 1 classes continue to implement the Targeting Numeracy teaching program.

#### Timeframe

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<thead>
<tr>
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<tr>
<td>To implement Numeracy at Home kits into all classrooms to help parents and students develop a greater understanding of mathematics.</td>
<td></td>
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<tr>
<td>Statistical data gathered to assess participation in Numeracy at Home program</td>
<td></td>
</tr>
<tr>
<td>Teachers introduce Mathletics in classroom, issue access details and monitor student participation</td>
<td></td>
</tr>
<tr>
<td>Numeracy kits prepared, linked to explicit units, and made available for class use.</td>
<td></td>
</tr>
<tr>
<td>Implementation of Quicksmart Intervention Program</td>
<td></td>
</tr>
<tr>
<td>Implementation of the Taking Off With Numeracy Program.</td>
<td></td>
</tr>
<tr>
<td>Stage 1 classes continue to implement the Targeting Numeracy teaching program</td>
<td></td>
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</table>

#### Success Indicators

- Students regularly completing Numeracy at Home activities
- Students’ participation in Numeracy at Home activities assessed and recorded.
- Children actively participating in Mathletics activities at school and at home
- Classroom teaching programs are supported by numeracy kits linked to explicit teaching units
- Student performance in Years 3 and 5 NAPLAN Numeracy assessments will demonstrate a 5% improvement in results in the lowest two bands.
- Student performance in Years 3 and 5 NAPLAN Numeracy assessments will demonstrate a 5% increase of results in the highest two bands.
- Student performance in Stage 1 classes will be enhanced by explicit numeracy instruction.

#### Responsibilities

- Numeracy Team
- Numeracy Team
- Numeracy Team
- Numeracy Team
- All Teachers
- All Teachers
- Stage 1 Teachers

#### Resources

- Numeracy at Home kits
- Consultancy Support
- Numeracy at Home kits
- Mathletics program
- Community resources
- Survey data

#### Funding

- PSP $500.00
- PSP
- PSP
- PSP
- PSP
- PSP

### 2010 Action

#### Activities

- Students will continue to participate in Numeracy at Home activities.
- Investigate process to expand Numeracy at Home to Stage 2 classes.
- Subject to results of investigation, expand Numeracy at Home to Stage 2 classes.
- Continue with promotion of Mathletics program.
- Offer parent training sessions in use of Mathletics in the home.
- Parent/student survey to assess participation rate.

#### Timeframe

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<td>Students will continue to participate in Numeracy at Home activities</td>
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<tr>
<td>Investigate process to expand Numeracy at Home to Stage 2 classes</td>
<td></td>
</tr>
<tr>
<td>Subject to results of investigation, expand Numeracy at Home to Stage 2 classes</td>
<td></td>
</tr>
<tr>
<td>Continue with promotion of Mathletics program</td>
<td></td>
</tr>
<tr>
<td>Offer parent training sessions in use of Mathletics in the home</td>
<td></td>
</tr>
<tr>
<td>Parent/student survey to assess participation rate</td>
<td></td>
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#### Responsibility

- Numeracy Team
- Numeracy Team
- Numeracy Team
- Numeracy Team
- Numeracy Team

#### Resources

- Numeracy at Home kits
- Consultancy Support
- Numeracy at Home kits
- Mathletics program
- Community resources

#### Funding

- PSP $500.00
- PSP
- PSP
- PSP
- PSP
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<tr>
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<tbody>
<tr>
<td>Numeracy at Home program</td>
<td>Parent/student survey to assess participation rate</td>
<td></td>
<td>Numeracy Team</td>
<td>Survey data</td>
<td>PSP</td>
</tr>
<tr>
<td>Numeracy kits prepared, linked to explicit units, and made available for class use.</td>
<td>Continue use of kits in classrooms, with replacement and expansion of resources as budget permits</td>
<td></td>
<td>All Teachers</td>
<td>Community resources Consultancy Support</td>
<td>PSP</td>
</tr>
<tr>
<td></td>
<td>Continue student assessment and identify students for Intervention Program</td>
<td></td>
<td>Numeracy Team</td>
<td>Assessment data - internal NAPLAN Data</td>
<td></td>
</tr>
<tr>
<td>Implementation of Quicksmart Intervention Program</td>
<td>Quicksmart Program to be implemented to support all students who have not reached National Benchmarks</td>
<td></td>
<td>Principal</td>
<td>Quicksmart</td>
<td>$10,000.00</td>
</tr>
<tr>
<td></td>
<td>Develop Individual Education Plan for all students who have not reached national Benchmarks.</td>
<td></td>
<td>Numeracy Team</td>
<td>Assessment data - internal NAPLAN Data</td>
<td>PSP</td>
</tr>
<tr>
<td></td>
<td>Purchase Laptop Computers and Software to implement Quicksmart Intervention Program.</td>
<td></td>
<td>Deputy Principal</td>
<td>Technology TPL - internal</td>
<td>$6,000.00</td>
</tr>
<tr>
<td></td>
<td>Classroom Leader to monitor progress of students involved in Quicksmart Intervention Program.</td>
<td></td>
<td>Numeracy Team</td>
<td>Assessment data - internal</td>
<td>$15,000.00</td>
</tr>
<tr>
<td></td>
<td>SLSO to implement Quicksmart student program</td>
<td></td>
<td>Numeracy Team</td>
<td>Quicksmart</td>
<td>$38,000.00</td>
</tr>
<tr>
<td>Implementation of the Taking Off With Numeracy Program.</td>
<td>TOWN Program to be implemented in all Stage 2 and Stage 3 classes.</td>
<td></td>
<td>Numeracy Team</td>
<td>Consumables TOWN resources</td>
<td>$24,000.00</td>
</tr>
<tr>
<td></td>
<td>Classroom Leader to visit 10 classrooms twice a week to improve Numeracy Pedagogy through the implementation of TOWN program</td>
<td></td>
<td>Numeracy Team</td>
<td>National Partnership funds</td>
<td>$10,000.00</td>
</tr>
<tr>
<td></td>
<td>Classroom Leader to support class teachers and to monitor programs through regular assessment.</td>
<td></td>
<td>Numeracy Team</td>
<td>Assessment data - internal</td>
<td>$5,000.00</td>
</tr>
<tr>
<td></td>
<td>Classroom Leader and School Improvement Team to organise regular workshops for parents.</td>
<td></td>
<td>Numeracy Team</td>
<td>National Partnership funds</td>
<td>$750.00</td>
</tr>
<tr>
<td></td>
<td>Classroom Leader to organise training days and lesson study discussions with teachers.</td>
<td></td>
<td>Numeracy Team</td>
<td>National Partnership funds</td>
<td>$17,500.00</td>
</tr>
<tr>
<td>Stage 1 classes continue to implement the Targeting Numeracy teaching program</td>
<td>Collaborative planning and assessment staff workshop for development of effective assessment and recording tools</td>
<td></td>
<td>Stage 1 Teachers</td>
<td>Consultancy Support Maths Network Team Meeting TPL - external TPL - internal</td>
<td>PSP $6,000.00</td>
</tr>
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### Annual Plan 2010
#### Student Engagement and Retention

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<th>Priority Statements</th>
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<tr>
<td>The school will improve attendance through active monitoring. The school will deal expeditiously with welfare and discipline issues. The school will improve engagement through quality teaching and learning.</td>
<td>To continue to improve the attendance of students through a whole school approach to monitoring behaviour and community-based programs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Implementation &amp; Evaluation Strategies</th>
<th>2010 Action</th>
<th>Timeframe</th>
<th>Success Indicators</th>
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<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Team will monitor students with 85% or less attendance and refer for HSLO intervention where attendance deemed unsatisfactory</td>
<td>Class teachers and Attendance Team will actively monitor attendance records and maintain contact with carers to ensure consistent attendance.</td>
<td>[ ] [ ] [ ] [ ]</td>
<td>Attendance rate at or above state average</td>
<td>Attendance Team</td>
<td>Global</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attendance Team will monitor attendance records of students with less than 85% attendance, ensure contact with carers and initiate referrals to HSLO</td>
<td>[ ] [ ] [ ]</td>
<td>Fewer students in less than 85% attendance range</td>
<td>Attendance Team</td>
<td>Global</td>
<td></td>
</tr>
<tr>
<td>ESR Welfare data will be entered and maintained to ensure that both positive and negative referrals are recorded and communicated to carers</td>
<td>All staff consistently record positive and negative interactions in ESR Welfare database.</td>
<td>[ ] [ ] [ ]</td>
<td>Data is easily accessed for the purpose of informing carers.</td>
<td>All Teachers</td>
<td>Global</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WOW awards and other positive referrals are reviewed and modified where necessary, with progress through the positive referral recorded in ESR Welfare database.</td>
<td>[ ] [ ] [ ]</td>
<td>Positive referrals are seamlessly incorporated into school’s award system.</td>
<td>All Teachers</td>
<td>Global</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ensure that welfare notifications are despatched to carers immediately following determination of penalty.</td>
<td>[ ] [ ] [ ]</td>
<td>Negative referrals are quickly communicated to carers for conference and resolution.</td>
<td>Welfare Team</td>
<td>Global</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students receive WOW awards and higher level awards at regular recognition assemblies</td>
<td>[ ] [ ] [ ]</td>
<td>Positive behaviour is reinforced through the school-wide recognition scheme.</td>
<td>Welfare Team</td>
<td>PSP</td>
<td></td>
</tr>
<tr>
<td>Teacher professional learning will be focused on quality teaching elements, with emphasis on the development of higher expectations of achievement.</td>
<td>Teachers undertake TPL activities incorporating the identified elements</td>
<td>[ ] [ ] [ ]</td>
<td>Internal TPL activities will focus on quality teaching elements, explicit instruction, and higher-order thinking.</td>
<td>All Teachers</td>
<td>TPL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quality elements incorporated into class activities at all stage levels</td>
<td>[ ] [ ] [ ]</td>
<td>Learning activities will reflect more elements of higher-order thinking.</td>
<td>All Teachers</td>
<td>PSP</td>
<td></td>
</tr>
<tr>
<td>ICT strategies will be integrated into learning activities to promote higher-order thinking and further student engagement.</td>
<td>Teachers undertake training in further ICT strategies for incorporation into class learning.</td>
<td>[ ] [ ] [ ]</td>
<td>TPL activities provide further training in ICT strategies and the use of interactive whiteboards.</td>
<td>Technology Team</td>
<td>TPL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class programs and lesson plans demonstrate increased use of ICT resources</td>
<td>[ ] [ ] [ ]</td>
<td>Increased incidence of ICT resources in effective delivery of learning activities.</td>
<td>All Teachers</td>
<td>Global</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Annual survey to determine effects of ICT strategies on engagement and learning.</td>
<td>[ ] [ ] [ ]</td>
<td>Evidence of improved student engagement arising from use of ICT resources.</td>
<td>Technology Team</td>
<td>Tied</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students and parents work together on science and technology projects as</td>
<td>[ ] [ ] [ ]</td>
<td>Science and Technology evening staged as culmination to school-wide</td>
<td>All Teachers</td>
<td>PSP</td>
<td></td>
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### Annual Plan 2010

#### Student Engagement and Retention

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<tr>
<td>ICT strategies will be integrated into learning activities to promote higher-order thinking and further student engagement.</td>
<td>culmination to focus weeks.</td>
<td>Science and Technology focus.</td>
<td>All Teachers</td>
<td>PSP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families are involved in transition and orientation programs to ensure that they are made aware of school expectations in learning and behaviour.</td>
<td></td>
<td>A structured program of orientation and transition will be offered to new kindergarten enrolments, involving both children and parents, to outline the school’s expectations.</td>
<td>Early Stage 1 Teachers</td>
<td>PSP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive members will implement DET enrolment procedures, and monitor new students following enrolment.</td>
<td></td>
<td>All new enrolments, other than kindergarten students, will be interviewed by the Deputy Principal or Principal, to outline school expectations and to ascertain any learning or welfare needs.</td>
<td>Executive</td>
<td>Global</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole school program will be developed, involving community members sharing their life/vocational experiences with children, expanding their awareness of life beyond school.</td>
<td></td>
<td></td>
<td>All Teachers</td>
<td>PSP</td>
<td></td>
<td></td>
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### 2010 Action

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<tbody>
<tr>
<td>Class teachers and Attendance Team will actively monitor attendance records and maintain contact with carers to ensure consistent attendance.</td>
<td>Class teachers will monitor attendance, contact parents where required, and record those contacts in the school attendance contact logs.</td>
<td>All Teachers</td>
<td>Attendance Data</td>
<td>Global</td>
</tr>
<tr>
<td>Attendance Team will monitor attendance records of students with less than 85% attendance, ensure contact with carers and initiate referrals to HSLO</td>
<td>Attendance Team will monitor records, meet with parents of students with attendance problems, and refer to HSLO if attendance fails to improve.</td>
<td>Attendance Team</td>
<td>Attendance Data</td>
<td>Global</td>
</tr>
<tr>
<td>All staff consistently record positive and negative interactions in ESR Welfare database.</td>
<td>Staff refresher training in the use of ESR Welfare</td>
<td>Welfare Team</td>
<td>Staff Meeting</td>
<td>Global</td>
</tr>
<tr>
<td>WOW awards and other positive referrals are reviewed and modified where necessary, with progress through the positive referral recorded in ESR Welfare database.</td>
<td>Staff review of awards system</td>
<td>All Teachers</td>
<td>Staff Meeting</td>
<td>Global</td>
</tr>
<tr>
<td>Ensure that welfare notifications are despatched to carers immediately following determination of penalty.</td>
<td>Welfare notifications despatched on the day of penalty</td>
<td>Welfare Team</td>
<td>Welfare data</td>
<td>Global</td>
</tr>
<tr>
<td>Students receive WOW awards and higher level awards at regular recognition assemblies</td>
<td>Recognition assemblies held twice per term</td>
<td>Welfare Team</td>
<td>Welfare data</td>
<td>Global</td>
</tr>
<tr>
<td>Quality elements incorporated into class activities at all stage levels</td>
<td>Staff will prepare classroom programs which incorporate quality elements</td>
<td>All Teachers</td>
<td>Team Meeting</td>
<td>Global</td>
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<tr>
<td>Quality elements incorporated into class activities at all stage levels</td>
<td>Executive staff review programs to ensure that quality elements are incorporated into teaching and learning</td>
<td></td>
<td>Executive</td>
<td>Team Meeting</td>
<td>Global</td>
</tr>
<tr>
<td>Teachers undertake TPL activities incorporating the identified elements</td>
<td>School-based TPL and staff meetings will be based around the identified elements of the quality teaching framework</td>
<td></td>
<td>All Teachers</td>
<td>TPL - external</td>
<td>PSP</td>
</tr>
<tr>
<td>Class programs and lesson plans demonstrate increased use of ICT resources</td>
<td>Class teachers devise programs based around ICT resources whenever available</td>
<td></td>
<td>All Teachers</td>
<td>ICT resources</td>
<td>Tied</td>
</tr>
<tr>
<td>Class programs and lesson plans demonstrate increased use of ICT resources</td>
<td>Executive staff review programs to ensure that ICT strategies are incorporated into teaching and learning</td>
<td></td>
<td>Executive</td>
<td>Team Meeting</td>
<td>Global</td>
</tr>
<tr>
<td>Teachers undertake training in further ICT strategies for incorporation into class learning.</td>
<td>Regular staff meetings and school development day sessions offered to further ICT knowledge amongst staff</td>
<td></td>
<td>All Teachers</td>
<td>Staff Development Day</td>
<td>TPL</td>
</tr>
<tr>
<td>Teachers undertake training in further ICT strategies for incorporation into class learning.</td>
<td>Staff to be offered opportunity to attend external training to enhance ICT skills</td>
<td></td>
<td>Executive</td>
<td>TPL - external</td>
<td>TPL</td>
</tr>
<tr>
<td>Students and parents work together on science and technology projects as culmination to focus weeks.</td>
<td>Science focus for all stages during Term 2 2010, with staged and planned activities incorporated into class programs</td>
<td></td>
<td>All Teachers</td>
<td>Community resources</td>
<td>Global</td>
</tr>
<tr>
<td>Students and parents work together on science and technology projects as culmination to focus weeks.</td>
<td>Science activity evening organised so that students and parents work together on make and do projects</td>
<td></td>
<td>All Teachers</td>
<td>Science resources</td>
<td>PSP</td>
</tr>
<tr>
<td>Annual survey to determine effects of ICT strategies on engagement and learning.</td>
<td>Staff and student surveys to determine impact of ICT strategies</td>
<td></td>
<td>Deputy Principal</td>
<td>Survey data</td>
<td>Tied</td>
</tr>
<tr>
<td>Executive members will implement DET enrolment procedures, and monitor new students following enrolment.</td>
<td>Principal and Deputy Principal review all enrolment applications to ensure compliance with DET procedures, especially with regard to student safety and out-of-zone applications</td>
<td></td>
<td>Principal</td>
<td>Welfare data</td>
<td>Global</td>
</tr>
<tr>
<td>Children and parents attend the orientation and transition program.</td>
<td>Promotion of enrolment for 2011 school year through newsletter and signage</td>
<td></td>
<td>Early Stage 1 Teachers</td>
<td>Community resources</td>
<td>PSP</td>
</tr>
<tr>
<td>Children and parents attend the orientation and transition program.</td>
<td>Enrolment packages issued to parents who have expressed interest in enrolling</td>
<td></td>
<td>Early Stage 1 Teachers</td>
<td>Staff support</td>
<td>Global</td>
</tr>
<tr>
<td>Children and parents attend the orientation and transition program.</td>
<td>Orientation program organised and presented for children and parents</td>
<td></td>
<td>Early Stage 1 Teachers</td>
<td>Staff support</td>
<td>PSP</td>
</tr>
<tr>
<td>Community members talk to and are interviewed by students.</td>
<td>Welfare team identify community members who would be attractive presenters to generate higher expectations of achievement</td>
<td></td>
<td>Welfare Team</td>
<td>Community resources</td>
<td>PSP</td>
</tr>
<tr>
<td>Community members talk to and are interviewed by students.</td>
<td>Program of visiting presenters to be coordinated and delivered</td>
<td></td>
<td>Welfare Team</td>
<td>Community resources</td>
<td>PSP</td>
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</table>
The school will improve literacy and numeracy performance of Aboriginal children.
The school will improve attendance of Aboriginal children.
The school will develop productive relationships with the Aboriginal community.

To plan for success for all Aboriginal students and increase competencies in Aboriginal cultures for all staff.

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<tr>
<td>Accelerated Literacy pedagogy will be implemented across all stages</td>
<td>Accelerated Literacy training will be offered to Stage 2 in 2009 and Stage 1 in 2010 - see Literacy priority plan</td>
<td></td>
<td>Accelerated Literacy teaching strategies will be progressively evident in classrooms</td>
<td>Literacy Team</td>
<td></td>
<td>PSP</td>
</tr>
<tr>
<td>SLSO-Aboriginal Students will develop a community consultation program to enhance family participation</td>
<td>Community consultation program involving PLP preparation, program development and cultural activities initiated.</td>
<td></td>
<td>Aboriginal families will be more involved in educational decision-making</td>
<td>Communicating with School Community</td>
<td></td>
<td>PSP</td>
</tr>
<tr>
<td>SLSO-Aboriginal Students will be a permanent member of the school Attendance Team</td>
<td>SLSO-Aboriginal students will maintain contact with families identified by the attendance team to ensure regular and punctual attendance</td>
<td></td>
<td>Attendance and punctuality of Aboriginal students will show continuous improvement</td>
<td>Attendance Team</td>
<td></td>
<td>Global</td>
</tr>
<tr>
<td>SLSO - Aboriginal students will provide targeted support in Literacy for Aboriginal students</td>
<td>SLSO-Aboriginal students will work with class teachers to provide explicit literacy instruction to students with learning deficits identified by internal or external assessment.</td>
<td></td>
<td>Literacy performance by aboriginal students in NAPLAN will improve by an average of 5% per annum</td>
<td>Literacy Team</td>
<td></td>
<td>PSP</td>
</tr>
<tr>
<td>SLSO - Aboriginal students will provide targeted support in Numeracy for Aboriginal students</td>
<td>SLSO-Aboriginal students will work with class teachers to provide explicit numeracy instruction to students with learning deficits identified by internal or external assessment.</td>
<td></td>
<td>Numeracy performance by aboriginal students in NAPLAN will improve by an average of 5% per annum</td>
<td>Numeracy Team</td>
<td></td>
<td>PSP</td>
</tr>
<tr>
<td>SLSO - Aboriginal students will work with STLA to identify students with learning needs on an early intervention basis</td>
<td>STLA will assess Aboriginal students with learning needs and, in consultation with SLSO - Aboriginal students, develop a personalised learning plan to address those needs. Supported by 0.9 PSP staffing entitlement.</td>
<td></td>
<td>Aboriginal students with learning needs assessed and early intervention programs implemented.</td>
<td>Learning Support Team</td>
<td></td>
<td>PSP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2010 Action</th>
<th>Activities</th>
<th>Timeframe</th>
<th>Responsibility</th>
<th>Resources</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated Literacy training will be offered to Stage 2 in 2009 and Stage 1 in 2010 - see Literacy priority plan</td>
<td>Activities as determined within Literacy priority plan</td>
<td></td>
<td>Literacy Team</td>
<td>TPL - internal</td>
<td>TPL</td>
</tr>
<tr>
<td>Community consultation program involving PLP preparation, program development and cultural activities initiated.</td>
<td>Aboriginal education Team will oversee the community consultation program to ensure effective representation and implementation</td>
<td></td>
<td>Aboriginal Education Team</td>
<td>Community resources Consultancy Support</td>
<td>PSP</td>
</tr>
<tr>
<td></td>
<td>School to establish collaboration with Hunter New England Health and Awabakal Medical Service to ensure regular health checks for Aboriginal students</td>
<td></td>
<td>Aboriginal Education Team</td>
<td>Community resources Staff support</td>
<td>PSP</td>
</tr>
<tr>
<td></td>
<td>School to establish links with newly-appointed Aboriginal</td>
<td></td>
<td>Aboriginal</td>
<td>Community resources</td>
<td>PSP</td>
</tr>
<tr>
<td>2010 Action</td>
<td>Activities</td>
<td>Timeframe</td>
<td>Responsibility</td>
<td>Resources</td>
<td>Funding</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Community consultation program involving PLP preparation, program development and cultural activities initiated.</td>
<td>maternal and child health nurse to assist in delivery of community health programs to Aboriginal families.</td>
<td></td>
<td>Education Team</td>
<td>Staff support</td>
<td>PSP</td>
</tr>
<tr>
<td>Participation by Aboriginal community members in community speakers' program - as outlined in student engagement and retention priority statement.</td>
<td></td>
<td></td>
<td>Welfare Team</td>
<td>Community resources Staff support</td>
<td>PSP</td>
</tr>
<tr>
<td>SLSO-Aboriginal students will maintain contact with families identified by the attendance team to ensure regular and punctual attendance</td>
<td>SLSO - Aboriginal students will be part of the attendance team and follow-up with families of referrals from that team</td>
<td></td>
<td>Attendance Team</td>
<td>Attendance Data Community resources HSLO support</td>
<td>PSP</td>
</tr>
<tr>
<td>SLSO- Aboriginal students to contact families with prospective pre-school students to promote enrolment and attendance at pre-school.</td>
<td>SLSO- Aboriginal students to contact families with prospective pre-school students to promote enrolment and attendance at pre-school.</td>
<td></td>
<td>Aboriginal Education Team</td>
<td>Community resources Staff support</td>
<td>PSP</td>
</tr>
<tr>
<td>SLSO-Aboriginal students will work with class teachers to provide explicit literacy instruction to students with learning deficits identified by internal or external assessment.</td>
<td>SLSO- Aboriginal students and class teacher to determine and deliver personalised learning plans in conjunction with families.</td>
<td></td>
<td>Aboriginal Education Team</td>
<td>Assessment data - internal NAPLAN Data</td>
<td>Global</td>
</tr>
<tr>
<td>SLSO-Aboriginal students will work with class teachers to provide explicit numeracy instruction to students with learning deficits identified by internal or external assessment.</td>
<td>SLSO-Aboriginal will implement Quicksmart numeracy program for identified students</td>
<td></td>
<td>Aboriginal Education Team</td>
<td>Assessment data - internal NAPLAN Data</td>
<td></td>
</tr>
<tr>
<td>STLA will assess Aboriginal students with learning needs and, in consultation with SLSO - Aboriginal students, develop a personalised learning plan to address those needs. Supported by 0.9 PSP staffing entitlement.</td>
<td>STLA to assess students, and develop personalised learning plans in conjunction with SLSO and class teacher</td>
<td></td>
<td>Aboriginal Education Team</td>
<td>Assessment data - internal</td>
<td>PSP</td>
</tr>
</tbody>
</table>
## Annual Plan 2010

### Literacy

#### Priority Statements

The school will improve literacy performance through explicit and quality teaching. The school will integrate electronic and other resources into the literacy teaching program. The school will develop programs to support low-achieving literacy learners.

#### Annual Targets

To improve performance in writing across the school, and by 5% in years 3 and 5, as measured by external assessment.

<table>
<thead>
<tr>
<th>Key Implementation &amp; Evaluation Strategies</th>
<th>2010 Action</th>
<th>Timeframe</th>
<th>Success Indicators</th>
<th>Responsibilities</th>
<th>Resources</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech Pathology in Schools Program provides individual instruction for students in need.</td>
<td>Support the continuation of SPINS program, and investigate the possibility of accessing other speech pathology programs following the completion of SPINS.</td>
<td></td>
<td>Improved receptive or expressive language in targeted students</td>
<td>Learning Support Team</td>
<td></td>
<td>PSP</td>
</tr>
<tr>
<td>Expand and consolidate Accelerated Literacy Training in stage 2 and 3, and introduce AL to Year 2</td>
<td>1) Implement Year 2 Accelerated Literacy training with Pam Lane 2) Support and maintain Accelerated Literacy in Stages 2 and 3 3) Provision of 2 half day planning sessions for Stages 2 and 3 to consolidate and continue AL implementation in the classroom.</td>
<td></td>
<td>Improved NAPLAN results by 5% per annum in overall literacy</td>
<td>Literacy Team</td>
<td></td>
<td>PSP</td>
</tr>
<tr>
<td>Consolidate and refresh 3L program in ES1</td>
<td>1) Provide training for all ES1 staff in the implementation of 3L and Jolly Phonics. 2) Continue to update and refresh resources.</td>
<td></td>
<td>Reading level data from ES1</td>
<td>Early Stage 1 Teachers</td>
<td></td>
<td>PSP</td>
</tr>
<tr>
<td>Develop quality teaching strategies for building reading comprehension levels across the school</td>
<td>Development of a tracking database to follow students k-6</td>
<td></td>
<td>Database developed by end of term 2</td>
<td>Literacy Team</td>
<td></td>
<td>PSP</td>
</tr>
<tr>
<td>Develop a set of generic questions based on the four roles of the reader, for adoption and adaptation by staff into their classroom practice</td>
<td></td>
<td></td>
<td>Improved staff awareness of the four roles of the reader</td>
<td>Literacy Team</td>
<td></td>
<td>PSP</td>
</tr>
<tr>
<td>Have all teachers observe at least one Reading Recovery session, noticing techniques and strategies used by our highly trained Reading Recovery teachers.</td>
<td></td>
<td></td>
<td>Improved quality of reading instruction in guided reading by all teachers.</td>
<td>All Teachers</td>
<td></td>
<td>PSP</td>
</tr>
<tr>
<td>Provide quality literacy programs to extend the skills of able students.</td>
<td>Students participate in debating, public speaking, school magazine production and Newcastle Herald newspaper competition.</td>
<td></td>
<td>Programs in debating, public speaking, magazine and newspaper productions developed and implemented for able students.</td>
<td>Literacy Team</td>
<td></td>
<td>PSP</td>
</tr>
<tr>
<td>To improve writing, with an increase of 5% in NAPLAN results</td>
<td>1) Support staff in the delivery of writing instruction; 2) Embed guided writing groups into the pedagogy of all classes 3) Whole-school focus on description in Term 1 2010 4) Consultancy support in the teaching of narrative during Term 1 2010</td>
<td></td>
<td>Writing results in NAPLAN improve by 5% per annum</td>
<td>Literacy Team</td>
<td></td>
<td>PSP</td>
</tr>
</tbody>
</table>
## Literacy

### Encourage active participation of parents in reading and writing at school.

<table>
<thead>
<tr>
<th>2010 Action</th>
<th>Timeframe</th>
<th>Success Indicators</th>
<th>Responsibilities</th>
<th>Resources</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invite parents into classrooms to read with children on a regular basis, at least once per term</td>
<td>[ ]</td>
<td>Increased parent participation of parents in classroom during reading</td>
<td>All Teachers</td>
<td></td>
<td>PSP</td>
</tr>
<tr>
<td>Collect and publish on an at least monthly basis in the newsletter, quality student writing. Feature quality student writing in a prominent place and identify students with quality writers’ badges for a week.</td>
<td>[ ]</td>
<td>Increase audience for student writing to the wider parent community.</td>
<td>All Teachers</td>
<td></td>
<td>Global</td>
</tr>
</tbody>
</table>

### Provide ongoing support for discontinued Reading Recovery students to maintain gains made on Reading Recovery.

<table>
<thead>
<tr>
<th>2010 Action</th>
<th>Timeframe</th>
<th>Success Indicators</th>
<th>Responsibilities</th>
<th>Resources</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Recovery tutor monitors student progress and assist students, on a regular basis, with familiar prompting and developing independence.</td>
<td>[ ]</td>
<td>Discontinued Reading Recovery students maintain at least average progress in reading.</td>
<td>Support Teachers - Learning Assistance</td>
<td></td>
<td>PSP</td>
</tr>
</tbody>
</table>
| 1) Reading Recovery lessons are delivered whenever possible.  
2) Develop improved relationships with families of Reading Recovery students | [ ] | Students miss fewer Reading Recovery lessons through student and teacher absence. | Literacy Team | | Global |

### Support the continuation of SPINS program, and investigate the possibility of accessing other speech pathology programs following the completion of SPINS.

<table>
<thead>
<tr>
<th>2010 Action</th>
<th>Timeframe</th>
<th>Responsibility</th>
<th>Resources</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support the continuation of SPINS program, and investigate the possibility of accessing other speech pathology programs following the completion of SPINS.</td>
<td></td>
<td>Learning Support team</td>
<td>University team</td>
<td>$5,500.00</td>
</tr>
</tbody>
</table>
| 1) Implement Year 2 Accelerated Literacy training with Pam Lane  
2) Support and maintain Accelerated Literacy in Stages 2 and 3  
3) Provision of 2 half day planning sessions for Stages 2 and 3 to consolidate and continue AL implementation in the classroom. | | Literacy Team | Consultancy Support TPL - internal | $7,500.00 |
| Pam Lane to provide initial training to Year 2 teachers and STLA | | Literacy Team | Consultancy Support TPL - internal | $7,500.00 |
| Pam Lane to provide refresher training to Stages 2 and 3 | | Literacy Team | Consultancy Support TPL - internal | $7,500.00 |

### Develop a set of generic questions based on the four roles of the reader, for adoption and adaptation by staff into

<table>
<thead>
<tr>
<th>2010 Action</th>
<th>Timeframe</th>
<th>Responsibility</th>
<th>Resources</th>
<th>Funding</th>
</tr>
</thead>
</table>
| 1) Provide training for all ES1 staff in the implementation of 3L and Jolly Phonics.  
2) Continue to update and refresh resources. | | Literacy Team | TPL - internal | $2,000.00 |
| Continue to support and resource 3L with teacher training | | Literacy Team | Staff support | $9,000.00 |
| Provide teachers’ aide support for the implementation of 3L | | Literacy Team | Consultancy Support Staff support | $1,200.00 |

### Development of a tracking database to follow students k-6

<table>
<thead>
<tr>
<th>2010 Action</th>
<th>Timeframe</th>
<th>Responsibility</th>
<th>Resources</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff trained to enter data into EduMap tracking software</td>
<td></td>
<td>Deputy Principal</td>
<td>Assessment data - internal NAPLAN Data</td>
<td>TPL</td>
</tr>
<tr>
<td>Staff regularly enter assessment data into EduMap database</td>
<td></td>
<td>All Teachers</td>
<td>Assessment data - internal NAPLAN Data</td>
<td>Global</td>
</tr>
</tbody>
</table>

### Develop a set of generic questions based on the four roles of the reader, for adoption and adaptation by staff into

<table>
<thead>
<tr>
<th>2010 Action</th>
<th>Timeframe</th>
<th>Responsibility</th>
<th>Resources</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy team to develop questions and present to staff</td>
<td></td>
<td>Literacy Team</td>
<td>Staff Meeting</td>
<td>PSP</td>
</tr>
<tr>
<td>2010 Action</td>
<td>Activities</td>
<td>Timeframe</td>
<td>Responsibility</td>
<td>Resources</td>
</tr>
<tr>
<td>-------------</td>
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<td>-----------</td>
</tr>
<tr>
<td>their classroom practice</td>
<td>Literacy team to develop questions and present to staff</td>
<td></td>
<td>Literacy Team</td>
<td>Team Meeting</td>
</tr>
<tr>
<td></td>
<td>Questions to be incorporated into reading lessons</td>
<td></td>
<td>All Teachers</td>
<td>Team Meeting</td>
</tr>
<tr>
<td></td>
<td>Have all teachers observe at least one Reading Recovery session, noticing techniques and strategies used by our highly trained Reading Recovery teachers.</td>
<td></td>
<td>Literacy Team</td>
<td>TPL - internal</td>
</tr>
<tr>
<td></td>
<td>Coordinate entries into regional and statewide competitions</td>
<td></td>
<td>Stage 3 Teachers</td>
<td>Community resources</td>
</tr>
<tr>
<td></td>
<td>Train and mentor debaters and public speakers</td>
<td></td>
<td>Stage 3 Teachers</td>
<td>Community resources</td>
</tr>
<tr>
<td></td>
<td>Mentor students in Newcastle Herald school newspaper competition</td>
<td></td>
<td>Stage 3 Teachers</td>
<td>Community resources</td>
</tr>
<tr>
<td></td>
<td>Students participate in debating, public speaking, school magazine production and Newcastle Herald newspaper competition.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Support staff in the delivery of writing instruction;</td>
<td></td>
<td>Literacy Team</td>
<td>Consultancy Support</td>
</tr>
<tr>
<td></td>
<td>2) Embed guided writing groups into the pedagogy of all classes</td>
<td></td>
<td>All Teachers</td>
<td>Staff Meeting</td>
</tr>
<tr>
<td></td>
<td>3) Whole-school focus on description in Term 1 2010</td>
<td></td>
<td>Mark writing using simplified rubrics on most occasions</td>
<td>All Teachers</td>
</tr>
<tr>
<td></td>
<td>4) Consultancy support in the teaching of narrative during Term 1 2010</td>
<td></td>
<td>Stages to choose a theme to generate descriptive writing, with work to be displayed and shared.</td>
<td>All Teachers</td>
</tr>
<tr>
<td></td>
<td>Invite parents into classrooms to read with children on a regular basis, at least once per term</td>
<td></td>
<td>Class teachers issue invitation to parents</td>
<td>All Teachers</td>
</tr>
<tr>
<td></td>
<td>Collect and publish on an at least monthly basis in the newsletter, quality student writing. Feature quality student writing in a prominent place and identify students with quality writers’ badges for a week.</td>
<td></td>
<td>Literacy Team to seek out quality writing examples for regular publication and display</td>
<td>Literacy Team</td>
</tr>
<tr>
<td></td>
<td>1) Reading Recovery lessons are delivered a trained tutor whenever possible.</td>
<td></td>
<td>Organise RR teacher absences so that the other RR teacher conducts absent teacher’s lessons.</td>
<td>Literacy Team</td>
</tr>
<tr>
<td></td>
<td>2) Develop improved relationships with families of Reading Recovery students</td>
<td></td>
<td>Visit families at home if the initial invitation to take up RR is not responded to quickly and continue follow up visits to homes to develop a positive rapport with families.</td>
<td>Literacy Team</td>
</tr>
<tr>
<td></td>
<td>Reading Recovery tutor monitors student progress and assist students, on a regular basis, with familiar prompting and developing independence.</td>
<td></td>
<td>RFF timetable is organised such that RR tutor accumulates block RFF allowing for monitoring time within regular class periods</td>
<td>Deputy Principal</td>
</tr>
</tbody>
</table>