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| Koonawarra Public School Plan      **2012 – 2014**  **6 April 2012** |

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| **School context**  Koonawarra Public School is in the Dapto Area south-west of Wollongong. It is a P3 school with classes from Pre-school to Year 6 that serves a low socio-economic status  community. The students all speak English as a first language. There are 74 Aboriginal students. The majority of our clients live in Department of Housing accommodation leading to significant changes in the school population during and at the end of each year. Through the addition of National Partnerships monies teaching partnerships and mentoring were established to support staff to deliver quality literacy and numeracy programs.  The School accommodates one IM class Support, an AP Support , 1.8 IST Hearing Teachers and an Autism Outreach Teacher. The school receives funding through the Priority Schools Funding Program. This funding has been supplemented from the Priority Action Schools Program ($200000 per year) and National Partnership Funding ($340,000).  The staff consists of a combination of experienced permanent teachers supplemented by a band of younger and early years casual teachers who were previously funded by PAS and PSP monies. |

**Koonawarra Public School**

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| **School Priority Area** | **Overall Intended Outcomes** |
| Aboriginal Education  Literacy and Numeracy  Curriculum and Assessment  Leadership and Management  Engagement and Attainment | * + Reduce literacy and numeracy achievement gap between Aboriginal students and all students   + Decrease proportion of lowest performing students and increase proportion of highest performing students in line with State Plan targets for literacy and numeracy   + Use whole school planning processes to evaluate the quality of literacy and numeracy teaching   + Promote and maintain a positive, consistent learning environment for the entire school community   + Improve student access and capacity to use information and communication technologies to enhance their learning |

**2012 Targets as measured by NAPLAN results 2011-2012 Overall success measured by**

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| Literacy: 4% reduction in Year 3 students in Bands 1 and 2 reading  2% reduction in Year 3 ATSI students in Bands 1 and 2 reading  8% increase in Year 3 students in Bands 5 and 6 reading  12% increase in Year 3 ATSI students in Band 5 reading  6% reduction in Year 5 students in Bands 3 and 4 reading  10% reduction in Year 5 ATSI students in Bands 3 and 4 reading  6% increase in Year 5 students in Bands 7 and 8 reading  5% increase in Year 5 ATSI students in Band 6,7 and 8 reading  Increase by 1 the Year 5 students in Band 8  Increase the Year 3 students above the National Minimum Standard in  reading from 81% to 83 %  6% increase in the Boys Average Growth in reading  Reduce the students below expected growth in Reading by 5%  Numeracy: 8% reduction in Year 3 students in Bands 1 and 2  8% increase in Year 3 students in Bands 5 and 6  2% decrease in ATSI students in Bands 1 and 2  2% increase in ATSI students in Band 5  4% reduction in Year 5 students in Bands 3 and 4  8% increase in Year 5 students in Bands 6,7 and 8  4% decrease in ATSI students in Bands 3 and 4  8% increase in ATSI students in Band 7  Increase the Year 5 students in Band 8 by 1  Increase the Year 3 students above the National Minimum Standard  from 75% to 77%  Reduce the number of students below expected growth by 4% | NAPLAN, SENA, Best Start, Reading Recovery tracking,  School based data:  Stage outcome achievement, Student Reports,  Welfare Data: Suspensions, STARS (Student Tracking), Attendance, Punctuality  Home Reading tracking sheets  Positive Behaviour for Success Program data  Improved Teacher Quality:  Observations of teachers  Teacher Assessment Review Schedule, Executive Assessment Review Schedule,  Principal Assessment Review Schedule, Teacher Professional Learning records  Program Evaluations by Supervisors and Program Leaders  Mentoring Partnership records  Satisfaction with the School and its Programs:  Parent – community surveys  Student surveys  Teacher surveys  Student engagement  Parent involvement in:  Canteen, Home Reading, the Parents in Koori Education Program (PIKE), Playgroup |
| **This plan has been endorsed and approved by:** | |
| **Principal: Date: School Education Director: Date:** | |

Principal’s initials: \_\_\_\_\_\_\_ School Education Director’s initials: \_\_\_\_\_\_\_\_

The Koonawarra Public School Plan was developed through to co-operation and contribution of the following

School Community members:

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| **Planning Team** | **Role** | **Attended** | **Planning Team** | **Role** | **Attended** |
| Brendan Moore | Principal | X | Carol Williams | Pre-School Director | X |
| Lyn McCluskey | Assistant Principal (Support)  Special Education | X | Tanya Quigg | Class Teacher Stage One | X |
| Deb Johnson | Aboriginal Education Officer  Aboriginal Education Consultative Group | X | Wayne Farquhar | Deputy Principal Stage Two | X |
| Debbie D’Amato | Parents & Citizens Group | X | Marg Knight | Assistant Principal School and Community Welfare | X |
| Jacqui Cavill | Assistant Principal Preschool - K | X | Peter Gatwood | Assistant Principal Stage One |  |
| Lisa Wilkinson | School Administration Manager | X | Noelene Carlson | Aboriginal Parent | X |

**Priority Area: Aboriginal Education**

**Intended Outcomes:**

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| Reduce literacy and numeracy achievement gap between Aboriginal students and all students  Increased Aboriginal parent engagement in supporting their child’s learning  Implement effective strategies to improve Aboriginal student attendance to ensure their successful participation in education |

**Targets**

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| **1.2**  **1.4**  **1.6**  **1.8**  **1.9**  **1.10**  **1.11**  **1.12** | 2% reduction in Year 3 ATSI students in Bands 1 and 2 reading  12% increase in Year 3 ATSI students in Band 5 reading  10% reduction in Year 5 ATSI students in Bands 3 and 4 reading  5% increase in Year 5 ATSI students in Band 6,7 and 8 reading  6% increase in the ATSI Boys Average Growth in reading  Increase the Year 3 students above the National Minimum Standard in  reading from 81% to 83 %    6% increase in the Boys Average Growth in reading  Reduce the ATSI students below expected growth in Reading by 5% | **2.3**  **2.4**  **2.7**  **2.8**  **2.9**  **2.10**  **2.11** | 2% decrease in ATSI students in Bands 1 and 2    2% increase in ATSI students in Band 5    4% decrease in ATSI students in Bands 3 and 4    8% increase in ATSI students in Band 7    Reduce the number of students below expected growth by 4%  Increase the Year 3 students above the National Minimum Standard  from 75% to 77%    Reduce the number of students below expected growth by 4% |

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| **3.1**  **3.2** | 2% improvement of ATSI attendance rates  100% of ATSI students have Personalised Learning Plans |

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| **Indicators** | **Strategy** | **Timeframe**  **12 13 14** | **Responsibility** | **Reforms** | **Resource Allocation**  **& Funding Source** |
| Impact of Aboriginal Education and Training Policy is evidenced in school practice and programs | Implementation of the **2012** Aboriginal Education and Training Policy and Cultural Awareness training  Staff meetings  Staff Development Days | **X X** | **Partners in Koori Education (PIKE)** | **Reform 6** | **NIL:**  **Staff Development Day**  **Staff Meetings** |
| All **staff** throughout the school understand the need for and involved in implementing  **Personalised Learning Plans (PLPs)**  All Aboriginal students will have a PLP  Aboriginal Parents / Carers more involved in school | **Continue to promote** an understanding of **Personalised Learning Plans (PLPs) throughout the school community**  Develop a PLP for all Aboriginal students in consultation with student, parent/carer and class teachers | **X** | **Partners in Koori Education (PIKE)**  **Class Teachers**  **Aboriginal Preschool Liaison**  **Parents / Students**  **Community Liaison Teacher** | **Reform 5, 6**  **Reform 6**  **Reform 6** | **PSF: $5,000**  **Release for Classroom Teachers** |
| Aboriginal Parents / Carers more involved in school  **(in-class volunteers, canteen)** | Continue the Koonawarra Kickstart and **Koonawarra Early Engagement in Learning (KEEL)** Transition programs  Celebrate Aboriginal culture and tradition on special days such as **ANZAC Day**, NAIDOC, Sorry Day | **X** | **Assistant Principal**  **Aboriginal Preschool Liaison** | **Reform 6** | **NIL:**  **In-school organisation** |
| **Parent surveys indicate**  **greater response to having been informed about school readiness for Aboriginal and low SES Community students**  **Best Start results indicate improved school readiness** | **Employ an Aboriginal and Community Preschool Engagement Officer**  **Develop individual learning programs and PLPs for preschool students** | **Ongoing**  **X** | **Preschool Director**  **Aboriginal Preschool Liaison** | **Reform 6** |  |
| **Indicators** | **Strategy** | **Timeframe**  **12 13 14** | **Responsibility** | **Reforms** | **Resource Allocation**  **& Funding Source** |
| **Increased** number of Aboriginal students achieving in the higher bands | Apply the Accelerated Literacy and CMIT initiative within K-12 policies for literacy and numeracy | **X** | Class Teachers  DP | **Reform 5** |  |
| NAIDOC Week philosophy extended throughout the year  **Understanding of difference leading to reduction in incidents of racism and teasing** | **Continue** partnerships with local Aboriginal communities **to engage all students** in the Koonawarra PS Cultural Program .  Include values component to Human Society and Its Environment (HSIE) and Connected Outcomes Groups HSIE and COGs learning experiences | **X** | **Partners in Koori Education (PIKE)** | **Reform 6** |  |
| **Raised Aboriginal student aspirations for future employment**  **Student attendance is increased**  **Student interviews indicate increased engagement** | **Employ an Aboriginal teacher**  Consistent daily monitoring of problematic students  **Teacher mentor in place to support "at risk" students** | **X**  **X**  **X** | **Principal**  **PIKE Committee**  **Aboriginal Education Officer** | **Reform 2** | **PAS:**  **0.6 CRT**  **(Yr 2 class)**  **$33,416** |

**Priority Area: Literacy and Numeracy**

**Intended Outcomes:**

**1. Literacy 2. Numeracy**

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| Decrease proportion of lowest performing / increase proportion of highest performing students in line with State Plan targets  Reduce literacy achievement gap between Koonawarra students  and State  Use whole school planning processes to evaluate the quality of literacy teaching | Ensure a continuum of student growth in Numeracy.    Decrease proportion of lowest performing students and increase  proportion of highest performing students in line with State targets    Reduce numeracy achievement gap between Koonawarra students  and State    Use whole school planning processes to evaluate the quality of  numeracy teaching |

**Targets**

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| **1.1**  **1.2**  **1.3**  **1.4**  **1.5**  **1.6**  **1.7**  **1.8**  **1.9**  **1.10**  **1.11**  **1.12** | 4% reduction in Year 3 students in Bands 1 and 2 reading  2% reduction in Year 3 ATSI students in Bands 1 and 2 reading  8% increase in Year 3 students in Bands 5 and 6 reading  12% increase in Year 3 ATSI students in Band 5 reading  6% reduction in Year 5 students in Bands 3 and 4 reading  10% reduction in Year 5 ATSI students in Bands 3 and 4 reading  6% increase in Year 5 students in Bands 7 and 8 reading  5% increase in Year 5 ATSI students in Band 6,7 and 8 reading  Increase by 1 the Year 5 students in Band 8  Increase the Year 3 students above the National Minimum Standard in  reading from 81% to 83 %  6% increase in the Boys Average Growth in reading  Reduce the students below expected growth in Reading by 5% | **2.1**  **2.2**  **2.3**  **2.4**  **2.5**  **2.6**  **2.7**  **2.8**  **2.9**  **2.10**  **2.11** | 8% reduction in Year 3 students in Bands 1 and 2    8% increase in Year 3 students in Bands 5 and 6    2% decrease in ATSI students in Bands 1 and 2    2% increase in ATSI students in Band 5    4% reduction in Year 5 students in Bands 3 and 4    8% increase in Year 5 students in Bands 6,7 and 8    4% decrease in ATSI students in Bands 3 and 4    8% increase in ATSI students in Band 7    Increase the Year 5 students in Band 8 by 1    Increase the Year 3 students above the National Minimum Standard  from 75% to 77%    Reduce the number of students below expected growth by 4% |

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| **Indicators** | **Strategy** | **Timeframe**  **12 13 14** | **Responsibility** | **Reforms** | **Resource Allocation**  **& Funding Source** |
| **Improved understanding of the importance of assessing for learning**  Increased proportion of students meeting or exceeding school targets | Provide ongoing whole school training to increase teacher analysis of students and implement NAPLAN style Assessment Tasks from the early years Provide  **Continuation** of regular NAPLAN style Assessment for Learning tasks throughout the school  Increase collaboration between Year 2 and Year 3 teachers to ensure a successful transition for students into Year 3 | **X**  **X**  **X** | **Data Analysis Team**  **Year supervisors**  **Year Superviors/Yr 2 & 3 Classroom teachers** | Reform 2,4 | **NIL:**  **Staff Meetings**  **TPL Budget**  **Team Meetings/TPL Budget** |
| **Teacher growth, competence and confidence in the Accelerated Literacy**  **Teaching Sequence is demonstrated through lesson observations**  Heightened student engagement in Literacy is evidenced through  classroom observation by teachers  Improved Teaching of Reading Comprehension Torch data / NAPLAN data | Supporting classroom practice by:  1. Accelerated Literacy (AL)  **Mentor to develop Individual**  **Teacher Performance**  **Development Plans for AL**  Data from NAPLAN is interrogated to define areas for improvement Teaching and learning strategies are developed | **X** | **Accelerated Literacy Coach**  **Data Analysis Team** | Reform 5 | **0.5 PAS and 0.5 PSF:**  **Class Teacher**  **(Year 6)**  **$107 096** |
| **Indicators** | **Strategy** | **Timeframe**  **12 13 14** | **Responsibility** | **Reforms** | **Resource Allocation**  **& Funding Source** |
| **Improved literacy skills on entry into Year 1**    **- Reading Recovery**  **Assessment**  **- Running Records**  **Improved student numbers in higher Bands of Year 3 NAPLAN Literacy** | 2. **Language Literacy and**  **Learning (L3)**    **Implement a K-1 focus through**  **the employment of 3 school**  **learning support officers (SLSOs)**  **to support the Kindergarten Classroom Teachers**  **Team Teaching in Kindergarten**  **Establish a small Year 1 Transition Class to support "at risk" students exiting KIndergarten** | **X** | **Assistant Principal Infants** | Reform 4 |  |
| **Improved literacy skills on entry into Year 1**    **- Reading Recovery**  **Assessment**  **- Running Records**  **Improved student numbers in higher Bands of Year 3 NAPLAN Literacy** | 2. **Language Literacy and**  **Learning (L3)**    **Implement a K-1 focus through**  **the employment of 3 school**  **learning support officers (SLSOs)**  **to support the Kindergarten Classroom Teachers**  **Team Teaching in Kindergarten**  **Establish a small Year 1 Transition Class to support "at risk" students exiting KIndergarten** | **X** | **Assistant Principal Infants** | Reform 4 |  |
| Teacher development in the Quality Teaching Framework demonstrated through the Teacher Assesment and Review Schedule (TARS) **/ Executive Assessment and Review Schedule (EARS)** | 3. **Continue** ongoing in-class mentoring to **further** develop understanding and implement strategies to support improved Quality Teaching | **X** | **Coaching Team**  **Executive** | Reform 4 | **PAS:**  **0.6 Class Teacher**  **(Yr 2)**  **$43,082** |

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| **Indicators** | **Strategy** | **Timeframe**  **12 13 14** | **Responsibility** | **Reforms** | **Resource Allocation**  **& Funding Source** |
| **Stronger Best Start data at end of Kindergarten** | **Maintain** Early Years Literacy Support  through **planned Literacy links lessons/tracking of student progress** | **X** | Assistant Principal Infants | Reform 2 | **NP:**  **3 SLSOs at 1.0 each**  **$143, 622** |
| **Effective Student engagement: L3, Torch and NAPLAN results** | **Continue** dedicated whole school Literacy Block | **X** | Data Analysis Team | Reform 4 | **NIL:**  **School Organisation** |
| **Increased Year 1 student readiness for the Accelerated Literacy Program by Semester Two** | **Introduce a team of trained Reading Recovery teachers to support the development of early literacy strategies in Year 1**  **Boost K-2 Home Reading resources** | **X**  **X** | **Assistant Principal Infants** | **Reform 3** | **NP:**   1. **CRT (Yr 1)**   **$64,750**  **PSF: $35,000** |
| Enhanced whole staff understanding of and commitment to accountability for student outcomes | Evaluate and provide a written report on Literacy Projects | **Ongoing**  **each Term** | **Program Leaders** | Reform 3 | **NIL:**  Executive Meetings |
| **Improved Best Start entry data** | **Continue** the Building Stronger Communities Playgroup **to develop school readiness experiences** | **X** | **AP Welfare and Community**  **Aboriginal Education Officer** | **Reform 6**  **Reform 2, 3, 6** | **NP:**  **0.6 CRT 🡪 AP**  **0.4 AP**  **$58, 990**  **BSC: Tied Grant 2009**    **Aboriginal Community and Preschool Engagement Project**  **Semester 1 $10,000** |

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| **Indicators** | **Strategy** | **Timeframe**  **12 13 14** | **Responsibility** | **Reforms** | **Resource Allocation**  **& Funding Source** |
| **Teachers use Best Start data to inform programming and monitor student progress** | Provide Support Staff to relieve Kinder teachers to implement Best Start  **Conduct Best Start in Week 4 Term One allowing students time to settle in and get to know the teachers** | **X**  **X** | **Kindergarten Teachers**  Assistant Principal Infants | **Reform 3** | **NIL**:  **Covered by Support Staff** |
| **All teachers following the numeracy continuum**  **More students achieving the higher Bands in Year 3 and 5 NAPLAN** | **Establish and implement a whole school Teacher Performance Development Program**  **Continuation of** regular NAPLAN style Assessment for Learning tasks throughout the school **to monitor individual student progress** | **X**  **X** | **Deputy Principal**  Year supervisors | **Reform 1** | **NP:**  **Top up AP 🡪 DP**  **$20,624** |
| Increased proportion of students meeting or exceeding school targets | **Continue to** provide ongoing whole  school training to improve teacher analysis of student and implement NAPLAN style Assessment Tasks and related teaching/learning strategies from the early years  K-6 Scope & Sequence in conjunction with Count Me In Too (CMIT) and NAPLAN Skills practice. | **X**  **Ongoing** | Year supervisors  Year supervisors/Classroom Teachers | **Reform 3** | **NIL:**  **Teacher Release (RFF)** |
| **Teacher development in managing** effective student learning strategies / programs  Improved Year 3 NAPLAN  Improved Year 5 NAPLAN | Continue implementation of Whole School Scope & Sequence with streamed groups, dedicated Numeracy times and ongoing assessment. | **X**  **X** | **Deputy Principal** | **Reform 2, 3, 5**  **Reform 4** | **NIL: Teacher Release (Rff)** |
| **Teacher development in managing** effective student learning strategies and programs to more readily identify and better support  “at risk” students | Continue K-6 Count Me In Too Program  SENA Test at start and end of Program  Use of appropriate resources  Opportunities to use interactive whiteboard (IWB) and hands on experiences | **X** | Class Teachers | Reform 3 | **NIL:**  **Teacher Release (RFF)** |

**Priority Area: Curriculum and Assessment**

**Intended Outcomes:**

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| Strengthened teacher capacity to improve student learning outcomes    Enhanced school leadership capacity for school improvement |

**Targets**

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| **4.1**  **4.2**  **4.3** | A quality teacher in every Koonawarra classroom  A stronger focus on learning throughout the school community  A more supportive, individualised teacher professional development structure based on the Quality Teaching Model and aligned to the Professional Competence Teaching and Leadership Standards  **(Teacher Assessment Review Schedule TARS and Executive Assessment Review Schedule EARS)** |

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| **Indicators** | **Strategy** | **Timeframe**  **12 13 14** | **Responsibility** | **Reforms** | **Resource Allocation**  **& Funding Source** |
| **Primary Principal and teacher satisfaction with High School Transition Program** | Stage 3 teachers work with Kanahooka HS staff to address Year 5 – High School Program | **X** | **School Learning Support Teachers** |  | **School Learning Support Program:**  **Notional Funding** |
| **K-6** programs consistently link NAPLAN teaching strategies to Board of Studies (BOS) syllabus  **Lesson observations clearly indicate the explicit link between assessment and teaching and learning in all**  **classrooms**  **TARS interviews indicate teacher quality growth**  **Improved student engagement and performance in Stage, Class and NAPLAN assessments**  **Positive professional dialogue around student learning** | **Performance Development:**  Linking NAPLAN data – teaching strategies – syllabus – school plan – explicit teaching & learning  **Implement new TARS/EARS policy incorporating:**  **Teacher Professional Learning meetings to develop and implement a more supportive**, **individualised teacher professional development structure based on the Quality Teaching Model and aligned to the Professional Competence Teaching and Leadership Standards**  **(Teacher Assessment Review Schedule TARS and Executive Assessment Review Schedule EARS)**  **Negotiate, develop, implement and evaluate individual professional goals and performance development plans that support school plans** | **X**  **X**        **X** | Deputy Principal -  Teaching and Learning  Assistant Principal–  Technology  Accelerated Literacy Mentor  **Deputy Principal -**  **Teaching and Learning**  **Supervisors** | **Reform 1, 2, 3, 5** | **Staff Meetings**  **Team Meetings** |

**Priority Area: Leadership and Management**

**Intended Outcomes:**

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| Promote and maintain a positive, consistent learning environment for the entire school community |

**Targets**

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| **5.1**  **5.2**  **5.3** | Better teacher understanding and use of feedback to the learner  Positive staff professional dialogue around student learning and achievement  Higher expectations of success for disadvantaged students |

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| **Indicators** | **Strategy** | **Timeframe**  **12 13 14** | **Responsibility** | **Reforms** | **Resource Allocation**  **& Funding Source** |
| **Positive professional dialogue**  **Reduced behaviour referrals, learning time lost due to behaviours,**  **Positive STARS data**  **Increased rewards days earned by students**  **Reduced accidents and violence in playground ...** | **Individualised professional learning plans for all teachers**  **Ongoing Positive Behaviour for Success Program training**  **Teacher mentoring of "at risk" students**  **At School Communication Books**  **Increased staff involvement with students in the playground**  **Consistent follow up of all incidents** | **X**  **X**  **X**  **X**  **X**    **X** | **All staff**  **All staff**  **All staff**  **All staff**  **All staff** |  |  |

**Priority Area:** Engagement and Retainment

**Intended Outcomes:**

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| Maintain a positive, consistent school climate for the entire school community |

**Targets**

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| **4.1**  **4.2**  **4.3**  **4.4**  **4.5** | 10% reduction in days lost in suspension of students  1% improvement of attendance rates currently 91.229%  Transition to school 100% of students with Learning Support needs have Individual Learning Programs  Build student self belief and confidence in their ability to succeed  Develop student social and emotional well being and skills for life |

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| **Indicators** | **Strategy** | **Timeframe**  **12 13 14** | **Responsibility** | **Reforms** | **Resource Allocation**  **& Funding Source** |
| **Increased positive publicity for school**  **Parent/Community surveys/focus groups indicate an increased positive attitude** | **Continue** to raise the school’s profile through the PIKE group, the playgroup,  supporting community events  **School newsletter/website promotes the school/students/teachers in a positive manner** | **X** | Community Liaison Teacher  Aboriginal Education Officer  PIKE Team | **Reform 6** |  |
| **Continued parent / carer support** of school organised learning activities that support them to support their child’s learning  Positive talk about Koonawarra  PS in the community | **Continue** the Community Liaison Teacher position | **X** | Community Liaison Teacher  Aboriginal Education Officer | Reform 3, 4 |  |
| **Improved student exit data** | **Continue to** provide high quality research based programs that are supported quality staff development  **Utilise Quality Teaching model to improve significance of lessons** | **X**  **X** | Literacy and Numeracy Leaders  **Classroom Teachers** | Reform 2, 5 |  |
| Improved use of data to guide teaching and learning  Ongoing upward slant Koonawarra/ Kanahooka Trend Graphs in NAPLAN | **Stronger utilisation of student monitoring through standardised tests and Assessment for Learning tasks to indicate student progress and support individualised programming** | **X** | Data Analysis Team | Reform 6 |  |
| Improved school readiness indicated through Best Start entry data for students who attend Koonawarra Preschool | Continue to strengthen transition to school by providing extra support Pre-school –Yr1 | **X** | Data Analysis Team  Preschool Director | Reform 6 |  |
| **Indicators** | **Strategy** | **Timeframe**  **12 13 14** | **Responsibility** | **Reforms** | **Resource Allocation**  **& Funding Source** |
| High teacher expectations supported by strong positive talk  **Improved STARS student tracking data** | **Continuation of** Positive Behaviour for Success Program  **Consolidation** of Positive Behaviour for Success Program **in classrooms** | **X X** | All teaching and learning staff | Reform 3, 4, 5 |  |
| Improved student engagement and outcomes  Positive teacher talk | **Develop individual teacher performance development programs in new technologies** | **X** | **Assistant Principal**  **Technology in the Classroom** | **Reform 1** | **PAS:**  **0.6 CRT**  **$43,082**  **CRT**  **Performance Development in Technology** |
| Consistent teacher follow up of absences and late arrivals  Improved student attendance | Continue in class focus on the importance of attending school  Strengthen the home-school teacher – parent support  Daily monitoring of problematic children. Liaising with parents regarding legal responsibilities | **X X** | Executive | **Reform 6** | **NIL:**  **Executive responsibility** |

**School Plan**

**Priority Area:** Connected Learning

**Intended Outcomes:** Improve student access and capacity to use information and communication technologies to enhance their learning

**Targets: 6.1** Consistently deliver quality programs to promote continuous learning for all students

**6.2 Develop and implement Individual Teacher Performance Development Plans for the effective use of Technology in the Classroom**

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| **Indicators** | **Strategy** | **Timeframe**  **12 13 14** | **Responsibility** | **Reforms** | **Resource Allocation**  **& Funding Source** |
| Improved teacher skills  All parent – teacher correspondence done with word processor  Regular data entry and use of STAR monitoring program  Increased student engagement  Less classroom Time Outs | Extend student, teacher and parent learning opportunities in new technologies  (eg. Interactive Whiteboard, STARS) | **X X** | Assistant Principal -Technology  Class Teachers | **Reform 3**  Reform 5 | **NP: 0.6 CRT**  **$49,744** |
| **Students** confidently accessing technologies as a support tool | **Continue to** implement the P-6 continuum of skills for accessing information technologies | **X X** | Assistant Principal -Technology | Reform 3 |  |
| **Improved student skills and understanding of technology as a tool to support learning** | **Implement a Year Group Information Skills Program through the RFF Timetable** | **X** | **Information Skills Team** | **Reform 3** | **NP: 0.1 CRT**  **$9,400** |

**School Plan**

**Priority Area:** Parent / Community Satisfaction

**Intended Outcomes:** Improve student access and capacity to use information and communication technologies to enhance their learning

**Targets: 7.1** Provide parents / community with a consistent, positive message about our core business of teaching and learning

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| **Indicators** | **Strategy** | **Timeframe**  **12 13 14** | **Responsibility** | **Reforms** | **Resource Allocation**  **& Funding Source** |
| Positive school community feedback | Community Liaison Teacher | **X X** | Executive Team | Reform 3 |  |
| Attendance rates  Positive school support  Increased Parent / Community satisfaction levels | Annual Parent / Community Forum (Semester 2) | **X X** | Community Liaison Teacher | Reform 5 | **NP: $500** |
| Positive support and feedback  Increase in volunteers | Parent Workshops | **X X** | Executive Team | Reform 3, 4, 5 |  |
| Stronger P&C involvement in school | P&C Report each month in the school newsletter | **X X** | P&C, Community Liaison Teacher | Reform 3, 5 |  |
| Positive school support  Increased Parent / Community satisfaction | School Community Review of School Policy:  2010 – Welfare Policy | **X X** | Principal  Executive Team | Reform 5 |  |