

School Plan 2012



School Context

Al Amanah College is a non-selective co-educational, Islamic faith based college, operating from two campuses, Bankstown: K-6 and Liverpool: K-12. The College is committed to pursuing academic excellence and the fostering of individual abilities in a caring and challenging educational environment.

The college was first established at Bankstown, where classes commenced with 88 students K-Yr3 in 1998 and from there the school grew rapidly. The Bankstown campus has now reached its maximum capacity with 300 (K-6) in 2011.

In 2002 the College grew further through the opening of the Liverpool Campus with 168 students, where secondary classes commenced with Yr7 then expanded to year 12 in 2007. The Liverpool Campus is located in the heart of Liverpool City catering for K-12 with 600 primary and secondary students.

The school is multicultural, with almost 100% of students from language backgrounds other than English, predominately Arabic. As Arabic and Religious Studies form an integral part of our school curriculum, extra teaching staff for Arabic and Religion are employed for this purpose.

Parents and the local community are encouraged to support the school through participation in school programs and ongoing provision of additional school resources.

Al Amanah College is considered to be a major institution catering for the cultural needs of the Muslim community and a school that offers a diverse bilingual teaching curriculum. For this reason the college has become an attraction to parents who see in it a bright and distinguished future for their children.

The findings from the 2011 Situational Analysis show that enrolments are expected to be lower in 2012 due to the opening of a 'sister' school in a neighbouring area. Current students living closer to the new school have indicated that they will transfer. Student attendance rates were lower in both campuses) this year when compared to the 2010 rates (Bankstown 1.9% and Liverpool 0.9%). Attendance rates in both campuses have remained above those of State Government schools.

Priority areas

- 1. Literacy – Reading and Writing**
- 2. Numeracy – Number, Patterns & Algebra**
- 3. Education and Technology**
- 4. Teacher Quality**
- 5. Student Engagement**
- 6. Parent partnerships**

Intended Outcomes:

- 1.1** An improvement of literacy NAPLAN results
- 1.2** A deeper understanding of text types across all KLAs
- 1.3** Maximised learning opportunities for ESL learners within the mainstream classroom

- 2.1** An improvement of numeracy NAPLAN results
- 2.2** Increased levels of numeracy achievement

- 3.1** Increased level of staff competence in the use of technology to be integrated into literacy and numeracy teaching practices.
- 3.2** More student-centred learning in the classroom through the use of technology.

- 4.1** Better quality teaching and learning through a team teaching approach
- 4.2** A higher quality of instructional leadership

- 5.1** A higher level of student engagement in literacy and numeracy

- 6.1** An improvement in providing NESB families with the tools to link home and school
- 6.2** Enhanced parental engagement in student learning

Targets

1.1 Reading: Increase the percentage of Kindergarten students to level 5 PM Benchmark by 5% by the end of Term 3 of 2012

Bankstown: 59% to 64%

Liverpool: 56% to 61%

1.2 Reading: Increase the percentage of students from Y1 to Y6 reaching the school recommended PM Benchmark levels per grade by the following percentages by the end of Term 3 of 2012

Bankstown: Y1 → 55% to 60% - Y2→41% to 46% - Y3→56% to 61% - Y4→ 100% to 100% - Y5→72% to 77% - Y6→ 95% to 100%

Liverpool: Y1 → 56% to 61% - Y2→98% to 98% - Y3→96% to 96% - Y4→ 85% to 85% - Y5→98% to 98% - Y6→ 96% to 96%

1.3 Reading: Increase the percentage of students in the top 2 bands in Year 3, Year 5, Year 7 and in Year 9 by the following percentage by the end of Term 3 of 2012

Bankstown: Y3→85% to 85% - Y5→32% to 35%

Liverpool Primary: Y3→71% to 71% - Y5→12% to 14%

Liverpool Secondary: Y7 → 12% to 14% - Y9 → 9% to 10%

1.4 Reading: Decrease the number of students in the bottom 2 bands in Year 3, Year 5, Year 7 and in Year 9 by the following percentages by the end of Term 3 of 2012

Bankstown: Y3→ 0% to 0% - Y5→0% to 0%

Liverpool Primary: Y3→2% to 2% - Y5→14% to 10%

Liverpool Secondary: Y7 → 17% to 17% -Y9 → 6% to 6%

1.5 Writing: Increase the percentage of students in the top 2 bands in Year 3, Year 5, Year 7 and in Year 9 by the following percentages by the end of Term 3 of 2012

Bankstown: Y3→68% to 70% - Y5→4% to 10%

Liverpool primary : Y3→87% to 87% - Y5→28% to 30%

Liverpool Secondary: Y7 →11% to 12% - Y9→ 2% to 2%

1.6 Writing: Decrease the number of students in the bottom 2 bands in Year 3, Year 5, Year 7 and in Year 9 by the following percentages by the end of Term 3 of 2012

Bankstown: Y3→0% to 0% - Y5→0% to 0%

Liverpool Primary: Y3→0% to 0% - Y5→5% to 3%

Liverpool Secondary: Y7 →23% to 22% - Y9 →50% to 48%

1.7 Higher School Certificate: To remain at zero% the percentage of students in year 12 Advanced English in the bottom three bands.

1.8 Higher School Certificate: To bring the z-score for Advanced English from being within the “within state” range to ‘above state’.

1.9 Writing: Students are currently achieving ‘D’ and ‘E’ grades in writing. The following percentages are to be decreased by the end of Term 3 of 2012:

Bankstown: Current percentage of students achieving ‘D’ and ‘E’ grade is 33.4%. This is to be decreased to 30%

Liverpool Primary

K-6 focus group

‘D’ Grade : 8% to 6%

‘E’ Grade: 2% to 0%

Liverpool Secondary

7 – 9 Focus Student group

D’ Grade 22% →20%

E’ Grade 11% → 10%

2.1 Number, Patterns and Algebra: Increase the number of students in the top 2 bands in Year 3 and in Year 5 by the following percentages by Term 3 of 2012

Bankstown: Y3→74% to 74% - Y5→60% to 60%

Liverpool: Y3→62% to 62% - Y5→53% to 53%

2.2 Number, Patterns and Algebra: Decrease the number of students in the bottom 2 bands in Year3 and in Year5 by the following percentages by Term 3 of 2012

Bankstown: Y3→0% to 0% - Y5→ 0% to 0%

Liverpool: Y3→4% to 4% - Y5→ 5% to 5%

2.3 K-6 focus students across all LIEN/ LIN domains (Counting, Place Value, Addition and Subtraction, Multiplication and Division) to improve by one summary growth point by the end of Term 3 of 2012.

3.1 All teachers have integrated the ICT scope and sequence into the Literacy and Numeracy programs by the end of Term 3 of 2012.

4.1 Teachers and executive staff to become competent in using SMART as evidenced in the DASA Survey

4.2 All teachers to be involved in team teaching and reflect on these teaching practises each term of 2012

5.1 Increase the percentage of students who enjoy Mathematics, as evidenced in the student survey

Bankstown: 54.2% to 65%

Liverpool Primary: 78.9% to 85%

Liverpool High School: 50% to 55%

5.2 Increase the percentage of students' understanding the purpose of their learning, as evidenced in the student survey

Bankstown: 79.2 % to 85 %

Liverpool Primary: 52.6% to 60%

Liverpool High School: 50% to 55%

6.2 Raise the percentage of parents engaging in school life by 10% by the end of Term 3 of 2012 ,as evidenced in the parent survey.

Bankstown: 67% to 77%

Liverpool: 28.6% to 38.6%

6.2 Increase the attendance of parents at school workshops and information sessions by 20% by the end of Term 3 of 2012, as evidenced in the parent survey.

Bankstown: 13% to 33%

Liverpool: 10% to 30%

6.3 Increase opportunities for parents to incorporate school practices into their home experiences by 5% by the end of Term 3, 2012 as evidenced in the parent survey.

Bankstown: 83.3% to 88%

Liverpool: 15% to 20%

School Priority Area 1: LITERACY – READING AND WRITING

Intended Outcomes 2012:

- 1.1 An improvement of Literacy NAPLAN results
- 1.2 A deeper understanding of text types across all KLAS
- 1.3 Maximised learning opportunities for ESL learners within the mainstream classroom

Reform	Indicators	Strategies	Timeframe 2012	Responsibility	Resource Allocation and Funding Structure
R5	School is becoming data driven by analysing 2012 internal and external data including the NAPLAN results.	Data Analysis Team to collect and analyse data to review and evaluate 2012 plan and develop a Revised Situational Analysis.	Sep 2012	NPI School Plan Team	-Relief 8 teachers x 2 days = 16 days \$315 X 16 \$2,520 -Superannuation \$227 Total <u>\$2,747</u>
R4	Teachers are regularly using and analysing NAPLAN data. Individual/group analysis and planning using SMART to inform Literacy teaching strategies are evident in the classroom teachers' program	Use SMART for a whole school analysis of NAPLAN to identify strengths and weaknesses with alignment to all syllabus outcomes through holding regular meetings. Conduct regular staff meetings dedicated to SMART analysis to implement literacy and numeracy strategies into the teaching program. Incorporate teaching strategies from Smart for identified outcomes into teaching programs with supervision and follow up from coordinators.	Complete beginning term one, two & end of term three	Primary & Secondary Coordinators	

R1	Mentors working collaboratively with Coordinator and teachers in implementing effective planning and programming techniques. Quality teaching of literacy numeracy is evident in teaching practices.	<p>Provide further training to mentors by the Coordinators. Mentors will be given release time to work with the Class Teacher and Coordinators every term. In addition the teaching load for the Mentors will be reduced using teachers' RFF time for an hour a week, where they will have the opportunity to team teach with staff on a weekly basis.</p> <p><u>High School</u> Monitor the implementation of literacy targets that are addressed in staff meetings. Head Teachers will :</p> <ul style="list-style-type: none"> - Provide resources to teachers - Check programs to ensure teachers are implementing literacy targets - Collect student work samples to collate a file to provide for new teachers and existing teachers - Increase the amount of team teaching experiences - Increase amount of informal observations to ensure that teachers are implementing literacy targets 	Feb - Nov 2012	Primary Coordinators	<p>Relief Bankstown- Literacy & Numeracy Mentors: 2 teachers x 4 days = 8 days. Liverpool- Literacy & Numeracy Mentors 4 teachers x 4 days=16 days. Total days=24 \$315 X 24 \$7,560</p> <p>-Superannuation \$1,361</p> <p>Total <u>\$8,921</u></p>
R1	<p>Learning Support is catering for students with individual needs.</p> <p>The classroom teacher has grown in capacity to implement ESL teaching strategies into their literacy and numeracy programs to meet the diverse learning needs of students within the mainstream classroom.</p>	Continue to employ a Special Education Teacher with expertise in English as a second language and special needs. This Special Education Teacher will lead whole school professional learning support in assessing student learning needs to identify students-at-risk. This will be achieved through the application of the Learning Support Policy and the procedures outlined in the ILP Guidelines and Team Teaching Support documents.	All 2012 (Jan to Dec)	Principal Primary Coordinators	<p>-Employment 1 Learning Support leader \$91,460</p> <p>Superannuation \$8,231</p>

	<p>The Learning Support and Classroom Teachers are continuing to implement the Learning Support Policy and the procedures outlined in the ILP Guidelines and Team Teaching support documents.</p>	<p>The Learning Support Teachers will provide regular workshops for classroom teachers on differentiating the curriculum to cater for diverse learners, focusing on the implementation of relevant teaching strategies from Multilit, LIEN/LIN Intensive Maths groups, and Cars & Stars.</p> <p>Monitor a strong team teaching procedure as a whole school approach to professional learning. The Learning Support Leader and the Coordinators will train six Learning Support Teachers who will work collaboratively with the classroom teachers to build up their teaching capacity in the implementation of ESL teaching strategies.</p> <p>The Learning Support Teachers will team teach with the classroom teachers by working collaboratively in planning and programming meaningful literacy and numeracy student centred learning experiences to cater for students with special needs within the mainstream classroom.</p>			<p>Bankstown Campus 2 Learning Support Teachers 2X \$65,348 \$130,696</p> <p>Superannuation \$11,762</p> <p>Liverpool Campus 4 Learning Support Teachers 4X \$65,348 \$261,392</p> <p>Superannuation \$23,525</p> <p>Total <u>\$527,066</u></p>
R4	<p>Better engagement and achievement in reading for targeted students through increased reading of quality literature.</p> <p>Students have become competent readers and enjoy reading a wide variety of literature.</p>	<p>Provide students with an intensive, structured, systematic program of instruction and related skills carried out within a positive, one to one, teaching environment.</p> <p>Engage selected teachers in professional development in order to deliver the MULTILIT extension program to incorporate effective tuition in phonics and word attack skills, sight word recognition and reading in context. Provide Multilit course for more Secondary support teachers.</p>	All 2012 (Jan to Dec)	Primary & Secondary Coordinators	<p>-PD <u>High School</u> Multilit Course \$1,447</p> <p>Multilit Extension Course \$2,898</p>

		<p>Multilit tutors to provide staff with a Multilit workshop to be held during staff meetings to inform them of key teaching strategies to implement into their reading program.</p> <p>Train more parent helpers to implement the Multilit program to cater for the demands of students experiencing reading difficulties.</p> <p>Expand the Multilit library to encompass a variety of quality literature for all Multilit levels.</p>			<p>Materials for students Primary & High School 3x\$500</p> <p style="text-align: right;">\$1500</p> <p>Materials for reading program Primary & High School 3x\$500</p> <p style="text-align: right;">\$1500</p> <p>Multilit Library for Primary & High School 3x\$1500</p> <p style="text-align: right;">\$4500</p> <p>Total</p> <p style="text-align: right;"><u>\$11,845</u></p>
R4	<p>'Reading to Learn' strategies evident in literacy programming and teaching in the primary school.</p> <p>Transition the 'Reading to Learn' program into High School across relevant KLAs.</p>	<p>Professional Development for relevant High School teachers and new Primary Staff in 'Reading To Learn' 3 days during non-teaching terms 1-3 and 3 follow up and feedback days.</p> <p>Provide 'Reading to Learn' planning and programming follow-up sessions each term to ensure that the strategies are appropriately integrated into the core curriculum. School Literacy Leaders are to be released during these sessions in order to build their capacity.</p> <p>School Literacy Leaders per campus to mentor and support teachers during their RFF time by team</p>	April – Dec 2012	Primary & Secondary Coordinators	<p>-PD High School & new Primary Staff- 'Reading to learn' 1st year PD \$2,000 x 6 days</p> <p style="text-align: right;">\$12,000</p> <p>-Purchase Reading to Learn material. 1 set per teacher at \$120 for 30 teachers 30 x \$120</p> <p style="text-align: right;">\$3600</p>

		<p>teaching R2L lessons through collaborative planning and programming.</p> <p>Teachers are implementing 'Reading to Learn' into the school curriculum through literacy planning and programming. R2L resources will be required in order to enhance student learning experiences and develop a deeper understanding of intensive strategies.</p> <p>'Reading to Learn' is being integrated as a literacy strategy across other KLAs. Provide students with a variety of factual texts that link to the units of work in order to maximise the effectiveness of the teaching strategies.</p>			<p>-Relief Bankstown & Liverpool- Literacy Leaders: 2 Mentors x 4 days = 8 days. \$315 X 8= \$2,520</p> <p>-Superannuation \$1,361</p> <p>-Purchase R2L resources for Bankstown & Liverpool 2x\$3000= \$6000</p> <p>R2L factual texts for Primary & High School 3x\$5000= \$15,000</p> <p>Total \$40,481</p>
R4	<p>Students read and write different text types and structures with correct grammar and punctuation.</p> <p>Students are exposed to a wide variety of fiction and non-fiction quality literature across the KLAs.</p>	<p>Continue to implement effective literacy programs across the whole school.</p> <p>Continue to establish a 'Classroom Library' for each classroom in order for students to participate in the NSW Premier Reading Challenge. Conduct a student reading survey to identify students' interests in fiction and non-fiction genres. Increase</p>	Feb – Sep 2012	Primary and Secondary Coordinators	<p>-Purchase 'NSW Premier Reading Challenge' books High School \$10,000 Primary Liverpool \$10,000 Primary Bankstown \$10,000</p>

		the range of quality literature (fiction and nonfiction texts) in order to build students' vocabulary.			<p style="text-align: right;">\$30,000</p> <p>Total School Contribution</p> <p style="text-align: right;"><u>-\$30,000</u> <i>COST TO SCHOOL</i></p>
R3	<p>Teachers are collaboratively planning and programming literature-based reading programs to promote best quality literature and authors reflecting a variety of cultures and themes.</p> <p>Students are using high-order thinking skills to maximise their learning outcomes in literacy and numeracy.</p>	<p>Employ a Teacher Librarian who will work collaboratively with teachers to establish a connected learning environment to enhance information skills and digital literacy in their subjects. The Teacher Librarian will team teach with Classroom Teachers to support the teaching of a range of genres in both print and digital formats by motivating and guiding students in their reading choices.</p> <p>The Teacher Librarian will provide in and out classroom support to teachers to allow them more time to focus on student learning to achieve improved learning outcomes. The Teacher Librarian will implement innovative strategies when designing ILP research tasks for targeted Gifted and Talented students to incorporate information literacy skills across subjects.</p> <p>Establish a library environment that is inviting in order to foster a love of reading and literature for leisure.</p>	Jan – Dec 2012	Deputy Principal	<p>-Employ 1 Teacher Librarian (Liverpool Primary & Secondary)</p> <p style="text-align: right;">\$78,153 <i>COST TO SCHOOL</i></p> <p>Superannuation</p> <p style="text-align: right;">\$7,033 <i>COST TO SCHOOL</i></p> <hr/> <p>-Purchase Library book displays (Liverpool campus)</p> <p style="text-align: right;">\$5,000 <i>COST TO SCHOOL</i></p> <hr/> <p>Initial Total \$90,186</p> <p>Minus contribution from School</p> <p style="text-align: right;"><u>-\$90,186</u></p> <p>Total</p> <p style="text-align: right;"><u>\$0</u></p>

R1	<p>High School teachers implement literacy across all subjects. Teachers scaffold literacy components for assessment tasks and classroom activities.</p> <p>Teachers are showing interest in all aspects of literacy in the classroom.</p>	<p>The Learning Support Teacher will continue to conduct literacy training for High School teachers to improve their understanding of the language and the literacy demands of their own subjects.</p> <p>The High School Learning support team to continue to focus on literacy across all subjects in the High School. This focus of literacy across subjects will be sustained through the training of teachers.</p> <p>Utilise the skills of one of the Learning Support Teachers for High School only.</p> <p>Continue the employment of the Reading Coordinator on a part time basis to organise reading groups and activities catered to specific groups of students in the High School. In particular, groups for boys and designing reading programs that will engage boys in more reading for leisure.</p>	April - Dec 2012	Secondary Coordinator	<p>-Relief High School teachers to train with Learning Support Teacher once a term. 5 relief teachers for 3 terms. 5 X \$315 X 3 \$4,725</p> <p>-Superannuation \$426</p> <p>-Employment Reading Coordinator Part time. \$24,400 <i>COST TO SCHOOL</i></p> <p>-Superannuation \$2,160 <i>COST TO SCHOOL</i></p> <p>Initial Total \$31,711</p> <p>Minus contribution from School <u>-\$26,560</u></p> <p>Total <u>\$5,151</u></p>
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R4	Students are reading for meaning and using high-order thinking skills to find the hidden meaning in interpretive questions.	Continue to integrate the usage of the teaching strategies learnt from the Gail Brown program into 'Reading to Learn' across all relevant KLAS. Integrate NAPLAN style questions in the curriculum; teachers are to do that during their planning days.	Mar – Dec 2012	Primary Coordinators	
R4	Students in Primary and High School are answering inferential comprehension questions and are developing reading strategies to work independently.	Teach specific comprehension strategies as a whole class. Continue to integrate the teaching strategies from the CARS and STARS program to be incorporated into the literacy curriculum. The Learning Support Teachers to work collaboratively with the classroom teachers to train and assist teachers with the implementation of relevant teaching strategies through their support time.	April - Dec 2012	Primary & Secondary Coordinators	Free CARS and STARS online training for Learning Support Teachers
R3	Stage 3 and 4 teachers have worked collaboratively to establish a scope and sequence in literacy and numeracy. Secondary coordinators are meeting regularly with primary staff and coordinators for planning, reviewing of strategies and programming.	Continue to hold team meetings between stage 3 and 4 teachers. One for literacy and one for numeracy. Hold regular meetings to form a Year 6-7 student expectations checklist in line with teaching programs. Complete and establish the transition program.	1 st meeting April 2012 Term one and three	Secondary Coordinators	<p>-Travel Expenses \$200 COST TO SCHOOL</p> <p>-Purchase Transition Program resources \$300 COST TO SCHOOL</p> <p>Total School Contribution -\$500</p>

R4	Teaching staff are identifying and analysing the grammatical features of text using functional grammar. Teachers are implementing the strategies learnt in PD courses in literacy.	<p>Run a Professional Development on 'Grammar in the English Curriculum' for Primary and Secondary staff to enhance their understanding of grammar in context.</p> <p>Provide Primary teachers with the teaching resource 'A New Grammar Companion for Primary Teachers' by Beverly Derewianka as a reference guide for comprehensive explanation of all grammatical features of English.</p>	May 2012	Deputy Principal	<p>-PD 'Introducing the Grammar of the English Curriculum' by Beverly Derewianka PETA for Primary \$1,500</p> <p>-Purchase 'A New Grammar Companion for Primary Teachers' by Beverly Derewianka Bankstown- 4x\$35= \$140 Liverpool- 4x\$35= \$140 \$280</p> <p>Total \$1,780</p>
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School Priority Area 2: NUMERACY – NUMBER, PATTERNS & ALGEBRA

Intended Outcome 2012:

2.1 An improvement of numeracy NAPLAN results

2.2 Increased levels of numeracy achievement

Reform	Indicators	Strategies	Timeframe 2012	Responsibility	Resource Allocation and Funding Structure
R4	<p>All teachers regularly using and analysing NAPLAN Data.</p> <p>Individual/group analysis and planning using SMART to inform Literacy teaching strategies are evident in the classroom teachers' program</p>	<p>Provide professional development during staff meetings on how to use NAPLAN data and teaching strategies in the SMART package.</p> <p>Use SMART for a whole school analysis of NAPLAN to identify strengths and weaknesses with alignment to all syllabus outcomes.</p> <p>Incorporate teaching strategies from Smart data for identified outcomes into teaching and learning program.</p> <p>During planning meetings once a term, coordinators will ensure that SMART Data teaching strategies are integrated in their programs.</p>	<p>Complete beginning term one, two & end of term three</p>	<p>Primary & Secondary Coordinators</p>	
R4	<p>Primary students have a deeper understanding of numbers, patterns and algebra, and achieving better NAPLAN results.</p>	<p>Support teachers will use NAPLAN results to design and implement learning plans for at-risk students to cater for their individual needs. This will be a whole school approach.</p>	<p>April 2012</p>	<p>Principal</p>	

R4	Multiple opportunities are available for concrete, hands-on Mathematics activities during student-centred learning.	<p>Implement student-centred experiences through concrete materials to engage students' learning and understanding of the Mathematical concepts.</p> <p>Mathematic planning and programming needs to focus on the Working Mathematically outcomes by implementing good questioning techniques and open-ended problem solving tasks.</p>	July 2012	Primary Coordinators	<p>-Purchase</p> <p>Maths sub-strand Kits for each campus Primary & High School</p> <p>Secondary- \$1400 per kit x 6= \$8400</p> <p>Primary Liverpool \$1400 per kit x 8= \$11,200</p> <p>Bankstown Primary \$1400 per kit x 5= \$7000</p> <p>Subtotal = \$26,600</p> <p>'Maths-in-Box' and Problem Solving Boxes 1-6 for Bankstown and Liverpool Maths-in-a-Box 1-3 sets \$250x6 = \$1500</p> <p>Maths-in-a-Box Interactive \$375x2= \$750</p> <p>Problem Solving Boxes 1-6 \$549x2= \$1190</p> <p>\$3440</p> <p>Total <u>\$30,040</u></p>
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<p>R4</p>	<p>Students demonstrate a higher ability in number awareness.</p> <p>Teachers are incorporating LIEN/LIN strategies into their planning and programming.</p>	<p>Run follow up sessions each term for Primary teachers on implementing the teaching strategies from the LIEN/LIN course. Continue to implement LIEN/LIN strategies in the teaching programs of all High School Maths teachers and all Primary teachers. Conduct Professional Development workshops during staff meetings to enhance teacher understanding of planning and programming rich tasks in Mathematics.</p> <p>Primary Coordinators to assign one/two Mentors per campus the task of School Numeracy Leader who will then support teachers during their RFF time through planning and programming student centred learning experiences. The School Numeracy Leaders will build teacher capacity through collaborative planning and team teaching opportunities.</p> <p>Make LIEN/LIN interview kits that will be easily accessible to all teachers to encourage teachers to monitor student performance on a regular basis.</p> <p>Provide teachers with some relief time to assess students and place them onto LIEN/LIN summary growth points in order to identify and address any areas of need.</p> <p>Implement in Learning Support LIEN/LIN Maths groups for K-6 students-at-risk groups as an intensive strategy to bridge their learning gap. Students will have the opportunity to participate in LIEN/LIN games according to their growth point for each domain including; counting, place value,</p>	<p>May-Dec 2012</p>	<p>Primary Coordinators</p>	<p>-PD LIEN/LIN Follow up for \$1200 each, 4 times / year /campus equals 8 \$1200 x 8 \$9,600</p> <p>-Relief 8 Relief Days X \$315 \$2,520 <i>COST TO SCHOOL</i></p> <p>Superannuation \$227 <i>COST TO SCHOOL</i></p> <p>-Purchase \$1,000 LIEN/LIN Learning Support resources per Primary campus x2 = \$2000 <i>COST TO SCHOOL</i></p> <p>\$100 Interview Kits per stage in each campus High School x2 = \$200 Liverpool Primary x4= \$400 Bankstown Primary x4= \$400 \$1,000 <i>COST TO SCHOOL</i></p> <p>Initial Total \$15,347</p>
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		multiplication and division, addition and subtraction. Teachers regularly to observe students and write anecdotal records track their progress of the summary growth points.			Minus contribution from School <u>-\$5,747</u> Total <u>\$9,600</u>
R3	<p>Stage 3 and 4 teachers have worked collaboratively to establish a scope and sequence in literacy and numeracy.</p> <p>Secondary coordinators are meeting regularly with primary staff and coordinators for planning, reviewing of strategies and programming.</p>	<p>Continue to hold team meetings between stage 3 and 4 teachers. One for literacy and one for numeracy.</p> <p>Hold regular meetings to form a Year 6-7 student expectations checklist in line with teaching programs.</p> <p>Complete and establish the transition program.</p>	<p>1st meeting April 2012</p> <p>Term one and three</p>	Secondary Coordinators	<i>Cost already accounted for in previous section.</i>

School Priority Area 3: Education and Technology

Intended Outcome 2012:

3.1 Increased level of staff competence in the use of technology to be integrated into literacy and numeracy teaching practices.

3.2 More student-centred learning in the classroom through the use of technology.

Reform	Indicators	Strategies	Timeframe 2012	Responsibility	Resource Allocation and Funding Structure
R4	Teachers show high level of skill in the use of Interactive White Boards (IWB) in teaching literacy and numeracy.	<p>Use interactive whiteboards to enhance teaching and learning of Literacy and Numeracy. Plan and program hands-on activities that can be directly transferred to classroom practice across a range of KLAs.</p> <p>Apply current knowledge and skills in the use of ICT in the classroom to meet literacy and numeracy syllabus outcomes. Use a variety of appropriate teaching strategies and resources to make content meaningful to students.</p> <p>Purchase more IWBs as a teaching tool to facilitate interactive learning and increase student engagement across the whole school through a student-centred learning approach.</p> <p>IWB champions; one from each campus to train other teachers during designated staff meetings in the use of technology and design and implement more student centred activities across technology based strategies.</p>	Feb 2012	Primary & Secondary Coordinator	<p>-Purchase IWB 5937.58 each including data projectors for classes: -4 Primary Bankstown -4 Primary Liverpool -4 High School Liverpool, equals 12 IWBs</p> <p>School to fund 12 IWBs \$5937.58X12 IWBs \$71,251 <i>COST TO SCHOOL</i></p> <p>1 laptop \$1200 each, per IWB equals 12 laptops</p> <p>School to fund 12 laptops \$1200 X 12 laptops \$14,400 <i>COST TO SCHOOL</i></p>

					<p>Computer Room LCD screen with a Touch Screen overlay Bankstown \$5,000 <i>COST TO SCHOOL</i></p> <p>-PD ICT Promethean IWBs : 'Level 2' to develop IWB champions (Bankstown Primary, Liverpool Primary, Liverpool High School- 12 staff members) \$849 <i>COST TO SCHOOL</i></p> <p>Initial Total \$91,500</p> <p>Minus contribution from School <u>-\$91500</u></p> <p>Total <u>\$0.00</u></p>
R3	Increased use of current in-school ICT technologies with demonstrated quality teaching and learning to meet literacy and numeracy syllabus outcomes.	Develop a school ICT Scope and Sequence to map out the integration of ICT across other KLAs. Coordinators are to monitor programs to ensure that ICT is incorporated into their teaching programs.	Jan-Dec 2012	Secondary Coordinator Primary Coordinators	-Employment Experienced ICT Teacher for both campuses to work on programming strategies.

		<p>Programming for a student-centred learning approach with visual stimulus where students use a variety of visual technologies to display their work.</p> <p>Continue to employ ICT Specialist teacher to work across both campuses on sharing resources in planning and programming strategies. ICT Specialist teacher to engage in team teaching practices to ensure the usage of interactive materials for planning and programming meaningful and purposeful learning experiences.</p>			<p style="text-align: right;">\$68,547</p> <p>-Superannuation</p> <p style="text-align: right;">\$6,169</p> <p>Total</p> <p style="text-align: right;"><u>\$74,716</u></p>
R4	<p>Teaching strategies in classrooms indicate that new technology resources are used. The availability of additional resources is evident in every day teaching.</p> <p>More effective usage of interactive technology in teaching and learning is evident.</p>	<p>Engage teachers in Primary and High School in Interactive Whiteboard professional development to deliver curriculum using technology and to extend and refine teaching and learning practices.</p> <p>Empower students to be involved in hands-on learning activities that will be transferred into classroom practice. Use the digital resources to enhance effective literacy instruction and to assist concept development in Primary Mathematics.</p> <p>Integrate NAPLAN teaching strategies in literacy and numeracy by incorporating Learner Response Systems to answer multiple choice questions.</p>	April 2012	Primary Coordinators	<p>-PD</p> <p>Customised AIS PD: 'Moving beyond the basics: Primary Teaching Practice with Interactive Whiteboards', 'No Passport No Problem', 'Science Solutions with Primary Connections' for K-10 2 presenters- Primary & High School \$1200X2</p> <p style="text-align: right;">\$2,400</p> <p>-Purchase</p> <p>Literacy & numeracy interactive software per Primary campus:</p>

					<p>-Kidspix Deluxe (site licence) \$490 x 2 campuses= \$980 <i>COST TO SCHOOL</i></p> <p>-Kidspiration 3 (site licence) \$2,845 x 2 campuses= \$5690 <i>COST TO SCHOOL</i></p> <p>-Rainforest Maths levels A-G (site licence) \$500 x 2 campuses= \$1000 <i>COST TO SCHOOL</i></p> <p>-NAPLAN software on Maximising test results Literacy and Numeracy \$210 x 2 campuses= \$420 <i>COST TO SCHOOL</i></p> <p>Initial Total \$10,490</p> <p>Minus contribution from School <u>-\$8,090</u></p> <p>Total <u>\$2,400</u></p>
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School Priority Area 4: TEACHER QUALITY

Intended Outcome 2012:

4.1 Better quality teaching and learning through a team teaching approach

4.2 A higher quality of instructional leadership

Reform	Indicators	Strategies	Timeframe 2012	Responsibility	Resource Allocation and Funding Structure
R1	Coordinators and Principal have a deeper and better understanding on how to plan and lead a whole School change to deliver improved students' outcomes.	The Principal and the Coordinators attended the ISLC Leadership course in July to review and improve the 2012 School Plan.	2-3 July 2012	Principal's Deputies	-PD NPI Workshop 2 days \$900 Total \$900
R4	ESL strategies are used by all teachers to support the teaching and learning of all at risk students.	The Learning Support Leader is leading whole school professional learning in ESL pedagogy and student assessment. Provide in-class professional learning through team teaching. Implement effective ESL strategies that promote language learning across the whole school. Incorporate the policy and procedures of the Team Teaching guidelines, ILP guidelines and the Learning Support Policy into the school curriculum.	April 2012	Principal's Deputies	

<p>R1</p>	<p>Teaching staff are identifying and analysing the grammatical features of text using functional grammar. Teachers are implementing the strategies learnt in PD courses in literacy.</p>	<p>Run a Professional Development on 'Introducing Grammar in the English Curriculum' for Primary staff to enhance their understanding of grammar in context.</p> <p>Provide Primary teachers with the teaching resource 'A New Grammar Companion for Primary Teachers' by Beverly Derewianka as a reference guide for comprehensive explanation of all grammatical features of English.</p>	<p>May 2012</p>	<p>Deputy Principal</p>	<p><i>Cost already accounted for in previous section</i></p>
<p>R4</p>	<p>Teachers are designing effective teaching and learning programs to minimise the fragmentation of key learning areas.</p> <p>Students are accessing a meaningful curriculum in which students can make the necessary links for deep and sustained understandings about the world.</p>	<p>Primary teachers in their planning and programming are integrating Literacy skills into other KLAs to connect the core curriculum. Provide Primary Teachers with a school-based professional development on 'Integrated Inquiry: Planning for Deeper Learning' to maximise the authentic connectedness of both content and process.</p> <p>Teachers are implementing Primary Connections, which integrates Science and Literacy, and 'Reading To Learn', which also integrates Science and HSIE with Literacy.</p>	<p>June 2012</p>	<p>Primary Coordinators</p>	<p>-PD AIS: 'Integrated Inquiry: Planning for Deeper Learning' (Primary Campuses) <p style="text-align: right;">\$1200</p> -Purchase Primary Connections organiser links to teacher resources \$3000 x 2 campuses= <p style="text-align: right;">\$6000</p> Total <p style="text-align: right;"><u>\$7200</u></p> </p>
<p>R1</p>	<p>School Leaders and high quality teachers in the school are undertaking mentoring and play a lead role in school-based professional learning.</p>	<p>Provide professional learning for Deputy Principals, Mentors, Literacy/Numeracy Leaders, and Head Teachers with a 'Leadership Skills for Middle Leaders'. This AIS Leadership course is designed to assist them with enhancing their leadership skills and executing their role effectively.</p> <p>Principal to develop a mentoring guideline to support School Leaders in professional learning,</p>	<p>Feb 2012</p>	<p>Principal</p>	<p>-PD AIS Leadership Centre: 'Leadership Skills for Middle Management' Phillip Cummins Bankstown & Liverpool Campus- Middle Management Leaders: Deputy Principals,</p>

		mentoring, school planning and management support. School Leaders will provide opportunities for existing staff to access professional learning and build teacher capacity through collaborative planning and team teaching opportunities.			Coordinators, Mentors, Literacy & Numeracy Leaders, Head Teachers School Based PD to be held during non-teaching period for 25 participants Total \$2200
R5	Board members are more informed and engaged in planning due to attending. The development of a whole school community understanding regarding where the school is and where it is heading in its educational and academic whole school development.	Conduct annual information and planning workshop for both campuses to motivate staff by discussing 2012 achievements, 2012 school plan, and sharing the 2013 school vision. Invite staff, School Board members, P&C and other active contributing school community members to become more informed and participate in whole school planning.	Dec 2012	Deputy Principal	-Catering Annual business dinner: \$45 per head for 200 people (whole school staff, School Board members, few VIP, P&C, SRC) \$45X200 \$9,000 <i>COST TO SCHOOL</i> -Purchases Decorations for School Hall \$1,500 <i>COST TO SCHOOL</i> Initial Total \$10,500 Minus contribution from School -\$10,500 Total \$0.00

<p>R5</p>	<p>Strengthen school accountability of student literacy and numeracy performance.</p>	<p>Teachers to monitor student literacy and numeracy performance by using random samples of students' internal assessments to track student progress for 'Reading to Learn' (pre & post writing samples), LIEN/LIN Interviews, PM running record levels; against school targets to determine student achievement and areas of need to direct future planning and programming.</p>	<p>Feb 2012 End of Term one, two, three, four</p>	<p>Primary Coordinators</p>	
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School Priority Area 5: STUDENT ENGAGEMENT

Intended Outcome 2012:

5.1 A higher level of student engagement in literacy and numeracy

Reform	Indicators	Strategies	Timeframe 2012	Responsibility	Resource Allocation and Funding Structure
R4	Students demonstrate enjoyment in reading and they find the reading material made available to them interesting.	<p>Purchase more material that is more interesting to all students and set up boys reading groups.</p> <p>Students to participate in the NSW Premier Reading Challenge. Conduct a student reading survey Year 3-12 (six focus students from each grade). The survey can give us an indication about the type of books the students like to read.</p> <p>Implement new strategies for boys in collaboration with the literacy team and the reading coordinator.</p>	April 2012	Primary & Secondary Coordinators	<i>Cost already accounted for in previous section</i>
R3	<p>Students and parents are actively participating in both Literacy and Numeracy.</p> <p>Parents volunteering is celebrated and supported in our school.</p>	<p>Continue to work with the Literacy and Numeracy committees, the Learning Support team and the teachers to include engaging activities in their teaching programs.</p> <p>During Literacy and Numeracy week, run a range of literacy and numeracy activities in class linked to enhancing social skills and building relationships with students under the supervision and in collaboration with the Reading Coordinator, Literacy and Numeracy Leaders, Learning Support teachers, and parent volunteers. Encourage parents to take part in this school event.</p>	June 2012	<p>Primary Coordinators</p> <p>Secondary Coordinators</p>	<p>-Purchase Literacy and Numeracy Week resources per campus Primary & High School: Handouts, Book prizes, books, Readers Theatre play props and backdrop, decorations, Problem Solving materials at \$500x3= \$1500 Catering \$300x3= \$900</p>

					Cost to school Initial Total \$24,00 Minus contribution from School <u>-\$900</u> Total <u>\$1,500</u>
R3	Students are improving in the targeted areas of need in Literacy and Numeracy.	<p>Continue to conduct an afterschool Tutoring Club twice a week from 3:30 to 4:30pm; parents have indicated in their surveys that they need this type of support.</p> <p>The Tutoring Club will be run by Quality Coaching to target literacy and numeracy development for selected students.</p> <p>Complete survey and evaluate with the parents, class teacher and tutoring club teacher.</p>	March 2012	Principal's Deputies Primary Coordinators Secondary Coordinator	-Tutoring Target students, in groups of 5, will be tutored for 2 hours per week at \$100 per hour. Between both campuses we have 300 students who are eligible for tutoring. This equates to 12 classes, each receiving 2 hours per week for 32 weeks at \$100 per hour. 12 classes X \$100 X 32 weeks X 2hrs/week + 20% Admin Fees set by contracted provider Initial Total \$92,160 Minus contribution from School <u>-\$86,984</u> Total <u>\$5,176</u>

School Priority Area 6: Parent Partnerships

Intended Outcome 2012:

6.1 An improvement in providing NESB families with the tools to link home and school

6.2 Enhanced parental engagement in student learning

Reform	Indicators	Strategies	Timeframe 2012	Responsibility	Resource Allocation and Funding Structure
R6	<p>A stronger partnership exists between parents and school community. Parent and Community volunteers are present in the full range of school activities. Encourage parent/school partnership in order to strengthen school and community ties.</p> <p>Parents are contributing to more school partnerships and decisions through matters such as contributing to the newsletter, where parents will play an active role in organising and participating in its operation.</p> <p>Parents take part in a range of education activities in response to identified need and parent requests. Parent volunteers are present in the full range of school activities.</p>	<p>Encourage more parent engagement in the P&C committee and school events including Literacy & Numeracy week. The school communicates information effectively via a LCD monitor in the reception area and an interchangeable communication noticeboard at the front of the school.</p> <p>Organise open days for parents to come into the classroom once a year.</p> <p>Organise school and community workshops to give parents information and skills in family reading, writing and numeracy including helping your child with their learning. During these literacy and numeracy workshops expose parents to teaching strategy ideas 'Reading to Learn', 'Multilit', 'LIEN/LIN'.</p> <p>Run NAPLAN workshops for parents to support and prepare their child with strategies. Conduct NAPLAN parent</p>	Aug 2012	Principal's Deputies	<p>-Purchase</p> <p>P&C Meeting- Parent handouts and materials for workshops \$500 <i>COST TO SCHOOL</i></p> <p>Communication noticeboard & LCD monitor per campus \$5000x2= \$10,000 <i>COST TO SCHOOL</i></p> <p>-Catering:</p> <p>P & C Meetings 'Thank You Lunch' \$250 x 2 campuses \$500 <i>COST TO SCHOOL</i></p>

		<p>information sessions on reading and understanding NAPLAN reports and student data.</p> <p>Provide parents with some training in activities such as reading helpers and Multilit. Parents participate in school events including Literacy and Numeracy Week, Kindy Orientation, Transition Program.</p> <p>Provide volunteers with a 'Thank You Lunch' as a sign of appreciation of their ongoing support. Organise a 'Parent ICT Night' to enhance parental awareness in using the contemporary technology including IWB and Learner Response Systems. This technology awareness evening will promote parental engagement through team building activities to celebrate better relationships with school members.</p>			<p>'Parent ICT Night' (Bankstown & Liverpool) \$1000 <i>COST TO SCHOOL</i></p> <p>Initial Total \$12,000</p> <p>Minus contribution from School <u>-\$12,000</u></p> <p>Total <u>\$0</u></p>
R6	The school recognises that all families are NESB and builds on all the ways in which parents support student learning. Parents understand their role in linking home and school.	Offer 'Parent Education' classes on numeracy strategies to help parents engage more fully with their child's learning at school and home. These classes would increase and improve home-school communication. Develop and make available for borrowing take-home numeracy packs to practice numeracy concepts exposed in class. The aim of this pack is to also strengthen the bond between parent and child by	Dec 2012	Primary Coordinators	<p>-Purchase 'Numeracy Activity Packs' per classroom Bankstown \$40 per pack x K-6 classrooms = \$4000 Liverpool \$40 per pack x K-6 classrooms = \$6000</p> <p>Total <u>\$10,000</u></p>

		participating in hands-on learning experiences. This pack will include an information booklet to guide parents and students in how to utilise the games at home.			
R6	<p>Students settle quickly into school routines and teaching programs are readily designed to meet the needs of Kindergarten students.</p> <p>Increased parents' involvement in preparing their children for Kindergarten. Parents support learning at school and home. Parents are taking more of an active role in a range of literacy and numeracy parent education activities.</p>	<p>Conduct School Readiness Assessment for new Kindergarten students in Term 3. Kindergarten teachers to conduct assessments.</p> <p>Develop a Kindergarten School Readiness Program for Kindy Orientation to transition students to school in term 4 over a three week period for one session per week.</p> <p>Run parent information sessions as well as literacy and numeracy workshops to support their child's transition to school in term four over a three week period for one session per week.</p> <p>Provide students and parents with a Kindy preparation pack containing literacy and numeracy activities for parents to take part in their child's learning.</p>	October 2012	Primary	<p>-Purchase Resources for 'School Readiness Program for Kindy Orientation' Bankstown & Liverpool \$250x2= \$500</p> <p>Parent hand-outs for Bankstown & Liverpool \$205x2= \$410</p> <p>-Catering for Bankstown & Liverpool \$250x2 \$500</p> <p>-Relief Release 5 Kindy teachers from both campuses, 4 days each at \$315 for each relief day 5 X 4 X \$315 \$6,300</p> <p>-Superannuation \$567</p> <p>Total</p>

					<u>\$8,277</u>
R5	<p>Parents' views are accounted into planning.</p> <p>The development of a whole school community understanding regarding where the school is and where it is heading in its educational and academic whole school development.</p>	<p>Conduct annual information and planning workshop for both campuses to discuss 2012 achievements, 2012 School Plan and share the 2013 school vision.</p> <p>Invite parents and members of the community to become more informed and participate in whole school planning.</p>	Dec 2012	Deputy Principal	<i>Cost already accounted for in previous section</i>