School Plan 2013

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 motto 'Success through Knowledge' has a powerful and continuing message for the school's community to achieve success by acquiring the necessary knowledge and skills.

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.

The College welfare policy and practices recognise the diverse needs of students. Student welfare encompasses everything that the school does to meet the personal, social and spiritual needs of the students.

Al Amanah has maintained high academic standards through effective teaching and learning strategies and practices, which take into account the needs of students and through allocating adequate human, physical and technological resources to achieve quality learning outcomes.

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. This promotes the college to become an attraction to parents who wish a bright and distinguished future for their children.

Priority areas	Intended Outcomes:
1. Literacy – Reading and Writing	**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. Numeracy – Number, Patterns & Algebra	**2.1** An improvement of numeracy NAPLAN results
	2.2 Increased levels of numeracy achievement
3. Education and Technology	**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. Teacher Quality	**4.1** A whole school approach is consistently undertaken by the leadership team in relation to; School Planning Process, Mentoring Guidelines, 'Reading to Learn' Guidelines, Monitoring of Student Achievement and Strategic Whole School Assessment Approach
	4.2 A higher quality of instructional leadership
5. Student Engagement	**5 .1** A higher level of student engagement in literacy and numeracy
6. Parent Partnerships	**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 4 PM Benchmark by 5% by the end of Term 3 of 2013

Bankstown: 24% to 29%

Liverpool: 52% to 57%

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 2013

Bankstown: Y1 → 85% to 85% - Y2→86% to 86% - Y3→73% to 73% - Y4→ 100% to 100% - Y5→100% to 100% - Y6→ 100% to 100%

Liverpool: Y1 → 73% to 78% - Y2→78% to 83% - Y3→83% to 88% - Y4→ 96% to 96% - Y5→100% to 100% - Y6→ 100% to 100%

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 2013

Bankstown: Y3→77% to 82% - Y5→39% to 44%

Liverpool Primary: Y3→31% to 36% - Y5→16% to 21%

Liverpool Secondary: Y7 → 12% to 12% - Y9 → 13% to 13%

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 2013

Bankstown: Y3→ 0% to 0% - Y5→4% to 0%

Liverpool Primary: Y3→6% to 4% - Y5→5% to 3%

Liverpool Secondary: Y7 → 29% to 26% -Y9 → 42% to 40%

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 2013

Bankstown: Y3→65% to 70% - Y5→13% to 18%

Liverpool primary : Y3→60% to 65% - Y5→34% to 39%

Liverpool Secondary: Y7 →7% to 7% - 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 2013

     Bankstown: Y3→4% to 0% - Y5→9% to 5%

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

     Liverpool Secondary: Y7 →21% to 21% - Y9 →52% to 50%

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 2013:

    Bankstown: Current percentage of students achieving 'D' and 'E' grade is 37%. This is to be decreased to 30%

    Liverpool Primary

    3-6 focus group

'D' Grade : 12.5% to 10%

'E' Grade: 0% to 0%

    Liverpool Secondary
    7 – 9 Focus Student group
    D' Grade 31% →28%

    E' Grade 12% → 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 2013

Bankstown: Y3→50% to 55% - Y5→13% to 18%

Liverpool: Y3→44% to 49% - Y5→32% to 37%

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 2013

Bankstown: Y3→8% to 5% - Y5→ 30% to 25%

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 achieve the targeted growth points by the end of Term 3 of 2013.

3.1 All teachers have integrated the ICT scope and sequence across all KLA's by the end of Term 3 of 2013.

4.1 Transition all Teachers who are currently on Phase 1 to Phase 2 using SMART by the end of Term 3 of 2013, as evidenced in the DASA Survey.

5. 1 All teachers utilise explicit strategies including higher order thinking skills and cooperative learning as evidenced in their programs.

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%

6.1 Raise the percentage of parents engaging in school life by the following percentage at the end of Term 3 of 2013, as evidenced in the parent survey.

    Bankstown: 67% to 70%
    Liverpool: 28.6% to 38.6%

6.2 Increase the attendance of parents at school workshops and information sessions by 10% by the end of Term 3 of 2013, as evidenced in the parent survey.

    *Bankstown***:** 17% to 27%

    Liverpool: 20% to 30%

School Priority Area 1: <u>LITERACY – READING AND WRITING</u>

Intended Outcomes 2013:

    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 2013	Responsibility	Resource Allocation and Funding Structure

R5	School is data driven by analysing 2013 internal and external data including the NAPLAN results.	Data Analysis Team to collect and analyse data to review and evaluate 2013 plan and develop a Revised Situational Analysis.
		
		Teachers, mentors and executive staff compare and analyse formative and summative assessments results and data on a sector basis. The data analysis is to be expanded further and to cover all learning areas.
		
		Purchase of software that will enable school executives, head of departments and teachers analyse students' achievements and results. It will help in determining whether or not the students they mastered or attained course learning objectives.
			Sep 2013	NPI School Plan Team
				
				Primary & Secondary Coordinators, Head Teachers and Mentors
					-Relief
					8 teachers x 2 days = 16 days
					$330 X 16
					    $5, 280
					-Superannuation
					    $476
					Total
					    $5756
					
					Purchase software for data analysis – MAZE module
					    $11 000
					
					Total
					    <u>**$16, 756**</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.	Refine the process to 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. Develop guidelines in order to unify whole school analysis process in accordance with the school's existing Assessment and Evaluation Policy. These guidelines will fall under a whole school planning process.	Complete beginning term one, two & end of term three & term four	Primary & Secondary Coordinators	
R1	A mentoring approach to team teaching is established in building teacher capacity, providing guidance for beginning teachers and allowing for specialised teacher expertise to be shared. Mentor Guidelines are implemented. Mentors working collaboratively with Coordinator and teachers in implementing effective planning and programming techniques. Quality teaching of literacy numeracy is evident in teaching practices.	Coordinators are providing Mentors/Head Teachers with consistent leadership training to up-skill teachers. Mentors and Head Teachers are using the Mentor Guidelines in order to provide effective and tailored support to teachers. Coordinators utilise 'Lesson Study' approach to develop Mentor Guidelines. Mentors 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. Monitor the implementation of literacy targets and goals that are addressed in staff meetings.	Feb - Nov 2013	Primary & High School Coordinators	**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 $330 X 24 **$7,920** **-Superannuation** **$713**

		Head Teachers and Mentors will : - Provide resources to teachers - Check programs or lesson plans 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 Develop and implement 'Reading to Learn' and literacy target guidelines for the monitoring process across both campuses.			**Total** **$8,633**
R1	Learning Support is catering for students with individual needs. 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. The Learning Support and Classroom Teachers are working together in the classroom to address students' specific learning needs.	Continue to employ a Special Education Teacher with expertise in English as a second language and special needs. Special Education Teacher leads 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 IP Guidelines and Team Teaching Support documents. 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 Pre-Lit, MiniLit Multilit, Multilit Extension, LIEN/LIN Intensive Maths groups, and Cars & Stars.	All 2013 (Jan to Dec)	Principal Primary Coordinators	**-Employment** 1 Learning Support Leader (Part time) **$38,047** **Superannuation** **$3,425** Bankstown Campus 2 Learning Support Teachers 2X $71,288 **$142,576**

		Implement a strong team teaching procedure as a whole school approach to professional learning. Special Education teacher will delegate the responsibility of the monitoring process to other Learning Support staff. Learning Support Leader and Coordinators continue to 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. Planning and programming are undertaken by Learning Support Teachers and classroom teachers by working collaboratively to cater for students with special needs within the mainstream classroom.			**Superannuation** **$12,832** Liverpool Campus 4 Learning Support Teachers 4X $71,288 **$285,152** **Superannuation** **$25,665** **Total** **$507,697**
R4	Targeted students increase reading of quality literature.	Provide students with an intensive, structured, systematic program of instruction and related skills carried out within a positive, one to one, teaching environment. Prelit, Minilit and Multilit tutors to provide staff with a Prelit, Minilit and Multilit workshop to be held during staff meetings to inform them of key teaching strategies to implement into their reading program. Train more parent helpers to implement the Multilit program to cater for the demands of students experiencing reading difficulties. Continue to use WAS Multilit Extension in the high school and train staff to use it efficiently. Train 2 X Learning Support teachers in PreLit & MiniLit an	All 2013 (Jan to Dec)	Primary & Secondary Coordinators	PreLit Training Course and Starter Kit Program and Materials **2** x $836.00 **$1,672** Prelit Resources $300 x 2 (per campus) **$600** **Cost to School** MiniLit Training Course and Starter Kit Program and

	Learning Support Teachers use direct instruction techniques when implementing a balanced reading program comprising of phonemic awareness, phonics, fluency, comprehension, and vocabulary.	early literacy reading program. Teachers implement a group intervention program through the explicit and systematic program which uses direct instruction techniques. Provide students with a wide variety of picture books for small group story book reading, text reading, and phonics exploration.			materials 2 x $2,247 **$4,494** MiniLit Resources $300 x 2 (per Primary campus **$600** **Cost to School** Minilit library $1,313 x2 (per Primary campus) **$2,626** Student workbooks (set of 13 workbooks @ $147) $147 x13 = $882 (Bankstown) = $1,029 (Liverpool) **$1,911** Multilit Library Primary 2x$1000

					$2,000 Multilit materials for reading program Primary 2x$1000 **$2,000** Multilit materials for WAS Multilit Extension **$1,000** Minus School Contribution $1200 **Total $15,703**
R4	'Reading to Learn' strategies evident in literacy programming and teaching in the whole school. Classroom practice reflects a clear understanding of 'Reading to Learn' guidelines.	'Reading To Learn' Professional Learning for High School and Primary Staff in planning and programming, and team teaching for 4 days during teaching terms 1-4. Teachers are implementing 'Reading to Learn' into the school curriculum through literacy planning and programming. Develop a guideline to consistently and sustainably evaluate 'Reading to Learn' without external consultation after 2013. School Literacy Leaders and external consultants mentor	Feb – Dec 2013	Primary & Secondary Coordinators	**-PD** External Consultant Bankstown x 2 days Liverpool Primary x 2 days Liverpool Secondary x 2 days @ $1,300 Total - 6 days = **$7,800**

		during their RFF time by team teaching R2L lessons through collaborative planning and programming.			**-Relief** Bankstown & Liverpool- Literacy Leaders: 2 Mentors x 4 days = 8 days. $330 X 8= **$2,640** **-Superannuation** **$238** **Total** **$10,678**
R4	Students read and write different text types and structures with correct grammar and punctuation. Students are reading a wide variety of fiction and non-fiction quality literature across the KLAs.	Continue to implement effective literacy programs across the whole school. Provide a Professional Development course examining 'Grammatical Features in Persuasive Writing' with Links to the Australian Curriculum' to develop students' writing as we transition into the new English Curriculum. Continue to implement 'Classroom Library' across the school 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 the range of quality literature (fiction and nonfiction texts) in order to build students' vocabulary.	Feb – Sep 2013	Primary and Secondary Coordinators	**-PD** ' Grammatical Features in Persuasive Writing with Links to the Australian Curriculum' (PETAA) **$1,500 x 2** presenters (Primary & Secondary) **$3,000** **-Purchase** 'NSW Premier Reading Challenge' books, home reader, information novels, Quick

					Readers, Fiction and Non fiction High School $15,000 Primary Liverpool $16,000 Primary Bankstown $16,000 **$47,000** **Minus Contribution from School -$15,000** *Total* **$35,000**
R3	Teacher Librarian helps students to seek, critically evaluate, synthesise and present information using a range of resources and information technologies. Teachers are collaboratively planning and programming literature-based reading programs to promote best quality literature and authors reflecting a variety of cultures and themes. Students are using digital technology to demonstrate Maths concepts and	Continue to employ a Teacher Librarian whose key role is teaching collaboratively with teachers cross-curricular skills in information literacy across all learning areas to establish a connected learning environment. Teacher Librarian team teaches with Classroom Teachers to support the teaching of a digital literacy range of genres by motivating students through the use of eBooks. Teacher Librarian provides in and out classroom support to teachers to allow them more time to focus on student	Jan – Dec 2013	Deputy Principal	**-Employ** 1 Teacher Librarian (Liverpool Primary & Secondary) **$84,611** *COST TO SCHOOL* **Superannuation $7,614** *COST TO SCHOOL*

	Literacy development. Students are using high-order thinking skills to maximise their learning outcomes in literacy and numeracy. Students are researching and implementing note taking skills across all learning areas.	learning to achieve improved learning outcomes. Teacher Librarian implements innovative strategies through the use of a portable IWB and IPADS to further engage students in E-learning experiences. iPads will be incorporated in visual literacy as a scaffold when analysing visual texts in eBooks. These information literacy skills will be incorporated across subjects when designing IP research tasks for targeted Gifted and Talented students. Establish a library environment in Bankstown that is inviting in order to foster a love of reading and literature for leisure. In order to sustain this library environment, the librarian will establish regular reading groups and train teaching staff in utilising library facility.			**-Purchase** Library book displays (Bankstown campus) **$5,000** *COST TO SCHOOL* Library Furniture and equipment (Liverpool Campus) **$30,000** *COST TO SCHOOL* **Portable IWB** **$9,000** *COST TO SCHOOL* **iPads x 10** **$5,000** *COST TO SCHOOL* **Software & Licenses** **$1000** **Initial Total $142,225**

					Minus Contribution from School $141,225 **Total** **$1000**
R1	High School teachers implement literacy across all subjects. Teachers scaffold literacy components for assessment tasks and classroom activities.	'Reading to Learn' and literacy target guidelines to be developed and implemented across both campuses.	April - Dec 2013	Secondary Coordinator	
R4	Students are reading for meaning and using high-order thinking skills to find the hidden meaning in interpretive questions. 'Reading to Learn' is incorporated into 'Reading Groups' to maximise efficiency of instruction. Teachers are identifying the specific learning needs of students and differentiate instruction using whole group and small group strategies. Competent readers use meta-cognitive skills before, during and after reading to further develop the 3 levels of comprehension skills.	Conduct a Professional Development session on 'Making the most of Reading Groups' customised with 'Reading Comprehension – Maximising Meaning K-6' in line with 'Reading to Learn' pedagogy. Strategies from the 'Reading to Learn' will be incorporated into reading groups in order to cater for diverse learning abilities.	Mar – Dec 2013	Primary Coordinators	-PD 'Making the Most of Reading Groups' & 'Reading Comprehension-Maximising Meaning K-6' **$1,300** **Total** **$1,300**
R3	Stage 3 and 4 teachers consistently use a scope and sequence in literacy and numeracy. Secondary coordinators are meeting regularly with primary staff and	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.	1st meeting April 2013 Term one and three	Secondary Coordinators	**-Travel Expenses** **$200** *COST TO SCHOOL* **-Purchase** Transition

	coordinators for planning, reviewing of strategies and programming.	Continue to implement the transition program.			Program resources
					$300 *COST TO SCHOOL*
					Total School Contribution $500
					Initial total $500
					Total $0

School Priority Area 2: <u>NUMERACY – NUMBER, PATTERNS & ALGEBRA</u>

Intended Outcome 2013:

2.1 An improvement of numeracy NAPLAN results

2.2 Increased levels of numeracy achievement

Reform	Indicators	Strategies	Timeframe 2013	Responsibility	Resource Allocation and Funding Structure
R4	All teachers regularly using and analysing NAPLAN Data. Individual/group analysis and planning using SMART to inform Numeracy teaching strategies are evident in the classroom teachers' program	Refine the process to 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 & four	Primary & Secondary Coordinators	
	Executive staff are following unified guideline in collecting and monitoring data.	Develop guidelines in order to unify whole school analysis process in accordance with the school's existing Assessment and Evaluation Policy. These guidelines will fall under a whole school planning process.			

R4	Multiple opportunities are available for concrete, hands-on Mathematics activities during student-centred learning.	Implement student-centred experiences through concrete materials to engage students' learning and understanding of the Mathematical concepts. Follow-up LIEN/LIN consultation visits for Primary teachers in familiarisation of the new Australian Mathematics Curriculum for 4 days during terms 1-4. Consultant works collaboratively with teachers by engaging in team teaching practices to problem solving rich tasks in mathematics to stimulate inquiry, questioning and communication in the classroom. Teachers continue to make and implement LIEN/LIN games for classroom use. Individualise student learning through the use of iPads. Engage secondary teachers in LIN professional development in order to differentiate classroom instruction and develop a range of teaching strategies. Implement LIN strategies in Year 7 & 8 in order to develop a smooth transition from Primary into High School.	Feb 2013	Primary & Secondary Coordinators	**PD/Consultant** LIEN/LIN Follow up for $1300 each, 4 times / year /campus equals 12 $1300 **$15,600** **-Purchase** Maths Resources Primary & High School Secondary- $5000 Primary Liverpool $5000 Bankstown Primary $5000 **$15, 000** iPads *(cost covered in later section)* **Total** **$30,600**

| R4 | Students apply LIEN/LIN strategies to demonstrate a higher ability in number awareness.

Teachers are incorporating LIEN/LIN strategies into their planning and programming. | School Numeracy Leaders continue to support teachers during their RFF time through planning and programming student centred learning experiences.

School Numeracy Leaders build teacher capacity through collaborative planning and team teaching opportunities. | Feb-Dec 2013 | Primary and secondary Coordinators | **-Relief**
12 Relief Days X $330
<div align="right">**$3,960**</div><div align="right">*COST TO SCHOOL*</div>**Superannuation**
<div align="right">**$358**</div><div align="right">*COST TO SCHOOL*</div>
Initial Total
$4,317
Minus contribution from School
<div align="right">**-$4,318**</div>
Total
<div align="right">**$0**</div> |

School Priority Area 3: <u>Education and Technology</u>

Intended Outcome 2013:

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 2013	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.
	
	Teachers are selecting digital applications to support individualised interface for each learner to differentiate for their needs through high order thinking skills and abstract learning in literacy and numeracy.
		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.
		
		Continue to 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.
		
		Provide teachers with classroom sets of iPads to enhance Literacy and Numeracy skills through the use of digital technology. Teachers engage students and support them to think, analyse and construct knowledge, as well as evaluate and share their opinions through apps.
		
		Students discover and download information that interests them through detailed and advanced searches. They will develop constantly as they respond to new ways of learning as new digital opportunities arise.
			Feb 2013	Primary & Secondary Coordinator	**-Purchase iPads x 75 (1 class set x 25 Bankstown Primary, 2 x 25 class sets X Liverpool Primary)**
					
					Cost to School $45,000
					
					iPad Trolley
					3 x $1725
					                   $5,175
					
					 iPad covers
					75 x $50
					                   $3,750
					
					iPad Apps
					Maths Board $5.49
					iDevBooks $3.99
					Story Builder $8.49
					Sentence Builder $6.49
					Question Builder $6.49
					Alphabet Fun
					$2.99

			Provide support teachers with iPads to reinforce connected learning with the students who need learning support.			**Total for Apps** $33.94 X 75 = $2545.5
						Initial Total $56,470.5
			IWB Champions will continue 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.			**Minus contribution from School** -$45,000
						Total $11,471
21.						-Purchase iPads x 10 (5 Bankstown Primary, 5 Liverpool Primary) $5,000
						Other iPad costs (ie apps, covers, trolley) $1,500
						iPad covers 10 x $50= $500
						iPad Trolley 2 x $500 = $1000
						iPad Apps Math Magic $1.00 Storyteller with

					Scribble Press $1.99 **Total for apps** $2.99 X 10 = $29.90 **Initial Total** **$8,030** **Minus contribution from School** <u>-$8,030</u> **Total** <u>**$0**</u>
					<u>**$0**</u>
R3	Increased use of in-school ICT technologies with demonstrated quality teaching and learning to meet literacy and numeracy syllabus outcomes.	Continue to implement school ICT Scope and Sequence to map out the integration of ICT across all learning areas. Coordinators are to monitor programs to ensure that ICT is incorporated into their teaching programs. Programming for a student-centred learning approach with visual stimulus where students use a variety of visual technologies to display their work. 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	Jan-Dec 2013	Secondary Coordinator Primary Coordinators	**-Employment** Experienced ICT Teacher for both campuses to work on programming strategies. **$74,622** **-Superannuation** **$6,716** **Total** <u>**$81,338**</u>

		meaningful and purposeful learning experiences. Continue to implement and expand the use of Moodle across all learning areas.			
R4	Teachers are using the new technology in the classrooms. Students are using digital technology to demonstrate Maths concepts and Literacy development.	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. 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. Introduce the use of 1-to-1 devices in order to control the construction of knowledge, collaborate and improve connections across sites of learning in the real world. Students will use formal and informal online networks to access global communities with expertise and perspectives that can enhance and enrich learning. Train Technology Champions in the use of digital technology so they can further train other staff members during staff meetings in how to engage students with subject content in the classroom.	April 2013	Primary Coordinators	**Digital Resources (Commonwealth Targeted Funding)** **4 x $834= $1668** **Cost to school** **PD** - AIS **'Embedding digital literacy in the curriculum' K-12** $160 x 4 Technology Champions (Primary & Secondary) **$640** AIS '**IPADAGOGY' K-12**, $160 x 3 Technology Champions (Primary & Secondary) **$480** **Total** **$1,120**

School Priority Area 4: <u>TEACHER QUALITY</u>

Intended Outcome 2013:

4.1 Better quality teaching and learning through a team teaching approach

4.2 A higher quality of instructional leadership

Reform	Indicators	Strategies	Timeframe 2013	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. Train and evaluate coordinators, deputies and principal through the whole school planning process. Ensure the implementation of whole school guidelines and procedures in order to maintain sustainability across all planning processes. The main processes being implemented include: - School Planning Process - Mentoring Guidelines - 'Reading to Learn' Guidelines - Monitoring of Student Achievement - Strategic Whole School Assessment Approach	2 July 2013	Principal Deputies	**-PD** NPI Workshop 1 day **$500** **Total** **$500**
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.	April 2013	Principal Deputies	

		Implement effective ESL strategies that promote language learning across the whole school. Monitor the policy and procedures of the Team Teaching guidelines, IP guidelines and the Learning Support Policy into the school curriculum.			
R1	Teaching staff are identifying and analysing the grammatical features of text using functional grammar. Teachers are implementing literacy strategies learnt in PD courses in classroom practice.	Refine Academic English course to 'Introducing Grammar to LOTE teachers' to meet the needs of LOTE teachers to enhance their English skills when teaching languages other than English.	May 2013	Deputy Principal	**-PD** English Grammar for LOTE teachers (TAFE) **$3000** **Total** **$3000**
R4	Teachers are designing effective teaching and learning programs to minimise the fragmentation of key learning areas.	Primary teachers in their planning and programming are integrating Literacy skills into other KLAs to connect the core curriculum. Teachers are continuing to implement Primary Connections, which integrates Science and Literacy, and 'Reading To Learn', which also integrates Science and HSIE through inquiry learning.	Feb 2013	Primary Coordinators	**-Purchase** Primary Connections organiser links to teacher resources $4000 x 2 campuses= **$8000** **Total** **$8000**

| R1 | School Leaders and high quality teachers in the school are undertaking mentoring and play a lead role in school-based professional learning. | Continue to provide leadership professional learning for Deputy Principals, Mentors, Literacy/Numeracy Leaders, and Head Teachers. This course is designed to assist them with enhancing their leadership skills and executing their role effectively. This will build a stronger executive team in order to enhance cultural sustainability.

Deputy to implement mentoring guideline to support School Leaders in professional learning, mentoring, school planning and management support.

School Leaders provide opportunities for existing staff to access professional learning and build teacher capacity through collaborative planning and team teaching opportunities. | July 2013 | Principal | **-PD**
-CIRCLE 'The Centre for Innovation Research, Creativity and Leadership in Education '**Using Classroom Observation to Improve Teacher Practice'**

Coordinators, Head Teachers/Mentors

-CIRCLE 'Executive Leadership Course" customised with a continuation of the previous leadership course.

Total $2,200

Executive Members
-AIS 'The Flagship Program for school leaders'
      4 x $1,950 = **$7,800**

Initial Total
                          $10,000
Minus contribution from School
                          -$10,000
                Total $0 |

R4	Teachers are designing activities and implementing research based strategies in order to ascertain quality evidence of student learning.

Teachers are using evidence based data to reshape their teaching to ensure student improvement. | Teachers enhance their assessment planning process by ensuring formative assessment as well as summative assessment is embedded within classroom practice to inform their planning.

Teachers 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.

Develop and implement 'Reading to Learn' and literacy target guidelines for the monitoring process across both campuses.

Provide professional learning to teachers to help develop effective feedback in order to improve student learning outcomes and foster classroom culture of improvement. | Feb 2013 End of Term one, two, three, four | Primary & Secondary Coordinators | **PD** AIS **'Strategic Assessment for student improvement' K-6 & 7-12** AIS leadership Centre $1,300 x 2 presenters (Primary & Secondary) **$2,600**

Total **$2,600** |
| **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 2013 achievements, 2013 school plan, and sharing the 2014 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 2013 | Deputy Principal | **-Catering** Annual business dinner: $45 per head for 150 people (whole school staff, School Board members, few VIP, P&C, SRC) $45X250 **$11,250** |

					COST TO SCHOOL
					-Purchases Decorations for School Hall **$2,000** *COST TO SCHOOL*
					Initial Total $13250
					Minus contribution from School -$13250
					Total
$0					**$0**

School Priority Area 5: <u>STUDENT ENGAGEMENT</u>

Intended Outcome 2013:

    5.1 A higher level of student engagement in literacy and numeracy

Reform	Indicators	Strategies	Timeframe 2013	Responsibility	Resource Allocation and Funding Structure
R4	Students demonstrate enjoyment in reading and they find the reading material made available to them interesting. Students are collaboratively learning in the connected environment. They are more responsible for their own reading and learning.	Students are accessing the library during morning, recess and lunchtime to read for pleasure, access library resources, and work on research tasks. Students to complete a survey about the Library environment to evaluate its progress. Purchase more material that is more interesting to all students and continue with the boys reading groups. Students to continue 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.	April 2013	Primary & Secondary Coordinators	*Cost already accounted for in previous section*
R3	Students and parents are actively participating in both Literacy and Numeracy. Parents volunteering is celebrated and supported in our school.	Continue to work with the Literacy and Numeracy committees, the Learning Support team and the teachers to include engaging activities in their teaching programs. 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 Literacy and Numeracy	June 2013	Primary Coordinators Secondary Coordinators	**-Purchase** Literacy and Numeracy Week resources per campus Primary & High School: Handouts, Book prizes, books, Readers Theatre play props and backdrop, decorations, Problem Solving

		Leaders, Learning Support teachers, and parent volunteers. Encourage parents to take part in this school event.			materials at $800x3= **$2400** Catering $300x3= **$900** ***Cost to school*** **Initial Total** **$3300** **Minus contribution from School** **-$900** **Total** **$2,400**
R3	Students are improving in the targeted areas of need in Literacy and Numeracy.	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. The Tutoring Club will be run by Quality Coaching to target literacy and numeracy development for selected students. Introduce a partial fee to parents in order to sustain Tutoring Club. Complete survey and evaluate with the parents, class teacher and tutoring club teacher. Students are engaged and motivated in authentic learning experiences which enable children to practice essential social, emotional, problem solving and learning skills for use in real world.	March 2013	Principal 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- $46,080** **(Parents fees)= $46 460**

					Minus contribution from School **-$46080** **Total** **$0**
R4	Classroom behaviour is improving as a result, teachers are applying new classroom management skills.	Teachers utilise a range of innovative teaching strategies that are highly engaging, promote higher order thinking skills, intellectually challenge all students, promote perspective taking and incorporate cooperative learning principles.	July 2013	Primary Coordinators Secondary Coordinator	AIS **'Maximizing Student Engagement' grades K-10** $1,300 x 2 presenters (Primary & Secondary) **$2,600** **Total** **$2,600**
R3	Year Six students actively support K-5 students through demonstrable leadership skills. K-5 students are confident and cooperative effective communicators.	Year Six students implement a K-5 Peer Support Program in Term 4 to develop their leadership and communication skills, understandings, attitudes and strategies to make healthy life decisions. Students will enhance the school tone by increasing K – 6 social interactions, improving working relationships in co-operative groups, mutual understanding and consideration of their peers, and a sense of belonging to a group other than their class.	Dec 2013	Primary Coordinators	**-Purchase** Peer Support Program resources $200x2 per Primary Campus **$400** *COST TO SCHOOL* **Total** **$0**

School Priority Area 6: Parent Partnerships

Intended Outcome 2013:

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 2013	Responsibility	Resource Allocation and Funding Structure
R6	Parent and Community volunteers are present in the full range of school activities. 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. Parents take part in a range of education activities in response to identified need and parent requests.	Encourage more parent engagement in the P&C committee and school events including Literacy & Numeracy week. The school continues to communicate information effectively via a LCD monitor in the reception area and an interchangeable communication noticeboard at the front of the school. Organise open days for parents to come into the classroom once a year. 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', 'Minilit', 'LIEN/LIN'. Run NAPLAN workshops for parents to support and prepare their child with strategies. Conduct NAPLAN parent	Dec 2013	Principal's Deputies	**-Purchase** P&C Meeting- Parent handouts and materials for workshops **$500** Communication noticeboard & LCD monitor. **$30,000** *COST TO SCHOOL* **-Catering:** P & C Meetings 'Thank You Lunch' $250 x 2 campuses **$500**

		information sessions on reading and understanding NAPLAN reports and student data. 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. Provide volunteers with a 'Thank You Lunch' as a sign of appreciation of their ongoing support.			**Initial Total** **$31,000** **Minus contribution from School** **-$30,000** **Total** **$1000**
R6	Students settle quickly into school routines and teaching programs are readily designed to meet the needs of Kindergarten students. 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.	Conduct School Readiness Assessment for new Kindergarten students in Term 3. Kindergarten teachers to conduct assessments. 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. Conduct 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. Provide students and parents with a Kindy preparation pack containing literacy and	October 2013	Primary	**-Purchase** Resources for 'School Readiness Program for Kindy Orientation' Bankstown & Liverpool $250x2= **$500** Parent hand-outs for Bankstown & Liverpool $205x2= **$410** **-Catering** for Bankstown & Liverpool $250x2 **$500**

		numeracy activities for parents to take part in their child's learning.			**-Relief** Release 5 Kindy teachers from both campuses, 4 days each at $330 for each relief day 5 X 4 X $330 **$6,600** **-Superannuation** **$594** **Total** **$8,604**
R5	Parents' views are accounted into planning. 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 discuss 2013 achievements, 2013 School Plan and share the 2014 school vision. Invite parents and members of the community to become more informed and participate in whole school planning.	Dec 2013	Deputy Principal	*Cost already accounted for in previous section*