

School Plan 2011



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 290 (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.

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** An improved students' understanding of text types and their structures, grammar and vocabulary
- 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 teaching practices.
- 3.2** Increased level of staff competence in the use of technology to be integrated into numeracy teaching practices
- 3.3** More student-centred learning in the classroom through the use of technology.

- 4.1** Better quality teaching and learning
- 4.2** A higher quality of academic leadership

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

- 6.1** An increased participation of NESB families in the school curriculum
- 6.2** Enhanced community relationships.

Targets

- 1.1** Reading: Increase the number of Kindergarten students of level 5 PM Benchmark by 5 % from 73% to 78% by the end of 2011
- 1.2** Reading: Increase the number of students from Y1 to Y6 reaching the school recommended PM Benchmark levels per grade by the following percentages by the end of 2011
- Bankstown: Y1→45% to 50% - Y2→63% to 68% - Y3→74% to 79% - Y4→ 76% to 81% - Y5→78% to 83% - Y6→89% to 94%
Liverpool: Y1→64% to 69% - Y2→84% to 95% - Y3→81% to 81% - Y4→ 83% to 83% - Y5→90% to 93% - Y6→98% to 98%
- 1.3** Reading: Increase the number of students in the top 2 bands in Year 3, Year 5, Year 7 and in Year 9 by the following percentages by Term 3 of 2011
- Bankstown: Y3→49% to 50% - Y5→18% to 22% -
Liverpool: Y3→32% to 33% - Y5→13% to 17% - 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 Term 3 of 2011
- Bankstown: Y3→6% to 4% - Y5→15% to 11% -
Liverpool: Y3→7% to 7% - Y5→17% to 17% - Y7→27% to 23% - Y9→40% to 36%
- 1.5** Writing: Increase the number of students in the top 2 bands in Year 3, Year 5, Year 7 and in Year 9 by the following percentages by Term 3 of 2011
- Bankstown: Y3→69% to 70% - Y5→30% to 32%
Liverpool: Y3→63% to 64% - Y5→40% to 42% - Y7→17% to 21% - Y9→2% to 6%
- 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 Term 3 of 2011
- Bankstown: Y3→0% to 0% - Y5→4% to 2% -
Liverpool: Y3→0% to 0% - Y5→5% to 3% - Y7→17% to 12% - Y9→58% to 53%
- 1.7** School Certificate: To increase the percentage of students in year 10 who are scoring in band 6 for English from 0% to 5%.
- 1.8** Higher School Certificate: To remain at zero% the percentage of students in year 12 Advanced English in the bottom three bands.
- 1.9** Higher School Certificate: To bring the z-score for Advanced English from being within the “within state” range to ‘above state’.
- 1.10** Students are currently achieving ‘D’ and ‘E’ grades in Writing. The following percentages are to be decreased by Term 3 in 2011:

Bankstown – Current percentage of ‘E’ grades is 4.76%. This is to be decreased by 2%.

-Current percentage of ‘D’ grades is 21.43%. This is to be decreased by 18%.

Liverpool – Primary:

Current percentage of ‘E’ grades is 12%. This is to be decreased by 10%.

Current percentage of ‘D’ grades is 14%. This is to be decreased by 12%.

Secondary:

Current percentage of ‘D’ grades is 5.5%. This is to be decreased by 3%.

- 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 2011
Bankstown: Y3→41% to 45% - Y5→26% to 28%
Liverpool: Y3→21% to 26% - Y5→21% to 23%
- 2.2** Number, Patterns and Algebra: Decrease the number of students in the bottom 2 bands in Year 3 and in Year 5 by the following percentages by Term 3 of 2011
Bankstown: Y3→11% to 7% - Y5→18% to 14%
Liverpool: Y3→17% to 15% - Y5→15% to 10%
- 2.3** All grades across all LIEN and LIN focus areas (Counting, Place Value, Addition and Subtraction, Multiplication and division) to be improved by one Summary growth point by the end of 2011.
- 3.1** By term 3 all teachers have integrated one ICT topic and activity in Literacy and Numeracy.
- 4.1** Teaching and executive staff use formal, academic English in their teaching practices and in the school environment.
- 5.1** increase the percentage of students who enjoy Mathematics 55% to 65%.
- 6.1** Increase the percentage of parents participating in school life from 51% to 60%.

School Priority Area 1: LITERACY – READING AND WRITING

Intended Outcomes 2011:

- 1.1 An improvement of Literacy NAPLAN results
- 1.2 An improved students' understanding of text types and their structures, grammar and vocabulary
- 1.3 Maximised learning opportunities for ESL learners within the mainstream classroom

Reform	Indicators	Strategies	Timeframe 2011	Responsibility	Resource Allocation and Funding Structure
R5	School is becoming data driven by analysing 2011 internal and external data including the NAPLAN results.	Data Analysis Team to collect and analyse data to review and evaluate 2011 plan and develop a Revised Situational Analysis.	Oct 2011	NPI School Plan Team	<p>-Relief 8 teachers x 2 days = 16 days \$315 X 16 \$2,520</p> <p>-Superannuation \$227</p> <p>Total <u>\$2,747</u></p>
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. Incorporate teaching strategies from Smart for identified outcomes into teaching programs with supervision and follow up from coordinators	Complete beginning Term one and end of term three	Primary Coordinators Secondary Coordinators	

R1	<p>Stage coordinators working collaboratively with Support Teacher and other teachers in planning, programming, implementations and assessments. Quality of teaching numeracy and literacy is evident in teaching practice.</p>	<p>Provide further training to the Stage Coordinators by the Support teacher. They will be given release time to work with the Support Teacher and Coordinators every term. The teaching load for the stage coordinators will be reduced and they will have the opportunity to mentor and team teach new staff.</p>	Dec 2011	Primary Coordinators	<p>-Relief Bank. Lower & Upper primary mentors: 2 teachers x 8 days = 16 days. Liverpool- Stage Coordinators ES1, S1, S2, S3: 4 teachers x 8 days=32 days. Total days=48 \$315 X 48 \$15,120</p> <p>-Superannuation \$1,361</p> <p>Total <u>\$16,481</u></p>
-----------	---	---	----------	----------------------	---

<p>R1</p>	<p>ESL support is catering for students with ESL needs.</p> <p>The classroom teacher has grown in capacity to implement ESL teaching strategies into their programs.</p> <p>The Learning Support and Classroom Teachers are beginning to use the procedures in the IEP Guidelines Support Document.</p> <p>Teachers are beginning to use the ESL scales in their programming and integrate activities for all students across the class.</p>	<p>Provide and identify an executive member with English as a second language expertise and special needs to lead whole school professional learning support and in ESL pedagogy and student assessments.</p> <p>Implement a strong team teaching procedure as a whole school approach to professional learning. The learning Support Leader and the coordinators will train the all six Learning Support Teachers and classroom teachers to work collaboratively with other teachers to improve their implementation of ESL teaching strategies.</p> <p>The coordinators will mentor the classroom teachers in order to build up their teaching capacity. The Learning Support Teachers will team teach with the classroom teachers by working collaboratively in planning, programming and assessing student learning needs.</p> <p>The Learning Support Teachers will provide assessment workshops during staff meetings in Term 2 where classroom teachers scaffold assessments and mark in pairs.</p> <p>The Learning Support Teachers will provide ESL scales workshop during staff meetings in Term 3 for classroom teacher to understand ESL scales and use them in their programs.</p>	<p>March 2011</p>	<p>Principal Primary Coordinators</p>	<p>-Employment 1 Learning Support leader \$88,281</p> <p>Superannuation \$7,945</p> <p>2 Learning Support Teachers 2X \$59,984 \$119,968</p> <p>Superannuation \$10,797</p> <p>4 Learning Support Teachers 4X \$59,984 \$239,936</p> <p>Superannuation \$21,594</p> <p>Total <u>\$488,521</u></p>
------------------	--	---	-------------------	---	---

<p>R4</p>	<p>Better engagement and achievement in reading for targeted students through increased reading of books.</p> <p>Students have become competent readers and enjoy reading.</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. (For primary support teachers).</p> <p>Provide Multilit course for Secondary support teachers. Purchase a Multilit library.</p> <p>Train parent helpers in using Multilit.</p>	<p>June 2011</p>	<p>Primary Coordinators</p>	<p>-Purchase</p> <p>Multilit for High School \$1,447</p> <p>Multilit Extension \$2,894</p> <p>Materials for students \$689</p> <p>Materials for reading program \$400</p> <p>-PD</p> <p>Training – tutor (para-professional) \$349</p> <p>Total</p> <p><u>\$5,779</u></p>
------------------	--	---	------------------	-----------------------------	--

R4	'Reading to Learn' strategies evident in literacy programming and teaching in the primary school	<p>Continue Professional Development for teachers in 'Reading To Learn' 6 days during non-teaching terms 1-3.</p> <p>Primary Coordinators to assign to one of the stage coordinators the task of School Literacy Leader per campus to mentor and support teachers during their RFF time by modelling R2L lessons and through collaborative planning and team teaching.</p> <p>The School Literacy Leaders to support all students in their classes to successfully achieve the syllabus outcomes. Involve and engage students in a sequence of activities that focus initially at a level of text which, although age and stage appropriate, is a level beyond which students could achieve independently.</p>	Dec 2011	Primary Coordinators	<p>-PD Reading to learn 2nd year continued PD 6 days \$7,200</p> <p>-Purchase R2L resources \$389.80 each Bankstown 13 classes Liverpool 17 classes 30 X \$389.80 \$11,694</p> <p>Total <u>\$18.894</u></p>
-----------	--	--	----------	----------------------	--

<p>R4</p>	<p>Students read and write different text types and structures with better grammar and punctuation.</p>	<p>Continue to implement effective literacy programs across the whole school</p> <p>Maintain an effective guided reading program that caters for diverse reading abilities within the classroom based on new strategies in collaboration with the Support Teacher.</p> <p>Provide students with greater access to levelled home reading books to enhance their skill and vocabulary</p> <p>Continue to establish a 'classroom library' for each classroom in order for students to participate in silent reading books of interest.</p> <p>Increase the amount of home readers.</p>	<p>June 2011</p>	<p>Primary and Secondary Coordinators</p>	<p>-Purchase</p> <p>Text type posters 13 classes \$49.95 X 13 \$649 <i>COST TO SCHOOL</i></p> <p>Literacy Games Bankstown \$338.14x2 \$676 <i>COST TO SCHOOL</i></p> <p>'Premier Reading Challenge' books \$10000 each for (Primary Bank. Primary Liv. & High School Liv.) \$10000 X 3 \$30,000 <i>COST TO SCHOOL</i></p> <p>CORE Library Scholastics Bank. , Liv. \$1697 X 2 = \$3394 \$1,429 <i>COST TO SCHOOL</i></p> <p>\$3394 – 1429 \$1,965</p> <p>Blast Off Material Bank. & Liv. \$1000 X 2 \$2,000</p> <p>Initial Total \$36,719</p> <p>Minus contribution from School <u>-\$32,754</u></p> <p>Total <u>\$3,965</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 reviving literacy across all subjects in the High School. This revival 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 2011	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 -\$26,560</p> <p>Total \$5,151</p>
-----------	--	---	------------	-----------------------	--

R4	Students are reading and using higher literacy skills and finding hidden meaning in questions.	Continue to integrate the usage the teaching strategies learnt from the Gail Brown program within the literacy curriculum in grades 2-6. The Learning Support Teachers will use the EXTRA Skills Materials which are designed for students who have additional needs with their support groups. Integrate NAPLAN style questions in the curriculum; teachers are to do that during their planning days.	Dec 2011	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. 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.	July 2011	Secondary Coordinator Primary Coordinators	Free CARS and STARS online training for Learning Support Teachers
R3	Scoping and sequencing between stages 3 and 4 is well established 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. One for literacy and one for numeracy. Hold regular meetings to form a clear scope and sequence in line with teaching programs. Complete and establish the transition program	1 st meeting April 2011 Term one and three	Secondary Coordinators	-Travel Expenses \$1,000 -Purchase Transition Program resources \$1,000 Total <u>\$2,000</u>

R4	Teaching staff and executives are using formal, academic English with students and throughout school time. Teachers are implementing the strategies learnt in PD courses in English and literacy.	Run a follow up TAFE Professional Development for Secondary School teaching staff in English courses to continue their literacy improvement and language development for the purpose of using more formal English across all subjects. Introduce the OET for new teachers as part of the new employment selection process.	May2011	Deputy Principal	<p>-PD English Academic Course for School staff \$3000 per 20 staff. For 20 staff 1 X \$3000 \$3,000</p> <p>-Catering \$600</p> <p>Total <u>\$3,600</u></p>
-----------	---	---	---------	------------------	---

School Priority Area 2: NUMERACY – NUMBER, PATTERNS & ALGEBRA

Intended Outcome 2011:

2.1 An improvement of numeracy NAPLAN results

2.2 Increased levels of numeracy achievement.

Reform	Indicators	Strategies	Timeframe 2011	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>	Complete beginning Term one and end of term three	<p>Primary Coordinators</p> <p>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>	April 2011	Principal	

R4	Increased opportunities for the usage of concrete, hands-on Mathematics activities in the classroom are evident.	Implement hands-on activities to engage students' learning and understanding of the Mathematical concepts	Dec 2011	Primary Coordinators	<p>-Purchase</p> <p>K-6 Daily Workout Books \$45.95 per set x 6 sets x 2 campuses \$45.95 X 6 X 2 \$552</p> <p>Targeting Maths Teachers' resource book with CD for IWB use \$69.95 per set x 2 per grade x 7 grades x 2 campuses \$69.95X2X7X2 \$1,959</p> <p>ESL Maths Support Kit \$585.50 per kit x 2 campuses \$585.5X2 \$1,171</p> <p>Teacher Resource Books \$410 each x 2 campuses \$410X2 \$820</p> <p>Numeracy Games \$457.50 per set x 2 campuses \$457.50X2 \$915</p> <p>Maths sub-strand Kits \$1175 per kit x 2 campuses \$1175X2 \$2,350</p> <p>Total <u>\$7,767</u></p>
----	--	---	----------	----------------------	---

<p>R4</p>	<p>Students demonstrate a higher ability in numbers awareness.</p>	<p>Run follow up workshops for primary teachers on the LIEN/LIN course.</p> <p>Primary coordinators to assign per campus to one of the stage coordinators the task of School Numeracy Leader who will then mentor and support teachers during their RFF time through planning and programming. The School Numeracy Leaders will provide opportunities for teachers to build teacher capacity through collaborative planning and team teaching opportunities.</p> <p>Continue to implement LIEN/LIN strategies and working mathematically strategies in the teaching programs of all High School Maths teachers and all primary teachers.</p> <p>Provide support to all teachers (K-6) in class working with the Learning Support Teacher.</p> <p>Update LIEN/LIN games in order to engage more students in the use of Maths games which will in turn improve student engagement.</p>	<p>Sept 2011</p>	<p>Primary Coordinators</p> <p>Secondary Coordinators</p>	<p>-PD LIEN/LIN Follow up for \$1200 each, 4 times / year /campus equals 8 \$1200 x 8 \$9,600 <i>COST TO SCHOOL</i></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>-Resources \$547.50 per class Bankstown x 13 classes Liverpool x 17classes Equals 30 classes 30 X 547.50 \$16,425 <i>COST TO SCHOOL</i></p> <p>Initial Total \$28,772</p> <p>Minus contribution from School <u>-\$28,772</u></p> <p>Total <u>\$0,000</u></p>
------------------	--	--	------------------	---	--

<p>R3</p>	<p>Scoping and sequencing between stages 3 and 4 are well established in literacy and numeracy.</p> <p>Secondary coordinators are organising regular meetings with primary staff and coordinators for planning and reviewing of strategies and programming.</p>	<p>Team up one teacher for literacy and one for numeracy to establish continuum between stage 3 and 4.</p> <p>Hold regular meetings to form a clear scope and sequence with programs.</p>	<p>First meeting April 2011</p>	<p>Secondary Coordinators</p>	
------------------	---	---	-------------------------------------	-------------------------------	--

School Priority Area 3: Education and Technology

Intended Outcome 2011:

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

Reform	Indicators	Strategies	Timeframe 2011	Responsibility	Resource Allocation and Funding Structure
R4	Teachers show high level of skill in the use of Interactive White Boards (IWB)	<p>Purchase more IWBs to facilitate interactive learning and increase student engagement across the whole school through a student-centred learning approach.</p> <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 syllabus outcomes. Use a variety of appropriate teaching strategies and resources to make content meaningful to students.</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</p>	July 2011	<p>Secondary Coordinator</p> <p>Primary Coordinators</p>	<p>-Purchase IWB 5937.58 each including data projectors for classes: -7 Primary Bankstown -7 Primary Liverpool -6 High School Liverpool, equals 20 IWBs</p> <p>11 IWBs to be funded through NP \$5937.58X11</p> <p style="text-align: right;">\$65,313</p> <p>School to fund 9 IWBs \$5937.58 X 9</p> <p style="text-align: right;">\$53,438 <i>COST TO SCHOOL</i></p> <p>1 laptop 1200 each, per IWB equals 20 laptops 11 laptops to be</p>

		<p>learning practices.</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>			<p>funded through NP \$1200 X 11 \$13,200</p> <p>School to fund 9 laptops \$1200 X 9 \$10,800 <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</p> <p>ICT Promethean IWBs : 'Level 1' (Bankstown Primary, Liverpool Primary, Liverpool High School) 3 X \$849 \$2,547 <i>COST TO SCHOOL</i></p> <p>'Level 2' to develop IWB champions (12 staff members) \$849 <i>COST TO SCHOOL</i></p> <p>Initial Total \$151,147</p> <p>Minus contribution from School <u>-\$72,634</u></p> <p>Total <u>\$78,513</u></p>
--	--	--	--	--	---

R3	<p>Increased use of current in-school ICT technologies with demonstrated quality teaching and learning to meet syllabuses outcomes</p>	<p>Employ ICT Specialist teacher to work across both campuses on programming strategies and to allow access and sharing of resources.</p> <p>ICT Specialist teacher team teaches to ensure usage of interactive materials by teachers for programming purposes and meaningful and engaging lessons.</p> <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>May 2011</p>	<p>Secondary Coordinator</p> <p>Primary Coordinators</p>	<p>-Employment Experienced ICT Teacher for both campuses to work on programming strategies.</p> <p style="text-align: right;">\$72,369</p> <p>-Superannuation</p> <p style="text-align: right;">\$6,514</p> <p>Total</p> <p style="text-align: right;"><u>\$78,883</u></p>
R4	<p>Teaching strategies in classrooms indicate that new technology resources are used.</p> <p>More effective usage of interactive technology in teaching and learning is evident.</p> <p>The availability of additional resources is evident in every day teaching.</p>	<p>Engage and empower students to be involved in hands-on learning activities that will be transferred into classroom practice.</p> <p>Use the digital resources to enhance effective literacy instruction.</p> <p>Use digital mathematical resources to assist concept development in Primary Mathematics.</p>	<p>April 2011</p>	<p>Primary Coordinators</p>	<p>-PD 'Moving beyond the basics: integrating IWB into teaching practices' 'Literacy Goes Digital' & 'Digital Mathematics' K-10 2 presenters- Primary & High School \$1200X2</p> <p style="text-align: right;">\$2,400</p> <p>Total</p> <p style="text-align: right;"><u>\$2,400</u></p>

School Priority Area 4: TEACHER QUALITY

Intended Outcome 2011:

4.1 Better quality teaching and learning

4.2 A higher quality of academic leadership

Reform	Indicators	Strategies	Timeframe 2011	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 September to review and improve the 2011 School Plan.	26-27 September 2011	Principal's Deputies	-PD NPI Workshop 2 days \$900
					Total <u>\$900</u>
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. Use the ESL Scales to assess English language proficiency and to support teaching and learning.	April 2011	Principal's Deputies	

R1	Teaching staff and executives are using formal, academic English with students and throughout school time. Teachers are implementing the strategies learnt in PD courses in English and literacy.	Run a follow up TAFE Professional Development for Secondary School teaching staff in English courses to continue their literacy improvement and language development for the purpose of using more formal English across all subjects. Introduce the OET for new teachers as part of the new employment selection process.	May2011	Deputy Principal	<i>Cost already accounted for in previous section</i>
R6	Students settle quickly into school routines and teaching programs are readily designed to meet the needs of Kindy students.	Conduct School Readiness Assessment for new Kindergarten students in Term 3. Kindergarten teachers to conduct assessments. Run parents sessions to support their child's transition to school in term four over a four week period for one session per week. Establish contact with local preschools in preparation for Kindergarten transition programs.	Oct 2011	Primary Coordinators	<i>Cost already accounted for in previous section</i>
R5	Parents' views are accounted into planning. 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 discuss 2011 achievements. Invite School Board members and other contributing and active school community members to become more informed and participate in whole school planning.	Dec 2011	Primary Coordinators	<p>-Catering \$45 per head for 200 people(whole school staff, board members, few VIP, SRC) \$45X200 \$9,000</p> <p>-Purchases Decorations for School Hall \$1,500</p> <p>Total <u>\$10,500</u></p>

School Priority Area 5: STUDENT ENGAGEMENT

Intended Outcome 2011:

5.1 A higher level of student engagement across literacy

5.2 A higher level of student engagement across numeracy.

Reform	Indicators	Strategies	Timeframe 2011-11	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 material that is more interesting to all students and set up boys reading groups.</p> <p>Complete a students' reading survey. 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> <p>Conduct a student survey- year 3-12(five from each class)</p>	April 2011	<p>Primary Coordinators</p> <p>Secondary Coordinator</p>	
R3	Students are actively participating in both Literacy and Numeracy	<p>Continue to work with the Literacy learning support team and the teachers to include engaging activities in their teaching programs.</p> <p>Run a day of literacy and numeracy activities in class linked to a full day of social skills and building relationships with students under the supervision and in collaboration with the Reading Coordinator and Numeracy Support teacher.</p>	June 2011	<p>Primary Coordinators</p> <p>Secondary Coordinators</p>	<p>-Purchase 300 decorative items and incentives at \$280, 700 handouts at \$2 per handout \$1400 catering \$320</p> <p>Total <u>\$2000</u></p>

<p>R3</p>	<p>Students are improving in the targeted areas of need in Literacy and Numeracy.</p>	<p>Conduct an afterschool Tutoring Club twice a week from 3:30 to 5:00pm; 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>	<p>April 2011</p>	<p>Principal's Deputies</p> <p>Primary Coordinators</p> <p>Secondary Coordinator</p>	<p>Tutoring</p> <p>Target students, in groups of 5, will be tutored for 3 hours per week at \$100 per hour. Between both campuses we have 240 students who are eligible for tutoring. This equates to 12 classes, each receiving 3 hours per week for 40 weeks at \$100 per hour.</p> <p>12 classes X \$100 X 40 weeks X 3hrs/week + 20% Admin Fees set by contracted provider</p> <p>Initial Total \$172,800</p> <p>Minus contribution from School <u>-\$160,268</u></p> <p>Total <u>\$12,532</u></p>
------------------	---	--	-------------------	--	---

School Priority Area 6: Parent Partnerships

Intended Outcome 2011:

6.1 An increased participation of NESB families in the school curriculum

6.2 Enhanced community relationships.

Reform	Indicators	Strategies	Timeframe 2011-11	Responsibility	Resource Allocation and Funding Structure
R6	<p>A stronger partnership exists between parents and school community.</p> <p>Parents are contributing to more school partnerships and decisions through matters such as the homework club where parents will play an active role in organising and participating in its operation.</p>	<p>Encourage more parents' engagement in the P&C committee.</p> <p>Organise open days for parents to come into the classroom once a year.</p> <p>Give parents teaching strategy ideas during open-days workshops.</p>	Aug 2011	Principal's Deputies	<p>-Catering:</p> <p style="text-align: right;">_\$1000</p> <p>Total</p> <p style="text-align: right;"><u>\$1,000</u></p>

R6	Increased parents' involvement in preparing their children for kindergarten.	<p>Conduct School Readiness Assessment for new Kindergarten students in Term 3. Kindergarten teachers to conduct assessments.</p> <p>Run parents sessions in term four over a four week period for one session per week.</p> <p>Establish contact with local preschools in preparation for Kindergarten transition programs.</p>	October 2011	Primary Coordinators	<p>-Purchase Kindy Orientation and School Readiness Assessment resources \$500</p> <p>Parents hand-outs \$500</p> <p>-Catering \$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 <u>\$8,367</u></p>
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 2011 achievements.</p> <p>Invite parents to become more informed and participate in whole school planning.</p>	Dec 2011	Primary Coordinators	<i>Cost already accounted for in previous section</i>