



# Lidcombe Public School Plan

2394

## 2012-2014

**3rd Year of National Partnerships Low SES Communities**



Education  
& Training

**Lidcombe Public School – A dynamic innovative school always moving forward**

29/10/2011

### School Context

The current school community is highly multilingual (90.8% LBOTE) with 44 different languages being represented. The school comprises 21 mainstream classes and 3 special education classes. Specialist programs include Reading Recovery, Support Teacher Learning, English as a Second Language, and Community Languages in Chinese, Turkish and Arabic.

The most predominant languages (March 2011) are:

Arabic	14%
Chinese	24%
English	10%
Korean	11%
Pacific Islander	9%
Turkish	7%
Vietnamese	5%

The school has a small, but highly committed, P & C Association whose members are actively involved in school decision-making inclusive of fulfilling staff vacancies through the Merit Selection process, school self evaluation processes, broad financial management decisions, decisions relating to capital improvements and school policy decisions.

Lidcombe Public School has a current enrolment (October 2011) of 555 students. This compares to previous enrolments of:

2010	577
2009	557
2008	587
2007	556
2006	542

### School Purpose

Lidcombe Public School has an established reputation as an innovative school with a strong focus on continual improvement in maximising student learning outcomes through high quality teaching practice. The staff is committed to the provision of quality learning and inclusive teaching programs that result in improved learning outcomes for all students. Underpinning this document is a shared notion of continuous improvement. It is our shared understanding that in reflecting, planning and implementing quality programs we can and will make a difference to the students we teach. By sharing our combined professional and community knowledge at a team and whole school level we will maintain and develop a strong, professional learning community.

<b>The plan has been endorsed and approved by:</b>							
<b>Principal:</b>	Matthew Lewis	<b>Date:</b>		<b>School Education Director:</b>	Rod Leonarder	<b>Date:</b>	

## Department of Education and Training Priority Areas – 2012-2014

The Office of Schools Plan 2012 - 2014 has five priority areas. The priority areas are:

- Literacy and Numeracy
- Student Engagement and Attainment
- Aboriginal Education
- Leadership and Management
- Curriculum and Assessment

In addition, the Stages of Learning strategy papers, *Our Young Learners Strategy* and *Our Middle Years Learners Strategy* remain important guides for planning.

## School Priority Areas – 2012 - 2014

Lidcombe Public School has three priority areas 2012-2014:

- Literacy
- Numeracy
- Student Engagement and Attainment
- Leadership and Management

NB: Aboriginal Education, Curriculum and Assessment underpin, and are embedded, in existing school practice.  
[Lidcombe Public School is included in the National Partnerships Low SES Communities 2010-2013.](#)

### Strategic Pillars

- inspiring all students to succeed, have high expectations and be fully engaged in their learning
- valuing all staff and providing a school environment that acknowledges contribution, builds capacity and promotes best practice

**Management and Implementation:** Management, implementation and evaluation of the 2012-2014 school targets is a whole school responsibility. The school has a dedicated, collegial, teaching staff which operates within a team structure. Within the context of whole school organisation and priorities, each team of teachers develops strategies at its local level to address the stated targets. In addition, whole school strategies aimed at meeting the targets are implemented across each team. School teams exist at a Stage/Specialist level as well as at a Committee level.

**Key:**

Text colour indicates funding source

**AaBb\$**                      Funded from school budget

**AaBb\$**                      Funded by Low SES NP 2012/13

## INTENDED TARGETS – LITERACY 2012 - 2014

2011 targets & results	2012	2013	2014
Decrease number of <b>Year 3</b> students at & below minimum standard (Bands 1- 2) by 6% (5 students) to 12% (10 students) in NAPLAN Reading – we had 25% of students in bands 1 & 2. This was 13% below our target	Decrease the number of <b>Year 3</b> students in the lowest 2 skill bands in Reading to less than 18%.	Decrease in the number of <b>Year 3</b> students in the lowest 2 skill bands in Reading to less than 12%.	Decrease in the number of <b>Year 3</b> students in the lowest 2 skill bands in Reading to less than 7%.
Increase number of <b>Year 3</b> students at proficiency standard (Bands 5- 6) by 5% (5 students) to 35% (28 students) in NAPLAN Reading. We increased this number by 3%, but fell 2% short of our target.	38% of <b>Year 3</b> students at proficiency standard (Bands 5 & 6) in NAPLAN Reading.	44% of <b>Year 3</b> students at proficiency standard (Bands 5 & 6) in NAPLAN Reading.	50% of <b>Year 3</b> students at proficiency standard (Bands 5 & 6) in NAPLAN Reading.
Decrease number of <b>Year 5</b> students at & below minimum standard (Bands 3- 4) by 5% (4 students) to 29% (23 students) in NAPLAN Reading. We decreased this number by 7% to 27%.	Decrease the number of <b>Year 5</b> students in the lowest 2 skill bands in Reading to less than 22%.	Decrease in the number of <b>Year 5</b> students in the lowest 2 skill bands in Reading to less than 17%.	Decrease in the number of <b>Year 5</b> students in the lowest 2 skill bands in Reading to less than 12%.
Increase number of <b>Year 5</b> students at proficiency standard (Bands 7- 8) by 3% (2 students) to 24% (19 students) in NAPLAN Reading. We increased this number by 7% to 28%.	34% of <b>Year 5</b> students at proficiency standard (Bands 7 & 8) in NAPLAN Reading.	40% of <b>Year 5</b> students at proficiency standard (Bands 7 & 8) in NAPLAN Reading.	46% of <b>Year 5</b> students at proficiency standard (Bands 7 & 8) in NAPLAN Reading.

At least 73% <b>Year 5</b> students achieving /exceeding minimum growth (5% increase) in NAPLAN Reading. 53.5% of students achieved or exceeded minimum growth.	60% of <b>Year 5</b> students achieving or exceeding minimum growth in NAPLAN Reading.	67% of <b>Year 5</b> students achieving or exceeding minimum growth in NAPLAN Reading.	75% of <b>Year 5</b> students achieving or exceeding minimum growth in NAPLAN Reading.
<p>Early Stage One – L3 – Language, Learning and Literacy (training year)</p> <p>Week 30 results (end Term 3)  Instructional Reading Levels  RR Levels 1-2: 2% (1 student)  RR Levels 3-5: 36% (25 students)  RR Levels 6-8: 31% (22 students)  RR Levels 9+ : 31% (22 students)</p> <p>Writing Vocabulary  0-5 words: 7% (5 students)  6-23 words: 44% (30 students)  24-49 words: 38% (26 students)  50+ words: 12% (8 students)</p>	<p>First year of full implementation of L3</p> <p>Increase the proportion of kindergarten students at instructional reading Levels 9+ to 40%</p> <p>Increase the proportion of kindergarten students with a writing vocabulary of 50+ words to 20%</p>	<p>Increase the proportion of kindergarten students at instructional reading Levels 9+ to 45%</p> <p>Increase the proportion of kindergarten students with a writing vocabulary of 50+ words to 25%</p>	<p>Increase the proportion of kindergarten students at instructional reading Levels 9+ to 50%</p> <p>Increase the proportion of kindergarten students with a writing vocabulary of 50+ words to 30%</p>

## School Priority Area 1: LITERACY: READING

**School Priority Area 1:** Literacy - Improved literacy outcomes for all students.

**Target:** Improved student outcomes in Literacy with an emphasis on development of quality pedagogy to improve students' comprehension and talking and listening skills.

### **National Partnership Focus in Priority Area 1**

- ✚ Continue the action learning model with stage assistant principals continuing in their role as “boosters”, to facilitate best practice in using interactive technologies and ESL pedagogy to increase students achievement of reading, writing, talking and listening.
- ✚ All staff develop a shared knowledge and understanding of NAPLAN/SMART and Best Start data and its consistent use across all stages and in every classroom to identify and meet the needs of individual students and groups of students and inform teaching and learning programs and strategies.
- ✚ Maintain a whole school strategic approach and develop effective training systems for the early identification and intervention for all those students whose relative performance is below expectation in Literacy and Numeracy.
- ✚ Provide appropriate and targeted professional learning that provides all staff with the knowledge, skills, understandings and resources necessary to support the effective implementation of the school improvement plan.
- ✚ Trial the new Board of Studies English Curriculum and its assessment strategies.

## School Priority Area 1: Improved literacy outcomes for all students

**Target:** Improved student outcomes in Reading with an emphasis on development of quality pedagogy to improve students' comprehension and talking and listening skills.

Indicators	Strategies	Reform NP	Responsibilities	Time Frame			Resource allocation and Funding	
				12	13	14		
Continue the action learning model with stage assistant principals continuing in their role as "boosters", that facilitate quality pedagogy for the teaching of reading, talking and listening. Improve Literacy outcomes for all students K-6 using interactive technologies and ESL pedagogy.	<ul style="list-style-type: none"> <li><b>Facilitate teacher Professional Development as follows:</b> <ul style="list-style-type: none"> <li>* Continue implementation of <i>Critical Aspects of Literacy</i> with new staff K-2.</li> <li>* Continue L3 – Kindergarten</li> <li>* Embed <i>Discovery Learning</i> in Stage 1 Literacy programs.</li> <li>* Continue Action Learning across all stages</li> <li>* Introduce "Tech learning " days per stage</li> <li>* Employ a speech therapist to support teachers in working with students and stage teams.</li> </ul> </li> <li>Quality Teaching – Continue to embed the "Teaching English Language Learners" program (TELL) – executive team to lead the professional learning , analysing stage data, driving the literacy focus through provision of in class support including demonstration lessons, team teaching, comprehension skills, vocabulary development and supporting and monitoring the targeted TPL.</li> <li>Aboriginal Education and Training Strategy promoted through COGs units and teaching programs , in liaison with Aboriginal Education Consultative Group</li> </ul>	R2, R4	Executive team, Regional consultants & LTPs	✓	✓	✓	\$10000 (TPL Funds)	
		R2 R3						\$ 40000 (Casual Salaries) \$ 70000
		R1, R3	Principal ESL team Executive team	✓	✓			\$343,261 (Salaries 4.25 FTE)
		R4, R6	AP(SEU), grade teams, ALBY Learning Community	✓				\$5000 School funds



	<p>(AECG). Facilitate partnership with our Learning Community to plan staff development day (Term 2) to inform all staff of strategies for Aboriginal Education within the ALBY Learning Community.</p> <ul style="list-style-type: none"> <li>• Increase teacher confidence and provide support for teachers in the use of technology to support Literacy programs. Each stage to have a Technology support person to deliver TPL to all teachers on that stage. Students use interactive technologies to consolidate and extend the learning in reading and responding to visual and digital literacy.</li> <li>• Maintain collaborative structures for teachers to meet in stage teams to consolidate Professional Learning, plan collaboratively to ensure consistency in program delivery, assessment and evaluation of student reading outcomes. (Structured into RFF program)</li> <li>• Continue to equip all classrooms and the Library with quality literacy resources to support changing pedagogy in the teaching of Reading.</li> <li>• Provide professional learning for teachers to gain greater understanding of</li> </ul>		(Auburn, Lidcombe, Birrong, Yagoona.				
		R2	Technology Committee	✓	✓		<b>Tech days (mentioned before)</b>
		R3, R4, R5	Stage Teams, APs, Deputy Principal	✓	✓	✓	<b>Nil</b>
		R3	Executive, Learning Support Team, CEO Committees	✓	✓	✓	<b>\$30 000 School Funds</b>
		R1, R4	LST Co-ordinator Speech therapist,	✓	✓	✓	<b>\$5000 School funds</b>

	the learning needs of all students, particularly with regard to Reading instruction.		Executive team ESL team				
All staff develop a shared knowledge and understanding of NAPLAN data and its consistent use across all stages and in every classroom to identify and meet the needs of individual students and groups of students and inform teaching and learning programs and strategies.	<ul style="list-style-type: none"> <li>• Provide Teacher Professional Learning (TPL) in all aspects of SMART NAPLAN data program &amp; its use in improving student learning outcomes in literacy and numeracy. All staff to complete the DASA survey online.</li> <li>• Monitor and evaluate the implementation of NAPLAN data in whole school, stage and classroom planning. Increase staff awareness in the use of SMART data to drive their teaching programs and identify student at risk.</li> <li>• Monitor and evaluate the implementation of NAPLAN data in developing and informing targeted learning plans for all students in the bottom 2 bands in NAPLAN</li> </ul>	R4, R5	Executive team All staff	✓	✓	✓	<b>SMART Training DASA online survey</b>
				✓	✓	✓	<b>School Organisation</b>
Maintain and develop a whole school strategic approach for the early identification and intervention for all those students whose relative performance is below expectation in Literacy and Numeracy.	<ul style="list-style-type: none"> <li>• <b>Employ a Reading Recovery (RR) trained teacher K-2 4 days a week to assist with early intervention strategies</b></li> <li>• <b>Employ and train 0.2 additional ESL teacher to increase support within the classroom for targeted students across a range of abilities and support the embedding of the TELL program into classroom practice. Empower ESL team ensure the embedding TELL ESL pedagogy to develop a shared,</b></li> </ul>	R4	Executive team	✓	✓		0.810 Reading Recovery allocation <b>0.8 FTE for additional STL \$66,705 2012</b>
		R4	Executive team ESL team	✓	✓		<b>\$16,676 Low SES NP</b>

	<p>consistent knowledge and understanding of second language acquisition.</p> <ul style="list-style-type: none"> <li>Provide structured opportunities for teachers across stages to discuss student achievement in Reading to ensure Consistency of Teacher Judgement through stage development days.</li> <li>Embark on the Team Leadership for School Improvement process. Analytical Framework completed Term 4 2011 to inform the 3 year plan to improve the level at which all staff contribute to school improvement.</li> <li>Employ a speech therapist to identify “at risk” students, particularly in K-2, and to work with the staff to enrich talking and listening programs.</li> </ul>	<p>R2, R3, R4, R5</p> <p>R4, R5</p> <p>R3</p>	<p>Executive team</p> <p>Executive team All staff</p> <p>Principal</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>School organisation and funds</p> <p>School Organisation</p> <p>NP funds (mentioned before)</p>
<p>Provide appropriate and targeted professional learning that provides all staff with the knowledge, skills, understandings and resources necessary to support the effective implementation of the school improvement plan.</p>	<ul style="list-style-type: none"> <li>Feedback of data to school community re the recommended strategies in 2012-2014 School Plan as part of <b>National Partnerships – Low SES Schools program</b> (Term 1, 2012, 2013, 2014). Plan a parent meeting to impart the plan in Term 1 of each year.</li> <li>Employ an External Facilitator (leadership coach) to engage teachers in professional dialogue re improving their pedagogy and provision of quality</li> </ul>	<p>R2, R5</p> <p>R1, R2, R5, R6</p>	<p>Principal CEO</p> <p>External Facilitator (coach) Executive &amp;</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>Nil</p> <p>\$6 000 (Leadership Coach)</p>

	<p>feedback.</p> <ul style="list-style-type: none"> <li>Continue Leadership collaboration program with ALBY Learning Community for professional visits by Executive staff.</li> </ul>	R1, R2,	<p>grade teams</p> <p>Principal</p>	✓	✓	✓	<b>School Organisation</b>
Trial the new Board of Studies English Curriculum and its assessment strategies.	<ul style="list-style-type: none"> <li>Introduce the Board of Studies English Curriculum for staff learning at professional learning meetings. Selected staff to attend inservices and then share the knowledge with the rest of staff. Full implementation in 2014.</li> <li>Trial units of the new syllabus with continuing support of new strategies, assessment procedures and concepts at stage meetings. Attend any professional learning sessions held on the English curriculum – teacher(s) to share new information with the staff.</li> </ul>	R1, R2	Executive team, Literacy committee	✓	✓	✓	<b>School Organisation</b>
		R1, R2	Executive team, Literacy Committee, classroom teachers	✓	✓		<b>\$10 000 (TPL)</b>

**Summary:**                    **NP Staff Salary - \$550 190** Professional Learning (TPL) - \$36 000 Resources - \$30 000

## INTENDED TARGETS – NUMERACY 2012 - 2014

2011 targets & results	2012	2013	2014
64.3% of <b>Year 5</b> students achieved or exceeded minimum growth in NAPLAN Numeracy.	More than 68% of <b>Year 5</b> students achieving or exceeding minimum growth in NAPLAN Numeracy.	More than 72% of <b>Year 5</b> students achieving or exceeding minimum growth in NAPLAN Numeracy.	More than 75% of <b>Year 5</b> students achieving or exceeding minimum growth in NAPLAN Numeracy.
Overall, the number of <b>Year 3</b> students in the lowest 2 skill bands in Numeracy was 24%.	Decrease the number of <b>Year 3</b> students in the lowest 2 skill bands in Numeracy to less than 18%.	Decrease the number of <b>Year 3</b> students in the lowest 2 skill bands in Numeracy to less than 13%.	Decrease the number of <b>Year 3</b> students in the lowest 2 skill bands in Numeracy to less than 8%.
Overall, the number of <b>Year 3</b> students in Bands 5 & 6 in Numeracy was 23%.	Increase the number of <b>Year 3</b> in bands 5 and 6 in Numeracy to more than 27%.	Increase the number of <b>Year 3</b> in bands 5 and 6 in Numeracy to more than 32%.	Increase the number of <b>Year 3</b> in bands 5 and 6 in Numeracy to more than 37%.
Overall, the number of <b>Year 5</b> students in the lowest 2 skill bands in Numeracy was 23%.	Decrease the number of <b>Year 5</b> students in the lowest 2 skill bands in Numeracy to less than 18%.	Decrease the number of <b>Year 5</b> students in the lowest 2 skill bands in Numeracy to less than 13%.	Decrease the number of <b>Year 5</b> students in the lowest 2 skill bands in Numeracy to less than 8%.
Overall, the number of <b>Year 5</b> students in Bands 7 & 8 in Numeracy was 39%.	Increase the number of <b>Year 5</b> in bands 7 and 8 in Numeracy to more than 43%.	Increase the number of <b>Year 5</b> in bands 7 and 8 in Numeracy to more than 47%.	Increase the number of <b>Year 5</b> in bands 7 and 8 in Numeracy to more than 50%.
Overall, the number of <b>Year 3</b> students that achieved the minimum standard was 76%.	82% <b>Year 3</b> students at or above minimum standard in numeracy	86% <b>Year 3</b> students at or above minimum standard in numeracy	90% <b>Year 3</b> students at or above minimum standard in numeracy

## School Priority Area 2: NUMERACY

### School Priority Area 2: Improved Numeracy outcomes for all students

**Target:** Improved student outcomes in Numeracy with an emphasis on development of quality pedagogy to improve students' understanding of mathematical language.

#### National Partnership Focus in Priority Area 2

- ✚ Develop programs to facilitate the teaching of mathematics with a particular focus on enhancing student understanding of mathematical language.
- ✚ Develop and implement a whole school strategic approach for the early identification and intervention for the early grades, ie. Re-implementation of Count Me in Too and Counting On.
- ✚ Trial the new Board of Studies Mathematics Curriculum and its assessment strategies.

### School Priority Area 2: Improved numeracy outcomes for all students

**Target:** Improved student outcomes in Numeracy with an emphasis on development of quality pedagogy to improve students' understanding of mathematical language.

Indicators	Strategies	Reform NP	Responsibilities	Time Frame			Resource allocation and Funding
				12	13	14	
Develop programs to facilitate the teaching of Numeracy with a particular focus on enhancing student understanding of mathematical language.	<ul style="list-style-type: none"> <li>• School leadership team work with an external facilitator in Action Learning to provide mentoring and modelling to build the capacity of all classroom teachers, specialist staff and early career teachers</li> </ul>	R1	Principal	✓	✓	✓	(Leadership coach)
	<ul style="list-style-type: none"> <li>• Use of NAPLAN data to assess the needs of students in Mathematics and incorporate appropriate teaching</li> </ul>	R2, R4, R5	Executive team	✓	✓	✓	School organisation and funds

	<p>strategies from the SMART database into class programs to remediate specific areas of concern.</p> <ul style="list-style-type: none"> <li>Targeted programs in place to improve the number of students in the top 2 Numeracy bands of NAPLAN. Implementation of:- <ul style="list-style-type: none"> <li>*Introduce interactive software (Origo Maths)</li> <li>*Maths groupings and Maths Olympiad.</li> <li>*Re-introduce Count me in Too to ES1, Stage 1 and Stage 2.</li> <li>*Implement Counting On strategies to Early Stage 1, Stage 1, Stage 2 and Stage 3 teachers.</li> </ul> </li> <li>Implement Newman's problem solving strategy to assist our NESB students with the intricate language of Maths.</li> </ul>	R2	Executive team, Classroom Teachers, Numeracy Committee	✓	✓	✓	Nil
		R2	Numeracy Committee	✓	✓	✓	\$2000 (School funds)
Develop and implement a whole school strategic approach for the early identification and intervention for the early grades, ie. Re-implementation of Count Me in Too and Counting On.	<ul style="list-style-type: none"> <li>Provide TPL for all teachers that need training for staff in: <ul style="list-style-type: none"> <li>*Count me in Too</li> <li>*Counting On</li> </ul> </li> <li>Continue to reinforce the language used in maths in all strands.</li> <li>Train staff to provide Student Reflection</li> </ul>	R4, R5	Numeracy committee, classroom teachers	✓	✓	✓	\$10 000
		R4	Numeracy committee, classroom teachers	✓	✓	✓	Nil
		R2, R5	Numeracy committee,		✓	✓	\$3000 TPL

	<p>Journals to reinforce mathematical language and concepts.</p> <ul style="list-style-type: none"> <li>Continue to equip all classrooms with quality numeracy resources to support changing pedagogy in the teaching of Mathematics.</li> </ul>	R3	<p>classroom teachers</p> <p>Executive and Numeracy Committee</p>	✓	✓	✓	<p><b>\$10 000</b></p> <p><b>School funds</b></p>
<p>Trial the new Board of Studies Mathematics Curriculum and its assessment strategies.</p>	<ul style="list-style-type: none"> <li>Introduce the Board of Studies Mathematics Curriculum for staff learning at a professional development meeting. Full implementation in 2014.</li> <li>Trial the new syllabus with continuing support of new strategies, assessment procedures and concepts at stage meetings. Attend any professional learning sessions held on the Mathematics curriculum – teacher(s) to share new information with the staff.</li> </ul>	R1, R2	<p>Executive team, Numeracy committee</p>		✓	✓	<p><b>School Organisation</b></p>
		R1, R2	<p>Executive team, Numeracy Committee, classroom teachers</p>		✓	✓	<p><b>\$10 000 (TPL)</b></p>

**Summary:** Professional Learning (TPL) - \$35 000



## INTENDED TARGETS – ENGAGEMENT AND ATTAINMENT 2012 - 2014

### School Priority Area 3: Improved levels of student engagement for all students.

- Targets :**
1. To promote quality learning for the whole school community through proactive programs that promote student engagement and resilience for all students; support for 'at risk' learners in all grades and at all levels (Students with disabilities, Refugee, Aboriginal, ESL and OOHG students); enhanced parent participation and learning; and build teacher capacity in the use of technology to enhance student learning.
  2. To develop an inclusive positive and safe school culture.
  3. All students clearly articulate behavioural expectations in classroom settings (PBIS)
  4. Continue to inform the parent community about school policy and procedures and how to support their children at school.

### National Partnership Focus in Priority Area 3

- Develop and implement a range of targeted programs and strategies to increase engagement of all members of the whole school community.

2011 targets & results	2012	2013	2014
Average detention attendance 2011 baseline data (each term)  7% boys 0.9% girls	Improvement in student welfare data Average detention attendance 6% boys 0.8% girls	Improvement in student welfare data Average detention attendance 5% boys 0.7% girls	Improvement in student welfare data Average detention attendance 4% boys 0.6% girls
Average number of slips issued 2011	Average number of slips issued – 2012 Targets	Average number of slips issued – 2013 Targets	Average number of slips issued – 2014 Targets
Orange 16	Orange 13	Orange 10	Orange 7
Red 11	Red 8	Red 5	Red 3
Purple 9	Purple 6	Purple 3	Purple 1
Suspensions 2	Suspensions 1	Suspensions 0	Suspensions 0
Number of students that remained green was 98%	2012 Target – Green students 98%	2013 Target – Green students 99%	2014 Target – Green students 99%

Increase in parent participation in school activities and programs <i>In 2011 12% of parents were involved regularly in school activities.</i>	Increase in parent participation in school activities and programs to at least 20%.	Increase in parent participation in school activities and programs to at least 25%.	Increase in parent participation in school activities and programs to at least 30%.
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### School Priority Area 3: ENGAGEMENT AND ATTAINMENT

#### School Priority Area 3: Improved levels of student engagement for all students

**Targets:**

1. To promote quality learning for the whole school community through proactive programs that promote student engagement and resilience for all students, but particularly for boys; support for 'at risk' learners in all grades and at all levels (Students with disabilities, Refugee, Aboriginal, ESL and OOHG students); enhanced parent participation and learning; and build teacher capacity in the use of technology to enhance student learning.
2. To develop an inclusive, positive and safe school culture.
3. All students clearly articulate behavioural expectations in classroom settings (PBIS)
4. Continue to inform the parent community about school policy and procedures and how to support their children at school.

Indicators	Strategies	Reform NP	Responsibilities	Time Frame			Resource allocation and Funding
				12	13	14	
Develop, implement and evaluate a range of targeted programs and strategies to increase engagement of all	<ul style="list-style-type: none"> <li>• <b>Employ a Community Engagement Officer with responsibility for: developing positive parent activities, forums, workshops (ie. processes to strengthen parent/family engagement in school life</b></li> </ul>	R6	Executive team and CEO	✓	✓		<b>\$49,380 (Low SES NP)</b>

members of the whole school community.	etc) to increase student achievement, and increase the involvement of parents in school activities.						
	<ul style="list-style-type: none"> <li>Provide opportunities for all teachers to increase their understanding and confidence with the use of technology, especially the use of Interactive Whiteboard and therefore improve student engagement in 21<sup>st</sup> century learning, as a tool to engage students in rich, authentic, differentiated tasks.</li> </ul>	R2	Technology Committee	✓	✓	✓	<b>Tech days (mentioned before)</b>
	<ul style="list-style-type: none"> <li>Liaise with local Aboriginal groups to promote awareness of Aboriginal culture throughout our school community. (eg. In school cultural performance for NAIDOC week).</li> </ul>	R4, R6	Executive/SEU AP	✓	✓	✓	<b>School Funds (Trust)</b>
	<ul style="list-style-type: none"> <li>Develop a partnership with Lidcombe TAFE for a teacher to conduct English classes for targeted groups of parents.</li> </ul>	R3, R4, R6	Principal and CEO.	✓	✓		<b>School funds</b>
	<ul style="list-style-type: none"> <li>Continue Playgroup initiative to support local communities to enable effective transition to school for families</li> </ul>	R2, R4, R6	CEO	✓	✓		
	<ul style="list-style-type: none"> <li>Maintain an interactive school website allowing parents access to activities related to student learning and to keep community informed of school happenings.</li> </ul>	R1, R4, R5, R6	CEO	✓	✓	✓	
	<ul style="list-style-type: none"> <li>Maintain personalised learning plans for</li> </ul>	R1, R6		✓	✓	✓	

	all students identified as: having a disability, refugee, Aboriginal, ESL or OOHG students.						
<p>To promote quality learning for the whole school community through proactive programs that promote student engagement and resilience for all students, but particularly for boys; support for 'at risk' learners in all grades and at all levels and enhanced parent participation and learning.</p> <p>*To develop an inclusive, positive and safe school culture.</p> <p>* All students clearly articulate behavioural expectations in classroom settings (PBIS).</p> <p>*Continue to inform the parent community about school policy and procedures and how to support their children at school.</p>	<ul style="list-style-type: none"> <li>• School leadership team work with an external facilitator in Action Learning to provide mentoring and modelling to build the capacity of all classroom teachers, specialist staff and early career teachers</li> <li>• Provision of onsite professional development in PBIS systems – universal, targeted, classroom and family.</li> <li>• Implementation of effective classroom engagement, management and organisation strategies and techniques to minimise the potential effect of disruptive students and student learning</li> <li>• Participation in regional PBIS training focused on classroom and family systems.</li> <li>• Create and develop lessons on student safety (eg. Cyber safety, school safety procedures, WHS procedures)</li> <li>• Maintenance of safe and challenging classroom learning environments</li> </ul>	R1	Executive Team	✓	✓		<b>Low SES NP Leadership Coach</b>
		R2, R3, R4	Executive team Engagement team PBIS team	✓	✓	✓	
		R4, R6	All staff	✓	✓	✓	<b>Teacher release (Collaborative Planning in school teams) \$10,000</b>
		R4	PBIS team, Engagement team, CEO	✓	✓	✓	
		R4, R6	Engagement team, Technology team	✓	✓	✓	<b>Course fees (TPL)</b>
R4, R6	Engagement Team All staff	✓	✓	✓			

	<ul style="list-style-type: none"> <li>• Ongoing student welfare data analysis</li> </ul>	R4, R6	LST, All staff	✓	✓	✓	
<p>Improve staff leadership capacity and the quality of teaching and learning (especially reading) in all classrooms in a quality professional learning culture through targeted professional learning, enhanced quality teaching skills, Action Learning, Coaching and a focus on Forward Feedback.</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for collegial dialogue and Access shared regional school development officer to continue developing the capacity of the leadership team to guide data driven school priorities</li> <li>• Ongoing professional learning for executive staff in Action Learning, Coaching and Forward Feedback to build leadership capacity</li> <li>• Executive team use school data to inform a staff professional learning programs through leadership of stage and specialist teams. Action Learning, leadership and coaching will be key components of the program.</li> <li>• Mentoring between executive teams at Lidcombe, Auburn, Birrong and Yagoona Public Schools to meet in week 5 at a rostered school every term.</li> <li>• Continue to embed classroom based capacity building and learning for all teachers through modelling, team teaching, shared planning, and resource development ensuring that best practice teaching and learning strategies &amp; outcomes improve and changes in classroom practice in all classrooms K-6 are embedded consistently.</li> </ul>	R5	Principal	✓	✓		<b>Contribution to shared positions to regions \$6000NP</b>
		R1, R3	Principal	✓	✓		<b>Employment of four temporary teachers Low SESNP</b>
		R3, R5	Executive Team	✓	✓		<b>Leadership Coach</b>
			Principals within cluster	✓	✓	✓	
			Executive Team	✓	✓	✓	<b>Teacher release (Collaborative Planning in school teams) \$10,000 (TPL)</b>

	<ul style="list-style-type: none"> <li>• Participate in school-based and regional TPL courses that are focused on improving student outcomes &amp; enhancing teacher knowledge &amp; skills in literacy through interactive technology and ESL pedagogy.</li> <li>• Access TPL courses that meet the individual needs for all staff with emphasis on leadership, literacy, technology, ESL and PBIS.</li> <li>• Embedding of Aboriginal education and culture into all areas of school life, including recognising NAIDOC week, integration of aboriginal perspectives into units of work, incorporating the 8 ways of learning and PLP's for our aboriginal students.</li> </ul>		Principal/DP	✓	✓	✓	<b>Course fees (TPL)</b>
			Principal/DP	✓	✓	✓	
			SEU AP / Executive team / All staff	✓	✓	✓	<b>Course fees (TPL)</b>
Trial the new Board of Studies Science and History Curricula and their assessment strategies.	<ul style="list-style-type: none"> <li>• Introduce the Board of Studies Science and History Curricula for staff learning at professional development meetings. Full implementation in 2014.</li> <li>• RFF team to trial one unit of the new syllabi with continuing support of new strategies, assessment procedures and concepts at stage meetings. Attend any professional learning sessions held on the Science and History curricula – teacher(s) to share new information with the staff.</li> </ul>	R1, R2	Executive team, Engagement committee	✓	✓	✓	<b>School Organisation</b>
		R1, R2	Executive team, Engagement Committee, classroom teachers	✓	✓	✓	<b>\$10 000 (TPL)</b>

**Summary:** **NP contribution - \$6 000** Professional Learning (TPL) - \$26 000

## School Priority Area 4: LEADERSHIP AND MANAGEMENT

### School Priority Area 4: Ensure maintenance of accreditation and professional development for all staff.

- Targets:**
1. Maintain our focus on orientating and developing our New Scheme Teachers through the accreditation process.
  2. Develop a database that recognises when our teachers have been accredited as teachers and when they should be thinking about the next level of accreditation, professional accomplishment.
  3. To improve our school systems to ensure that all staff are consulted about school direction through participation in the Team Leadership for School Improvement process. (TLSI)

Indicators	Strategies	Reform NP	Responsibilities	Time Frame			Resource allocation and Funding
				12	13	14	
Maintain our focus on orientating and developing our New Scheme Teachers through the accreditation process.	<ul style="list-style-type: none"> <li>Create a New Scheme Teachers group and organise meetings around their orientation to our school as well as the accreditation process. New teachers to the school who are not NST's can attend the meetings that are pertinent to school orientation.</li> </ul>	R1, R2, R3, R4	Executive team	✓	✓	✓	Nil
Develop a database that recognises when our teachers have been accredited as teachers and when they should be	<ul style="list-style-type: none"> <li>Develop a database of when staff have been accredited and monitor when they will need to provide evidence for the next level of accreditation, professional competence.</li> </ul>	R1, R2 R3, R4,	Executive team	✓	✓	✓	Nil

thinking about the next level of accreditation, professional accomplishment.	<ul style="list-style-type: none"> <li>Advocate to staff to apply for accreditation for professional accomplishment or professional leadership to further their careers.</li> </ul>	R1, R2, R3	Executive team	✓	✓	✓	Nil
To improve our school systems to ensure that all staff are consulted about school direction through participation in the Team Leadership for School Improvement process. (TLSI).	<ul style="list-style-type: none"> <li>Embark on the Team Leadership for School Improvement process. Analytical Framework completed Term 4 2011 to inform the 3 year plan to improve the level at which all staff contribute to school improvement.</li> </ul>	R3, R4	Executive team	✓	✓	✓	School Organisation
Improve our leadership skills as an executive team to lead the staff, lead learning and feedback and feed forward the data we are creating.	<ul style="list-style-type: none"> <li>School leadership team work with an external facilitator in Action Learning to provide mentoring and modelling to build the capacity of all classroom teachers, specialist staff and early career teachers</li> <li>Strengthen school accountability by releasing key staff to engage in the Evaluation process for National Partnership</li> </ul>	R1	Executive team Leadership coach	✓	✓	✓	Low SES NP Leadership Coach
		R5	Leadership team	✓	✓		Low SES NP \$10000

**Summary:** NP casual salaries - \$10 000



## NATIONAL PARTNERSHIPS BUDGET OVERVIEW

### ADDITIONAL STAFFING

Employment of temporary teacher fulltime release Assistant Principal Special Education from face to face teaching (0.25)	\$ 9,739
Teachers of Students with Disabilities Allowance	\$ 500
Employment of Community Engagement Officer	\$49,380
Employment of 4 temporary teachers full-time to release Assistant Principals from face-to-face teaching	\$333,524
Employment of temporary teacher 0.8 additional Support Teacher Learning (Reading Recovery)	\$ 66,705
Employment of an ESL teacher – 0.2	\$ 16,676
Employment of a speech therapist – 0.6	\$ 70,000
Employment of a Leadership Coach	\$ 6,000

### PROFESSIONAL DEVELOPMENT

Employment of casual staff to release class teachers from face-to-face teaching (Tech Days)	\$40,000
Employment of casual staff to release leadership team to engage in the evaluation process	\$10,000
Contribution to Shared School Development Officer position	\$6,000

<b>TOTAL (Low SES NP 2012)</b>	<b>\$608,536</b>
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