

Appin School Plan 2014 v11

SCHOOL CONTEXT

Appin Public School is a small, semi-rural school located between Wollongong and Campbelltown. The school has historical significance, established in 1867, and boasts a combination of traditional and modern buildings. The school has a population of approximately 215 students drawn from a range of socio-economic backgrounds. A very small percentage of students come from NESB (2%) or Aboriginal (7%) backgrounds. The 9 classes are usually stage based or cross stage class groupings. We have mix of experienced, beginning and temporary teachers and a number of part time support staff (Library 0.6, Reading Recovery 0.315, LAST 0.6, RFF/P.T 0.778).

In 2014 the school was provided with additional resources as part of a DEC initiative called Early Action For Success (EAFS) the executive team of the school consists of a non teaching Principal, a non teaching Instructional Leader and two Assistant Principals who have a full time teaching load. The small size of each grade cohort often results in wide variations in NAPLAN data from year to year; so school data is also used set targets and measure the effectiveness of teaching. An extensive financial contribution is provided by the P&C to support and enrich programs within the school. The school is well resourced with modern facilities and equipment that support quality educational programs. There is a high degree of parent interest and participation in school activities.

SCHOOL IDENTIFIED PRIORITY AREA/S	INTENDED OUTCOME/S
Literacy	<ul style="list-style-type: none"> a. Increased levels of literacy achievement for every student, with a particular focus on K-2 (Early Action for Success) b. Improve student achievement in reading and writing. c. Quality Teaching evident in all literacy programs. d. Technology being used regularly by teachers and students to enhance teaching and learning in English.
Numeracy	<ul style="list-style-type: none"> a. Increased levels of numeracy achievement for every student , with a particular focus on K-2 (Early Action for Success) b. Improve student achievements in Working Mathematically strand of Mathematics. c. Quality Teaching evident in all numeracy programs, with an emphasis on Higher Order Thinking Skills. d. Technology being used regularly by teachers and students to enhance teaching and learning in Mathematics
Student Engagement and Retention	<ul style="list-style-type: none"> a. Improved learning outcomes for students from aboriginal and low SES backgrounds and students K-2 b. Improved student engagement through integration of new technologies c. Improved use of assessment data to drive differentiated teaching and learning programs, with a particular focus on catering for gifted and talented students d. Improved social and emotional wellbeing and skills for life for every student e. Focus on the development of the whole child through the provision of a wide range of extra curricula and sporting opportunities to enhance student's self-esteem and enjoyment of school

SCHOOL IDENTIFIED PRIORITY Literacy

<ul style="list-style-type: none"> a. Increased levels of literacy achievement for every student , with a particular focus on K-2 (Early Action for Success) b. Improve student achievement in reading and writing. c. Quality Teaching evident in all literacy programs. d. Technology being used regularly by teachers and students to enhance teaching and learning in English.. 	TARGET/S	<ol style="list-style-type: none"> 1. Increase the level of literacy achievement for every student K-2 2. Maintain the percentage of students in Year 3 achieving at or above the minimum standard in NAPLAN reading at 100% in 2014. 3. Increase the percentage of students in Year 3 achieving in the proficiency bands in NAPLAN reading from 34% in 2013 to 38% by 2014. 4. Increase the percentage of students in Year 5 achieving at or above the minimum standard in NAPLAN reading at 93% in 2013 to 97% in 2014 5. Maintain the percentage of students in Year 5 achieving in the proficiency bands in NAPLAN reading at 40% (same as in 2013) 6. Maintain the percentage of students who achieve expected growth between Year 3 and Year 5 in NAPLAN reading at 63% (same as 2013) . 7. Increase the percentage of students who achieve expected growth between Year 5 and Year 7 in NAPLAN reading from 37% in 2013 to 42% in 2014
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LITERACY STRATEGIES	LITERACY INDICATORS	2012	2013	2014	RESPONSIBILITY	FUNDING SOURCE/ BUDGET	Funding applied to
<p>Team planning sessions: Teachers participate in Professional Learning to build their understanding of the Literacy Continuum and how this relates to the syllabus.</p> <p>Teacher Mentoring sessions: Teachers provided with support to assist them to use PLAN software to identify whether students are achieving grade literacy benchmarks.</p> <p>Planning and mentoring time to assist teachers to use assessment to drive teaching and learning programs</p> <p>Teachers participate in Professional Learning to build their understanding of the new NSW English syllabus</p> <p>Teachers use formal and informal professional learning to develop teaching and learning programs to meet the diverse needs of their students.</p>	<p>Teachers are able to</p> <ul style="list-style-type: none"> * use assessment resources (Literacy continuum and Fountas and Pinnel), to identify student's specific needs in Reading and writing and plan instruction * identify the clear benchmarks that their students are striving to achieve and differentiate the curriculum in their classroom * collect data related to their students achievement of benchmarks each 5 weeks and use this data to plan subsequent instruction (teaching and learning cycle) <p><u>Teachers use PLAN to input data about student's progress.</u></p> <p>Learning plans included in class programs and monitored by the LST to:</p> <ul style="list-style-type: none"> • identify professional learning needs of teachers • assist in targeting L&S support (tiered interventions) where needed • assist in monitoring progress towards targets • use data to write individualised learning plans <p><u>Class program will document:</u></p> <ul style="list-style-type: none"> • the different learning needs of students in the class and how they are grouped for instruction • an explicitly stated focus for weekly reading lessons • explicit teaching of comprehension strategies • the use of a range of literary, factual, visual and multimedia texts. • the link between aspects of literacy • the link between literacy and other KLA's • the link between literacy and the QT framework 	✓	✓	☐	Stage 2 and 3 teachers	\$3 000 Aust Curric PL (471-690)	FOR Mentoring meetings ½ day per fortnight with each participant
					Primary AP (Vanessa)	\$4 000 TPL (472-260)	Focus on Reading 8x PL days to train leader
					Primary AP (Vanessa)	\$12 485 PLAN (428-690) and \$ 5 000 TPL (472-478)	40 days release for exec to mentor teachers Yr 3 to 6
					LaST (Trish Austin)	\$15 000 Learning & Support (468-260)	SLSO classroom support 14 hrs a week x 30 weeks to assist implement IEP's

LITERACY STRATEGIES	LITERACY INDICATORS	2012	2013	2014	RESPONSIBILITY	FUNDING SOURCE/ BUDGET	Funding applied to:
<p>All K-2 teachers supported by Instructional Leader to improve and share their expertise in the teaching of English as part of Early Action for Success.</p> <p>All teachers, including LaST, RR Teacher participate in Professional Learning to ensure that there is an understanding and alignment of literacy practices K-6 through:</p> <ul style="list-style-type: none"> peer observation and feedback school based professional learning time to allow for increased collaborative planning, building of consistency of teacher judgement, programming support and sharing of resources and assessment strategies 	<ul style="list-style-type: none"> Increased professional dialogue between teachers regarding the teaching of all aspects of literacy. Increased consistency in the teaching of literacy within and across stages. Teachers share and discuss evidence of student achievement in English linking this to the relevant continuum and English K-6 Syllabus. Development and sharing of cluster resources and strategies. Teachers display increase in confidence and accuracy in using literacy continuum clusters to assess student learning 			<input type="checkbox"/>	Instructional Leader (Ruth)	\$16 658 EA4S Professional Learning 429-690	1 teacher day x 35 (Meggy Kiddle) to participate in L3 St 1 training
					Instructional Leader (Ruth)	\$10 000 EA4S Implementation 429-690	Facilitate Ruth and Tara participation in L3 Leadership training (1 dpw x 20 weeks)
					Instructional Leader (Ruth)	\$50 000 EA4S L3 K and Stg 1	4 teacher days per week To provide release to facilitate training of K-2 staff in L3

<p>Resources</p> <p>Purchase a range of literary, factual, visual and multimedia texts to support the teaching of reading</p> <p>Provide all students with access to Reading Eggs software and Reading Express</p> <p>Provide staff with PL to make good use of new resources</p>	<ul style="list-style-type: none"> Teachers use a wide range of quality resources to teach reading. Students are reading and responding to an increased variety of texts. Student engagement in reading Increases. 			<input type="checkbox"/>	Vanessa Mozayani (AP)	\$10 000 (Global English 101- 320)	Purchase quality resources to implement new English Syllabus
					Instructional Leader	\$30 000 EA4s implementation (429-690)	Purchase quality resources to implement L3
					Instructional Leader	\$6 120 EA4S innovation 429- 320	Establish an L3 training room
					Instructional Leader	\$5 000	Phone, computer and furniture for Instructional Leader

SCHOOL IDENTIFIED PRIORITY Numeracy

OUTCOME/S	<p>a. Increased levels of numeracy achievement for every student , with a particular focus on K-2 (Early Action for Success)</p> <p>b. Improve student achievements in Working Mathematically strand of Mathematics.</p> <p>c. Quality Teaching evident in all numeracy programs, with an emphasis on Higher Order Thinking Skills.</p> <p>d. Technology being used regularly by teachers and students to enhance teaching and learning in Mathematics</p>	TARGET/S	<p>1. Increase the level of numeracy achievement for every student K-2</p> <p>2. Maintain the number of Year 3 students at or above the minimum standard in NAPLAN Number, Patterns and Algebra, at 96% in 2014, same as 2013</p> <p>3. Increase the percentage of students in Year 3 achieving in the proficiency bands in NAPLAN Number, Patterns and Algebra from 29% in 2013 to 30% by 2014</p> <p>4. Increase the number of Year 5 students at or above the minimum standard in NAPLAN Number, Patterns and Algebra, from 87% in 2013 to 90% in 2014.</p> <p>5. Increase the percentage of students in Year 5 achieving in the proficiency bands in NAPLAN in Number, Patterns and Algebra from 20% in 2013 to 25% by 2014</p> <p>6. Increase the number of Y5 students achieving expected growth in numeracy between Year 3 and 5 from 53% in 2013 to 58% by 2014</p> <p>7. Increase the number of Y7 students achieving expected growth in numeracy between Year 5 and 7 from 36% in 2013 to 41% by 2014</p>
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NUMERACY STRATEGIES	NUMERACY INDICATORS	2012	2013	2014	RESPONSIBILITY	FUNDING SOURCE/ BUDGET	Funding Applied to:
Teachers undertake training in the use of data (including SMART and PLAN) to inform planning for teaching and learning.	<ul style="list-style-type: none"> Stage teams undertake training at SDD Teaching and learning programs developed with explicit reference to areas identified through NAPLAN data analysis and school's student achievement tracking sheets. 	✓	✓		Executive		Nil
Teachers participate in Professional Learning to facilitate the use of Mathletics in their classroom to assist students consolidate their skills in Maths. Students will access Mathletics for Homework	Class Programs will document the integration of technology to enhance the teaching of mathematics. Staff to attend a video conference run by Mathletics in lieu of staff meeting	✓	✓	✓	All teachers		Sale to Parents Total \$2100

STRATEGIES	INDICATORS	Timeframe			RESPONSIBILITY	FUNDING SOURCE/ BUDGET	Funding Applied to:
		2012	2013	2014			
<p>Teachers participate in Professional Learning to build their understanding of the Numeracy Continuum and the new NSW Maths syllabus</p> <p>All Teachers to participate in CMIT registered online course</p> <p>teachers participate in school based Professional Learning to assist them to:</p> <ul style="list-style-type: none"> To understand and use the numeracy continuum to identify student needs and future teaching directions. (eg. Focus on tens frames etc.) accurately assess their students mathematical thinking (CMIT) use assessment data to develop a teaching and learning program to meet the different learning needs of their students document and track student's progress using the Numeracy Continuum and PLAN look at resources and support documents Create/find a set of problem solving activities that match the specific problem solving methods and the developmental stages Use SENA games to identify ways to utilise them to differentiate how they are used according to the different needs of students Work with the Instructional Leader to support teaching of TEN Build reflection time into classroom lessons 	<p>Classroom teachers will</p> <ul style="list-style-type: none"> assess student's specific needs in Maths according to the numeracy continuum, GO MATHS, SENA, Newman's Error Analysis NAPLAN, Mathletics and classroom observations use this data to plan subsequent instruction <p>Teachers class program will document:</p> <ul style="list-style-type: none"> how instruction is differentiated to meet the different needs of the students in their class. The integrated teaching of problem solving skills PLAN data and data from the <i>numeracy continuum</i> is collected and analysed All teachers use students learning plans in numeracy to explicitly inform their programming and planning Teachers will use the resources to teach problem solving in their class. 	✓	✓	✓	Primary AP Vanessa	Maths 102-320	
<p>Purchase resources to support the teaching of Maths</p> <p>Purchase additional Think Tanks, MAB and concrete materials</p> <p>Making of Go Maths Fundamentals and Mathletics games to support T&L in the Primary</p>		✓	✓	✓		\$8 400 EA4S	Maths resources

SCHOOL IDENTIFIED PRIORITY : Student Engagement and Retention

OUTCOME/S	<ul style="list-style-type: none"> a. Improved student engagement through integration of new technologies b. Improved use of assessment data to drive differentiated teaching and learning programs, with a particular focus on catering for gifted and talented students c. Improved learning outcomes for students from aboriginal and low SES backgrounds and students K-2 d. Improved physical and mental wellbeing and skills for life for every student e. Focus on the development of the whole child through the provision of a wide range of extra curricula and sporting opportunities to enhance students self esteem and enjoyment of school 	TARGET/S	<p>Increase in teacher skill and confidence in using technology across a number of KLA's</p> <p>Teachers will have a clear understanding of literacy and numeracy benchmarks and the National Curriculum</p> <p>Additional personnel will support the implementation of IEPs and targeted interventions to improve student learning.</p> <p>Students and parents will have a greater understanding of how student's work is assessed</p> <p>Students will develop attitudes and skills to enhance their emotional physical and mental wellbeing</p> <p>Students will be engaged in wide range of extra curricula and sporting opportunities</p>
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STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/ BUDGET	Funding Applied to
		2012	2013	2014			
<p>Technology: Teachers engaged in professional learning to increase their confidence in using applications such as :</p> <ul style="list-style-type: none"> • Video conference • Smart Notebook • Mathletics • BlogEd • SENTRAL • Use of data projector and sound system in hall. • I pads in the classroom 	<ul style="list-style-type: none"> • Teachers use IWB's throughout the day to enhance teaching and learning • Use of technology integrated into KLAs to consolidate concepts taught • SENTRAL used as a management tool to track students progress and issues 	✓	✓	✓	Trish Austin Computer Coordinator		<p>Mathletics: \$2 100 Taken from: Parent contibution</p> <p>SENTRAL \$1100</p> <p>I pads- \$13000</p>

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/ BUDGET	Funding Applied to
		2012	2013	2014			
<p>Teachers will engage in Professional Learning with a focus on improving student wellbeing:</p> <ul style="list-style-type: none"> Positive Behaviour Intervention & Support (Posters) Live Life Well Sun Safe School Kids Matter (2013 start) Purchase You Can Do It program to support teaching of social and emotional learning 	<ul style="list-style-type: none"> Students follow the school rules and develop a deeper understanding of rules Student understand how exercise and nutrition contribute to their wellbeing Students interact appropriately and resolve interpersonal problems Students and teachers will wear a broad brim hat and sun screen 	✓	✓	✓	K-2 AP Karen Sellick		<p>PBIS – Global Signage \$2000 Release 4 days \$1500</p> <p>Kids Matter – Release action team 4 days \$2000 You Can Do It \$3 000</p>
<p>Support for students with additional needs: Homework Club</p> <p>Financial Support</p> <p>SLSO support to assist in implementing IEP's to support the learning of students at risk</p> <p>SLSO Funding Support for students with identified disabilities who have moderate to high support needs</p>		✓	✓	✓	Trish Austin Learning and Support Teacher	<p>\$7 000 RAM Aboriginal (441-700)</p> <p>\$3 000 RAM low SES 442-810</p> <p>\$12 000 RAM Low SES 442-700 AND</p> <p>\$15 000 LAP 468-260</p> <p>\$38 000 FS 459-700</p>	<p>SLSO homework club and playground support 6 hrs a week x 30 weeks Student assistance (uniforms, excursions, camps etc)</p> <p>SLSO 12 hrs per wk for 30 weeks</p> <p>SLSO 14 hrs per wk for 30 weeks</p> <p>SLSO 30 hrs per wk for 35 weeks</p>
<p>Students are able to participate in a wide range of extra curricula and sporting activities such as : Band, Dance Groups, Hula Hoop Group, Choir, Drama Club, Spelling Bee, Debating, University Competitions, PSSA Sport, Sporting Clinics, , Gardening</p>	<p>Students engage in activities they enjoy and give them an opportunity to 'shine'. Dance and Band Income: Parents of students (x52) involved contribute \$20 per term = \$4 000 (27 students in Band) Instrument Hire \$1050 income</p>	✓	✓	✓	See Roles and Responsibilities		<p><u>Expenditure</u> Band tuition. \$3 500 Instrument service ?</p>

STRATEGIES	INDICATORS	TIMFFRAMF			RESPONSIBI LITY	FUNDING SOURCE/ BUDGET	Funding Applied +0
		2012	2013	2014			
<p><u>Sustainability</u> Lessons are developed and implemented K-6 to raise student's awareness of environmental issues</p> <p>Students participate in the Eco Committee and Garden Club during lunch time – they develop their knowledge and skills about reduce, reuse and recycle and help to share this through the school Eco committee attends School Eco Expo</p>	<ul style="list-style-type: none"> ✓ Teachers programs incorporate lessons on sustainability ✓ Reduction in the amount of waste going to landfill through <u>establishment of recycling bins and worm farms</u> ✓ Enclosure built for worm farms and seedlings ✓ Reduction in energy and water consumption 	✓	✓	✓	Suzan Turhanlar	\$2 500 Eco Grant \$1 250 Global budget	teacher days 365-260) (\$1635 "Worm Farms to be purch (121-320) ecycling bins \$750 483 One teacher day for Suz 151-(cross curric)
<p><u>Build cross cultural awareness</u> through:</p> <ol style="list-style-type: none"> 1. participation in Multicultural programs and exchange visit (Grant application) 2. incorporating the singing of the National Anthem in aboriginal language at some assemblies 3. learning more about deaf culture and sign language through the signing songs such as the National Anthem 	Students demonstrate an awareness of and respect for differences between people and their cultures	✓	✓	✓	Vanessa Sharon Tara Heather		

