SHORTLAND PUBLIC SCHOOL

2012 – 2014

SCHOOL PLAN

This plan has been endorsed and approved by:

Principal: Stacey FREUND     Date: 14th February 2014   School Education Director: Rob Farley     Date: 14th February 2014

Principal’s Initials ____________     School Education Director’s Initials ____________
# 2012 Engagement and Attainment

**Outcomes:**
Increased use of engaging practices for all students  
Increased parent engagement in school activities and student learning  
Improved outcomes for Aboriginal students

<table>
<thead>
<tr>
<th>Targets:</th>
<th>Strategies:</th>
<th>Indicators:</th>
<th>Responsibility:</th>
<th>Resources:</th>
</tr>
</thead>
</table>
| 1. Increase parent involvement in Learning Support Team and review meetings from 10% to 80% during 2012 | • Establish a timeline of review meetings and Learning Support Team meetings to ensure such opportunities are planned for and utilised to maximum benefit.  
• Increase involvement of expert DEC staff to inform decisions of meetings  
• Gain feedback from parents regarding the effectiveness and benefits of increased involvement in these processes  
• Introduce **GOT-IT** mental health screening program  
• Implement K-6 program in Aboriginal Education integrating Aboriginal perspectives across the KLAs  
• Staff training in Aboriginal Education  
• Increase invitations and opportunities for Aboriginal parents to engage in school activities  
  - NAIDOC celebration  
  - Hosting AECG meetings  
  - Increased teacher/parent communication  
• Gain feedback from stakeholders to inform future activities | • Meetings listed  
• Timeline established  
• Invitations sent  
• Exit survey devised  
• Relevant resources located (Mel Ireland)  
• Professional learning delivered  
• Team established  
• Timeline established  
• Program delivered to teaching staff  
• Aboriginal committee (Staff and Parents) established  
• Parents engaged in resource gathering  
• Parents and students participating in completion of PLPs | Janine Spec ED AP Stacey Principal Megan LAST | Teacher Release Supported by Timetabling |
| 2. Increase engagement of Aboriginal students and parents in school activities. 80% of Aboriginal families engage in the PLP process. | | | Stacey Principal Mel Ireland Sharne Librarian Maree CLO | $500 |
### 2012 Literacy and Numeracy

To improve Literacy and Numeracy outcomes for every student 2012-2014 through the development of teacher capacity to deliver quality and explicit teaching programs in comprehension and vocabulary development.

**Outcomes:**
- Consistent approach K-6 teaching comprehension strategies reflected in teaching and learning programs.
- Improved Literacy and Numeracy achievement for all students
- Diminished gap in Literacy and Numeracy achievement for Aboriginal students

<table>
<thead>
<tr>
<th>Targets:</th>
<th>Strategies: Literacy:</th>
<th>Indicators:</th>
<th>Responsibility</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 1. Decrease numbers of students performing at or below NMS in reading from Yr 3 from 19% to 10% Yr 5 from 26% to 15% Yr 7 from 43% to 20% | - Continue focus on established Literacy session  
- Implement professional learning in Literacy to develop skills in delivering guided, independent and explicit teaching of comprehension strategies.  
- Guided reading evident in all class Literacy programs and is supported across the school through the purchase of quality guided reading materials  
- Implement Focus on Reading program  
  - Orientation session  
  - Assessment of school readiness for program  
- All staff trained to develop skills in delivering teaching and learning programs that build student vocabulary  
- Purchase resources to support a common approach to teaching comprehension  
- Peer tutoring opportunities for staff to delivers explicit teaching of comprehension skills, reflect and reteach  
- Untrained staff are trained in Accelerated Literacy | - Stage supervisors ensure timetables include Literacy session  
- Programs reflect learning based on comprehension strategies  
- Engage with FOR coach  
- Staff sharing during professional development meetings  
- Quality reading resources are organised and distributed effectively K-6  
- Professional dialogue related to peer tutoring opportunities  
- All teaching programs include teaching units based on Accelerated Literacy novels | Principal  
APs  
Literacy Team  
| APs  
Stage 2 AP  
Literacy Team  
| LAST  
Librarian  
| $3000  
Casual Relief  
| Additional staff for groups  
| |
| 2. Increase numbers of students performing at proficiency from Reading: Yr 3 from 19% to 29% Yr 5 from 21% to 30% Yr 7 from 9% to 20% | | | |

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Additional Notes:
- **Resources:**
  - Principal  
  - APs  
  - Literacy Team  
  - Stage 2 AP  
  - LAST Librarian  
  - $3000  
  - Casual Relief  
  - Additional staff for groups
3. Decrease numbers of students performing at or below NMS in Numeracy:
   - Yr 3 from 27% to 13%
   - Yr 5 from 22% to 11%
   - Yr 7 from 34% to 17%

4. Increase numbers of students performing at proficiency in Numeracy:
   - Yr 3 from 24% to 36%
   - Yr 5 from 11% to 22%
   - Yr 7 from 11% to 22%

### Strategies: Numeracy:
- Continue focus on established Numeracy session
- Provide professional development opportunities for Stage 2 & 3 staff to enhance understanding of the Numeracy curriculum
- Staff to be provided with resources to carry out individual assessment of each student in Numeracy
- Increase opportunities for consistency of teacher judgement and analysis of data
- Formulate target groups
- Introduce a recording method to track student progress in numeracy
- Implement strategies for targeted intervention
- Increase student engagement in Numeracy

### Indicators:
- Stage 2 & 3 staff to participate in TOWN Taking Off With Numeracy program
- Individual diagnostic student assessment is implemented in Numeracy by Week 7 Term 1
- Stage 2/3 teachers to work closely moderating student place value and multiplication and division assessments to ensure consistency of teacher judgement
- Create, implement and evaluate Year based assessments at the end of Term 2 and 4
- Stage 2/3 teachers to work closely to formulate target groups based on areas of need
- Create and regularly update a data wall to track student progress in target groups
- Regular teacher training professional development in teaching place value and multiplication and division
- Implement strategies from professional learning with target groups
- Collaboratively design, implement and evaluate lesson studies with a colleague focussing on lesson content
- Introduce Short Focused and Frequent (SFF) activities at infrequent times throughout the day

### Brett Meek (Consultant)  
Trent Austin (Coordinator)  
All class teachers  
Stage 2/3 Teachers  
Trent/Mel Stage 2/3 Teachers  
Stage 2/3 Teachers  
Stage 2/3 Teachers  
$1500  
TOWN Resources
**2012 Student Wellbeing and Equity**

**Outcomes:**
- Improved physical, social and emotional wellbeing and skills for every student
- PBL informs teacher practice
- Reduction in behaviour notifications for serious incidents and reduced suspension rates

### Targets:
1. **Decrease suspensions from 2011 rate during 2012**

2. **Reduce playground disciplinary referrals during 2012 from 455 (2011) to less than 400**

3. **Reduce classroom disciplinary referrals during 2012 from 1093 (2011) to less than 1000**

4. **Increase student knowledge and compliance with expected behaviours**

### Strategies:
- **Supervised structured play program targeting students with a high number of Planning Room referrals**
- **Continue implementation of PBL across school community;**
  - Whole school expected behaviour lessons
  - Peer support program
  - Assembly focus
  - Regular PBL team meetings
  - School visitation with a buddy school
- **Planning room**
  - Data recording
  - Student counselling
- **Principal is informed of all classroom RISC referrals**
- **Assistant Principals are responsible for monitoring minor behaviour infringements and recording referrals on SENTRAL**

### Indicators:
- **Reduction in planning room referrals**
- **Create a target group of students with frequent playground behaviour infringements to be supervised/provided with engaging physical activities**
- **Weekly PBL lessons timetabled to explicitly teach expected behaviours in all settings**
- **PBL team meet regularly and report back to whole staff**
- **Behaviour and academic data analysed consistently**
- **Classroom and playground culture is calm and positive**
- **Follow up in Executive/LST meetings**
- **Data indicates reduction in classroom and playground referrals**
- **Visit to Irrawang PS to view PBL in action and help inform the development of our action plan**
- **Year 6 students paired up with Kindergarten students to teach expected school behaviours aligned with the Code of Conduct**
- **Implemented reward system with computer based tracking program**
- **Time allocated in Stage meetings to discuss/identify behaviour concerns**
- **Classroom referrals given to the principal who then refers minor infringements to stage supervisors for further action**

### Responsibility
- **AP**
  - Trent
  - Principal Stacey

### Resources
- **Class Teachers**
  - Greg/PBL Team
  - All Staff
### Outcomes:
Increased use of engaging practices for all students - students experience challenging, flexible, personalised and safe learning environments.
Increased parent engagement in school activities and in supporting student learning
Enhanced teacher capacity to provide quality teaching through the use of ICT
Improved outcomes for Aboriginal students

### Targets:

1. 90% of teachers regularly use ICT to actively engage students in Literacy and Numeracy.

2. Identified students with less than 85% attendance have improved to 90%

3. All staff teams have a shared understanding of learning intentions and success criteria demonstrated through planning, teaching and assessing.

4. Increase parent involvement in Learning Support Team meetings for IEPs and PLPs from 40% to 80%

### Strategies:

- Enhance learning opportunities for all students by embedding ICT into classroom practice
- Ongoing staff training in Smart Notebook
- Employment of ICT specialist teacher to work in classrooms modelling and guiding teachers in using technology across all curriculum areas
- Attendance Improvement Program (AIP) targeted at students with less than 85% attendance.
- Introduce and train staff in Web Attend
- Class teaching programs reflect differentiated learning practices to accommodate specific learning needs for all students.
- TPL in computer managed records to inform instruction
- Staff trained in SENTRAL for recording students’ progress and plotting students on Literacy and Numeracy Continuums.
- Staff trained in SENTRAL Reporting
- Increase invitations to parents to be involved in ALL aspects of their child’s education -PLPs, IEPs -Learning and Support Team meetings -Kinder Orientation

### Indicators:

- Ongoing TPL designed to upskill teachers in creating quality programs and lessons using ICT across all KLAs
- Staff trained in Smart Notebook
- Teacher programs and practices reflect a range of ICT experiences integrated across all KLAs
- Decreased percentage of students who are placed on the AIP
- Increased attendance rates for targeted students
- Web Attend used daily
- Teachers trained in the further development and use of IEPs
- IEPs are created and regularly updated and used by teaching staff for at risk students or those who achieve in the lowest two bands in NAPLAN
- Increased % of students equalling or exceeding expected growth
- Students are plotted on continuum based on CTJ assessments
- SENTRAL Reporting employed
- Parents participate in meetings and activities

### Responsibility

<table>
<thead>
<tr>
<th>Classroom Teachers</th>
<th>APs</th>
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<tbody>
<tr>
<td><strong>Classroom Teachers</strong></td>
<td>APs</td>
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<tr>
<td><strong>Principal</strong></td>
<td>CLO</td>
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### Resources

<table>
<thead>
<tr>
<th>TPL Edupro</th>
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<tr>
<td>Edupro</td>
<td>TPL Edupro</td>
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</table>
**Outcomes:**
Improved student outcomes and engagement in Literacy and Numeracy
Student data drives program design in Literacy and Numeracy

<table>
<thead>
<tr>
<th>Targets</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Decrease numbers of students performing at or below NMS in Reading&lt;br&gt;Yr 3 from 17% to 10%&lt;br&gt;Yr 5 from 28% to 15%&lt;br&gt;Yr 7 from 33% to 20%</td>
<td>- Implement FoR (Focus on Reading) staff development program&lt;br&gt;(It is anticipated that the philosophy of this pedagogy will influence the literacy program over successive years.)&lt;br&gt;- FoR – Focus on Reading Training of School Coach&lt;br&gt;- Evaluation of Accelerated Literacy Program and other existing literacy practices (DiPL, Reading Groups, Literacy sessions)&lt;br&gt;- Ongoing teacher professional learning targeting the explicit teaching of comprehension in class Literacy programs&lt;br&gt;- Explicit teaching of reading comprehension skills, especially applied comprehension and inferential comprehension (areas of weakness)&lt;br&gt;- Increase use of ERN based BEST START tracking software to inform teaching, grouping and assessment&lt;br&gt;- Maintain a focus on reading groups in all stages&lt;br&gt;- Maintain a focus on benchmarking in relevant stages&lt;br&gt;- Item analysis of reading achievement informs practice</td>
<td>- Target staff nominated (Stages 2 &amp; 3)&lt;br&gt;- Staff training for trainers&lt;br&gt;- Trainers train the staff&lt;br&gt;- Peer monitoring&lt;br&gt;- Reflection and planning&lt;br&gt;- Coach attends Module One training&lt;br&gt;- Survey of staff practices&lt;br&gt;- Survey of TPL requirements&lt;br&gt;- Item analysis and data examination&lt;br&gt;- Recommendations to executive and whole school&lt;br&gt;- Stage supervisors ensure timetables include Literacy session&lt;br&gt;- DiPL Interactive Program purchased&lt;br&gt;- Stage meeting K-2 include scheduled input on Best Start software&lt;br&gt;- K-2 work sample schedule established&lt;br&gt;- All classrooms have established reading groups&lt;br&gt;- Supervisor monitoring of class based Literacy sessions with emphasis on comprehension strategies, groupings&lt;br&gt;- Record keeping for Benchmarking practices are examined and evaluated&lt;br&gt;- Reading is first priority for the implementation of the new syllabus</td>
<td>Literacy Team</td>
<td>8 days @ $350</td>
</tr>
<tr>
<td>2. Increase numbers of students performing at proficiency from Reading:&lt;br&gt;Yr 3 from 33% to 45%&lt;br&gt;Yr 5 from 28% to 40%&lt;br&gt;Yr 7 from 21% to 35%</td>
<td></td>
<td></td>
<td>Mel</td>
<td>FoR Manuals</td>
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<tr>
<td>3. Increase numbers of K-2 students achieving expected regional benchmarks in Reading:&lt;br&gt;K – Level 6&lt;br&gt;Yr 1 – Level 16&lt;br&gt;Yr 2 – Level 26</td>
<td></td>
<td></td>
<td>School self-evaluation team</td>
<td>$200</td>
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**2013 - 2014 Literacy and Numeracy - Positioning of school to implement new curriculum in 2014**

- Completed
- Ongoing

2014 – Continue with ongoing strategies and undertake remaining strategies

**2014 – 2015: Continue with ongoing strategies and undertake remaining strategies**

**Outcomes:**
Improved student outcomes and engagement in Literacy and Numeracy
Student data drives program design in Literacy and Numeracy

**Targets:**
- Target staff nominated (Stages 2 & 3)
- Staff training for trainers
- Trainers train the staff
- Peer monitoring
- Reflection and planning
- Coach attends Module One training
- Survey of staff practices
- Survey of TPL requirements
- Item analysis and data examination
- Recommendations to executive and whole school
- Stage supervisors ensure timetables include Literacy session
- DiPL Interactive Program purchased
- Stage meeting K-2 include scheduled input on Best Start software
- K-2 work sample schedule established
- All classrooms have established reading groups
- Supervisor monitoring of class based Literacy sessions with emphasis on comprehension strategies, groupings
- Record keeping for Benchmarking practices are examined and evaluated
- Reading is first priority for the implementation of the new syllabus

**Responsibility**
- Literacy Team
- Mel
- School self-evaluation team
- Principal Stage leaders
- Yr3-6 Teachers
- Evaluation Team
- TPL Program

**Resources**
- 8 days @ $350
- FoR Manuals
- $200
- 3 days @
5. Decrease numbers of students performing at or below NMS in Numeracy:
Yr 3 from 27% to 13%
Yr 5 from 17% to 10%
Yr 7 from 38% to 20%

6. Increase numbers of students performing at proficiency in Numeracy:
Yr 3 from 27% to 40%
Yr 5 from 17% to 30%
Yr 7 from 12% to 25%

<table>
<thead>
<tr>
<th>Strategies: Numeracy:</th>
<th>Indicators:</th>
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<tbody>
<tr>
<td>• Longitudinal Item analysis to identify teaching strengths and challenges</td>
<td>• School based team to attend training</td>
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<tr>
<td>• Investigate and consolidate TOWN</td>
<td>• Item analysis completed</td>
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<td>• Produce TOWN folder with resources for all K-6 classes</td>
<td>• Recommendations itemised</td>
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<td>• Upskill Stage 2 &amp; 3 staff on TOWN program</td>
<td>• Evaluation of TOWN</td>
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<td>• Information session for parents of the TOWN program</td>
<td>- questionnaire / survey</td>
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<td>• Develop a bank of Short Frequent and Focussed (SFF) resources for all Yr 3-6</td>
<td>- measure achievement of students</td>
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<tr>
<td>• Assess students using the Place Value and Multiplication and Division TOWN resource</td>
<td>• Resource folders utilised</td>
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<tr>
<td>• Collaboratively design, implement and evaluate lesson studies with a colleague</td>
<td>• TOWN training delivered</td>
</tr>
<tr>
<td>• Produce Newman’s Analysis resources for student</td>
<td>• Parent Information Sessions conducted</td>
</tr>
<tr>
<td>• Using SENTRAL - regularly record data on Numeracy Continuum</td>
<td>• SFF resources</td>
</tr>
<tr>
<td>• Place students in target groups to address learning needs</td>
<td>• Student assessment completed and recorded on SENTRAL</td>
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<tr>
<td>• Planning and familiarisation of the new Mathematics syllabus in readiness for full implementation in 2015</td>
<td>• Lesson studies analysed and TPL designed to meet needs</td>
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<tr>
<td>• Continue opportunities for consistency of teacher judgement and analysis of data</td>
<td>• Newman’s Analysis resources used by students</td>
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<td></td>
<td>• All staff trained in SENTRAL</td>
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<td>• All staff access SENTRAL</td>
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<td>• Groups formed</td>
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<td>• Orientation of syllabus implemented</td>
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<td>• Stage meetings organised with CTJ opportunities</td>
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<table>
<thead>
<tr>
<th>Literacy Team</th>
<th>Maths Team</th>
<th>Classroom Teachers</th>
<th>Stage Teams</th>
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<tr>
<td>$350</td>
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## 2013-2014 Student Wellbeing and Equity

**Completed**

**Ongoing**

2014 – Continue with ongoing strategies and undertake remaining strategies

### Outcomes:

- Improved physical, social and emotional wellbeing and skills for every student
- PBL informs teacher practice
- Reduction in behaviour notifications for serious incidents and reduced suspension rates

### Targets:

- Establish Welfare System which monitors all aspects of Student Welfare
- Positive Behaviour for Learning (PBL) is visible in classrooms and the playground
- Increase student knowledge and compliance with expected behaviours

### Strategies:

<table>
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<tbody>
<tr>
<td>- Purchase and utilise SENTRAL Welfare 2</td>
<td>- Executive and interested staff trained</td>
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<tr>
<td>- Introduce an intensive PBL program Weeks 2/3, revisiting school Code of Conduct and expected behaviours</td>
<td>- Program devised and implemented</td>
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<tr>
<td>- Consolidate PBL universals (whole school expected behaviours in all settings)</td>
<td>- Welfare and Discipline Policy designed and ratified by all community members</td>
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<tr>
<td>- Develop whole school Welfare and Discipline Policy in consultation with the community to include PBL</td>
<td>- New Staff / Casual ‘Induction Pack’ implemented</td>
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<tr>
<td>- Introduce a new staff / casual induction sessions to be updated each term</td>
<td>- Teachers access HCC COW</td>
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<tr>
<td>- Utilise the HCC Collaborative Online Workspace for PBL resources – not working properly</td>
<td>- Parents and students involved in PBL team</td>
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<tr>
<td>- Reorganise the PBL team in accordance with the regional structure - reallocating and redefining the team roles</td>
<td>- Meetings scheduled</td>
<td></td>
<td>AP Spec Ed</td>
</tr>
<tr>
<td>- Timetable regular PBL meetings</td>
<td>- Anti-Bullying Policy completed</td>
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<tr>
<td>- Anti-Bullying Policy reviewed and refined in consultation with the community.</td>
<td>- Implementation of social skills programs evident in programs and practice</td>
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<tr>
<td>- Social skills programs developed for implementation K-6.</td>
<td>- Teachers use scope and sequence to guide programming and implementation of social skills.</td>
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<td>- SENTRAL data indicates a decline in inappropriate behaviours</td>
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Outcomes:
Increased levels of overall Literacy achievement for every K-2 student.
All K-2 teachers trained and equipped with the knowledge to accurately enter and interpret data.

Targets:
Decrease the number of students who in:

**Kindergarten** are less than or equal to Cluster 2
- Reading 68%
- Comprehension 71%
- Writing 71%

**Year 1** are less than or equal to Cluster 4
- Reading 85%
- Comprehension 91%
- Writing 91%

**Year 2** are less than or equal to Cluster 6
- Reading 60%
- Comprehension 67%
- Writing 94%

Strategies:

- Implement school professional learning programs e.g. Best Start and PLAN
- Investigate programs that increase teachers’ capacity to address students’ literacy needs e.g. Reading Recovery and Language, Learning and Literacy (L3)
- Use K-2 planning and evidence based assessment processes, in stage teams, to identify aspects of Literacy underperformance for particular student cohorts and for individual students. Utilise Best Start, PLAN, the Literacy Continuum and a range of curriculum based assessments.
- Develop a support program for the students ‘at risk’ of falling behind in Literacy. The students will be identified as ‘significantly below’ in the baseline data.
- Individual Learning Plans developed for each identified student to receive Tier 2 or Tier 3 (small group or individual) support from the Learning and Assistance Teacher and School Learning Support Officers (SLSOs).
- Conduct professional learning K-2 teaching staff through three whole planning days a term as well as one full planning day per semester. The purpose of the days will be to build teacher capacity to implement quality literacy teaching. The planning days will consist of: intensive one-on-one training, collegial programming and planning, opportunities for planned reflection, professional dialogue and mapping of students on the Literacy Continuum.
- Conduct training for LAST and SLSOs to support classroom teachers with targeted students.
- Conduct parent workshops on Literacy Learning in the early years to support their children at home.

Indicators:

- Executive and K-2 staff trained
- Relevant personnel contacted and information disseminated with all staff
- Students identified
- Students identified and programs developed
- ILPs developed
- Teachers undertake TPL
  Students mapped on Literacy Continuum
- LAST and SLSOs trained
- Workshops implemented

Responsibility:

- Instructional Leader
- Instructional Leader
- Stage Teams
- Instructional Leader
- LAST
- LAST
- SLSOs
- Instructional Leader
- Classroom Teachers
- Instructional Leader
- Instructional Leader
- CLO

Resources:

**Breakdown of EAfS Funding**
- $16495

**Teacher Release Days**
- 40 days at $410 = $16400

**Global Funding**
- $12000
- Reading Resources