Department of Education and Communities
Corporate Plan 2012-2014

Our Vision:
To improve the social and economic wellbeing of the people of NSW through provision of high quality education and training

Goals:
Delivering better services and growing prosperity across NSW
- *Students successfully make the transition to further education and work*
- *Improved skill and qualification levels of the NSW population, both urban and rural*
- Increased levels of attainment for all students
- More students complete Year 12 or recognised vocational education
- More people participating in education and training throughout their lives
- Improved access to training in regional and rural NSW

Priority Areas
- Literacy
- Numeracy
- Student Engagement and Retention
- Aboriginal Education and Training
- Teacher Quality
- Connected Learning

NSW GOVERNMENT | Education & Communities

Cessnock West Public School

School Plan

Incorporating:

Office of Schools Plans, DEC

National Partnership

Low SES School Communities

2012-2014

School Vision:
Courtesy – Knowledge

Mission Statement:

Providing an innovative quality education in a caring environment.

Schools Core Values:

Respect, Responsibility and Learning**.**

Cessnock West Public School is proud to be associated with:

Cessnock Community of Great Public Schools (CCGPS)

Mount View High School - Partner High School's Core Values:

Respect, Responsibility and Excellence

Priority Areas – 2012-2014 Targets

Note: All targets listed below will be derived from using the 3 year average ensure cohorts do not affect overall targets, Data taken from NAPLAN 'Percentage in Bands' graphs

Target 1: Literacy - Raise the literacy standards of all students.

Reading Targets

1. To increase the percentage of students in the proficient skill bands in Year 3 for Reading from 25% in 2011 to 35% by the end of 2014. Interim targets to achieve this will be 28 % in 2012, 32% in 2013 and 35% 2014.
2. To increase the percentage of students in the proficient skill bands in Year 5 for Reading from 14% in 2011 to 30 % by the end of 2014. Interim targets to achieve this will be 18% in 2012, 24% in 2013 and 30% in 2014.
3. To increase the percentage of students in the proficient skill bands in Year 7 for Reading from 18% in 2011 to 30 % by the end of 2014. Interim targets to achieve this will be 20% in 2012, 25% in 2013 and 30% in 2014.
4. To increase the percentage of students performing at or above the expected growth in Reading (3-5) from 60% in 2011 to 75% by the end of 2014. Interim targets to achieve this will be 65% in 2012, 70% in 2013 and 75% in 2014.
5. To increase the percentage of students performing at or above the expected growth in Reading (5-7) from 50% in 2011 to 65% by the end of 2014. Interim targets to achieve this will be 55% in 2012, 60% in 2013 and 65% in 2014.
6. To increase the percentage of students performing at or above the minimum standard for Reading in Year 3 from 85% in 2011 to 95% by the end of 2014. Interim targets to achieve this will be 87% in 2012, 91% in 2013 and 95% in 2014.
7. To increase the percentage of students performing at or above the minimum standard for Reading in Year 5 from 90% in 2011 to 97% by the end of 2014. Interim targets to achieve this will be 92% in 2012, 95% in 2013 and 97% in 2014.
8. To increase the percentage of students performing at or above the minimum standard for Reading in Year 7 from 93% in 2011 to 98% by the end of 2014. Interim targets to achieve this will be 95% in 2012, 97% in 2013 and 97% in 2014.

Writing targets

1. To increase the percentage of students in the proficient skill bands in Year 3 for Writing from 40% in 2011 to 50% by the end of 2014. Interim targets to achieve this will be 43 % in 2012, 46% in 2013 and 50% 2014.
2. To increase the percentage of students in the proficient skill bands in Year 5 for Writing from 15% in 2011 to 30 % by the end of 2014. Interim targets to achieve this will be 20% in 2012, 25% in 2013 and 30% in 2014.
3. To increase the percentage of students in the proficient skill bands in Year 7 for Writing from 10% in 2011 to 25 % by the end of 2014. Interim targets to achieve this will be 15% in 2012, 20% in 2013 and 25% in 2014.
4. To increase the percentage of students performing at or above the minimum standard for Writing in Year 3 from 87% in 2011 to 98% by the end of 2014. Interim targets to achieve this will be 90% in 2012, 95% in 2013 and 98% in 2014.
5. To increase the percentage of students performing at or above the minimum standard for Writing in Year 5 from 80% in 2011 to 92% by the end of 2014. Interim targets to achieve this will be 84% in 2012, 88% in 2013 and 92% in 2014.
6. To increase the percentage of students performing at or above the minimum standard for Writing in Year 7 from 95% in 2011 to 100% by the end of 2014. Interim targets to achieve this will be 97% in 2012, 98% in 2013 and 100% in 2014.

Target 2: Numeracy - Raise the numeracy standards of all students.

1. To increase the percentage of students in the proficient skill bands in Year 3 for Numeracy from 16% in 2011 to 30% by the end of 2014. Interim targets to achieve this will be 22 % in 2012, 26% in 2013 and 30% 2014.
2. To increase the percentage of students in the proficient skill bands in Year 5 for Numeracy from 15% in 2011 to 30 % by the end of 2014. Interim targets to achieve this will be 22% in 2012, 26% in 2013 and 30% in 2014.
3. To increase the percentage of students in the proficient skill bands in Year 7 for Numeracy from 17% in 2011 to 30 % by the end of 2014. Interim targets to achieve this will be 20% in 2012, 25% in 2013 and 30% in 2014.
4. To increase the percentage of students performing at or above the expected growth in Numeracy (3-5) from 60% in 2011 to 75% by the end of 2014. Interim targets to achieve this will be 65% in 2012, 70% in 2013 and 75% in 2014.
5. To increase the percentage of students performing at or above the expected growth in Numeracy (5-7) from 45% in 2011 to 60% by the end of 2014. Interim targets to achieve this will be 50% in 2012, 55% in 2013 and 60% in 2014.
6. To increase the percentage of students performing at or above the minimum standard for Numeracy in Year 3 from 88% in 2011 to 98% by the end of 2014. Interim targets to achieve this will be 90% in 2012, 94% in 2013 and 98% in 2014.
7. To increase the percentage of students performing at or above the minimum standard for Numeracy in Year 5 from 90% in 2011 to 98% by the end of 2014. Interim targets to achieve this will be 93% in 2012, 95% in 2013 and 98% in 2014.
8. To increase the percentage of students performing at or above the minimum standard for Numeracy in Year 7 from 95% in 2011 to 100% by the end of 2014. Interim targets to achieve this will be 95% in 2012, 97% in 2013 and 100% in 2014.

Target 3: Student Welfare - Raise the welfare standards for all students

2012

Increase in Positive Consequences: Increase Principal Awards (Prin) to an average of **223 per year (increase of 2).** Increase Bronze Awards (Bronze) of **45 per year (increase of 1.5).** Increase Silver Awards (Silver) to **26 per year (increase of 2).** Increase Gold Awards (Gold) to **7 per year (increase of 1).**

Reduction in Negative Consequences: Reduce Letters of Intentions to Suspend (LOIs) to an average of **18 LOIs per term (decrease of 3.45%).** Reduce Short Suspensions (Sus -S) to an average of **5 per term (decrease of 0.54).** Reduce Long Suspensions (Sus –L) to an average of **1 per term (decrease of 0.45).** Reduce the percentage of LOIs converting to suspensions to an average of **27% (decrease of 1.25%).**

Improving overall attendance figures: Reduce Term 3 average term absences to an average to **4.5 (Decrease of 0.25).** Reduce Boy Three Year Average to **3.3 (decrease of 0.05).**

Improve the overall quality of applicants into the Opportunity Class: Increase the number of overall applicants to **30 (increase of 2)**. Increasing the highest score average to **213 (increase of 1.01)** through attracting more quality applicants**.** Increasing the percentage of non-local applicants to **47% (increase 2%).** Increasing average CWPS application score to **153 (increase of 1.1)** through the CWPS Enrichment Program and targeting quality applicants within based on in-school data.

2013

Increase in Positive Consequences: Increase Principal Awards (Prin) to an average of **230 per year (increase of 9).** Increase Bronze Awards (Bronze) of **48 per year (increase of 4.5).** Increase Silver Awards (Silver) to **28 per year (increase of 4).** Increase Gold Awards (Gold) to **8 per year (increase of 2).**

Reduction in Negative Consequences: Reduce Letters of Intentions to Suspend (LOIs) to an average of **17 LOIs per term (decrease of 2.45%).** Reduce Short Suspensions (Sus -S) to an average of **4 per term (decrease of 1.54).** Reduce Long Suspensions (Sus –L) to an average of **1 per term (decrease of 0.45).** Reduce the percentage of LOIs converting to suspensions to an average of **26% (decrease of 2.25%).**

Improving overall attendance figures: Reduce Term 3 average term absences to an average to **4.25 (Decrease of 0.5).** Reduce Boy Three Year Average to **3.2 (decrease of 0.15).**

Improve the overall quality of applicants into the Opportunity Class: Increase the number of overall applicants to **33 (increase of 5)**. Increasing the highest score average to **214 (increase of 2.01)** through attracting more quality applicants**.** Increasing the percentage of non-local applicants to **48% (increase 3%).** Increasing average CWPS application score to **154 (increase of 2.1)** through the CWPS Enrichment Program and targeting quality applicants within based on in-school data.

2014

Increase in Positive Consequences: Increase Principal Awards (Prin) to an average of **230 per year (increase of 9).** Increase Bronze Awards (Bronze) of **50 per year (increase of 6.5).** Increase Silver Awards (Silver) to **30 per year (increase of 6).** Increase Gold Awards (Gold) to **10 per year (increase of 4).**

Reduction in Negative Consequences: Reduce Letters of Intentions to Suspend (LOIs) to an average of **15 LOIs per term (decrease of 4.45%).** Reduce Short Suspensions (Sus -S) to an average of **4 per term (decrease of 1.54).** Reduce Long Suspensions (Sus –L) to an average of **1 per term (decrease of 0.45).** Reduce the percentage of LOIs converting to suspensions to an average of **25% (decrease of 3.25%).**

Improving overall attendance figures: Reduce Term 3 average term absences to an average to **3.75 (Decrease of 1.0).** Reduce Boy Three Year Average to **3.0 (decrease of 0.35).**

Improve the overall quality of applicants into the Opportunity Class: Increase the number of overall applicants to **35 (increase of 7)**. Increasing the highest score average to **215 (increase of 3.01)** through attracting more quality applicants**.** Increasing the percentage of non-local applicants to **50% (increase 5%).** Increasing average CWPS application score to **155 (increase of 3.1)** through the CWPS Enrichment Program and targeting quality applicants within based on in-school data.

Target 4: Technology - Raise the technology standards for all students and teachers

2012

TECHNOLOGY - STAFF

1. Increase Staff IT Hardware Competency Levels: Increase staff competencies with the iPad by a 20% (increase of 9%) in staff feeling that they are 'above', 60% (increase of 16%) of staff feeling that they are 'at', and 10% (decrease of 35%) or less staff achieving 'below'.
2. Increase Staff IT Hardware Competency Levels: Increase staff competencies with Video Conferences (VCs) by a 50% (increase of 28%) in staff feeling that they are 'above', 40% (decrease of 10%) of staff feeling that they are 'at', and 10% (decrease of 18%) or less staff achieving 'below'.
3. Increase Staff IT Software/Program Competency Levels: Increase staff competencies with Access by a 20% (increase of 9%) in staff feeling that they are 'above', 60% (increase of 27%) of staff feeling that they are 'at', and 10% (decrease of 46%) or less staff achieving 'below'.

TECHNOLOGY - STUDENTS

1. Increase Student IT Software/Program Competency Levels: Increase S3's competencies with Spreadsheets/Multimedia/Databases by an average of 10% (increase of 10%) rating 'above', 60% (increase of 46%) rating 'at', and 30% (decrease of 56%) or less rating 'below'.

2013

TECHNOLOGY - STAFF

1. Increase Staff IT Software/Program Competency Levels: Increase staff competencies with Pezi by a 20% (increase of 15%) in staff feeling that they are 'above', 60% (increase of 54%) of staff feeling that they are 'at', and 10% (decrease of 79%) or less staff achieving 'below'.

TECHNOLOGY - STUDENTS

1. Increase Student IT Software/Program Competency Levels: Increase ES1's competencies with Independently Typing the Alphabet (Alphabet) by a 10% (increase of 10%) rating 'above', 70% (increase of 28%) rating 'at', and 20% (decrease of 38%) or less rating 'below'.

2014

TECHNOLOGY - STAFF

1. Increase Staff IT Software/Program Competency Levels: Increase staff competencies with Moodles by a 20% (increase of 15%) in staff feeling that they are 'above', 60% (increase of 43%) of staff feeling that they are 'at', and 10% (decrease of 68%) or less staff achieving 'below'.

TECHNOLOGY - STUDENTS

1. Increase Student IT Software/Program Competency Levels: Increase S3's competencies with Spreadsheets/Multimedia/Databases by an average of 10% (increase of 10%) rating 'above', 60% (increase of 46%) rating 'at', and 30% (decrease of 56%) or less rating 'below'.

Raise the literacy standards of all students to state level or above

---

Reading Targets

1. To increase the percentage of students in the proficient skill bands in Year 3 for Reading from 25% in 2011 to 35% by the end of 2014. Interim targets to achieve this will be 28 % in 2012, 32% in 2013 and 35% 2014.

2. To increase the percentage of students in the proficient skill bands in Year 5 for Reading from 14% in 2011 to 30 % by the end of 2014. Interim targets to achieve this will be 18% in 2012, 24% in 2013 and 30% in 2014.

3. To increase the percentage of students in the proficient skill bands in Year 7 for Reading from 18% in 2011 to 30 % by the end of 2014. Interim targets to achieve this will be 20% in 2012, 25% in 2013 and 30% in 2014.

4. To increase the percentage of students performing at or above the expected growth in Reading (3-5) from 60% in 2011 to 75% by the end of 2014. Interim targets to achieve this will be 65% in 2012, 70% in 2013 and 75% in 2014.

5. To increase the percentage of students performing at or above the expected growth in Reading (5-7) from 50% in 2011 to 65% by the end of 2014. Interim targets to achieve this will be 55% in 2012, 60% in 2013 and 65% in 2014.

6. To increase the percentage of students performing at or above the minimum standard for Reading in Year 3 from 85% in 2011 to 95% by the end of 2014. Interim targets to achieve this will be 87% in 2012, 91% in 2013 and 95% in 2014.

7. To increase the percentage of students performing at or above the minimum standard for Reading in Year 5 from 90% in 2011 to 97% by the end of 2014. Interim targets to achieve this will be 92% in 2012, 95% in 2013 and 97% in 2014.

8. To increase the percentage of students performing at or above the minimum standard for Reading in Year 7 from 93% in 2011 to 98% by the end of 2014. Interim targets to achieve this will be 95% in 2012, 97% in 2013 and 97% in 2014.

Writing targets

1. To increase the percentage of students in the proficient skill bands in Year 3 for Writing from 40% in 2011 to 50% by the end of 2014. Interim targets to achieve this will be 43 % in 2012, 46% in 2013 and 50% 2014.

2. To increase the percentage of students in the proficient skill bands in Year 5 for Writing from 15% in 2011 to 30 % by the end of 2014. Interim targets to achieve this will be 20% in 2012, 25% in 2013 and 30% in 2014.

3. To increase the percentage of students in the proficient skill bands in Year 7 for Writing from 10% in 2011 to 25 % by the end of 2014. Interim targets to achieve this will be 15% in 2012, 20% in 2013 and 25% in 2014.

4. To increase the percentage of students performing at or above the minimum standard for Writing in Year 3 from 87% in 2011 to 98% by the end of 2014. Interim targets to achieve this will be 90% in 2012, 95% in 2013 and 98% in 2014.

5. To increase the percentage of students performing at or above the minimum standard for Writing in Year 5 from 80% in 2011 to 92% by the end of 2014. Interim targets to achieve this will be 84% in 2012, 88% in 2013 and 92% in 2014.

6. To increase the percentage of students performing at or above the minimum standard for Writing in Year 7 from 95% in 2011 to 100% by the end of 2014. Interim targets to achieve this will be 97% in 2012, 98% in 2013 and 100% in 2014.

Focus Areas to Achieve Targets	Indicators and Strategies	2012	2013	2014	Responsibility	Resource Allocation & Funding Source	Links with DEC, HCC & NSP Priorities
Practices Effectively introduce new and enhanced literacy practices into the school to improve student outcomes K-6	**Curriculum** *Programming Expectations* • All classroom activities exhibiting curriculum differentiation 'at/above/below' criteria in relation to all literacy tasks • All classroom programs following CWPS: - scope and sequences - assessment schedule • Supervisors must publish to the principal the 5 week focuses for the stage and the associated pre and post testing that will occur. Assessment must identify below/at/above abilities *Assessment* • STLA staff to coordinate stage based data, and enter into the school data base for every 5 weeks. • STLA to ensure K-2 Regional Benchmark Data is submitted in week 5,Terms 2 and 4. • Supervisors responsible for ensuring classroom teachers provide progress sheets on associated program achievement [L3 data, Best Start data, NAPLAN data, school based data] as per scope and sequence **Note:** - Kinder teachers to submit L3 data according to regional expectations. L3 coordinator providing data to principal - K-3 teachers using Best Start North Coast Tracking Sheets to submit a copy of their entry sheets to the principal every five weeks. - 4-6 teachers to ensure Top Ten NAPLAN information features prominently in day-to-day classroom programming. Note: Ensure at the end of the school year that the data is included on an overview page for the following year's classroom teachers.	→ → →			Prin, Exec Prin, Exec, CTs Exec Sup, STLAs Sup, STLAs Sup, CTs	NA NA NA NA NA NA	NSP R3 NSP R5 NSP R5

Focus Areas to Achieve Targets	Indicators and Strategies	2012	2013	2014	Responsibility	Resource Allocation & Funding Source	Links with DEC, HCC & NSP Priorities
Supervision Use data to drive whole school focuses and individual teaching and learning programs	***Supervision*** **_Classroom Observations_** • Principal and/or supervisor to observe a reading/writing/talking & listening lesson once per semester. Teacher must provide lesson overview from program to the observer.			→	, Prin, Exec	NA	NSP R2 NSP R5
	Program Feedback Sessions • Once a term each supervisor will arrange a feedback session for each member of their team to provide ongoing guidance and professional development. These sessions will be conducted between 8:30-9am or 3-3:30pm at a time determined by both parties.			→	Prin, Exec, CTs	NA	NSP R5
	Formal Collection of Programs • Principal or nominated party (Executive or AE's) will collect programs once a term. In association with the school executive, programming strengths and areas of focus will be developed to assist staff with future programming requirements. Focus will be on differentiated learning, assessment to guide teaching and learning within a five weekly cycle, outcomes/indicators as a focus for assessment and rich assessment tasks.			→	Prin, Exec	NA	NSP R2 NSP R5
	• Two T&D GSM's a year will provide staff with an opportunity to share good practice and to look at new formats during an open program session.			→	Literacy Team	NA	

Focus Areas to Achieve Targets	Indicators and Strategies	2012	2013	2014	Responsibility	Resource Allocation & Funding Source	Links with DEC, HCC & NSP Priorities
Data Use data to drive whole school focuses and individual teaching and learning programs	**Data Driving Teaching & Learning Programs** *Data analysis skills* • On going data analysis by the executive to guide stage programs and support (NAPLAN, ReST, Best Start, L3, stage based assessment tasks etc)			→	Prin, Exec	NA	NSP R5
	• Teachers to establish their own class NAPLAN data. Classroom teachers to then use the Top Ten NAPLAN as key focus			→	CTs	NA	
	Effective use of Data to Guide Teaching and Learning Programs • Each classroom teacher (Years 4-6) responsible for accessing SMART Data and establishing both classroom and stage based targets for focus during Terms 1-3 for their programs.			→	Exec, CTs	NA	NSP R5
	• Each classroom teacher (Years K-3) responsible for accessing L3/Best Start Data and establishing both classroom and stage based targets for focus during Terms 1-4 for their programs.			→	Exec, CTs	NA	
	• Stages to work consistently on the triangulation of data at stage level throughout the year.			→	Exec, CTs, LST	NA	
	• LST to effectively use stage based data to nominate remedial and extension students for STLA support as well as candidates for the enrichment classes.			→	LST, STLAs	NA	
	Executive to analyse stage based data every five weeks			→	Prin, Exec	NA	
	Stage Planning Days Listed below is an outline of stage planning days: *Phase One* 8:30-9am RFF teachers to discuss content with stages 9-11am Data Analysis – sharing, comparing & analysing • Collecting evidence • Talking through the results of the last 5 weeks teaching • Taking responsibility for the results • Contemplate students for referral (remediation or extension) *Phase Two* 11:30 – 1pm Developing Stage Planners for the next 5 weeks • Develop common areas across the stage to target for teaching and relevant assessment • Delegating aspects of lesson content development & assessment *Phase Three* 2-3pm Professional Development • Unpacking progress on each stage member's TPLP • Opportunity to share resources • Guest speakers		→		Prin, Exec, CTs	NSP $40320 Casual relief	NSP R2 NSP R3 NSP R5

	Raise the literacy standards of all students to state level or above						
Focus Areas to Achieve Targets	**Indicators and Strategies**	**2012**	**2013**	**2014**	**Responsibility**	**Resource Allocation & Funding Source**	**Links with DEC, HCC & NSP Priorities**
Programs Continually refining current literacy practices and incorporating additional programs to enhance student learning outcomes	*MULTILIT Program* • Clear and explicit overview of the program for the staff so that they understand the principles behind the program and its effectiveness • Parents of students involved in the program will receive an overview of the program which will include information about its implementation and post course discussion for parents • Undertake an in-depth analysis according to program guidelines for the selection of students for the program. • Release provided for the Multilit Coordinator and the Tutor for ongoing professional development as well as time for the Coordinator to liase with Tutor to ensure the program is working effectively. • STLA to monitor students who have completed the program once a term. STLA to provide data to LST team. *Increased In-Class STLA support for Stages* • STLAs will be assigned to a stage and where possible maintain the coverage and the staff member throughout the year. • Stages determine their method of coverage with their assigned STLA. NOTE: Where 'Cream of the Bottom' class exists, priority must be given by the stage to support the students with the greatest need • STLA's will be provided with the opportunity to attend their dominant stage whole planning day (1 STLA per stage) NOTE: Staffing STLA = 4 days, NSP STLA =3 + 1 days, ESSP Position/STLA 3 days • Stage supervisors to ensure that their stage agrees for the STLA to cover certain strands in literacy to reduce focus areas across the stage and to ensure quality teaching and learning takes place. • STLAs responsible for co-programming and associated assessment with classroom teachers on the stage they are responsible for • STLAs to be provided with the opportunity to contribute towards semester reports by the classroom teachers. *Introduce Focus on Reading(FOR)* • Three FOR trainers trained in program. • All staff 3-6 trained in program and successfully implementing in classrooms • Resources purchased to support implementation and training	→ → → → → → → → → → → → → →			Sup, LSO Sup, LSO Sup, LSO Prin. Sup Prin, Sup Prin, Exec Exec, CTs Exec, STLAs Exec, STLAs Exec, STLAs STLAs, CTs NSP AP NSP AP	NSP SLSO 0.6 allocation $29628 ($14 814 per sem) Global Co-ord 4 days x $350 = $1 400 Short Term Relief coverage NSP Add STLA support 0.6 $64 626 ($32 313 per sem) NSP $2000 NSP $6000 NSP $2000	NSP R2 NSP R4 NSP R2 NSP R4 NSP R2 NSP R4

Focus Areas to Achieve Targets	Indicators and Strategies	2012	2013	2014	Responsibility	Resource Allocation & Funding Source	Links with DEC, HCC & NSP Priorities
Programs Continually refining current literacy practices and incorporating additional programs to enhance student learning outcomes	***Leap Into Learning*** • Leap Into Learning staff provided with additional release to plan LIL sessions • Incorporate parent information sessions during semester two ***L3*** • L3 staff to attend essential training 12-3pm x 3 per term (Sem 1) x 3 classroom teachers ***Whole School Performance – Drama/Public Speaking*** • Utilise Song Room expertise to support staff T1-T3 to choreograph and create dance moves for each group performing in term 3's show. • Global money provided to team to supplement initial expenses such as lighting, costuming etc in preparation for the whole school performance in Term 3 NOTE: all global money will be re-paid back to school from show profits. ***K-2 On-Line Home Reading Program*** Continue with the Reading Eggs program for K-2				Prin, Sup, CTs Prin, Sup Prin, Exec, Stg Prin, Exec, Sup, CTs Lit Coord	TPL $5000 ($2500 per semester) TPL 3 sessions per term x 3 staff x half days T&D = 36 half days = $6300 ($3150 per sem) NSP 3 terms $9000 Global Literacy $3000 Global – Literacy $890	NSP R3 NSP R4 NSP R6 NSP R4 NSP R6 NSP R4

Focus Areas to Achieve Targets	Indicators and Strategies	2012	2013	2014	Responsibility	Resource Allocation & Funding Source	Links with DEC, HCC & NSP Priorities
Raise the literacy standards of all students to state level or above							
Enhanced school leadership capacity for school improvement	*Training & Development* *Visits to Best Practice Schools* • Visits to Best Practice schools, preferably PSP schools within the Hunter/Central Coast area that have made significant improvements in literacy • Specific training based on the needs of the staff: - Inferential questioning, teaching of guided reading etc				Prin, Exec Prin, Exec, Lit Team	Global Literacy Best Practice Visits, $1000	NSP R3 NSP R6
	GSMs • Literacy Team allocated one GSM T&D session per term to aid the progress of the 2012-2014 School Plan (W8 every Term)				Lit Team		NSP R3 NSP R5
	NSW Teachers Institute Accredited Courses • In 2011, staff were asked to identify 'Areas of Focus' as part of their TARS process. The areas of focus should then be incorporated into the TPLP. If these courses are reflected in the 2012-2014 CWPS Literacy Plan, staff will be given the opportunity to attend these NSW Teachers Institute courses • Teachers then to apply for courses through the school's TPL Process. • There is an expectation that courses attended by staff with this funding must present the courses potential benefits to the school in a Staff T&D GSM				Prin, Exec, Fian Team, CTs TPL Team, CTs TPL Team, CTs	TPL NSW Teacher's Institute $1000	NSP R3
	Literacy Policy Development • Develop a whole school Scope/Sequence of explicit skills in: • Text Types • Grammar and Punctuation (for meaning and accuracy) • Spelling • Handwriting • Talking & Listening **NOTE:** By 2012, aim to provide a booklet of units/outcomes coverage at CWPS in literacy for each teacher				Prin, Exec, Lit Team	T&D Stage sessions + Sch Plan T&D GSM Sessions.	NSP R5
	Australian Curriculum Preparation & Implementation • Ensure that all staff are provided with the necessary training and development to prepare for the implementation of the Australian Curriculum				Prin, Exec, Lit Team	Global Literacy $1000	NSP R4 NSP R5
	STLA Regional T&D Sessions • One STLA is provided the opportunity to attend the term regional STLA T&D Sessions. They are then responsible for in servicing the STLA group as well as the whole staff on the learning opportunities.				Sup, STLAs		NSP R5

	Raise the literacy standards of all students to state level or above						
Focus Areas to Achieve Targets	**Indicators and Strategies**	**2012**	**2013**	**2014**	**Responsibility**	**Resource Allocation & Funding Source**	**Links with DEC, HCC & NSP Priorities**
Organisational Aspects	***Equitable Time for Literacy/Numeracy*** • Semester timetable swap: semester one literacy mid session, semester two literacy morning session			→	Prin	NA	NSP R3
	Regular Auditing of Literacy Resources • Literacy Team to promote the awareness of literacy resources throughout the school • Systems in place for staff to sign in and out literacy resources Assign a literacy team member to audit resources at the end of each term			→	Lit Team Sup, Lit Team, STLAs	STLAs assigned last week of term x 2days	NSP R5
	CWPS Familiarisation T&D for School Literacy Systems *Differentiated Teaching & Learning* • Ensure that all teachers have a sound understanding of Literacy Differentiation techniques			→	Lit Team, Consult	T&D Stage sessions + Sch Plan T&D GSM Sessions.	NSP R5
	Scope & Sequences • Ensure within the three year cycle that the literacy scope and sequence is maintained and updated.			→	Lit Team		
	Rubrics • Ensure within the three year cycle that the Text Type Rubrics are maintained and updated.			→	Lit Team		
	Literacy CTJ • Ensure all stages use Consistent Teacher Judgement principles when assessing tasks. Ensure also that rich assessment tasks are part of each stages planning.			→	Prin, Exec, Lit Team		
	Literacy Assessment Schedule • Ensure within the three year cycle that the Literacy Assessment Schedule is maintained and updated. • Ensure the Literacy Assessment Schedule remains the focus for driving LST Referrals throughout the year. • Ensure a strong focus on Best Start/L3/Benchmark data every 5 weeks. • Develop a more effective system of collating and utilising the data throughout the school. • Stronger emphasis on triangulating data K-6.			→	Lit Team Exec, LST Exec, CTs Prin, Exec Prin, Exec, CTs		

	Raise the literacy standards of all students to state level or above						
Focus Areas to Achieve Targets	**Indicators and Strategies**	**2012**	**2013**	**2014**	**Responsibility**	**Resource Allocation & Funding Source**	**Links with DEC, HCC & NSP Priorities**
Organisational Aspects	***CWPS Familiarisation T&D for School Literacy Systems (CONTINUED)*** *Cream of the Bottom Class Model* • Continue with the experimentation of the 'Cream of the Bottom' model which ensures predominantly all of the STLA support is focused on these classes. • Extend the concept into stage 2 • Promote to our community the benefits of the structure, in particular those students new to the school • Ensure every teacher associated with the classes understands the concept of students being moved based on their abilities and scores • Ensure the STLA's are swift in assessing new students to the school to ensure a smooth transition to their new class. • Supervisors to negotiate the movement of students from one class to the next within their stage, with their staff *Parent/Carer T&D for Literacy Stations K-3* • T&D provided to interested parents/carers who will remain committed to Literacy Stations K-3				Prin, Exec, CTs Prin, Exec Prin, Exec Prin, Exec Sup, STLAs Prin, Sup, CTs Lit Team	T&D Stage sessions + Sch Plan T&D GSM Sessions.	

The Office of Schools Plan 2009-2011

OFS – 1 Literacy

OFS – 2 Numeracy

OFS – 3 Student Engagement and Retention

OFS – 4 Aboriginal Education and Training

OFS – 5 Teacher Quality

OFS – 6 Connected Learning

Low SES National School Partnerships

NSP R 1: Incentives to attract high-performing principals and teachers

NSP R 2: Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals

NSP R 3: School operational arrangements that encourage innovation and flexibility

NSP R 4: Providing innovative and tailored learning opportunities

NSP R 5: Strengthened school accountability

NSP R 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)

	Raise the numeracy standards of all students to state level or above

NUMERACY

1. To increase the percentage of students in the proficient skill bands in Year 3 for Numeracy from 16% in 2011 to 30% by the end of 2014. Interim targets to achieve this will be 22 % in 2012, 26% in 2013 and 30% 2014.

2. To increase the percentage of students in the proficient skill bands in Year 5 for Numeracy from 15% in 2011 to 30 % by the end of 2014. Interim targets to achieve this will be 22% in 2012, 26% in 2013 and 30% in 2014.

3. To increase the percentage of students in the proficient skill bands in Year 7 for Numeracy from 17% in 2011 to 30 % by the end of 2014. Interim targets to achieve this will be 20% in 2012, 25% in 2013 and 30% in 2014.

4. To increase the percentage of students performing at or above the expected growth in Numeracy (3-5) from 60% in 2011 to 75% by the end of 2014. Interim targets to achieve this will be 65% in 2012, 70% in 2013 and 75% in 2014.

5. To increase the percentage of students performing at or above the expected growth in Numeracy (5-7) from 45% in 2011 to 60% by the end of 2014. Interim targets to achieve this will be 50% in 2012, 55% in 2013 and 60% in 2014.

6. To increase the percentage of students performing at or above the minimum standard for Numeracy in Year 3 from 88% in 2011 to 98% by the end of 2014. Interim targets to achieve this will be 90% in 2012, 94% in 2013 and 98% in 2014.

7. To increase the percentage of students performing at or above the minimum standard for Numeracy in Year 5 from 90% in 2011 to 98% by the end of 2014. Interim targets to achieve this will be 93% in 2012, 95% in 2013 and 98% in 2014.

8. To increase the percentage of students performing at or above the minimum standard for Numeracy in Year 7 from 95% in 2011 to 100% by the end of 2014. Interim targets to achieve this will be 95% in 2012, 97% in 2013 and 100% in 2014.

Focus Areas to Achieve Targets	Indicators and Strategies	2012	2013	2014	Responsibility	Resource Allocation & Funding Source	Links with DEC, HCC & NSP Priorities
Practices Effectively introduce new and enhanced literacy practices into the school to improve student outcomes K-6	**Curriculum** *Programming Expectations* • All classroom activities exhibiting curriculum differentiation 'at/above/below' criteria in relation to all numeracy tasks • All classroom programs following CWPS: - scope and sequences - assessment schedule • Supervisors must publish to the principal the numeracy 5 weekly focuses for the stage and the associated pre and post testing that will occur. Assessment must identify below/at/above abilities • Numeracy Team to develop a kit for staff to access using text books (Go Maths, Targeting Maths etc) and linking resource pages to the Sarah Rose lessons plans. • Numeracy Team to organise sharing sessions to develop a bank of IWB resources to link to Sarah Rose's lesson plans *Assessment* • STLA staff to coordinate stage based data and enter into the school data base every 5 weeks. • Supervisors responsible for ensuring classroom teachers provide progress sheets on associated program achievement [Best Start data, NAPLAN data, school based data]as per scope and sequence **Note:** - K-3 teachers using Best Start North Coast Tracking Sheets must submit a copy of their entry sheets to the principal every five weeks. - 4-6 teachers to ensureTop Ten NAPLAN information features prominently in day-to-day classroom programming. **Note:** ensure at the end of the school year that the data is included on an overview page for the following year's classroom teachers.				Prin, Exec, CTs Prin, Exec, Sup, CTs Exec, CTs Num Team Num Team Sup, STLAs Sup, CTs K-3 CTs Yrs4-6 CTs	NA NA	NSP R3 NSP R5 NSP R3 NSP R5

Focus Areas to Achieve Targets	Indicators and Strategies	2012	2013	2014	Responsibility	Resource Allocation & Funding Source	Links with DEC, HCC & NSP Priorities
Supervision Use data to drive whole school focuses and individual teaching and learning programs	*Supervision* **Classroom Observations** • Principal and/or supervisor to observe a number/data/space and geometry/measurement/patterns& algebra lesson once per semester. Teacher must provide lesson overview from program to the observer.			→	Prin, Exec, CTs	NA	NSP R3 NSP R5
	Program Feedback Sessions • Once a term each supervisor will arrange a feedback session for each member of their team to provide ongoing guidance and professional development. These sessions will be conducted between 8:30-9am or 3-3:30pm at a time determined by both parties.			→	Exec, Sup, CTs	NA	NSP R3 NSP R5
	Formal Collection of Programs • Principal or nominated party (Executive or AE's) will collect programs once a term. In association with the school executive, programming strengths and areas of focus will be developed to assist staff with future programming requirements. Focus will be on differentiated learning, assessment guiding teaching and learning within a five weekly cycle, outcomes/indicators as a focus for assessment, rich assessment tasks.			→	Prin, Exec, Sup, CTs	NA	NSP R3 NSP R5
	• Two T&D GSM's a year will provide staff with an opportunity to share good practice and to look at different formats during an open program session.			→	Prin, Exec, CTS		

	Raise the numeracy standards of all students to state level or above						
Focus Areas to Achieve Targets	**Indicators and Strategies**	**2012**	**2013**	**2014**	**Responsibility**	**Resource Allocation & Funding Source**	**Links with DEC, HCC & NSP Priorities**
Data Use data to drive whole school focuses and individual teaching and learning programs	**Data Driving Teaching & Learning Programs** *Data analysis skills* • On going data analysis by the executive to guide stage programs and support (NAPLAN, ReST, PAT Maths Tests, Best Start, stage based assessment tasks etc)			→	Exec, CTs	NA	NSP R3 NSP R5
	• Teachers to establish their own class NAPLAN data. Classroom teachers to then use the Top Ten NAPLAN as key focus			→	CTs	NA	
	Effective use of Data to Guide Teaching and Learning Programs • Each classroom teacher (Years 4-6) responsible for accessing SMART Data and establishing both classroom and stage based targets for focus during Terms 1-3 for their programs.			→	CTs	NA	NSP R3 NSP R5
	• Each classroom teacher (Years K-3) responsible for accessing Best Start Data and establishing both classroom and stage based targets for focus during Terms 1-4 for their programs.			→	CTs	NA	
	• Stages to work consistently on the triangulation of data at stage level throughout the year.			→	Exec, Sup, CTs	NA	
	• LST to effectively use stage based data to nominate remedial and extension students for STLA support as well as candidates for the enrichment classes.			→	LST, STLAs, CTs	NA	
	• Executive to analyse stage based data every five weeks.			→			
	• Passing on Best Start data from year to year to the new classroom teachers			→	Prin, Exec, CTs		
	Stage Planning Days Listed below is an outline of stage planning days: *Phase One* 8:30-9am RFF teachers to discuss content with stages 9-11am Data Analysis – sharing, comparing & analysing • Collecting evidence • Talking through the results of the next 5 weeks teaching • Taking responsibility for the results • Contemplate students for referral (remediation or extension)			→	Exec, Sup, CTs.STLAs	NSP Stage Meetings Casual Relief $43020	NSP R3 NSP R5
	Phase Two 11:30 – 1pm Developing Stage Planners for upcoming 5 weeks • Develop common areas across the stage to target for teaching and relevant assessment • Delegating aspects of lesson content development & assessment			→	Exec, Sup, CTs.STLAs		
	Phase Three 2-3pm Professional Development • Unpacking progress on each stage member's TPLP • Opportunity to share resources • Guest speakers			→	Exec, Sup, CTs.STLAs		

Focus Areas to Achieve Targets	Indicators and Strategies	2012	2013	2014	Responsibility	Resource Allocation & Funding Source	Links with DEC, HCC & NSP Priorities
	Raise the numeracy standards of all students to state level or above						
Programs Continually refining current numeracy practices and incorporating additional programs to enhance student learning outcomes	*QUICKSMART Program* • Clear and explicit overview of the program for the staff so they understand the principles behind the program and its effectiveness • Parents of students entering the program to receive an overview of the program which will include its implementation as well as a post course discussion. • Undertake an in-depth analysis according to program guidelines for the selection of students. • Provide release for the QuickSmart Coordinator and the Tutor for ongoing professional development as well as time for the Coordinator to touch base with Tutor to ensure the program is running effectively. • STLA to monitor students who have discontinued the program once a term. STLA to provide data to LST team. *Increased In-Class STLA support for Stages* • STLAs will be assigned to a stage and where possible maintain the program and the staff member throughout the year. • Stages determine their method of coverage with their assigned STLA. **NOTE:** Where 'Cream of the Bottom' class exists, priority must be given by the stage to support students with the greatest needs. • STLA's will be provided with the opportunity to attend their dominant stage whole planning day (1 STLA per stage) **NOTE: Staffing** STLA = 4 days, NSP STLA =3 + 1 days, ESSP Position/STLA 3 days • Stage supervisors to ensure that their stage agree for the STLA to cover certain strands in numeracy to reduce focus areas across the stage to ensure quality coverage • STLAs responsible for co-programming and associated assessment with classroom teachers on the stage they are responsible for • STLAs to be provided the opportunity to contribute towards semester reports by the classroom teachers.			→ → → → → → → → → → → →	Sup, LSO Sup, LSO Sup, LSO, CTs Prin Sup, STLA Prin Exec, Sup, CTS Prin Exec, Sup, STLAs STLAs STLAs	NSP SLSO $29628 TPL $2000 NSP $64 626 0.6 STLA CT Employment	NSP R4 NSP R3 NSP R4 NSP R5

Focus Areas to Achieve Targets	Indicators and Strategies	2012	2013	2014	Responsibility	Resource Allocation & Funding Source	Links with DEC, HCC & NSP Priorities
Programs Continually refining current numeracy practices and incorporating additional programs to enhance student learning outcomes	***Leap Into Learning*** • Leap Into Learning staff provided with additional release to plan LIL sessions • Incorporate parent information sessions during semester two ***Mathletics Program*** • Continue with Mathletics the program K-6 • Track teacher use throughout the year • Track student improvement rate ***Mentals K-6 Program*** • Mentals program established to track student's attainment of basic skills. Once every 5 weeks students sit a mentals test. STLAs to enter student's results.			→ → → → → →	Prin, Sup Sup, CTs Prin, Exec.CTs Prin, Exec Prin, Exec, CTs Prin, Exec, Num Team, CTs	NSP $5000 casual relief for LIL Team Global $1800	NSP R3 NSP R4 NSP R6 NSP R4 NSP R4

Raise the numeracy standards of all students to state level or above

Focus Areas to Achieve Targets	Indicators and Strategies	2012	2013	2014	Responsibility	Resource Allocation & Funding Source	Links with DEC, HCC & NSP Priorities
Enhanced school leadership capacity for school improvement	**Training & Development** **Visits to Best Practice Schools** • Visits to Best Practice schools, preferably PSP schools within the Hunter/Central Coast area that have made significant improvements in data in the area of literacy • Specific training based on the needs of the staff: - Inferential questioning, teaching of guided reading etc • Numeracy Team allocated one GSM T&D session per term to aid the progress of the 2012-2014 School Plan (W4 every Term)				Prin, Exec Prin, Exec, Num Team Prin, NumTeam	Global $1000 Casual relief	NSP R3 NSP R6
	NSW Teachers Institute Accredited Courses • In 2011, staff were asked to identify 'Areas of Focus' as part of their TARS process. The areas of focus should then translate into the classroom teacher's TPLP. If teacher's TPLP requests collate with the 2012-2014 CWPS Numeracy Plan, staff can attend NSW Teachers Institute courses as a result. • Teachers then to apply for courses through the school's TPL Process. • There is an expectation that courses attended by staff with this funding must present the courses potential benefits to the school in a Staff T&D GSM				Prin, Exec, CTs TPL Team, CTs CTs	TPL $1000 NSW Teacher's Institute	NSP R4 NSP R6
	Numeracy Policy Development • All staff to continue following the Sarah Rose whole school Scope/Sequence as well as develop: • K-6 assessment schedule of basic skills assessment NOTE: By 2012, aim to provide a booklet of units/outcomes in numeracy to each stage teacher				Sup, CTs Num Team , CTs	NA	NSP R5
	Australian Curriculum Preparation & Implementation • Ensure that all staff are provided with the necessary training and development to prepare for the implementation of the Australian Curriculum				Prin, Exec, Num Team	Global $1000	NSP R5
	STLA Regional T&D Sessions • One STLA is provided the opportunity to attend the term regional STLA T&D Sessions. They are then responsible for inservicing the STLA group as well as the whole staff on the learning opportunities.				Sup, Num Team	NA	NSP R5

Focus Areas to Achieve Targets	Indicators and Strategies	2012	2013	2014	Responsibility	Resource Allocation & Funding Source	Links with DEC, HCC & NSP Priorities
	Raise the numeracy standards of all students to state level or above						
Organisational Aspects	***Equitable Time for Literacy/Numeracy*** • Semester timetable swap: semester one literacy mid session, semester two literacy morning session			→	Prin	NA	NSP R3
	Regular Auditing of Numeracy Resources • Numeracy Team to promote the awareness of numeracy resources throughout the school • Systems in place for staff to sign in and out numeracy resources • Assign a numeracy team member to audit resources at the end of each term			→ → →	Num Team Num Team Num Team	NA	NSP R5
	CWPS Familiarisation T&D for School Numeracy Systems *Differentiated Teaching & Learning* • Ensure that all teachers have a firm understanding of Numeracy Differentiation techniques			→	Exec, Sup, CTs	NA	NSP R5
	Scope & Sequences • Ensure within the three year cycle that the numeracy scope and sequence is maintained, elevated and updated.			→	Prin, Exec, Sup, Num Team	NA	
	Rubrics • Ensure within the three year cycle that the Sarah Rose Scope and Sequence are maintained, elevated and updated.			→	Prin, Exec, Sup, Num Team	NA	
	Numeracy CTJ • Ensuring all stages employ Consistent Teacher Judgement principles when assessing tasks. Ensure also that rich assessment tasks are part of each stages planning.			→	Sup, CTs	NA	
	Numeracy Assessment Schedule • Ensure within the three year cycle that the Numeracy Assessment Schedule is maintained, elevated and updated. • Ensure the Numeracy Assessment Schedule remains the focus for driving LST Referrals throughout the year. • Ensure a strong focus on Best Start/school data every 5 weeks. • Develop a more effective system of collating and utilising the data throughout the school. • Stronger emphasis on triangulating data K-6.	→		→ → →	Prin, Num Team Prin, NumTeam Exec, Num Team Prin, Exec	NA	

Focus Areas to Achieve Targets	Indicators and Strategies	2012	2013	2014	Responsibility	Resource Allocation & Funding Source	Links with DEC, HCC & NSP Priorities
	Raise the numeracy standards of all students to state level or above						
Organisational Aspects	**CWPS Familiarisation T&D for School Numeracy Systems (CONTINUED)** *Cream of the Bottom Class Model* • Continue with the experimentation of the 'Cream of the Bottom' model which ensures predominantly all of the STLA support is focused on these classes.				Prin, Exec	NA	
	• Extend the concept into stage 2				Prin		
	• Promote to our community the benefits of the structure, in particular those students new to the school				Prin		
	• Ensure each and every teacher understands the structure across the stage associated with the classes and the concept of students being moved based on their abilities and scores				Prin, Exec		
	• Ensure the STLA's are swift in assessing new students into the school to permit a quick acclimatisation to the new school				Prin, STLAs Exec, Sup		
	• Supervisors to negate the movement of students from one class to the next within their stage with their staff				NumTeam		
	Parent/Carer T&D for Numeracy Stations K-3 • T&D provided to interested parents/carers who will remain committed to Numeracy Stations K-3				Num Team	NA	
	Audit of Basic Numeracy Resources • Numeracy Team to conduct an audit of essential numeracy resources in classrooms (counters, MAB blocks, rulers etc).				Num Team		
	• Prioritise numeracy expenditure to cater for these needs.						

The Office of Schools Plan 2009-2011
OFS 1 – Literacy
OFS - 2 Numeracy
OFS - 3 Student Engagement and Retention
OFS - 4 Aboriginal Education and Training
OFS - 5 Teacher Quality
OFS - 6 Connected Learning
Low SES National School Partnerships
NSP R 1: Incentives to attract high-performing principals and teachers
NSP R 2: Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals
NSP R 3: School operational arrangements that encourage innovation and flexibility
NSP R 4: Providing innovative and tailored learning opportunities
NSP R 5: Strengthened school accountability
NSP R 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)

Raise the technology standards for all students

Target 3 – TECHNOLOGY

STAFF 2012:

TECHNOLOGY - STAFF

1. *Increase Staff IT Hardware Competency Levels:* Increase staff competencies with the **iPad** by a **20% (increase of 9%)** in staff feeling that they are 'above', **60% (increase of 16%)** of staff feeling that they are 'at', and **10% (decrease of 35%)** or less staff achieving 'below'.

2. *Increase Staff IT Hardware Competency Levels:* Increase staff competencies with **Video Conferences (VCs)** by a **50% (increase of 28%)** in staff feeling that they are 'above', **40% (decrease of 10%)** of staff feeling that they are 'at', and **10% (decrease of 18%)** or less staff achieving 'below'.

3. *Increase Staff IT Software/Program Competency Levels:* Increase staff competencies with **Access** by a **20% (increase of 9%)** in staff feeling that they are 'above', **60% (increase of 27%)** of staff feeling that they are 'at', and **10% (decrease of 46%)** or less staff achieving 'below'.

TECHNOLOGY - STUDENTS

4. *Increase Student IT Software/Program Competency Levels:* Increase S3's competencies with **Spreadsheets/Multimedia/Databases** by an average of **10% (increase of 10%)** rating 'above', **60% (increase of 46%)** rating 'at', and **30% (decrease of 56%)** or less rating 'below'.

Focus Areas to Achieve Targets	Indicators and Strategies	2012	2013	2014	Responsibility	Resource Allocation & Funding Source	Links with DEC, HCC & NSP Priorities
Practices Effectively introduce new and enhanced technology practices into the school	***Promoting the school's technological skills to the whole school community*** *CWPS Website* • Promote the school's Website through the newsletter to the local community	→		→	Prin, Assign Person	NSP $1500 Updates Casual Relief	NSP R5 NSP R6
	Wiki's and Moodles • Every stage and/or class to establish and maintain their own Wiki/Moodle as the key source of communication with their student's families	→		→	Exec, CTs	NA	NSP R3 NSP R4
	E-News • Increase E-News access for parents (currently 15% of families access the newsletter on-line)	→		→	Prin, SASS	NA	NSP R6
	Facebook – Modern Medium of Communication • Explore the use of Facebook as a modern medium of accessing our parent community, keeping them informed of events and creating an opportunity for a forum to discuss issues/concerns (NOTE: this will only be for parental use) • Enlist parents to assist staff with developing this concept with key staff and create a medium for discussion on school issues • Visit schools who have established Facebook as a form of communication • Provide time the QT AP to explore the possibilities	→ → → →	→	→	Prin, Exec, Tech Team Prin, Tech Team, Prin Prin	NSP $1500 Updates Casual Relief	NSP R3 NSP R5 NSP R6
	iPads • Seek a DEC employee who is recognised as an effective implementer of iPad technology into the classroom. • iPads have locked in timeslots for OC and Enrichment groups • Provide opportunities for K-6 classrooms to have access to iPads in literacy and numeracy timeslots.	→ → →	→	→	Prin Prin, Tech Team	NA	NSP R3

Raise the technology standards for all students

Focus Areas to Achieve Targets	Indicators and Strategies	2012	2013	2014	Responsibility	Resource Allocation & Funding Source	Links with DEC, HCC & NSP Priorities
Data Use data to drive whole school focuses and individual teaching and learning programs	*Supervision* • Utilise the University of New South Wales Computer Tests to pre and post test students technological competencies K-6			→	Tech Team	NA	NSP R5
	• Technology teacher to ensure technology activities cater for differentiated learning 'below/at/above' learning tasks.			→	CT		
	• Technology teacher to ensure rich assessment tasks are used to assess students K-6			→	CT		
							NSP R5
	Programs • Classroom teacher teaching and learning programs must clearly indicate that aspects of technology are incorporated into day-to-day teaching and learning for students.			→	CTs	NA	
							NSP R5
	Technology Team/School Executive utilising technology data • During each technology meeting, data to be presented to the group to guide focus areas for stages and technology teacher's lessons			→	Exec, Tech Team	NA	

Focus Areas to Achieve Targets	Indicators and Strategies	2012	2013	2014	Responsibility	Resource Allocation & Funding Source	Links with DEC, HCC & NSP Priorities
Enhanced school leadership capacity for school improvement	*Training & Development* *Hardware Introductory Training* • Ensure that each member of staff (in particular temporary or newly appointed staff) are provided with the opportunity to utilise all of the current technology available in the school: eg IWBs, VC equipment, iPads etc			→	Tech Team	NA	NSP R4
	Staff Training • Provide in-depth technology training to staff in the following areas as identified by the staff survey conducted late 2011: iPads, VC's, Microsoft Access, Pezi and Moodles. • Source staff who are knowledgeable in these areas first before sourcing beyond the school for T&D			→ →	Tech Team Tech Team	Global Comp Cord $1000 Staff Technology Training	NSP R4 NSP R4 NSP R5
	GSMs • Technology Team allocated one GSM T&D session per term to aid the progress of the 2012-2014 School Plan (W10 every Term)			→	Prin, Tech Team	NA	
	Technology Policy Development • The Technology Team to regularly update the CWPS scope and sequence of technological skills to keep pace with progress.			→	Sup, Tech Team	NA	NSP R5
	Regional IT Support • Utilise the Regional IT Team for advice and support as often as possible			→	Tech Team	NA	NSP R5
	Enrichment Program • QT AP to utilise technology as much as possible when taking the K-4 Enrichment Groups		→		QT AP	NA	NSP R5

Raise the technology standards for all students

Focus Areas to Achieve Targets	Indicators and Strategies	2012	2013	2014	Responsibility	Resource Allocation & Funding Source	Links with DEC, HCC & NSP Priorities
Organisational Aspects	**Improving hardware and software options within the school** *Digital Camera* • Purchase a digital camera to support Website photography as well as taking quality photos whilst on excursions	→			Tech Team	Global Comp Coord $1000	
	Digital Video Camera • Purchase a digital video camera to support Website photography as well as taking quality videos whilst on excursions	→			Tech Team	Global Comp Coord $1000	
	iPads • Incorporating wireless technology into the K-2 building to utilise the iPads (and 3-6 building if funding permits) • Budget for the purchasing of iTunes applications	→		→	Tech Team Prin, SASS, Coord	Global IT $1000 NSP $5000	NSP R4
	Internet Connection • Provide quality Internet connection to the upstairs primary area • Wireless connection installed in the K-2 building	→ →			Tech Team	NSP $5000	
	Replacement of Aging Computers • Allocation of global money to replace aging computers	→				Global IT $9000 + P&C cont	
	Repair Budget for Key Equipment • Provide maintenance money in order to maintain the aging IWBs throughout the school			→	Tech Team	Global IT $5000 IWB Repairs	
	Computer Coordinator Allocation • Staff awareness of the use of computer coordinator allocation.			→	Coord	NA	
	Virtual Excursions • Continue to provide teachers with incentives to utilise the Virtual Excursion technology			→	Prin	NSP $1000	NSP R4
	Study Buddy • Technology Team to establish a Study Buddy system whereupon a school list of 'experts' would be established for staff to share their knowledge with			→	Tech Team	NA	NSP R4

The Office of Schools Plan 2009-2011
OFS 1 – Literacy
OFS - 2 Numeracy
OFS - 3 Student Engagement and Retention
OFS - 4 Aboriginal Education and Training
OFS - 5 Teacher Quality
OFS - 6 Connected Learning
Low SES National School Partnerships
NSP R 1: Incentives to attract high-performing principals and teachers
NSP R 2: Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals
NSP R 3: School operational arrangements that encourage innovation and flexibility
NSP R 4: Providing innovative and tailored learning opportunities
NSP R 5: Strengthened school accountability
NSP R 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)

Raise the welfare standards for all students

Target 3 – STUDENT WELFARE

2012:

Increase in Positive Consequences: Increase Principal Awards (Prin) to an average of **223 per year (increase of 2).** Increase Bronze Awards (Bronze) of **45 per year (increase of 1.5).** Increase Silver Awards (Silver) to **26 per year (increase of 2).** Increase Gold Awards (Gold) to **7 per year (increase of 1).**

Reduction in Negative Consequences: Reduce Letters of Intentions to Suspend (LOIs) to an average of **18 LOIs per term (decrease of 3.45%).** Reduce Short Suspensions (Sus -S) to an average of **5 per term (decrease of 0.54).** Reduce Long Suspensions (Sus –L) to an average of **1 per term (decrease of 0.45).** Reduce the percentage of LOIs converting to suspensions to an average of **27% (decrease of 1.25%).**

Improving overall attendance figures: Reduce Term 3 average term absences to an average to **4.5 (Decrease of 0.25).** Reduce Boy Three Year Average to **3.3 (decrease of 0.05).**

Improve the overall quality of applicants into the Opportunity Class: Increase the number of overall applicants to **30 (increase of 2)**. Increasing the highest score average to **213 (increase of 1.01)** through attracting more quality applicants**.** Increasing the percentage of non-local applicants to **47% (increase 2%).** Increasing average CWPS application score to **153 (increase of 1.1)** through the CWPS Enrichment Program and targeting quality applicants within based on in-school data.

Targets	Indicators and Strategies	2012	2013	2014	Responsibility	Resource Allocation & Funding Source	Links with DEC, HCC & NSP Priorities
Practices Effectively introduce new and enhanced welfare practices into the school	**Improved social & emotional wellbeing and skills for life for every student** *Promote Positive Behaviour for Learning (PBL)* *Mission Statement: To create an environment which nurtures and values respect, responsibility and learning.* *Promoting PBL to the Whole school Community* • Ensure teacher 'Kanga Crew' PBL identification jackets are worn by all staff whilst on duty. Ensure jackets are purchased for staff who do not currently have a jacket. • Once a term, feature PBL in the school newsletter. Include positive and negative flow charts as well as information on Restorative Justice and red/Green Brain Theory systems. • Ensure PBL/Restorative Justice/Red and Green Brain Theory is part of every Induction of casual, temporary and permanent staff at the school. *Underpinning PBL with Effective Support Programs* • Continuation of 'Red/Green Brain Theory' to support classroom teachers in promoting positive behaviours within the classrooms. • Continuation of 'Bounce Back' to support classroom teachers in promoting positive behaviours within the classrooms. • Continuation of 'Restorative Justice' to support classroom teachers in promoting positive behaviours within the classrooms.				Prin, Exec, PBL Team Coord, PBL Team Prin, Exec PBL Team PBL Team PBL Team	NA NA NA Global Welfare $500 program purchases	

	Raise the welfare standards for all students						
Targets	**Indicators and Strategies**	**2012**	**2013**	**2014**	**Responsibility**	**Resource Allocation & Funding Source**	**Links with DEC, HCC & NSP Priorities**
Practices Effectively introduce new and enhanced welfare practices into the school	**Improved social & emotional wellbeing and skills for life for every student (continued)**						
	Ensure External Support is Sort to Support the School's LST and classroom teachers						
	• Implement whole school resilience program utilising the ISTB to model correct behaviours for students in regular need			→	Prin, ISTB, LST, PBL Team	NA	
	• Ensure at least once per year the community/police liaison officer presents to students about bullying, police programs etc			→		NA	
	Integrate Effective Restorative Practices for the Planning Room						
	• Develop a policy which clearly outlines for both students and staff the expectations and practices in Planning Room			→	Prin, Exec	NA	
	• Embed social interaction and resilience skills in the students who are continual offenders.			→	Prin, Exec	NA	
	School Parliament						
	• Continue to provide students with a constructive voice in the day-to-day operations and decisions of the school.			→	Coord	NA	
	Student Representative Council						
	• Continue to provide students with a constructive voice in the day-to-day operations and decisions of the school.			→	Coord	NA	
	Leap Into Learning (LIL) & Kindergarten Orientation						
	• Ensure PBL is integrated into P-K Leap Into Learning (LIL) sessions so both prospective parents and students understand the school's universal core values and expectations.			→	Coord, PBL Team	NA	
	• Ensure that PBL is introduced formally to the parents during Kindergarten Orientation sessions.			→		NA	
	• Introduce a LIL Year 4 Buddy System to establish strong links first up with peers.			→		NA	
	• Continue to create strong working relationships with the local early childhood centres. Provide support in preparing children for school in relation to social and academic preparation.			→		NA	
	Staffing Arrangements						
	• Flexible SASS time for additional administrative responsibilities associated with National Partnerships		→		Prin	NSP $5000 SASS Casual Relief	
	• Continue employment of QT AP to up skill staff in new technologies such as Moodle, Wikis, Blogs, Video Conferencing etc		→		Prin	NSP Add AP $123 956	

Targets	Indicators and Strategies	2012	2013	2014	Responsibility	Resource Allocation & Funding Source	Links with DEC, HCC & NSP Priorities
	Raise the welfare standards for all students						
Data Use data to drive whole school focuses and individual teaching and learning programs	***Supervision*** • Continue to analyse with the staff current data collection strategies and identify specific focus areas • Track classroom teacher positive and negative entries into Sentral. Publish classroom teacher data in the Bulletin at least once every five weeks.	→			Prin, Exec Prin, PBL Team	NA NA	
	Programs • Programs must clearly indicate that PBL/Child Protection/Peer Support lessons/sessions have been delivered to the students K-6. • PBL Team create a Year Planner for PBL activities as well as teaching expectations, Eg T1 W1-5 toilet lessons, W6-10 Bounce Back	→			Exec, CTs Exec, CTs	NA NA	
	Classroom Observations • Principal and/or executive to drop in on classes within PBL time to ensure lessons are being taught.	→			Prin, Exec	NA	
	PBL, LST, School Executive utilising positive/negative data • During each PBL meeting, data to be presented to the group to guide focus areas for the school and ultimately the development of lessons K-6 to support these focuses.	→			PBL Team	NA	
	• Principal to at least every five weeks include positive/negative data in the Bulletin to heighten awareness for staff of the issues	→			Prin	NA	
	• LST to use negative data to track individual students for support including the Regional ISTB program as well as LST referrals.	→			Prin, LST, ISTB	NA	
	• School Executive to look over data once every five weeks to enable the supervisors of each stage to heighten awareness of individual staff members keeping track of positive entries as well as potential negative trends within their classroom and/or playground.	→			Exec, CTs	NA	
	Absenteeism • Providing a strong focus on reducing <85% students through reward programs with the school canteen for improved attendance • Regularly send out letters to families whose child/ren's absenteeism is high. Ensure continual offenders parents are offered opportunities to attend LST meetings to support the families in correcting absenteeism • Where necessary refer students to the HSLO for a Monitoring Program and ultimately potential fines. • Provide AP with time off class to support the CLO in analysing absentee data.	→	→		Prin, Coord, HSLO, CLO	NA NA NA Source: add release	

Targets	Indicators and Strategies	2012	2013	2014	Responsibility	Resource Allocation & Funding Source	Links with DEC, HCC & NSP Priorities
Raise the welfare standards for all students							
Programs Continually refining current welfare practices and incorporating additional programs to enhance student learning outcomes	*Promoting PBL to the Whole school Community* • Develop Non-Classroom promotional lessons for all stages of learning in relation to specific areas of the school (Toilets, Playground etc).			→	PBL Team	NA	
	• Develop Classroom specific promotional lessons for all stages of learning			→	PBL Team	NA	
	Effective Support Programs to a Accompany PBL • 'Red/Green Brain Theory' developed within each stage and supervisors to ensure teachers are using the system and that supervisors/principal are monitoring the systems use throughout the school day.			→	PBL Team	NA	
	• 'Circle Time' to be implemented K-6 during PBL timeslot to develop effective resilience strategies throughout the school.			→	PBL Team	NA NA NA	
	• 'Bounce Back' to be implemented K-6 during PBL timeslot to develop effective resilience strategies throughout the school.			→	PBL Team		
	• 'Restorative Justice' forms to be used by teachers both in the playground and classrooms for any medium to high range incident . Any incident requiring supervisor and/or principal intervention, RJ forms must be completed.			→	PBL Team	NA	
	• Explore the possibility of introducing 'Safe and Respectful Behaviours, an anti-bullying program designed by the PBL Regional Team.			→	PBL Team	Global Welfare $1800 PLP planning	
	Aboriginal Education • Improve the effectiveness of the CWPS Aboriginal Personalised Learning Programs (PLPs) based on the suggestions from the 2011 Internal Review by inviting parents up to the school to undertake the initial setting up of the PLPs as well as the end of term reviews and re-setting of goals.			→	Prin, CLO, Ab Ed Team		
	• Introduce Bro and Sister Speak which is a cultural program for boys and self esteem for the girls.			→	Coord, CLO		
	• Continue to address the Dare to Lead Recommendations from 2009			→	Coord, CLO		
	• Introduce Aboriginal parent's morning/afternoon teas to encourage parents to become more involved in their children's education.			→	Coord, CLO		
	Utilising In House Skills of Classroom Teachers • Support staff with the 2012 Whole School concert through utilising fellow staff members with theatrical and/or musical talents. .			→	Performance Team	NSP $9000 Casual Relief	

	Raise the welfare standards for all students						
Targets	**Indicators and Strategies**	**2012**	**2013**	**2014**	**Responsibility**	**Resource Allocation & Funding Source**	**Links with DEC, HCC & NSP Priorities**
Enhanced school leadership capacity for school improvement	***Training & Development*** ***Positive Behaviour for Learning (PBL) Training*** • Ensure that each year every member of the PBL Team has received the PBL Introductory Training			→	Prin	Global Welfare $1000 training	
	Welfare Policy Development • Ensure each year that the CWPS Welfare Policy is updated according to changes throughout the year or in accordance with updated CED policies.			→	Prin, Exec, PBL Team	NA	
	Regional PBL T&D Support • PBL Team to utilise the regional PBL Team where possible to support new program introductions or reviewing what is currently in place at the school.			→	PBL Team	NA	
	• PBL Coach invited to each CWPS PBL Team meeting to support and provide an analytical viewpoint on group discussions.			→	PBL Coach, PBL Team	NA	
	School Counsellor Support • Purchase 'Awma' and 'Brief' professional tests to support effective testing of students at CWPS	→			Prin, Sch Coun	NSP $2000 Sch Coun Programs	
	Enrichment Program • K-4 Enrichment support to extend into classrooms instead of withdrawal		→		Prin, Coord Coord	NA NA	
	• Providing teachers with additional training & development on how to effectively extend talented students			→		NA	
	New Scheme Teachers - Mentor • Assign a mentor with the responsibility school-wide of supporting New Scheme Teachers throughout their accreditation process.			→	Coord	NA	
	• The mentor will organise sessions to work with the New Scheme Teachers on a regular basis			→	Coord	NA	
	• The mentor will regularly address the executive both individually and collectively at Executive Meetings concerning the progress of individuals and updates with the accreditation process.			→	Coord		

Targets	Indicators and Strategies	2012	2013	2014	Responsibility	Resource Allocation & Funding Source	Links with DEC, HCC & NSP Priorities
Raise the Welfare standards for all students							
Organisational Aspects	***Equitable Time for Literacy/Numeracy*** • Every Thursday 12:30-1:10pm, K-6 implementation of welfare whole programs by classroom teachers: PBL lessons, child protection, Bounce Back, Peer Support	─────	─────	───►	Prin	NA	
	Whole School Assemblies • Ensure 'Ranger Roo' has a high profile during whole school assemblies	─────	─────	───►	PBL Team	NA	
	• Continue with the PBL awards each assembly	─────	─────	───►	PBL Team	Global $700 Awards	
	CWPS Familiarisation T&D for School Welfare Systems *Differentiated Teaching & Learning* • Ensure that all teachers have a firm understanding of PBL, RJ, Red/Green Brain Theory, Bounce Back, Circle Time techniques	─────	─────	───►	PBL Team	NA	
	Scope & Sequences • Ensure from 2012 on that all staff are familiar with when the following programs are implemented throughout the school year: PBL core values/playground/classroom focuses, Bounce Back, Restorative Justice, Child Protection, Peer Support	─────	─────	───►	PBL Team	NA	
	Parent/Teacher Interviews • At the end of Semester One, parent/ teacher interviews conducted K-6.	─────	─────	───►	Prin	NA	
	• Work Sample Folders passed onto students to present to their families both at the end of Semester One and Two. Work sample folder minimums to consist of 2 literacy, one numeracy and one HSIE/CAPA/PDHE work sample plus any additional work that the classroom teacher wishes to include.	─────	─────	───►	Prin, Exec, CTs	NA	
	Individual Roles and Responsibilities • New Roles and Responsibilities developed for each teaching member of staff in 2012	─────	─────	───►	Prin	NA	
	• CWPS Executive Roles and Responsibilities developed in consultation with school executive at the commencement of every school year.	─────	─────	───►	Prin	NA	
	Internal Review • Internal Review: School Assessment and Evaluation Team and a Principal from another school will evaluate the effectiveness of the National Partnerships 2012 Plan in association with the 2012-2014 School Plan	─────	───►		Prin	NSP $1000 IR	
	• Ensure that at the completion of the Internal Review process, the team will personally ring those involved in the Review (in particular community members) and personally inform them of the overall results of their sections. Students to also be informed via School Parliament and the Teachers via a GSM.	─────	───►		Prin, IR Team	NA	
	Revamp of the Centre Playground • Incorporate an amphitheatre. Engage community in project to create vegetable garden etc in the area + landscaping.	─────	───►		Prin	NSP $20000	

	Raise the Welfare standards for all students						
Targets	**Indicators and Strategies**	**2012**	**2013**	**2014**	**Responsibility**	**Resource Allocation & Funding Source**	**Links with DEC, HCC & NSP Priorities**
Organisational Aspects	**Schools working with Communities** • Parent Education Classes To continue with 2012's LIL parents to develop the concept of a shared responsibility of educating their children and continuing with the concept progressively each year - Family reading and writing: helping your child with their learning - Family numeracy: helping your child with their learning - Positive parenting classes - Effective use of Technology at home and in support of a child's education • Provide a variety of similar courses for current Year 1-6 parents, similar to those provided for kindergarten parents in 2012-2014.			→ →	All Teams All Teams	Global Welfare $1000 parent education NA	
	Encouraging Community Engagement • Increasing awareness of community based functions that are taking place within the school (purchasing 12 school blazers) • Increasing our school community's knowledge of the school site with clear signage (Whole school map at two main entrances, flag pole, direction signs, labelling of certain buildings (eg clothing pool, office, toilet signs for boys and girls)			→ →	Prin Prin	NSP $3000 blazers NSP $3000 signs NSP $3000 catering	
	Increased Aboriginal Parental Engagement in Supporting their Child's Learning • Create deeper cultural programs within the local community. Incorporate Mount View High's Aboriginal student population into mentoring our Aboriginal students in relation to education • Continue Personalised Learning Plans (PLPS) for K-6 Aboriginal Students • Where possible, incorporate local Aboriginal identities to participate in culturally significant events (Eg NAIDOC Week, Sorry Day)			→ → →	Ab Ed Team, CLO Ab Ed Team, CLO	NA NA NA	
	Employment of an Community Liaison Officer (CLO) • Seek culturally appropriate activities for the students to participate in on the day to day basis • Seek culturally appropriate activities and resources to assist classroom teachers in teaching Aboriginal perspectives on a day-to-day basis • Develop bonds with CWPS' Aboriginal families through appropriate social and educational sessions • CLO become an integral part of the implementation of every Aboriginal student's PLP on a monthly basis • CLO to become an integral part of the formation and signing off the PLPs Provide in-class support to improve targeted Aboriginal students' literacy achievements and or numeracy achievements	→ → → → → →	→ → → → → →		Prin CLO CLO CLO CLO	NSP $29 007 CLO	
	OH&S Siren/Announcer System • Install announcer/siren system 3-6 Building/QuickSmart/Music Room/Library • Install announcer/siren system K-2 Building/Kinder timber building	→ →			Prin Prin	NSP $6000	

Contribution to shared regional position 4%	`	*$15202*	*R1-6*
Contribution to shared LMG activities 3%		*$11401.56*	*R1-6*

The Office of Schools Plan 2009-2011

OFS 1 – Literacy
OFS - 2 Numeracy
OFS - 3 Student Engagement and Retention
OFS - 4 Aboriginal Education and Training
OFS - 5 Teacher Quality
OFS - 6 Connected Learning

Low SES National School Partnerships

NSP R 1: Incentives to attract high-performing principals and teachers
NSP R 2: Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals
NSP R 3: School operational arrangements that encourage innovation and flexibility
NSP R 4: Providing innovative and tailored learning opportunities
NSP R 5: Strengthened school accountability
NSP R 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)