Ourimbah Public School

Strategic School Plan

2012-2014
Ourimbah Public School provides a supportive and positive educational environment addressing the learning needs of all students. Quality education opportunities for students are provided through programs which cater for individual needs incorporating syllabus modification, adjustments and differentiation. Ourimbah Public School is a member of the Valley Schools Learning Community which provides students with the opportunity to participate in extended programs and maximising resources across the participant schools.

Ourimbah PS is a school in a negative growth area with enrolments falling to 434 in 2011 - 4.5% students identified as being Aboriginal or Torres Strait Islander and 32 students (7.79%) are from a language background other than English. Students with additional learning needs are supported by the Support teacher-Learning, Reading Recovery teacher and the school’s Learning Support team. Two School Learning Support Officers provide additional assistance through Integration funding. Identified Gifted and Talented students are extended through participation in external and school based learning opportunities. Parent volunteers support student learning in classes and through tutoring programs.

The school executive team of one Principal and four teaching Assistant Principals work collaboratively and provide strong leadership to teachers who embrace technology for learning and deliver engaging learning programs.

Our 2011 NAPLAN results indicated that in Year 3:
- 94% of students were at and above minimum standards in NAPLAN Reading
- 42% of students were at proficient standards in NAPLAN Reading
- 98% of students were at or above minimum standards in Numeracy
- 41% of students were at proficient standards in Numeracy

Our 2011 NAPLAN results indicated that in Year 5:
- 100% of students were at and above minimum standards in NAPLAN Reading
- 28% of students were at proficient standards in NAPLAN Reading
- 100% of students were at or above minimum standards in Numeracy
- 19% of students were at proficient standards in Numeracy

### SCHOOL IDENTIFIED PRIORITY AREA/S |
<table>
<thead>
<tr>
<th>INTENDED OUTCOME/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITERACY</td>
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<tr>
<td>NUMERACY</td>
</tr>
<tr>
<td>INNOVATIVE PRACTICE AND STUDENT ENGAGEMENT</td>
</tr>
<tr>
<td>SYLLABUS IMPLEMENTATION</td>
</tr>
<tr>
<td>Improved Literacy outcomes for all students</td>
</tr>
<tr>
<td>Improved Numeracy outcomes for all students</td>
</tr>
<tr>
<td>Increased use of IT in innovative teaching; students actively engaged in learning</td>
</tr>
<tr>
<td>New NSW syllabuses implemented in English, Mathematics, Science and History</td>
</tr>
</tbody>
</table>

**PRINCIPAL'S SIGNATURE:**

**SED ENDORSEMENT**

**DATE**
<table>
<thead>
<tr>
<th>School Identified Priority</th>
<th>LITERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome</td>
<td>By the end of 2014 Ourimbah Public School will improve Literacy outcomes for all students</td>
</tr>
<tr>
<td>Targets</td>
<td></td>
</tr>
</tbody>
</table>

**Year 3**

**Target 1:**
- In **2012** NAPLAN Reading the percentage of students in Year 3 who are within the proficient standard (bands 5-6) will improve from 43% to 44%
- In **2013** NAPLAN Reading the percentage of students in Year 3 who are within the proficient standard (bands 5-6) will improve from 44% to 45%
- In **2014** NAPLAN Reading the percentage of students in Year 3 who are within the proficient standard (bands 5-6) will improve from 45% to 46%

**Target 2:**
- In **2012** NAPLAN Reading the percentage of students in Year 3 who are within bands 1-2 will decrease from 15% to 14%
- In **2013** NAPLAN Reading the percentage of students in Year 3 who are within bands 1-2 will decrease from 14% to 13%
- In **2014** NAPLAN Reading the percentage of students in Year 3 who are within bands 1-2 will decrease from 13% to 12%

**Year 5**

**Target 3:**
- In **2012** NAPLAN Reading the percentage of students in Year 5 who are within the proficient standard (bands 7-8) will improve from 26% to 28%
- In **2013** NAPLAN Reading the percentage of students in Year 5 who are within the proficient standard (bands 7-8) will improve from 28% to 30%
- In **2014** NAPLAN Reading the percentage of students in Year 5 who are within the proficient standard (bands 7-8) will improve from 30% to 32%

**Target 4:**
- In **2012** NAPLAN Reading the percentage of students in Year 5 who are within bands 3-4 will decrease from 20% to 19%
- In **2013** NAPLAN Reading the percentage of students in Year 5 who are within bands 3-4 will decrease from 19% to 18%
- In **2014** NAPLAN Reading the percentage of students in Year 5 who are within bands 3-4 will decrease from 18% to 17%

**Target 5:**
- In **2012** NAPLAN Reading the percentage of students in Year 5 who are achieving greater than or equal to expected growth will increase from 58% to 59%
- In **2013** NAPLAN Reading the percentage of students in Year 5 who are achieving greater than or equal to expected growth will increase from 59% to 60%
- In **2014** NAPLAN Reading the percentage of students in Year 5 who are achieving greater than or equal to expected growth will increase from 60% to 61%
<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>INDICATORS</th>
<th>TIMEFRAME</th>
<th>RESPONSIBILITY</th>
<th>FUNDING SOURCE/BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All K-2 teachers trained and updated in Best start</td>
<td>• Best start effectively implemented K-2</td>
<td>2012</td>
<td>Principal, ES1 / S1 supervisors</td>
<td>Stage meetings Beststart n’work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2013</td>
<td>K-2 teachers</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Focus on Reading program to be implemented in Years K-6</td>
<td>• Implementation of Focus on Reading strategies</td>
<td>X</td>
<td>English team</td>
<td>SDD TPL-$7 000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S2 / S3 teachers</td>
<td>School funds FoR – $3 000</td>
</tr>
<tr>
<td>• All teachers demonstrate deep understanding of the English syllabus</td>
<td>• Teaching programs reflect Quality Teaching elements, explicit,</td>
<td>X</td>
<td>Class teachers</td>
<td></td>
</tr>
<tr>
<td>through systematic and explicit teaching</td>
<td>systematic teaching practices and differentiation to cater for student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tracking and analysis of student achievement data to determine</td>
<td>• All teachers complete effective data analysis and use this to inform</td>
<td>X</td>
<td>Principal Executive</td>
<td>English team / Stage team meetings</td>
</tr>
<tr>
<td>individual and school-based needs</td>
<td>teaching and learning programs</td>
<td></td>
<td>Class teachers</td>
<td>English budget – $3 500</td>
</tr>
<tr>
<td></td>
<td>• Evidence of student ability groupings in all strands in class teaching</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• All students plotted, tracked and grouped according to Literacy</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>continuum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Learning assistance is provided for students not reaching national</td>
<td>• School targets for reaching minimum standards are achieved</td>
<td>X</td>
<td>Learning Support team</td>
<td>STL -$300</td>
</tr>
<tr>
<td>standards</td>
<td></td>
<td></td>
<td>STL, RR, class teachers</td>
<td>RR funds-$1 000</td>
</tr>
<tr>
<td>• All teachers undertaking TPL</td>
<td>• All teachers identify and undertake TPL in areas of personal</td>
<td>X</td>
<td>Class teachers</td>
<td>TPL – 5 days $1 750</td>
</tr>
<tr>
<td></td>
<td>and professional needs aligned with school needs</td>
<td></td>
<td>Principal Executive</td>
<td></td>
</tr>
<tr>
<td>• Teachers confidently access DEC on-line resources to improve in</td>
<td>• Increased use of on-line DEC resources, eg Tale, NAPLAN Teaching</td>
<td>X</td>
<td>Class teachers</td>
<td>SDD Stage meetings</td>
</tr>
<tr>
<td>teaching strategies</td>
<td>Strategies, SMART board programs</td>
<td></td>
<td>Technology team</td>
<td></td>
</tr>
<tr>
<td>• School scope and sequence developed in: Writing</td>
<td>• Teaching programs indicate explicit, systematic, balanced and</td>
<td>X</td>
<td>English team</td>
<td>English team meetings</td>
</tr>
<tr>
<td>Spelling</td>
<td>integrated teaching of the elements identified</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### ADDITIONAL INDICATORS - LITERACY

**Kindergarten**

**Indicator 1:**
- In 2012 the percentage of Kindergarten students at or above independent Reading Recovery Level 6 will improve from 82% to 84% by end of Term 4
- In 2013 the percentage of Kindergarten students at or above independent Reading Recovery Level 6 will improve from 84% to 86% by end of Term 4
- In 2014 the percentage of Kindergarten students at or above independent Reading Recovery Level 6 will improve from 86% to 88% by end of Term 4

**Year 1**

**Indicator 2:**
- In 2012 the percentage of Year 1 students at or above independent Reading Recovery Level 16 will improve from 82% to 84% by end of Term 4
- In 2013 the percentage of Year 1 students at or above independent Reading Recovery Level 16 will improve from 84% to 86% by end of Term 4
- In 2014 the percentage of Year 1 students at or above independent Reading Recovery Level 16 will improve from 86% to 88% by end of Term 4

**Year 2**

**Indicator 3:**
- In 2012 the percentage of Year 2 students at or above independent Reading Recovery Level 26 will improve from 66% to 68% by end of Term 4
- In 2013 the percentage of Year 2 students at or above independent Reading Recovery Level 26 will improve from 68% to 70% by end of Term 4
- In 2014 the percentage of Year 2 students at or above independent Reading Recovery Level 26 will improve from 72% to 74% by end of Term 4

**Year 7**

**Indicator 4:**
- In 2012 NAPLAN Reading the percentage of students in Year 7 who are within the proficient standard (bands 8-9) will improve from 31% to 32%
- In 2013 NAPLAN Reading the percentage of students in Year 7 who are within the proficient standard (bands 8-9) will improve from 32% to 33%
- In 2014 NAPLAN Reading the percentage of students in Year 7 who are within the proficient standard (bands 8-9) will improve from 33% to 34%

**Indicator 5:**
- In 2012 NAPLAN Reading the percentage of students in Year 7 who are within bands 4-5 will decrease from 18% to 17%
- In 2013 NAPLAN Reading the percentage of students in Year 7 who are within bands 4-5 will decrease from 17% to 16%
- In 2014 NAPLAN Reading the percentage of students in Year 7 who are within bands 4-5 will decrease from 16% to 15%

**Indicator 6:**
- In 2012 NAPLAN Reading the percentage of students in Yr 7 who are achieving greater than or equal to expected growth will increase from 55% to 56%
- In 2013 NAPLAN Reading the percentage of students in Yr 7 who are achieving greater than or equal to expected growth will increase from 56% to 57%
- In 2014 NAPLAN Reading the percentage of students in Yr 7 who are achieving greater than or equal to expected growth will increase from 57% to 58%

**MEASURED/MONITORED BY:**
- Principal, ES1
- Supervisor, ES1 Teachers & Reading Recovery Teacher.
- Principal, S1
- Supervisor, S1 Teachers & Reading Recovery Teacher.
- Principals, executive staff & teachers
- Principals, executive staff & teachers
- Principals, executive staff & teachers
### By the end of 2014 Ourimbah Public School will improve Numeracy outcomes for all students

#### Targets

##### Year 3

**Target 6:**
- In 2012 NAPLAN Numeracy the percentage of students in Year 3 who are within the proficient standard (bands 5-6) will improve from 34% to 36%
- In 2013 NAPLAN Numeracy the percentage of students in Year 3 who are within the proficient standard (bands 5-6) will improve from 36% to 37%
- In 2014 NAPLAN Numeracy the percentage of students in Year 3 who are within the proficient standard (bands 5-6) will improve from 37% to 38%

**Target 7:**
- In 2012 NAPLAN Numeracy the percentage of students in Year 3 who are within bands 1-2 will decrease from 12% to 11%
- In 2013 NAPLAN Numeracy the percentage of students in Year 3 who are within bands 1-2 will decrease from 11% to 10%
- In 2014 NAPLAN Numeracy the percentage of students in Year 3 who are within bands 1-2 will decrease from 10% to 9%

##### Year 5

**Target 8:**
- In 2012 NAPLAN Numeracy the percentage of students in Year 5 who are within the proficient standard (bands 7-8) will improve from 20% to 22%
- In 2013 NAPLAN Numeracy the percentage of students in Year 5 who are within the proficient standard (bands 7-8) will improve from 22% to 24%
- In 2014 NAPLAN Numeracy the percentage of students in Year 5 who are within the proficient standard (bands 7-8) will improve from 24% to 26%

**Target 9:**
- In 2012 NAPLAN Numeracy the percentage of students in Year 5 who are within bands 4-5 will decrease from 15% to 14%
- In 2013 NAPLAN Numeracy the percentage of students in Year 5 who are within bands 4-5 will decrease from 14% to 13%
- In 2014 NAPLAN Numeracy the percentage of students in Year 5 who are within bands 4-5 will decrease from 13% to 12%

**Target 10:**
- In 2012 NAPLAN Numeracy the percentage of students in Year 5 who are achieving greater than or equal to expected growth will increase from 45% to 47%
- In 2013 NAPLAN Numeracy the percentage of students in Year 5 who are achieving greater than or equal to expected growth will increase from 47% to 49%
- In 2014 NAPLAN Numeracy the percentage of students in Year 5 who are achieving greater than or equal to expected growth will increase from 49% to 51%
<table>
<thead>
<tr>
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<th>RESPONSIBILITY</th>
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</tr>
</thead>
</table>
| • All teachers deliver quality teaching and learning programs that reflect a deep understanding of the K-6 Mathematics syllabus and Quality Teaching framework | • All teachers deliver quality teaching and learning programs that reflect a deep understanding of the K-6 Mathematics syllabus and Quality Teaching framework  
• Scope and sequence document to be reviewed  
• Teaching and learning programs demonstrate explicit, systematic teaching practices including differentiation for learning needs | 2012 X  
2013 X  
2014 | Principal Maths team  
Class teachers | Staff meetings  
Stage meetings |
| • Tracking and analysis of student achievement data to determine individual and school-based needs | • All teachers complete effective data analysis and use this to inform teaching and learning programs  
• Evidence of student ability groupings in all strands in class teaching programs  
• All students plotted, tracked and grouped according to Numeracy continuum  
• Benchmark testing for ES1/S1 in Numeracy | 2012 X  
2013 X  
2014 | Class teachers  
Class teachers Supervisors  
Class teachers | Stage meetings  
Stage meetings  
Team meetings |
| • All teachers undertaking TPL in Maths | • Teachers identify & undertake TPL in areas of professional need aligned to school needs, including  
• TEN – ES1, S1 & Yr 3 teachers  
• CMIT online training modules for all K-6 staff  
• Teaching programs, assessment tasks and reporting process follow DEC guidelines | 2012 X  
2013 X  
2014 | Executive Class teachers | TPL –5 days – $1 750  
TPL 16 X half day $3 500  
Stage meetings |
| • Demonstrated commitment to the Valley Schools Mathematics program | • Teachers and students participate in the Valley Schools Mathematics program including TPL, transition program (Stage 3-4), enrichment and curriculum differentiation activities | 2012 X  
2013 X  
2014 | Maths team Principal | TPL –as above |
| • All teachers to demonstrate improvement in teaching strategies including use of DEC on-line resources | • All teachers to access on-line DEC resources, eg TaLe, NAPLAN Teaching Strategies  
• Student learning supported by scaffolded lessons using equitably distributed resources | 2012 X  
2013 X  
2014 | Class teachers  
Maths team | Staff meetings  
Maths budget - $2 500 |
| • Highly engaging Numeracy programs presented through use of technology | • Mathletics program to be used in each classroom  
• Maths Olympiad provided for GAT students | 2012 X  
2013 X  
2014 | Maths team  
Maths team | Parent cost |
## Kindergarten Indicator 7:
- In 2012 no Kindergarten child will place below Level 2 on all aspects of the Numeracy continuum by the end of Term 4
- In 2013 no Kindergarten child will place below Level 2 on all aspects of the Numeracy continuum by the end of Term 4
- In 2014 no Kindergarten child will place below

## Year 1 and 2 Indicator 8:
- In 2012 Stage 1 teachers to explore methodologies of benchmarking Yr 1 and Yr 2 pupils against Numeracy continuum and setting feasible targets for 2013 / 2014
- In 2013 Stage 1 targets set for 2013 and 2014
- In 2014 achievement of 2013 targets

## Year 7 Indicator 9:
- In 2012 NAPLAN Numeracy the percentage of students in Year 7 who are within the proficient standard (bands 8-9) will improve from 26% to 27%
- In 2013 NAPLAN Numeracy the percentage of students in Year 7 who are within the proficient standard (bands 8-9) will improve from 27% to 28%
- In 2014 NAPLAN Numeracy the percentage of students in Year 7 who are within the proficient standard (bands 8-9) will improve from 28% to 29%

## Indicator 10:
- In 2012 NAPLAN Numeracy the percentage of students in Year 7 who are within bands 4-5 will decrease from 18% to 17%
- In 2013 NAPLAN Numeracy the percentage of students in Year 7 who are within bands 4-5 will decrease from 17% to 16%
- In 2014 NAPLAN Numeracy the percentage of students in Year 7 who are within bands 4-5 will decrease from 16% to 15%

## Indicator 11:
- In 2012 NAPLAN Numeracy the percentage of students in Year 7 who are achieving greater than or equal to expected growth will increase from 51% to 53%
- In 2013 NAPLAN Numeracy the percentage of students in Year 7 who are achieving greater than or equal to expected growth will increase from 53% to 54%
- In 2014 NAPLAN Numeracy the percentage of students in Year 7 who are achieving greater than or equal to expected growth will increase from 54% to 55%
**Valley Schools Numeracy Plan**

### Context
LMG Schools have four aspects in common where their numeracy performance is well below state. These are:

- Perimeter / Area;
- Prime Numbers;
- Multiplication / Division; and
- Time (Tables / Graphs / Charts)

NAPLAN analysis indicates a knowledge gap between the mathematics and being able to use this to work mathematically. Critical aspects are indicated as place value and multiplication.

### Outcomes

- Deep critical analysis of NAPLAN results Yrs 3, 5, 7, 9
- Plotting of students on the Numeracy Learning Continuum

### Target 11

- Improvement of students NAPLAN numeracy results in Years 3, 5, 7, 9 by +2
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<tr>
<th>STRATEGIES</th>
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<th>TIMEFRAME</th>
<th>RESPONSIBILITY</th>
<th>FUNDING SOURCE/BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Each school identifies at least one teacher to participate in the <em>Multiplication and Division Strategies K-8</em> Tuesday 27th March 2012 and <em>Arithmetic and Place Value Strategies K-6</em> on 20th March. These teacher/s become in-school workshop leaders.</td>
<td>• Teachers from each LMG school participate in the workshop/s. • Participants have the knowledge and resources to lead these workshops in their own schools.</td>
<td>2012</td>
<td>School TPL / Numeracy Coordinators</td>
<td>School TPL Grant $800</td>
</tr>
<tr>
<td>Schools run <em>Multiplication and Division Strategies K-8</em> workshops (1x 3 hour or 3 x 1 hour sessions)</td>
<td>• Students are plotted on the Numeracy Continuum</td>
<td>2013</td>
<td>Workshop Leaders</td>
<td>SDD or 3 x 1 hour staff meetings</td>
</tr>
<tr>
<td>• Deep NAPLAN Analysis (focus areas only) – Scaffolding provided by Vanessa Gordon. Secondary schools participate in primary analysis and vice-versa. • Key Questions: o What are the teaching implications? o What are the literacy and numeracy demands? o Does the current learning environment support/reflect these? o What is behind student non-attempts at questions?</td>
<td>• All staff have o ownership of NAPLAN data o Deep knowledge (know) of teaching implications o Deep understanding (showing) demonstrated through the learning environment • Classroom strategies address identified learning needs and student position on the learning continuum.</td>
<td>2014</td>
<td>Numeracy Leaders + Workshop Leaders</td>
<td>Staff Meetings (minimum of x 1 hour)</td>
</tr>
<tr>
<td>• Identification of NAPLAN style questions to be used for Frequent, Focussed, Sharp (FFS) classroom activities.</td>
<td>• Three FFS sessions in each Yr 3 – Yr 9 class per week.</td>
<td>2012</td>
<td>Stage Team Leaders</td>
<td>NIL</td>
</tr>
<tr>
<td>• Common language identified and distributed to all schools.</td>
<td>• Common numeracy language has been agreed to and is evident in all schools.</td>
<td>2013</td>
<td>K O’Heir / NVHS Numeracy Team</td>
<td>NIL</td>
</tr>
<tr>
<td>Network Meetings (1 per term): • Revisit the use of Newman’s Analysis • Effective numeracy teaching strategies to address areas of need</td>
<td>• Newman’s Analysis is being used to understand where students are failing and to determine appropriate teaching and learning. • Numeracy network meetings are arranged each term and effective teaching strategies are shared.</td>
<td>2014</td>
<td>Stage Team Leaders</td>
<td>NIL</td>
</tr>
<tr>
<td>School Identified Priority</td>
<td>INNOVATIVE PRACTICE &amp; STUDENT ENGAGEMENT</td>
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<tr>
<td>Outcome</td>
<td>By the end of 2014 Ourimbah Public School will improve use of technology &amp; active student learning</td>
<td></td>
<td></td>
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<tr>
<td>Targets</td>
<td>Target 12:</td>
<td></td>
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</tr>
</tbody>
</table>

2014 NAPLAN results will indicate improved student learning outcomes:
- Expected NAPLAN growth rates in literacy to equal or exceed state performance (54%)
- Expected NAPLAN growth rates in numeracy to equal or exceed state performance (54%)
<table>
<thead>
<tr>
<th>STRATEGIES</th>
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<th>TIMEFRAME</th>
<th>RESPONSIBILITY</th>
<th>FUNDING SOURCE/BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>• School based data will show each student achieving individual learning goals in relation to Stage Outcomes across the curriculum.</td>
<td>• Improved student learning outcomes indicated by school and national data (evidence of growth)</td>
<td>2012 X 2013 X 2014</td>
<td>Principal Executive Class teachers</td>
<td>Stage meetings</td>
</tr>
<tr>
<td>• The Quality Teaching Framework will inform teacher planning, programming and classroom practice in order to improve student outcomes</td>
<td>• Increase in students engaging in extra learning opportunities and class activities</td>
<td>X</td>
<td>Class teachers</td>
<td>School based –TPL sessions</td>
</tr>
<tr>
<td>• Specific student learning needs will be addressed by all teachers through differentiation of curriculum and challenging learning opportunities.</td>
<td>• Teaching programs demonstrate strategies to accommodate the needs of GATs, STLA and Aboriginal students through curriculum differentiation PLPs, ILPs and grouping.</td>
<td>X</td>
<td>Class teachers</td>
<td>Stage meetings GATS budget – $1 000</td>
</tr>
<tr>
<td>• Consistent implementation of whole school welfare and discipline policies.</td>
<td>• Student Welfare is supported by a range of programs including centralised tracking and monitoring data</td>
<td>X</td>
<td>Learning Support team</td>
<td>Global funds $6 000</td>
</tr>
<tr>
<td>• Teachers utilise ICT (including computer lab, connected classroom and interactive whiteboards) as learning tools to enhance student engagement and cater for diversity</td>
<td>• All teachers regularly access online resources through TaLE and CLIC to deliver learning programs</td>
<td>X</td>
<td>Class teachers</td>
<td>Stage meetings Technology team</td>
</tr>
<tr>
<td>• Class teachers provided with updated computers to increase speed and accessibility to programs</td>
<td>• ICT is used across all KLAs to support student learning</td>
<td>X</td>
<td>Principal Technology team Class teachers</td>
<td>T4 Roll out</td>
</tr>
<tr>
<td>• School-based Scope and sequence of technology based skills reviewed</td>
<td>• Pupils assessed against expected skills acquisition</td>
<td>X</td>
<td>Technology team</td>
<td>Team meetings</td>
</tr>
</tbody>
</table>
### Indicator 12:

In each year from 2012 – 2014 teachers will increase their:

- engagement in collaborative programming and planning
- competence and confidence in the application of Consistent Teacher Judgement (CTJ) strategies
- competence and confidence in the application of the Quality Teaching Framework
- competence and confidence in curriculum differentiation
- competence and confidence in the use of ICT in the classroom with teachers progressing one skill band, moving from band 3 to band 4 on the ICT Matrix in the ‘Format for teachers’ professional development’ strand

### Indicator 13:

At the end of 2014 a student satisfaction survey will indicate:

- 90% of the student population enjoy coming to school
- 90% of the student population feel what they learn at school is important
- 85% of the student population always do their best at school
<table>
<thead>
<tr>
<th>School Identified Priority</th>
<th>SYLLABUS IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td>➢ Curriculum leadership teams support implementation of the new BOS K-10 syllabuses across the Valley Schools Learning Community.</td>
<td></td>
</tr>
<tr>
<td>➢ The NSW K-10 syllabuses (Phase 1) have been implemented in the valley schools.</td>
<td></td>
</tr>
<tr>
<td><strong>Targets</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Target 13:**

➢ Four VS Leadership Teams (English, Mathematics, History & Science) have been established and trained. Each team is supporting implementation of a new BOS syllabus across the valley schools.

**Target 14:**

➢ The new NSW BOS syllabuses (English, Mathematics, Science and History) are implemented, starting with English in 2014.
<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>INDICATORS</th>
<th>TIMEFRAME</th>
<th>RESPONSIBILITY</th>
<th>FUNDING SOURCE/BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a K-10 Valley Schools’ Leadership Team for each new BOS syllabus.</td>
<td>A VS team has been established for each new BOS syllabus</td>
<td>2012 X 2013 2014</td>
<td>LMG, Principals, DPs, HTs, APs, aspiring teachers</td>
<td>TPL funding for workshop costs and release</td>
</tr>
<tr>
<td>VS leadership teams participate in regional and online leadership and TPL supporting implementation of the new syllabuses.</td>
<td>Each leadership team has undertaken the leadership modules and actively participated in networks</td>
<td>X</td>
<td>VS Leadership Teams (including Principals)</td>
<td>TPL funding for workshop costs and release</td>
</tr>
<tr>
<td>VS leadership teams provide opportunities for teachers and parents to understand the purpose, benefits, curriculum development process and timeline of the Aust Curriculum and NSW approach.</td>
<td>All teachers K-10 and interested parents are informed about the Aust Curriculum and the NSW approach to implementation.</td>
<td>X</td>
<td>VS Leadership Teams, Principals, K-10 Teachers</td>
<td>Presentations at staff and P&amp;C meetings.</td>
</tr>
<tr>
<td>VS leadership teams support schools to adapt and use online PL modules and T/L resources, developing teachers’ ability to use the new syllabuses to meet the needs of their students.</td>
<td>All teachers are confident in their ability to implement new syllabuses.</td>
<td>X</td>
<td>VS Leadership Team, K-10 Teachers</td>
<td>Staff meetings, SDDs, curriculum planning days, network meetings, etc.</td>
</tr>
<tr>
<td>School teams identify key similarities and differences with current NSW syllabuses and update teaching programs, units, resources and assessment tasks.</td>
<td>All teaching programs, units, resources and assessment tasks reflect new syllabuses.</td>
<td>X</td>
<td>VS Leadership Team, Individual School Teams, Teachers</td>
<td></td>
</tr>
<tr>
<td>Teachers master new syllabus content and differentiate the learning program to meet the needs of diverse learners, including composite classes.</td>
<td>All teachers understand the revised content of new syllabuses.</td>
<td>X</td>
<td>VS Leadership Team, Individual School Teams, Teachers</td>
<td></td>
</tr>
<tr>
<td>School executive provide support and supervision for quality programming, teaching, assessing and reporting of the new syllabuses.</td>
<td>All teachers are competent in developing teaching programs, units, resources and assessment tasks based on new syllabuses.</td>
<td>X</td>
<td>Individual School Executive, Teachers</td>
<td></td>
</tr>
<tr>
<td>Teachers undertake training in using the digital functionality of the new syllabuses.</td>
<td>All teachers understand the layout of new syllabuses and their digital functionality.</td>
<td>X</td>
<td>VS Leadership Team, Individual School Teams, Teachers</td>
<td></td>
</tr>
</tbody>
</table>