

## School Plan 2012

### School Context

Al-Faisal College is an independent school from K to 12 located in the heart of Auburn. The College was established in 1998 and currently has a total of 1296 student enrolments across all grades employing 103 full-time teaching and non-teaching staff. All students enrolled at the College come from a Non-English Speaking Background. The student population comes from various ethnic and cultural backgrounds including large groups with Lebanese, Turkish, Somali, Indonesian and Pakistani ancestry.

Al-Faisal College's mission will be achieved through its school motto: Faith, Knowledge and Success. The main goals are to produce good citizens imbued with Australian values, Islamic culture and to become responsible, productive and contributing members to the Australian society. The College promotes cultural tolerance, compassion and living in harmony with other communities and provides high quality education, which fosters students' spiritual, moral, social, physical, intellectual and leadership development.

In addition to striving to achieve these stated goals, the school also prides itself on attempting to provide students with a high quality education. The College has established ESL Supplementary Classes and introduced Multilit Intervention Programs into the school to enhance literacy development skills amongst students with learning difficulties. The College is also seeking to extend its reading intervention program in 2012 by introducing Minilit to targeted Year One students. This coupled with the support of paraprofessionals within mainstream classrooms will assist in the development of higher levels of proficiency in student first language as well as in their second language.

The College also places a strong emphasis on the integration of Information Technologies within classrooms. The employment of an ICT Learning Specialist as well as the introduction of Interactive Whiteboards (IWBs), computers and the deployment of educational software into classrooms and ICT laboratories assists in raising the levels of student engagement while supporting the varying learning needs of students. The profound impact of the ICT Learning Specialist has resulted in the school seeking to employ a second ICT Learning Specialist to cater for the needs of students in 2012.

The on-going improvement of teacher quality is a feature of paramount importance at the College. All staff at the College are involved in a continuous cycle of learning through high levels of access to professional development opportunities. Participation in workshops and in-services increase opportunities for teachers to interact and create well-supported roles for staff. The gains in knowledge and actions will inevitably lead to improved academic performance within classrooms.

<b>Priority Areas</b>	<b>Targets</b>
<ol style="list-style-type: none"> <li>1. Literacy</li> <li>2. Leadership</li> <li>3. Teacher Quality</li> <li>4. Community Engagement</li> <li>5. Integrating ICT into Learning</li> </ol>	<p>1.1: Increase the percentage of students working at the level of proficiency in Years 3, 5, 7 and 9 by 6% in NAPLAN reading</p> <p>1.2: Increase High School participation in Premier’s Reading Challenge by 20% by the end of 2012</p> <p>1.3: Decrease the percentage of students recording below expected growth rates in reading in Year 5 from 50.6% to 40.6% by May 2012</p> <p>1.4: Decrease the percentage of students recording below expected growth rates in reading in Year 7 from 56.3% to 46.3% by May 2012</p> <p>2.1: A minimum of one member of the senior executive staff is involved in staff collaborative planning sessions</p> <p>2.2: All executive staff (senior and middle managers) to use SMART data to inform future planning</p> <p>3.1: Performance development plans developed and implemented for 50% of staff by the end of 2012</p> <p>4.1: A 10% increase in parents being actively involved in a minimum of one grade or whole school activity per term recorded</p> <p>4.2: Maintain the level of parent interaction at the College during parent workshop sessions</p> <p>5.1: An increase of 25% of students are learning in ways that exposes them to innovative literacy/technological based learning strategies.</p> <p>5.2: 66% of staff demonstrate improved ability to use and apply identified technology to improve teaching pedagogy</p>

**Intended Outcomes:**

1. Improved reading levels of students
2. Student visual literacy, inferential and applied comprehension skills enhanced
3. Higher levels of student reading materials borrowed from school library recorded
4. Student will be better supported to achieve learning outcomes
5. Technology integrated into teaching and learning programs to enhance teaching pedagogy
6. Enhanced school leadership capacity for school improvement
7. Increased leadership depth amongst school Coordinators and HoDs
8. Refined teaching practices as a result of on-going professional learning opportunities
9. Increased productive and supportive relationships between the school, parents and community
10. Increased parental engagement by the establishment of parent focus groups to provide input and to support the College

<b>Priority Area 1: Literacy</b>
<b>Intended Outcomes:</b>
<ol style="list-style-type: none"> <li>1. Improved reading levels of students</li> <li>2. Student visual literacy, inferential and applied comprehension skills enhanced</li> <li>3. Higher levels of student reading materials borrowed from school library recorded</li> <li>4. Student will be better supported to achieve learning outcomes</li> </ol>
<b>Targets:</b>
<p>1.1: Increase the percentage of students working at the level of proficiency in Years 3, 5, 7 and 9 by 6% in NAPLAN reading</p> <p>1.2: Increase High School participation in Premier's Reading Challenge by 20% by the end of 2012</p> <p>1.3: Decrease the percentage of students recording below expected growth rates in reading in Year 5 from 50.6% to 40.6% by May 2012</p> <p>1.4: Decrease the percentage of students recording below expected growth rates in reading in Year 7 from 56.3% to 46.3% by May 2012</p>

<b>Reform</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2011</b>	<b>Responsibility</b>	<b>Resource Allocation and Funding Structure</b>
R1	K-12 Literacy Plan is driving literacy across the school.	Developing a K-10 whole school approach to teaching reading that includes: <ul style="list-style-type: none"> <li>• interpreting and using NAPLAN data and internal school assessment results as a basis</li> </ul>	Completed by Term 4 2012	Primary Deputy Principal + High School Deputy Principal	Cost of teacher release:  \$670.56 per meeting x 6 meetings.

		<p>for future planning</p> <ul style="list-style-type: none"> <li>evaluating the effectiveness of current reading strategies through the analysis of SMART data, running records, anecdotal records and the College's SM Marks.</li> <li>assessing staff expertise in relation to reading through staff surveys and performance reviews</li> <li>identifying, assessing and using available resources</li> </ul> <p>Three follow-up meetings to be organised between senior executives staff and 5 members of literacy committee to provide details, direction and support in implementing whole school approach to teaching literacy.</p>			<p>Total cost: \$4023.36</p> <p>Staff involved in committee meetings: 2 Deputy Principals, K-6 coordinator, English HOD, Infant Coordinator and Primary Coordinator.</p> <p>6 meetings x 2 hours for planning and development.</p> <p>+ Teacher release (school contribution) 3x1.5 hour meetings between senior executives and literacy committee</p>
R1		<p>Conduct regular evaluations of the College's K-12 Literacy Plan for the strands Talking and Listening and Writing developed in 2010 and refined in 2011 based on:</p> <ol style="list-style-type: none"> <li>a school-wide coordinated approach to teaching literacy for the strands of talking and</li> </ol>	<p>Evaluation One: End of Term 1</p> <p>Evaluation Two: End of Term 2</p> <p>Evaluation</p>	<p>Primary Deputy Principal + High School Deputy Principal</p>	<p>Cost of teacher release: \$670.56 per meeting x 3 meetings.</p> <p>Total cost: \$2011.68</p>

		<p>listening and writing)</p> <ol style="list-style-type: none"> <li>2. whole-school planning</li> <li>3. identification and support</li> <li>4. professional learning</li> <li>5. teaching and learning</li> <li>6. home, school and community partnerships</li> <li>7. assessment and reporting.</li> </ol>	Three: Beginning of Term 4		<p>Staff involved in committee meetings: 2 Deputy Principals, K-6 coordinator, English HOD, Infant Coordinator and Primary Coordinator.</p> <p>3 meetings x 2 hours for plan evaluation.</p>
R3	Students more directly engaged in targeted group work to ensure increase in student reading levels.	<p>Maintain the employment of three (3) paraprofessionals to focus on the implementation of the Multilit and Minilit programs to provide support to student with learning difficulties in literacy. <i>(4 sessions of 45 minutes/week x 40 weeks) to provide intervention for students working at or below minimum literacy benchmarks)</i></p> <p>Modify the employment of a fourth paraprofessional to provide additional support in Guided Reading sessions for K-2 classrooms and to assist in benchmarking and keeping running records of students.</p>	Continuation from 2010	Principal + Primary Deputy Principal	Total cost: \$169,276 (\$42,319 per paraprofessional x 4)
R4	Student literacy needs are targeted	Teacher release for K-6 literacy	On-going	Primary	PM Guided

	<p>through the adoption of a whole school approach to guided reading</p>	<p>committee to establish sequenced Guided Reading programs, activities and resource folders that will encompass teacher assisted reading, listening posts (dictagloss), three level guides and literacy based games.</p> <p>Literacy committee to model and demonstrate Guided Reading activities during whole school and stage meetings.</p> <p>Members of literacy committee to provided release to mentor staff during Guided Reading sessions.</p> <p>Paraprofessional to provide additional support to mainstream classroom teachers during Guided Reading sessions (see above strategy)</p>		<p>Deputy Principal</p>	<p>Reading Sets: \$23,000 +</p> <p>Listening Post sets x 10. Cost: \$4080 +</p> <p>Literacy committee planning sessions. 4x2hour meetings per term – (5 committee members to be involved) Cost: \$6734.72</p> <p>+ School contribution of teacher release for literacy committee to mentor staff during Guided Reading sessions</p> <p>Total cost:</p>
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					\$33,814.72 (NP)
R1	<p>Improved student skills in listening, speaking, reading and writing with skills linked to all curriculum areas.</p> <p>Enhanced skills and practice for mainstream classroom teachers in the teaching of ESL across the curriculum.</p>	<p>Maintain the employment of 2 ESL Specialists to focus on Stages One, Two and Three to teach in team teaching settings.</p> <p>Pilot the employment of a Stage 4 ESL Learning Specialist to team teach within secondary faculties and to undertake staff mentoring and a lead role in school based PD.</p> <p>During the team-teaching sessions, ESL Specialists to model lessons and mentor staff in developing their knowledge and skills in ESL pedagogy.</p> <p>Regular collaborative planning sessions between ESL Specialists, K-8 grade/faculty coordinators and grade//faculty teacher representatives to take place twice a term to ensure ESL based strategies are embedded within mainstream classroom practice and programs.</p> <p>ESL Learning Specialists, Coordinators and teacher</p>	<p>Continuation from 2011</p> <p>Term 2 – Term 4 2012</p> <p>On-going in 2012</p>	Principal	<p>\$182,012 (base salary of 2 Primary ESL Specialists)</p> <p>\$69,841.50 (salary of experienced Stage 4 ESL Specialist prorated to the start of Term 2)</p> <p>Collaborative planning sessions (4 x 1.5 hour sessions per term between ESL Specialist, Grade Coordinator and a grade teacher representative).</p> <p>K-2 cost of planning sessions: \$9503.28</p> <p>Years 3-6 cost of planning sessions:</p>

		representatives to work with remaining staff during grade meetings to enhance skills and practice of CRTs in the teaching of ESL. Grade meetings will be less focussed on 'administrative' issues and more focussed on teacher pedagogy and professional dialogue.			\$14,447.04  Years 7-8 cost of planning sessions: \$6335.52  Total cost: \$282,139.34 (NP)
R4	Student learning will be supported by resources used by mainstream classroom teachers.	<p>Students' language development and reading strategies in mainstream classrooms targeted to enhance language skills, vocabulary and applied comprehension through greater exposure to communication activities, barrier games, wall stories, dictagloss, picture and text sequencing and other ESL based strategies.</p> <p>Proposed resources include:</p> <ul style="list-style-type: none"> <li>• Shared reading resources (fluency, comprehension and understanding, vocabulary development)</li> <li>• Task based learning resources through the use of dialogues, role plays,</li> </ul>	On-going throughout 2012	ESL/support teachers + Senior Coordinator	<p>Proposed list of resources include:</p> <p>Shared reading resources (for Stage 3 students)</p> <p>ACER (hands on language development/ vocabulary games for K-8)</p> <p>ESL teacher resources (see strategy for list of proposed teacher resources)</p> <p>(See strategy of employment of ESL</p>

		<p>scenarios, songs and games</p> <ul style="list-style-type: none"> <li>• ESL teacher resources for teachers to enhance their capabilities and skills in teaching ESL.</li> </ul> <p>Proposed teacher resources include:</p> <ul style="list-style-type: none"> <li>- Teaching Multilevel Classes in ESL</li> <li>- Five-Minute Activities: A Resource Book of Short Activities</li> <li>- Very Easy True Stories: A Picture-Based First Reader</li> <li>- Learning Strategies Handbook</li> <li>- Sounds Great: Low Intermediate Pronunciation for Speakers of English (Book 1)</li> </ul>			<p>Specialists above and 'Priority Area 3: Teacher Quality' for full list and break down of PD and PL strategies pertaining to ESL pedagogy and measures for teacher capacity building )</p> <p>Total cost: \$6170</p>
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R3	Independent access to library catalogue system to allow students to self-manage their own library affairs (i.e. save searches, place requests, email bibliographies, renew loans, place reservations, receive personalised alerts etc)	Maintain electronic student library catalogue (Oliver).  School will maintain use of Oliver after the life of the grant.	June 2012	Librarian	\$2008  Associated costs include: - annual maintenance fee - Oliver support - Maintenance
R4	Students are correctly answering inferential and applied comprehension questions in all KLAs.	Purchasing various secondary level book titles that are rich, authentic and relevant literature.  Proposed resources will include: <ul style="list-style-type: none"> <li>• Grade sets that include graphic novel titles such as <ul style="list-style-type: none"> <li>- Date with Death</li> <li>- Fahrenheit 451</li> <li>- Boyz R Us</li> <li>- Mrs. Frisby and the Rats of Nimh</li> <li>- Spitting Chips</li> <li>- Freedom Writers</li> </ul> </li> <li>• Grade sets of plays that include titles such as: <ul style="list-style-type: none"> <li>- No Fear Shakespeare: Richard III</li> <li>- No Fear Shakespeare: Macbeth</li> <li>- Mid Summer Night's Dream</li> </ul> </li> <li>• An array of Years 7-9 PRC books</li> </ul>	On-going throughout 2012	Librarian	\$16,920  Proposed costs and resources include:  \$9,820 – Grade sets of Novels and Plays  \$1460 – Years 7-9 PRC books  (\$3640 – Macmillan Home Readers and Classroom Library sets)  (\$2000 – eBooks readers integrated within other KLAs)

		<ul style="list-style-type: none"> <li>• Macmillan Home readers and classroom libraries</li> <li>• eBooks readers integrated within other KLAs from providers such as the National Library of Australia, Project Gutenberg and International Children’s Digital Library</li> </ul>			
R4	Student visual literacy, inferential and applied comprehension skills enhanced.	<p>Purchasing various primary level book titles and electronic media to provide students with an innovative approach to learning to read and understand texts.</p> <p>Proposed resources will include:</p> <ul style="list-style-type: none"> <li>• 2012 Lexile Collection and access to on-line learning resources (i.e. 3 level guides, quizzes etc)</li> <li>• ABC Reading Eggs Program with access to 80 levelled books.</li> <li>• An array of Years K-6 PRC book titles</li> <li>• Leap Frog Letter Discoveries to help to introduce the alphabet, phonics skills and pencil control.</li> </ul>	On-going throughout 2012	Librarian	<p>\$21,439</p> <p>Proposed costs and resources include:</p> <p>\$2999 - 2012 Lexile Reading Program (Years 3-6)</p> <p>\$2550 – Student Lexile licenses</p> <p>\$10,800 - ABC Reading Eggs Program reading program (Years K-2)</p> <p>\$2450 Leap Frog Letter Discoveries (class set)</p>

					\$2640 –, Years K-6 PRC books
R4	Students reading skills acquired during extra-curricular activities to gain a better understanding of literature.	Stage a 'Literacy Week' at the school. Proposed activities include: <ul style="list-style-type: none"> <li>• Reader's Theater</li> <li>• Student plays</li> <li>• Puppet Shows</li> <li>• Author visits</li> </ul>	On-going throughout 2012	Literacy Committee + Librarian	Teacher release to plan "Literacy Week": Cost: \$2610 Literacy committee to set timetables, suitable program, script writing, release for rehearsals, liaising with external agencies (i.e. Scholastics, authors etc), release during key literacy events and other general event management duties)  \$1370 – storyteller visit (2 sessions)  Total cost: \$3980

<b>Priority Area 2: Leadership</b>
<b>Intended Outcomes:</b>
<ol style="list-style-type: none"> <li>1. Student will be better supported to achieve learning outcomes</li> <li>2. Enhanced school leadership capacity for school improvement</li> </ol>
<b>Targets:</b>
<p>2.1: A minimum of one member of the senior executive staff is involved in staff collaborative planning sessions</p> <p>2.2: All executive staff (senior and middle managers) to use SMART data to inform future planning</p>

<b>Reform</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2010-11</b>	<b>Responsibility</b>	<b>Resource Allocation and Funding Structure</b>
R1	Leadership professional development for enhancing data-driven literacy and numeracy programs	Preparation of SES funding application for 2013 and the reflection on the implementation of the 2012 School Plan.	September 2012	LSNP team (4 members)	Low SES NP Leadership Course \$900
R1	Quality practice implemented within classrooms and across the school as a result of enhanced school leadership capacity.	Administrators to attend leadership professional development in-service: AIS Executive Conference 2012	September-October 2012	Senior Coordinator	\$1200 4 executives to attend AIS Executive Conference 2012
R5	Monitoring of student performance	Hold regular staff meetings (1 per	On-going	K-6	Program review and

	and improvement in key literacy areas and assessment data to indicate consistent growth.	term) to review achievements and identify emerging challenges. Priorities to be displayed and discussed by staff.		Coordinator	monitoring (cost of hospitality, printing material and meetings x 4)  \$900
R1	Improved core knowledge and skills amongst middle managers in interpersonal leadership capabilities.	Middle managers (grade coordinators and HoDs) to attend 'Foundations of Coaching', 'Strategies for Effective Leadership' and 'Managing in a Contemporary School Setting' in-services.  Hour session to be held after each in-service to examine strategies to effectively manage year groups and faculties.	April - November 2012	Senior Coordinator	K-12 middle managers to attend in-school in-services pertaining to: <ul style="list-style-type: none"> <li>- 'Foundations of Coaching',</li> <li>- 'Strategies for Effective Leadership'</li> <li>- 'Managing in a Contemporary School Setting'</li> </ul> Cost: \$3600  \$1200 x 3 in-school whole day sessions working with external consultant  +  Evaluative planning session: 1 hour session to be held after each in-service x 3  Cost:

					\$3600 Total cost: \$7200 (NP)
R1	Situational analysis and School Plan prepared for 2013	Development and implementation of situational analysis and school plan as a response to identified needs with input from staff, students and community.	October-November 2012	LSNP team	Staff release to complete situational analysis and school plan (5 meetings x 2 hours) \$3310
R4	All staff able to understand and use SMART in order to effectively access and use NAPLAN data.	Training in use and analysis of Smart data to cater for students needs.  Analysis of NAPLAN data to inform stage-based literacy planning and class-based programming using the teaching strategies links.	September 2012	K-6 Coordinator + AIS support	Teacher SMART Professional Development after the release of the 2012 NAPLAN results.  School contribution of \$900

<b>Priority Area 3: Teacher Quality</b>
<b>Intended Outcomes:</b>
<ol style="list-style-type: none"> <li>1. Enhanced school leadership capacity for school improvement</li> <li>2. Increased leadership depth amongst school Coordinators and HoDs</li> <li>3. Refined teaching practices as a result of on-going professional learning opportunities</li> </ol>
<b>Targets:</b>
3.1: Performance management plans developed for 50% of staff by the end of 2012

<b>Reform</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2010-11</b>	<b>Responsibility</b>	<b>Resource Allocation and Funding Structure</b>
R2	Enhanced CRT capacity in literacy teaching through the development of professional learning plans linked to performance reviews and the performance management of graduate teachers (using the NSW Institute of Teachers' Standards).	Three Professional Development Officers (Years K-2, 3-6 and 7-12) to mentor New Scheme Teachers, lead on-site teacher quality learning and to liaise with external providers of PD to link classroom practice with curriculum knowledge and pedagogy.	On-going	Senior Coordinator	Total cost of 3 Professional Development Officers: \$24,210  (CRTs given reduced teaching load to lead teacher mentoring sessions, classroom observations and school-based professional learning)
R1	Literacy based strategies more	Six staff professional development	February –	Senior	Consultancy fees for the

	widely embedded across the curriculum within teaching programs and practice.	in-services with follow up collaborative planning sessions to be organised throughout the year to critique programs and to develop further ways to better integrate literacy across the Science and HSIE faculties.	November 2012	Coordinator	conducting of all 2hr after school sessions:  HSIE Faculty (6 sessions x 2hrs)  Science Faculty (6 sessions x 2hrs)  Cost of in-services: \$4800  Collaborative planning sessions: \$7150  Total cost: \$11,950 (NP)
R4	Digital resources used to enhance effective literacy instruction.	Provide staff with capability to utilise the use of ICT resources. Proposed in-services include:  1. Using Interactive Whiteboards in Geography (HSIE Faculty)  2. Using Interactive Whiteboards in Science (Science Faculty)	23 <sup>rd</sup> April 2012 (1 <sup>st</sup> day of Term 2)	Senior Coordinator	Consultancy fees x 3 in-services: \$3600

		<p>3. Developing Independent Learners (Remaining HS Staff)</p> <p>Staff across grades and faculties to debrief and present new learning that has taken place at future whole school and grade/faculty meetings.</p>			
R4	Staff equipped with a greater array of skills and strategies to offer different learning experiences in response to students with diverse literacy needs.	<p>Primary staff presented with a series of practical workshops introducing various reading teaching strategies.</p> <p>Staff professional development will focus on visual literacy, making inferences, guided reading and applied comprehension.</p>	Term 2 2012 (starting on 23 <sup>rd</sup> April)	Senior Coordinator	<p>\$8400</p> <p>Consultancy fees for series of six (7) sessions.</p> <p>Team-teaching sessions + teacher release: \$2629 (8 teachers involved in 3x2hour team teaching sessions)</p> <p>\$11,442 - Collaborative planning sessions (KLA committees to meet 6x2hour meetings)</p> <p>Total cost: \$22,471 (NP)</p>
R1		Specialised ESL teachers employed at the school will in-service	On-going	ESL Coordinator	(See strategy of employment of ESL Specialists in 'Priority Area 1: Literacy' and 'Priority

		<p>mainstream classroom teachers regularly to increase knowledge and skills in ESL and pedagogy during whole school and stage meetings.</p> <p>Regular collaborative planning sessions between ESL Specialists, K-8 grade coordinators and grade teacher representatives to take place twice a term to ensure ESL based strategies are embedded within mainstream classroom practice and programs.</p> <p>Staff regularly share and present new learning that has taken place at whole school and grade/faculty meetings.</p>			<p><i>Area 3: Teacher Quality'</i> for full list and break down of PD and PL strategies pertaining to ESL pedagogy and further measures for teacher capacity building )</p>
R5	<p>Teachers are better able to teach students how to get at the 'hidden' meanings of various text and literature.</p>	<p>Staff professional development in-services to be organised focusing on:</p> <ol style="list-style-type: none"> <li>1. Reading the inferential (HS staff)</li> </ol> <p>Literacy committee to be released to further analyse data pertaining to reading, make recommendations and draw conclusions.</p>	<p>24<sup>th</sup> April 2012</p>	<p>Senior Coordinator</p>	<p>External consultancy fees: \$1200</p> <p>Literacy committee release (5 members). School contribution</p>

		<p>Literacy committee present teaching strategies to staff adapted from SMART to help target specific literacy skills at whole school and faculty meetings.</p> <p>Staff utilise the two collaborative planning day sessions held on the 29th of June and the 2nd of October to share effective reading strategies, changes in teaching pedagogy and modifications in classroom programs as a result of the in-service.</p>			
R1	Teachers are applying a greater variety of reading strategies for the diverse learning needs of students.	<p>Whole day collaborative planning session for staff to work with grade coordinators or HoDs to share remedial reading strategies, changes in teaching pedagogy and modifications in classroom programs as a result of pervious Professional Development in-services.</p> <p>Planning will also take place to ensure differentiation within programs reflect content covered during professional in-services over the course of the year.</p>	29 <sup>th</sup> June 2012 (last day of term 2)	Senior Coordinator	School contribution
R1	Teachers are using digital resources on a wider basis to	ICT Learning Specialist and Science and Technology committee will in-	On-going	ICT Learning Specialist +	(See strategy of employment of ICT Learning Specialist in 'Priority Area 5: Integrating ICT into Learning (ICT)' and

	support student literacy and numeracy learning.	service mainstream classroom teachers regularly to increase knowledge and skills in ICT, new hardware and software and pedagogy during whole school and stage meetings.		IT Manager	<p><i>'Priority Area 3: Teacher Quality'</i> for full list and break down of PD and PL strategies pertaining to ICT pedagogy and further measures for teacher capacity building )</p> <p>ICT and Science and Technology committee Collaborative planning sessions.</p> <p>(1 per term x 2 hours). Cost: \$3344.72</p>
R1	Teachers are reflecting on knowledge and insights through collaborative planning sessions to embed reading strategies across the curriculum.	<p>Whole day collaborative planning session for staff to work with grade coordinators or HoDs to share remedial reading strategies, changes in teaching pedagogy and modifications in classroom programs as a result of pervious Professional Development in-services and collaborative planning sessions.</p> <p>Staff will work in small groups to plan units of work that embeds the learning that has taken place over the course of the year within their teaching programs and practice.</p>	2 <sup>nd</sup> October 2012 (first day of term 4)	Senior Coordinator	School contribution

<b>Priority Area 4: Community Engagement</b>
<b>Intended Outcomes:</b>
<ol style="list-style-type: none"> <li>1. Increased productive and supportive relationships between the school, parents and community</li> <li>2. Increased parental engagement by the establishment of parent focus groups to provide input and to support the College</li> </ol>
<b>Targets:</b>
<p>4.1: A 10% increase in parents being actively involved in a minimum of one grade or whole school activity per term recorded</p> <p>4.2: Maintain the level of parent interaction at the College during parent workshop sessions</p>

Reform	Indicators	Strategies	Timeframe 2010-11	Responsibility	Resource Allocation and Funding Structure
R6	Successful movement of preschool students to Kindergarten and primary students to high school.	<p>Refinement of Home to Kindergarten and Primary transition program through effective use of resources to support the transition.</p> <p>Restructure of Primary to High School transition program to include all students to take part in formal orientation process.</p>	October 2012	K Coordinator + Yr 6 Coordinator + Primary and HS Deputy Principals	<p>Proposed resource allocation:</p> <p>Teacher release: \$328.64 x 4 teachers</p> <p>Cost of release: \$1314.56</p> <p>Material printing costs: \$900</p> <p>Total cost: \$2214.56 (NP)</p>

R6	Greater parental participation in student learning.	<p>Establishment of regular In-school parental seminars to build and strengthen school/community partnership (2 per term)</p> <p>School counsellor, teachers and external community groups representatives to present on various educational and parental issues.</p>	On-going	School Counsellor	<p>\$1200 Associated costs include:</p> <ul style="list-style-type: none"> <li>• Materials</li> <li>• Morning tea</li> <li>• Speaker fees</li> </ul> <hr/> <p>In-kind school contribution</p> <p>Internal school 'expert' workshops: In-kind contribution will cover:</p> <ul style="list-style-type: none"> <li>• Teacher release</li> <li>• Customised school based resources</li> </ul>
R5	Greater collaboration between the school and parents to be 'think tank' and 'terms of reference' for various school based initiatives.	<p>Establishment of parent focus group to provide input and to support the College in the areas of:</p> <ul style="list-style-type: none"> <li>• Fundraising</li> <li>• Social events (Grandparents day, character book parade etc)</li> <li>• Specific learning programs (i.e. guided reading, library etc)</li> <li>• Excursions</li> <li>• Parent education workshops</li> <li>• Open days</li> </ul>	On-going	Senior Coordinator	<p>Proposed costs include:</p> <ul style="list-style-type: none"> <li>• Teacher release</li> <li>• Printing of materials and resources</li> </ul> <p>Total cost: \$1781</p>

R6	Greater awareness of internal and external community support networks that exist for parents.	<p>Establish a 'parent/visitor information space' that makes available information on a number of areas pertaining to 'school life'. This includes:</p> <ul style="list-style-type: none"> <li>• Community group brochures and pamphlets listing parental and family services</li> <li>• up-coming school events</li> <li>• Parent feedback/suggestion box</li> <li>• Student work sample display</li> <li>• Promoting parent education workshops and parent focus group sessions</li> </ul>	March	School Counsellor and Office Administration Staff	<p>School contribution for:</p> <ul style="list-style-type: none"> <li>• Brochure stands</li> <li>• Noticeboard</li> <li>• Television screen and slideshow presentation</li> </ul>
R5	Data collection to inform future planning is readily available.	<p>Conduct regular interviews and surveys with school community to evaluate current projects, initiatives and targets</p> <p>Create and maintain databases for data collection to ensure the building of on-going community partnerships.</p>	<p>On-going</p> <p>On-going</p>	<p>LSNP team</p> <p>K-6 Coordinator + Administration Staff</p>	<p>\$2920</p> <p>Associated costs include:</p> <ul style="list-style-type: none"> <li>• Access to Survey monkey</li> <li>• Compiling and analysing data</li> <li>• Data entry</li> <li>• Associated printing expenses</li> </ul>

**Priority Area 5: INTEGRATING ICT INTO LEARNING**

**Intended Outcomes:**

1. Student will be better supported to achieve learning outcomes
2. Technology integrated into teaching and learning programs to enhance teaching pedagogy

**Targets:**

- 5.1: An increase of 25% of students are learning in ways that exposes them to innovative literacy/technological based learning strategies.  
 5.2: 66% of staff demonstrate improved ability to use and apply identified technology to improve teaching pedagogy

<b>Reform</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2011</b>	<b>Responsibility</b>	<b>Resource Allocation and Funding Structure</b>
R1	<p>Effective integration of ICT within teaching and learning strategies to expand opportunities for students in their subject/teaching areas, with applications appropriate to the stages of learning.</p> <p>Enhanced skills and practice for mainstream classroom teachers in the integration of ICT across the curriculum.</p>	<p>Maintain the employment of a Band 2 ICT Learning Specialist (K-2) to team teach ICT lessons with mainstream classroom teachers.</p> <p>Pilot the employment of a second ICT Learning Specialist (Years 3-6)</p> <p>Role to be reversed from previous year with CRT leading lessons with ICT Learning Specialists playing a</p>	Continuation from 2011	Principal + Primary Deputy Principal	<p>\$117,816.62 (salaries for employment of 2 ICT Learning Specialists)</p> <p>+ School contribution of \$45,289.38</p> <p>Total cost:</p>

		<p>more supportive role.</p> <p>ICT Learning Specialists to continue to plan and deliver in-school professional learning and to mentor CRTs.</p>			<p>\$117,816.62 (NP)</p> <p>\$45,289.38 (school contribution)</p>
R3	Students more directly engaged in targeted group work to ensure increased integration of literacy within ICT lessons.	Maintain the employment of a K-6 ICT and Learning paraprofessional to support the delivery of targeted programs and lessons to appropriate stage levels.	Term 2 – Term 4	Principal + IT Manager	School contribution of \$25,984 (cost of employment of ICT and Learning paraprofessional)
R3	Students able to effectively use on-line research skills to engage in literacy based learning experiences and projects.	<p>After school classes made available to upper primary and secondary students.</p> <p>Staff will teach students from a structured individualised program with an emphasis placed on developing student research skills online.</p>	Term 2 – Term 4	ICT Learning Specialist	<p>\$900</p> <p>Proposed costs: Teaching and programming</p>
R4	Digital resources used to enhance effective literacy instruction.	Meaningful use of technology in the classroom developed through the phasing in of Smartboards to better develop modern communities of learners.	April 2012	IT Manager	School contribution of 3 Smartboards. Cost: \$23,502.63

		<p>The IWBs will provide students with a wider range of engaging and stimulating learning experiences through its visual nature and interactivity.</p> <p>Student learning and change in teacher practice linked to greater access to staff professional development opportunities to improve learning outcomes (see Priority Area 3 for more details).</p>			
N/A		Current blackboards replaced with whiteboards. Whiteboards to be also gradually phased out once teacher confidence in Smartboard use increases.	April 2012	Chairman	School contribution for dismantling of blackboards. \$360.
R1	Students will be able to better construct texts, manipulate images, create presentations, generate digital sound and visual sequences, store and retrieve digital information for classroom and on-line learning purposes.	<p>Deploying educational, interactive software on Smartboards to increase levels of student engagement in classroom lessons and learning experiences.</p> <p>Software purchased will have a Mathematics, Science and HSIE focus that is integrated within the teaching of literacy.</p>	May 2012	IT Manager	<p>\$1100</p> <p>Proposed costs include:</p> <ul style="list-style-type: none"> <li>• Skwirk Interactive Resource</li> </ul>

		Software include: <ul style="list-style-type: none"><li>• Skwirk</li></ul>			