

Ingleburn Public School School Plan 2009 -2011



Revised September 2010

Ingleburn Public School School Plan for 2009 – 2011

School Context

Ingleburn Public School is situated near the growing Ingleburn Industrial belt, next to the vibrant Ingleburn shopping precinct. The school is set in a beautiful bushland environment that provides students with a unique haven for learning. Our appeal as a school rests in our strong sense of community, our values and respect for others and development of school spirit promoting a sense of belonging.

The school enrolments for 2009 number 540 (K-2 -238 students, 3-6 – 302 students) and has 16 indigenous students. Students come to school from the township and surrounding residential areas. School numbers are starting to slowly increase.

This year has seen the establishment of a new, dynamic, dedicated and most innovative senior leadership team at the school. A new principal has been appointed from the North Sydney Region and a new Deputy Principal was appointed in Term 2. The school has a mix of experienced and early career teachers and staff who actively seek to play a greater role in the directions and management of the school and to develop their individual teacher and leadership capacity.

Literacy has been a school priority for the last three years with a focus on Reading and Writing. The school has been identified to be part of the National Partnerships Program. We plan to introduce the “Jolly Phonics” program and “Best Start” to our Kindergarten students in 2010. This year the school has had regional consultants work with the staff and students on phonemic awareness (Year One) and sentence programs (Years 5/6). The school has identified improved performance in Literacy as a target on the school improvement plan.

School Priority Areas (3 year horizon)

1. Improved literacy with a focus on Reading outcomes for all students

Target:

- 1.1 To decrease the number of Year 3 students at or below national minimum standard in Reading by 2.5% (meeting the required 2.5%).
- 1.2 To decrease the number of Year 5 students at or below national minimum standard in Reading by 2.5% (meeting the required 2.5%)
- 1.3 To increase the proportion of Year 3 students at state proficiency standard in Reading by 1.5% (meeting the required 1.5%).
- 1.4 To increase the proportion of Year 5 students at state proficiency standard in Reading by 2.5% (exceeding the required 1.5%).
- 1.5 75% of students achieving expected minimum growth in Reading.

2. Improved numeracy outcomes for all students

- 2.1 To decrease the number of Year 3 students at or below national minimum standard in Numeracy by 1%.
- 2.2 To decrease the number of Year 5 students at or below national minimum standard in Numeracy by 2%
- 2.3 To increase the proportion of Year 3 students at state proficiency standard in Numeracy by 1%
- 2.4 To increase the proportion of Year 5 students at state proficiency standard in Numeracy by 2%

3. Improved levels of student engagement	2.5 To increase the proportion of students achieving expected minimum growth in Reading to 75% by 2011 3.1 Student attendance rate at or above state average 3.2 Increased school community partnerships 3.3 Quality teaching practices evident in all teaching and learning programs		
The plan has been endorsed and improved by:			
Principal:	Date:	School Education Director:	Date:

School Priority Area: Improved literacy with a focus on Reading outcomes for all students

Intended Outcomes:

- 1.1 To decrease the proportion of Year 3 students at or below national minimum standard in Reading by 2.5% (meeting the required 2.5%).
- 1.2 To decrease the proportion of Year 5 students at or below national minimum standard in Reading by 2.5% (meeting the required 2.5%).
- 1.3 To increase the proportion of Year 3 students at state proficiency standard in Reading by 1.5% (meeting the required 1.5%).
- 1.4 To increase the proportion of Year 5 students at state proficiency standard (top two bands) in Reading by 2.5% (exceeding the required 1.5%)
- 1.5 To increase the proportion of students achieving expected minimum growth in Reading to 75% by 2011

Intended Outcomes	Target 2009	Target 2010	Target 2011
1.1 To decrease the proportion of Year 3 students at or below national minimum standard in Reading by 2.5% (meeting the required 2.5%)	1.1 To decrease the proportion of Year 3 students at or below national minimum standard in Reading from 27% in 2008 to 24.5% (meeting the required 2.5%)	1.1 To decrease the proportion of Year 3 students at or below national minimum standard in Reading to 22% (meeting the required 2.5%)	1.1 To decrease the proportion of Year 3 students at or below national minimum standard in Reading to 19.5% (meeting the required 2.5%)
1.2 To decrease the proportion of Year 5 students at or below national minimum standard in Reading by 2.5% (meeting the required 2.5%)	1.2 To decrease the proportion of Year 5 students at or below national minimum standard in Reading from 37% in 2008 to 34.5% (meeting the required 2.5%)	1.2 To decrease the proportion of Year 5 students at or below national minimum standard in Reading to 32% (meeting the required 2.5%)	1.2 To decrease the proportion of Year 5 students at or below national minimum standard in Reading to 29.5% (meeting the required 2.5%)
1.3 To increase the proportion of Year 3 students at state proficiency standard (top two bands) in Reading by 1.5% (meeting the required 1.5%)	1.3 To increase the proportion of Year 3 students at state proficiency standard (top two bands) in Reading from 35% in 2008 to 36.5% (meeting the required 1.5%)	1.3 To increase the proportion of Year 3 students at state proficiency standard (top two bands) in Reading to 38% (meeting the required 1.5%)	1.3 To increase the proportion of Year 3 students at state proficiency standard (top two bands) in Reading to 39.5% (meeting the required 1.5%)
1.4 To increase the proportion of Year 5 students at state proficiency standard (top two bands) in Reading by 2.5% (exceeding the required 1.5%)	1.4 To increase the proportion of Year 5 students at state proficiency standard (top two bands) in Reading from 12% in 2008 to 14.5% in 2009	1.4 To increase the proportion of Year 5 students at state proficiency standard (top two bands) in Reading to 17%	1.4 To increase the proportion of Year 5 students at state proficiency standard (top two bands) in Reading to 19.5%
1.5 To increase the proportion of students achieving expected minimum growth in Reading to 75% by 2011	1.5 To increase the proportion of students achieving expected minimum growth in Reading from 49.4% in 2008 to 65%	1.5 To increase the proportion of students achieving expected minimum growth in Reading to 70%	1.5 To increase the proportion of students achieving expected minimum growth in Reading to 75%

<p>Implementation of Multilit program to enable students at or below minimum standards to access the curriculum more effectively</p>	<p>reading strategies in classrooms (explicit teaching of reading, modelled reading, guided reading, reciprocal reading)</p> <ul style="list-style-type: none"> • Growth in reading is increased (75% of students achieving expected minimum growth in 2011) • Improved reading levels for identified students 	<p>School Improvement Team</p> <p>Literacy Coordinator/STLA and TAS</p>	<p>Term 1 - 2, 2010</p> <p>Term 3 2010 to end term 2 2011</p>	<p>National Partnerships funding \$10 000</p> <p>National Partnerships funding \$20 000</p>
<p>Use of SMART data to inform Personal Learning Plans for ATSI students</p> <p>Develop Individual Learning Plans for all students performing at or below minimum standard and/or not achieving expected minimum growth in reading</p> <p>Provide planning time and support for appropriate staff to ensure consistent implementation of ILPs</p>	<ul style="list-style-type: none"> • PLPs for all ATSI students developed in term 1 and reviewed in term 3 • ILPs prepared and implemented for underperforming students • Progress monitored by team leader, class teacher and STL • Learning Support programs are informed by NAPLAN and school based data and implemented consistently 	<p>Class Teachers and Aboriginal Education coordinator</p> <p>Literacy Facilitator, Learning Support Coordinator and classroom teachers</p>	<p>Term 1 and Term 3, 2010 - 2011</p> <p>2010 – 2011</p>	<p>Aboriginal Education funding budget</p> <p>School Learning Support funding, STL</p>
<p>Establish an above establishment Years 3/4 STL class of 18 students taught by a specialist literacy teacher and a full time TAS</p>	<ul style="list-style-type: none"> • Improved reading comprehension • Improved reading levels • Improved scaffolding and support to access stage content • Multilit implemented as part of class program 	<p>Literacy Coordinator/STLA and TAS , Class teacher, stage supervisor</p>	<p>2010</p>	<p>Global funding</p>

<p>Establishment of a Years 4/5/6 Enrichment class</p> <p>Commence implementation of Jolly Phonics program in Kindergarten 2010 with a view to extending to years 1 and 2 in 2011</p> <p>Implement the Best Start Kindergarten Assessment program to identify literacy learning that children bring to school and use this info to plan and deliver quality early years literacy teaching.</p>	<ul style="list-style-type: none"> Improved reading comprehension Supporting the specific learning needs of academic achievers Provision of an engaging, challenging and enriched learning environment for academic achievers Professional learning for staff on Jolly Phonics program Jolly Phonics implemented in Kindergarten classes 2010 Improved sound recognition skills Increased reading fluency Best Start entry to school assess data is used to improve literacy achievement of students in the early years 	<p>Class teacher/Stage supervisor</p> <p>ES1 Team leader, ES1 teachers</p> <p>Literacy Coordinator , ES1 leader ES1 teachers</p>	<p>2010</p> <p>2010 -2011</p>	<p>School curriculum funding</p> <p>Best Start regional funding / Global funding</p>
--	---	--	-------------------------------	--

Reform 2 - School Leadership and whole school engagement with literacy

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
<p>Appoint a Literacy Classroom Facilitator (2010) to drive the targeted program Focus on Reading 3-6 and whole school literacy programs.</p>	<ul style="list-style-type: none"> Effective reading strategies modelled in all classrooms (ES1-S3) Classroom teachers consistently demonstrate a range of effective Reading teaching strategies in classrooms. (Reading 3-6 program) Evidence that Reading programs are based on the identified learning needs (SMART data) of individual students. Observable improvement in reading programs K-6 Progress in terms of Reading targets 	<p>School Principal, School improvement Team, School literacy Coordinator/STL</p>	<p>2009 – June 2011</p> <p>July 2010 – June 2011</p>	<p>National Partnerships funding \$43 000</p> <p>National Partnerships funding \$43 000</p>

<p>Restructure of school to strengthen target teams by:</p> <ul style="list-style-type: none"> • Appointing a literacy coordinator and a numeracy coordinator to drive literacy and numeracy programs • Ensuring that all stages are represented on the literacy team and the numeracy team giving stage teachers responsibility to drive stage literacy programs 	<p>2009-2010</p> <ul style="list-style-type: none"> • Literacy facilitator provides STL support in stage 2 and stage 3 classes • all stages will have a representative on the literacy team and the numeracy team • whole school approach to literacy support (ESL and STL) • Increase leadership capacity through Professional learning 	<p>Principal, Deputy Principal, Literacy Classroom Facilitator</p>	<p>2009 -2011</p>	<p>Global funding School curriculum funding</p>
<p>Restructure of school ESL staff including:</p> <ul style="list-style-type: none"> • Appoint an ESL Assistant Principal to drive ESL programs including linkages to Focus on Reading 3-6 • Increasing the ESL teaching staff from 2 teachers to 3.4 full time equivalent ESL teachers. 	<ul style="list-style-type: none"> • Development of IPS ESL policy • Observable improvement in English programs 3-6 for ESL learners • Progress in terms of Reading targets 2009-2010 • Effective English teaching strategies modelled in all classrooms (K-6) • Evidence that English programs are based on the identified learning needs of individual students (SMART data or ESL specific data collected) • Classroom teachers consistently demonstrate a range of effective English activities in classroom 	<p>Principal, Deputy Principal, ESL Assistant Principal</p>	<p>2010 - 2011</p>	<p>Global funding</p>
<p>Provide team planning time to develop programs, discuss teaching strategies and develop stage based assessment tasks and assessment tasks to support exit outcomes</p>	<ul style="list-style-type: none"> • Release time is used to develop consistent stage based literacy tasks that assess deep understanding • School assessment and reporting practices become more consistent 	<p>Literacy Coordinator and numeracy coordinator</p>	<p>2009 - 2011</p>	<p>Assessing and reporting school funds</p>
<p>Deliver the Team Leadership for School Improvement Program</p>	<ul style="list-style-type: none"> • Attendance at Team Leadership Training 	<p>Principal, Deputy Principal and Assistant Principal</p>	<p>2009-2011</p>	<p>National Partnership Funding \$5000</p>

Joint Leadership forums with other National Partnership School	<ul style="list-style-type: none"> • Increased leadership opportunities for all staff through extended School Leadership Team and Committee Leadership • Establishment of School Improvement Team to monitor effectiveness of National Partnerships and all school Literacy programs • Sharing of leadership expertise and knowledge between National Partnership schools through guest speakers at Leadership Forums 	Principal	2009 - 2011 June 2010	National Partnership Funding \$1 000
--	--	-----------	------------------------------	---

Reform 3 - Monitoring student literacy performance to identify where support is needed

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
<p>National Partnerships data analysis</p> <p>Provide professional learning in the use of SMART Data package for all teaching staff.</p> <p>SMART on Server for access on all school computers</p> <p>Provide planning time for Year 4 and Year 6 teachers to analyse SMART data in relation to their class group and access appropriate teaching strategies linked to NAPLAN</p>	<ul style="list-style-type: none"> • Individualised literacy plans developed and implemented for students performing at or below minimum standard • Teachers demonstrate the ability to use SMART data to analyse student strengths and weaknesses. • School plan forms basis of stage programs. • Teachers using SMART data to inform teaching and learning programs • Evidence of NAPLAN teaching strategies being used in classes • Increased staff awareness of the school plan and the strategies contained 	<p>Literacy Facilitator</p> <p>Deputy Principal, School Improvement Team, Technology Coordinator, Literacy Facilitator, Literacy Team members and Classroom Teachers</p>	<p>2009-2010</p> <p>2009 - 2011</p>	<p>Global funding/ Teacher Professional Learning</p>

School Priority Area: Improved numeracy outcomes for all students:

- 2.1** To decrease the number of Year 3 students at or below national minimum standard in Numeracy by 1%.
- 2.2** To decrease the proportion of Year 5 students at or below national minimum standard in Numeracy by 2%
- 2.3** To increase the proportion of Year 3 students at state proficiency standard in Numeracy by 1%
- 2.4** To increase the proportion of Year 5 students at state proficiency standard (top two bands) in Numeracy by 2%
- 2.5** To increase the proportion of students achieving expected minimum growth in Numeracy to 75% by 2011

Intended Outcomes	Target 2009	Target 2010	Target 2011
2.1 To decrease the number of Year 3 students at or below national minimum standard in Numeracy by 1%	2.1 To decrease the number of Year 3 students at or below national minimum standard in Numeracy from 23% in 2008 to 22% in 2009	2.1 To decrease the number of Year 3 students at or below national minimum standard in Numeracy to 21%	2.1 To decrease the number of Year 3 students at or below national minimum standard in Numeracy to 20%
2.2 To decrease the proportion of Year 5 students at or below national minimum standard in Numeracy by 2%	2.2 To decrease the proportion of Year 5 students at or below national minimum standard in Numeracy from 35% in 2008 to 33% in 2009	2.2 To decrease the proportion of Year 5 students at or below national minimum standard in Numeracy from to 31% in 2010	2.2 To decrease the proportion of Year 5 students at or below national minimum standard in Numeracy from to 29% in 2011
2.3 To increase the proportion of Year 3 students at state proficiency standard in Numeracy by 1%	2.3 To increase the proportion of Year 3 students at state proficiency standard in Numeracy from 27% in 2008 to 28% in 2009	2.3 To increase the proportion of Year 3 students at state proficiency standard in Numeracy to 29% in 2010	2.3 To increase the proportion of Year 3 students at state proficiency standard in Numeracy to 30% in 2011
2.4 To increase the proportion of Year 5 students at state proficiency standard (top two bands) in Numeracy by 2%	2.4 To increase the proportion of Year 5 students at state proficiency standard (top two bands) in Numeracy from 14% in 2008 to 16% in 2009	2.4 To increase the proportion of Year 5 students at state proficiency standard (top two bands) in Numeracy to 18% in 2010	2.4 To increase the proportion of Year 5 students at state proficiency standard (top two bands) in Numeracy to 20% in 2011
2.5 To increase the proportion of students achieving expected minimum growth in Numeracy to 75% by 2011	2.5 To increase the proportion of students achieving expected minimum growth in Numeracy to at least 60% in 2010	2.5 To increase the proportion of students achieving expected minimum growth in Numeracy to at least 68% in 2011	2.5 To increase the proportion of students achieving expected minimum growth in Numeracy to 75% in 2010

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
<p>Provide professional learning in the use of SMART Data package for Learning Support staff and all class teachers</p> <p>To provide ready access to SMART Data for all staff</p>	<ul style="list-style-type: none"> Teachers demonstrate the ability to use SMART data to analyse student strengths and weaknesses. Teachers using SMART data to inform teaching and learning programs Evidence of NAPLAN teaching strategies being used in classes 	<p>Numeracy coordinator/computer coordinator</p> <p>Class Teachers and Support Team</p>	<p>Term 1 & 4 (2009 – 2011)</p>	<p>School funding/ TPL</p>
<p>Develop Individual Learning Plans for all students performing below minimum standard and/or not achieving expected minimum growth in numeracy</p> <p>Provide planning time and support for appropriate staff to ensure consistent implementation of ILPs</p>	<ul style="list-style-type: none"> ILPs prepared and implemented for underperforming students Progress monitored by team leader, class teacher and STL Learning Support programs are informed by NAPLAN and school based data and implemented consistently 	<p>Numeracy Coordinator, STL, class teachers</p>	<p>Term 1 (2009 – 2011)</p>	<p>School curriculum funds</p>
<p>Enhance learning opportunities for underperforming students through the effective use of support staff</p>	<ul style="list-style-type: none"> ESL and STL teachers support underperforming students' numeracy learning needs esp language of mathematics. Learning Support programs are well planned and implemented consistently 	<p>Numeracy Coordinator , ESL leader, ESL teachers</p>	<p>2009 - 2011</p>	<p>Support staff</p>
<p>Implement Best Start program. Participate in professional learning that focuses on the Best Start Kindergarten program.</p>	<ul style="list-style-type: none"> Kindergarten and Support teachers can identify numeracy learning that children bring to school and are able to use this information to plan and deliver quality early years numeracy teaching. Best Start entry to school assess data is used to improve lit achievement of students in the early years 		<p>2010-2011</p>	<p>Regional Best Start funding + school Numeracy funds</p>

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
Provide team planning time to develop programs, discuss teaching strategies and develop stage based assessment tasks and assessment tasks to support exit outcomes	<ul style="list-style-type: none"> • Release time is used to develop consistent stage based maths units based on the syllabus and the school scope and sequence that assess deep understanding • School assessment and reporting practices become more consistent • Grade/stage based assessment tasks are moderated by stage team to develop increased consistency of teacher judgement and more authentic grade based assessment processes • Assessment rubric evident in teaching programs 	Numeracy Coordinator	2010 - 2011	School curriculum funds
Provide professional learning for staff in the areas of Mathematical language, working mathematically and number	<ul style="list-style-type: none"> • teachers explicitly teach mathematical language in the context of topics and written problems • NAPLAN and BST questions are used in the teaching of mathematical language in all classes 2-6. • Year 1 and 2 teachers receive PL in Count Me In Too • CMIT strategies are employed in classrooms to enhance deep understanding of number concepts • Increased use of DET resources to support learning in classes K-6 • Students are engaged in a range of hands on tasks designed to develop deeper understanding of key concepts 	Numeracy Coordinator, regional PL courses, stage team leaders	2010-2011	School curriculum funding
Establish an above establishment Years 3/4 STL class of 18 students taught by a specialist literacy teacher and a full time TAS	<ul style="list-style-type: none"> • Increased ability to deconstruct written mathematics questions • Improved scaffolding and support to access stage content • Increased deep understanding of 	Numeracy coordinator, stage supervisor, class teacher	2010 Numeracy Coordinator/STLA and TAS , Class teacher, stage supervisor	School Funds N/A

Establishment of a Years 4/5/6 Enrichment class	numeracy concepts <ul style="list-style-type: none">• Supporting the specific learning needs of academic achievers• Provision of an engaging, challenging and enriched learning environment for academic achievers	Stage leader, numeracy coordinator, class teacher	2010	
---	---	---	------	--

School Priority Area: Improved student engagement for and retention of all students

- Intended Outcomes:**
- 3.1** Student attendance rate at or exceeding state average
 - 3.2** Increased school community partnerships
 - 3.3** Quality teaching practices evident in all teaching and learning programs

Intended Outcomes	Target 2009	Target 2010	Target 2011
3.1 Student attendance rate at or exceeding state average	Increase in student attendance by 1% to reach state average	Increase in student attendance by 2% plus to exceed state average	Increase in student attendance by 3% to maintain student attendance above state average
3.3 Increased school community partnerships	Increase of 10% in parent attendance at school community events	Increase of 20% in parent attendance at school community events	Increase of 30% in parent attendance at school community events
3.4 Quality teaching practices evident in all teaching and learning programs	Strengthen the implementation of the K-6 Technology Scope and Sequence into quality teaching and learning	Expand the use of information communication technologies in the teaching of English and Mathematics	Improve student access and capacity to use information and communication technologies to enhance all learning

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
Professional Learning for staff on HSLO procedures	<ul style="list-style-type: none"> • The LAMP program is correctly implemented • Ongoing monitoring of student attendance by class teachers/HSLO 	HSLO & Deputy Principal	Term 1 2009 - 2011	N/A
		DP & staff	Term 1 & as need arises	N/A
Communication to parents about student attendance through: <ul style="list-style-type: none"> • Parent information nights • School newsletters • DET school attendance posters 	<ul style="list-style-type: none"> • Increased student attendance 	DP, Class teachers	Term 1 2009 - 2011	N/A

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
<p>Strengthen communication between school and families through relationship building</p> <p>Establish effective partnerships with families to support the learning of each child through</p> <ul style="list-style-type: none"> • the P & C • parent information nights • learning and support team meetings • LAP programs designed to increase parents' understanding of literacy and numeracy • NESB parent meetings • School Calendar 	<ul style="list-style-type: none"> • Increased parent and community involvement in school activities including: working bee, Grandfriends' Day, Harmony Week, parent morning teas, Father's Day Breakfast, Mother's Day morning tea, School Concert, Celebration of Learning and School Presentation Ceremonies, School concerts, LAP program, ESL parent curriculum education programs • Improvement in parent satisfaction survey 	<p>Executive Team & Class teachers</p> <p>Principal, Team Leaders and LST Coordinator</p>	<p>2009 - 2011</p>	<p>Global-Parent Participation Budget</p>
<p>Implement professional learning programs designed to increase teachers' understanding of the Quality Teaching Model</p>	<ul style="list-style-type: none"> • Evidence of Quality Teaching – Intellectual Quality, Quality Learning Environment and Significance in school programs 	<p>Executive and class teachers</p>	<p>2009 – 2011</p>	
<p>Engage students in learning through the use of technology</p>	<ul style="list-style-type: none"> • Staff trained in the use of IWB and the Connected classroom • Enhanced teaching and learning programs through interactive learning experiences in line with the Quality Teaching model 	<p>Technology Team and class teachers</p>	<p>2009 – 2010</p> <p>2009 - 2011</p>	<p>Technology Budget</p> <p>Teacher professional learning budget</p>