Frank Partridge VC Public School

School Plan

2010-2011
Frank Partridge VC Public School

School plan for 2010-2011

School context

Frank Partridge VC Primary School was established in 1989 and is situated in Nambucca Heads as part of the Nambucca Valley Community of Public Schools in the mid North Coast. The school is renowned for its thorough Literacy and Numeracy teaching and prides itself on providing high quality learning experiences designed to meet the needs of all students. The school receives PSP/PAS funding to enhance Literacy, Numeracy and Community Partnerships. The additional funding is used to provide a wide range of support programs for students with identified needs and to further develop parent/community partnerships. Frank Partridge VC Public School commenced on National Partnerships funding in 2010. The school is addressing the needs of the students and the community using the reforms suggested in National Partnerships to make sustainable change.

The state of the art technology in the school has resulted in state wide award winning projects in short film making and Literacy. Extension writing programs are being offered for talented literacy students. Innovative and highly skilled teachers, who care and nurture their students, create effective learning programs, fostering a challenging, warm, happy learning environment. The school also provides a diverse range of extra curricula activities such as band, school musical performances and “Gumbaynggir” language classes.

The introduction of our Positive Behaviour for Learning Program has focussed on the key values. Students learn that at Frank Partridge VC Public School we do “Our Best Always” and show care, stay safe, show respect and are responsible. The positive behaviour system is linked to PBL and the students are rewarded for good behaviour. All staff support PBL by teaching weekly explicit lessons around these values.

At the school we have introduced “Playkindy” which is a transition program for 4 to 5 year olds. It aims to give children the best possible start to school. In 2010, there has been two sessions each week with an Early Childhood Teacher and a Learning Support Officer employed. The curriculum is integrated and play-based which reflects current best practice in the field of early childhood.

An intensive attendance program has been implemented in 2010 that has improved attendance rates at the school. Traditionally parents have been involved in partnerships which have involved sport, special events e.g. Naidoc celebrations, carnivals. The focus in 2010 has been on developing meaningful partnerships in all areas of the education of the students.

In 2010 a comprehensive plan was developed after using the School Self Assessment tool from The Middle Years of Schooling. Partner primary school has been involved in interschool activities designed to foster improved Transition 6-7. Our school is a host school for an After School Care Program which accommodates students from the local community.
### Priority Areas (3 Year horizon)

- Literacy with specific focus on student outcomes in writing, spelling and grammar and punctuation in 2011.
- Numeracy
- Attendance
- Student engagement
- Community partnerships

### 2010 Targets

#### Literacy
- Increase the % of students Writing at stage appropriate level from 43% to 55% as measured on standardised tests.
- Increase the % of students in Year 5 achieving in Bands 7 and 8 in writing from 12% to 25%.
- Increase the % of students in Year 3 achieving in Bands 5 and 6 in Writing from 35% to 45%.
- Increase % of students in Kindergarten achieving Level 3 on the Literacy Learning Continuum from 50% to 70% in all aspects.

#### Numeracy
- Improve all students’ performance (K-3) in numeration by more than one band as assessed in SENA 1 or 2 in 2010.
- 70% of ES1 (At Expected Level) & Stage 1 students at “Sound” level in number & space/measure strand reporting scale.
- Increase the number of students (Yrs 4-6) achieving stage appropriate outcomes in numeration by 10% as assessed by “Scaffolding Diagnostic Test” within 2010.
- Improve problem solving skills in each classroom in 2010 through development of a greater understanding of the language of maths.

#### Student Engagement
- Increase whole school student attendance by 0.5% from 2009 attendance data.
- 100% staff using IWBs as necessary for daily teaching and learning.
- Improve the percentage of teachers utilising the Connected Classrooms from 0% to 40% in 2010.
- 80% of staff develop knowledge of, and implement Positive Behaviour for Learning strategies by Term 4 2010.
- 80% of students demonstrate a deep knowledge of school rules in a variety of non classroom settings by Term 4, 2010.

#### Community Partnerships
- Increase the percentage of students reporting that their parents are involved in and support their learning at school from 66% in 2009 to 70% in 2010.
- Increase Aboriginal Community and parent engagement through the development of an Aboriginal Education Committee at the school in 2010. (Including PACE and AECG delegates)
- Improve parental support of their children at school through parental support of school activities.
- Provide 2 workshops per term for parents who wish to keep pace with their child’s learning programs.
Increase the number of Aboriginal students who have PLPs in place from 50% to 75% in 2010

Teacher and Leader Quality
- 100% of school leaders complete the Team Leadership Training for School Improvement
- All teachers participate in team projects based on capacity building and achievement of outcomes for students
- Align TARS practices with current school plans and negotiated Professional learning for all teachers

2011 Targets

Literacy
- Increase by at least one point (criterion marking) from 50% to 60% of year 3-6 students in sentence structure.
- Increase by at least one point (criterion marking) from 30% to 40% of Stage 2 & 3 students in punctuation.
- Increase the % of Year 5 students achieving bands 7 & 8 in writing from 11% to 25%
- Increase the % of students in Year 3 achieving in bands 5&6 in writing from 32% to 40%.
- Raise the % of students in Early Stage 1 achieving Level 3 on the Literacy Learning Continuum in phonemic awareness from 67% to 70%.
- Maintain Level 3 on the Literacy Learning Continuum in all other aspects for 70% of students in Early Stage 1.

Numeracy
- Implement assessment of stage 1 students (100%) using the Scaffolding Diagnostic Test to establish baseline data and inform learning in 2011
- Raise the % of Stage 2 & 3 students who are reaching stage appropriate outcomes in Numeracy with a particular focus on Decimals & Fractions and Chance & Data as measured by the Scaffolding Diagnostic Test (from 50% to 60%).
- Increase the % of Stage 2 & 3 students who are reaching stage appropriate outcomes in Measurement with a particular focus on the aspect of Volume & Capacity (from 40% to 60%).
- Decrease the % of students achieving in Bands 3, 4 & 5 in Year 5 from 65% to 50% by the end of 2011.

Student Engagement
- Increase whole school student attendance from 92.3% in 2010 to 93% in 2011.
- Involve teachers and students in utilizing the connected classroom with each stage establishing a relationship with a twin school.
- Continue to implement PBL across whole school with focus moving to in class settings when all non classroom settings completed
- Increase the percentage of students reporting that their parents are involved in and support their learning at school from 70% in 2010 to 75% in 2011

Community Partnerships
- Increase the percentage of students reporting that their parents are involved in and support their learning at school from 70% in 2010 to 80% in 2011.
- Complete the unpacking of the 2008 Aboriginal Education Policy for 100% of school staff by the end of 2011
- Increase the percentage of students from 0% to 5% in the top three bands in Year 5 Numeracy.
o Reduce the number of Aboriginal students below National minimum standards in grammar and punctuation in years 3 & 5 by 4% in NAPLAN data 2011.
o Raise the level of parental participation at workshops provided each term from 12% to 15% of parents.
o Increase PLPs for Aboriginal students from 75% to 90% by the end of 2011

**Teacher and Leader Quality**
o Leadership team provide professional learning from core and selected sessions of the “Team Leadership for School Improvement” twice each term in 2010.
o Increase planning time for Stage teams from 1hour /fortnight to 2 days/term for consistency in curriculum planning and assessment cycle
o Implement new TARS procedures at Frank Partridge VC PS for 100% of teachers including PL linked to School Plan 2011.

### 2010 Budget:
The following budgets have been allocated in this plan.
- National Partnerships - $217,000
- Priority Action Schools - $120,000
- PSP - $33,000
- The Global Budget for 2010 has not yet been included and will include further Teacher Professional Learning funding of around $11,000

### 2011 Budget:
- National Partnerships 2011 - $234,560
- National Partnerships funding from 2010 - $48,000
- Priority Action Schools - $120,000
- PSP - $30,000
- The global budget for 2011 has not yet been included but will include TPL funding of around $10000

The plan has been endorsed and approved by:

<table>
<thead>
<tr>
<th>Principal:</th>
<th>Date: 17.11.10</th>
<th>School Education Director:</th>
<th>Date: 17.11.10</th>
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</thead>
<tbody>
<tr>
<td>Sue Miller</td>
<td></td>
<td>Robyn O'Neill</td>
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</table>
Frank Partridge VC School Plan

Priority Area: Literacy

Intended Outcomes:
Implement a whole school approach to daily balanced literacy sessions that addresses student outcomes and that are informed by student assessment.
Improve student achievement in writing outcomes in Stages 1 to 3.
Improve student outcomes in Talking and Listening in Early Stage 1 and Stage 1

2010
- Increase the % of students writing at stage appropriate level from 43% to 55% as measured on standardised tests.
- Increase the % of students in Year 5 achieving in Bands 7 and 8 in writing from 12% to 25%.
- Increase the % of students in Year 3 achieving in Bands 5 and 6 in Writing from 35% to 45%.
- Increase % of students in Kindergarten achieving Level 3 on the Literacy Learning Continuum from 50% to 70% in all aspects.

2011
- Increase by at least one point (criterion marking) from 50% to 60% of year 3-6 students in sentence structure.
- Increase by at least one point (criterion marking) from 30% to 40% of Stage 2 & 3 students in punctuation.
- Increase the % of Year 5 students achieving Bands 7 & 8 in writing from 11% to 25%
- Increase the % of students in Year 3 achieving in Bands 5&6 in writing from 32% to 40%.
- Raise the % of students in Early Stage 1 achieving Level 3 on the Literacy Learning Continuum in phonemic awareness from 67% to 70%.
- Maintain Level 3 on the Literacy Learning Continuum in all other aspects for 70% of students in Early Stage 1.
<table>
<thead>
<tr>
<th>Indicators</th>
<th>Strategies</th>
<th>Reform</th>
<th>Timeframe</th>
<th>Responsibility</th>
<th>Resource Allocation &amp; Funding source</th>
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</table>
| Improvement in the quality of literacy teaching through the development of explicit, systematic balanced and integrated literacy sessions | **Reading**  
**Ongoing professional learning** in:  
- Understanding syllabus requirements and their implications for the students at our school  
- Use DET literacy support documents and DET ICT resources to support teaching and learning programs | R1, R2, R4 | *          | *             | Principal                                           | Global TPL |
| Improved quality of assessment, planning and teaching through capacity building and team work. | Stage team release twice per term for planning and programming to build teacher capacity in addressing student needs and improve learning outcomes. Executive leaders will ensure teaching programs and classroom practice reflect Quality Teaching and assessment procedures inform practice  
- Ongoing professional learning in using assessment data to inform teaching i.e. NAPLAN, Best Start, In-School assessment.  
- Periodic training for existing and additional school learning support officers and in-class tutors, | R1, R5 | *          | *             | Principal                                           | 2010 NP $12,000 |
| Teachers demonstrate greater understanding of assessment structure to inform teaching strategies for students | Professional Learning in literacy focus areas as identified through Best Start data analysis. (K-2)  
- Professional Learning in the use of Best Start resources.  
- Using the BEST START data to inform the teaching and learning cycle through implementation of effective teaching strategies to improve student outcomes.  
- In school mentor teachers provide professional learning in identified areas. Release mentor | R1, R5 | *          | *             | AP                                                   | PAS $4,000 |
| Literacy focus areas established through analysis of BEST START data.       |                                                                                                                                             |        |            |                | AP                                                   | NP $64,750 |
Mentor teachers show greater flexibility in providing role modelled quality teaching and capacity building for beginning teachers.

Early Stage One students provided with greater opportunity to practice reading and writing skills daily.

Improved engagement and achievement in Literacy for targeted students.

<table>
<thead>
<tr>
<th>Implement Literacy Focused Teams (Early Stage 1 &amp; Stage 1)</th>
<th>Teachers to support through planning, programming and modelled quality teaching to provide capacity building for staff including beginning teachers.</th>
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</thead>
<tbody>
<tr>
<td>- Two classroom teachers</td>
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<td>- One reading recovery trained teacher (Mentor Teacher)</td>
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<td>- Learning Support Officer (to be employed) for each pair of classes.</td>
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<tr>
<td>- The strategy of using and additional mentor teacher and an additional SLSO during the Literacy session to implement explicit and systematic teaching and learning will be continued in 2011. In Early Stage 1 the Literacy program will be informed by Best Start data and the Early Literacy Learning Continuum.</td>
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<td>- Additional Literacy resources to be purchased for ES1 and S1.</td>
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**Self Nominated Project 2010:**

1. **Best Start to Reading**

Community of Schools: Boambee PS, Urunga PS, Frank Partridge VC PS, Macksville PS (Entry and Exit Reading Recovery data)

Supported by: Regional Reading Recovery Tutor

- Specific ongoing training in Accelerated Literacy – through model lessons, team teaching, shared programming and AL unit writing.

- AL training completed in 2010. Team teaching and shared planning to continue in school for 2011 to enable consolidation of AL strategies in Literacy.

- Purchase and create additional Literacy resources for students.
To improve student outcomes in literacy through quality literacy teaching by explicit, systematic balanced and integrated literacy sessions using Accelerated Literacy pedagogy in Stages 2 & 3. (AL pre & post testing data.)

Improve student comprehension to respond, interpret, analyse and evaluate stage appropriate texts. (Track and monitor on Comprehension Learning Sequence)

| AL units to provide greater equity of opportunity for students for S2 & S3 |
|・Self Nominated Project: 2010 Accelerated Literacy: Bowraville Central, Macksville PS, Nambucca Heads PS and Frank Partridge VC PS - Learning Community within the community of schools Supplemenry professional learning for FPVCPS staff members that have not trained in Accelerated Literacy 2009. Ongoing professional learning – in class coaching and support – through regional trained staff. |
| | o Access NAPLAN strategies and support materials for teaching and learning of comprehension. |
| | o Implement "Key into Comprehension" resource in Stage 2 & 3. |

NP $3,000
Improve student writing to stage appropriate – (Track and monitor – Using focussed NAPLAN writing criteria)

Teachers demonstrate greater Understanding of the levels of Achievement through PL and Team evaluation of student Work samples.

NAPLAN analysis is evident in teaching and learning programs in writing.

**WRITING.**
- Teachers K-6 will implement a stage appropriate daily writing program.
- Consistency of teacher judgement practise addressed in stage teams as a component of the assessment, planning, programming and teaching.
- Ongoing regional consultancy support for Mentor teacher- Literacy On Track Literacy Leadership course?
- 2011 PL in Literacy Learning Continuum 3-6
- Professional Learning (in school) and Implementation of DET Teaching Spelling K-6 and North Coast Spelling document.
- Early Stage 1 and Stage 1 teachers will use Literacy Teaching Guides in Phonics and Phonemics Awareness (DET) to guide planning and programming.
- Training whole staff in the use of NAPLAN data analysis and SMART resources to inform writing plans.
- Incorporate teaching strategies from SMART resources in teaching and learning programs for identified outcomes specifically in writing informed by data analysis.
- Use in-school mentor teachers to provide professional learning. Release mentor teachers to support explicit planning, programming and modelled team teaching.
Teachers demonstrate greater awareness and address needs of Aboriginal students as indicated by their PLPs.

- In school mentor teachers lead the development and implementation of PLPs for Aboriginal students.
- Use collegial reflection to focus on the development of stage appropriate balanced literacy session. Through mentoring and peer coaching.

Identify **Stage 2 Literacy Team** including Mentor teacher to focus will be on Extension writing and writing strategies. Team planning and programming to be implemented to improve student achievement. Focus in Writing will also include a focus in Spelling, grammar and punctuation.

**Stage 2** writing will focus on effective writing strategies.
- Language usage will be a focus across all areas of Literacy including Reading, Talking & Listening and Writing.
- Meaningful assessment program will be established across Stages 1, 2 & 3 where baseline data is collected early in Term 1 and growth can be measured throughout the year...
- Regular planning sessions for Stage 2 team so that Programming, assessment tasks and resources are shared. CTJ to be a focus and regular Criterion for Literacy tasks in writing to be established and inform teaching and learning.
- Mentor teacher to assist with the strengthening of quality teaching for early career teachers through in class modelling of lessons and sharing of strategies.
- Topical/Technical language as well as Grammar to be methodically taught in each class.
Identify **Stage 3 Literacy Team including Mentor** teacher to focus will be on Extension writing and writing strategies. Team planning and programming to be implemented to improve student achievement.

Extension writing focussed on effective writing strategies including spelling, grammar and punctuation.

- Establish a Stage 3 Literacy Team including Mentor teacher to focus on improved outcomes in reading, writing and talking and listening.
- Release executive staff to act as mentor and include role modelling of quality teaching in classes for early career teachers in team.
- Team assessment, planning and programming to be implemented to improve student achievement and inform practice.

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<thead>
<tr>
<th></th>
<th>R4</th>
<th>R5</th>
<th>R4</th>
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<td>AP</td>
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- R4: $21,542
- R5: NP
- $48,000

**TALKING AND LISTENING.**

- Early intervention program to be established with existing early interagency group support.
- Establishment of a structured playgroup to focus on prerequisite skills in oral language and social skills.

Creation of a **Structured Transition to Kindergarten** class beginning by Semester 2 2010 to provide an enhanced transition program to school. Building modifications will be applied for through Assets Management.

Research into planning training and establishment of a pre Kindergarten Transition class.

Maintain the structured Playkindy (Transition to Kindergarten class 2010) to focus on prerequisite skills in oral language and social skills.

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</table>
Increase the percentage of students that access preschool education prior to kindergarten.

Investigate transport solutions.
Purchase further resources to support the Language Development program in Playkindy.
Increase community participation in Playkindy.
Start in Term 2, 2011 with one session a week. Staffed by Early Childhood Teacher and SLSO

Liaise with Para professionals in
Speech, Occupational Health. DOCs Community Health, Aboriginal Health. Early Childhood Services Partnership Officer – PSP Muurrbay Language Centre
- Access support from the Early Childhood Consultant (Regional)
- Seek and employ Early Childhood Trained teacher and Support Officer Personnel.

**Develop Partnerships:** Working with secondary and tertiary institutions:
- Vocational Education Students – Community of Schools
- Macksville TAFE
- Southern Cross University

- Professional learning in specific articulation, receptive and expressive language teaching strategies for early stage 1/stage 1 teachers

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<tr>
<th>R1</th>
<th>R4</th>
<th>R6</th>
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NP $10,000
NP $13,000
NP $2,000
Frank Partridge VC School Plan

Priority Area: Numeracy

Numeracy will be included as a focus area in 2011 and as such will have targets based on NAPLAN and Best Start data. Only PAS/PSP funding has been allocated to this priority area for 2010.

Intended Outcomes:

Implement whole school approach to explicit daily numeracy lessons based on achievement of Stage appropriate outcomes and diagnostic in-school assessment Years 1-6. Teachers utilise Quality Teaching Framework, Count Me in Too Framework and Counting On training as instruments to improve student outcomes.

Implement Quicksmart program in 2011 to improve outcomes for students achieving in bands 2 & 3 in Year 3 NAPLAN

Targets:

2010

o Improve all students’ performance (K-3) in numeration by more than one band as assessed in SENA 1 or 2 in 2010

o 70% of ES1 (At Expected Level) & Stage 1 students at “Sound” level in number & space/measure strand reporting scale

o Increase the number of students (Yrs 4-6) achieving stage appropriate outcomes in numeration by 10% as assessed by “Scaffolding Diagnostic Test” within 2010

o Improve problem solving skills in each classroom in 2010 through development of a greater understanding of the language of maths

2011

o Implement assessment of stage 1 students (100%) using the Scaffolding Diagnostic Test to establish baseline data and inform learning in 2011

o Raise the % of Stage 2 & 3 students who are reaching stage appropriate outcomes in Numeracy with a particular focus on Decimals & Fractions and Chance & Data as measured by the Scaffolding Diagnostic Test(from 50% to 60%) in 2011.

o Increase the % of Stage 2 & 3 students who are reaching stage appropriate outcomes in Measurement with a particular focus on the aspect of Volume & Capacity (from 40% to 60%) in 2011.

o Decrease the % of students achieving in Bands 3, 4 & 5 in Year 5 from 65% to 50% by the end of 2011.
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<th>Timeframe</th>
<th>Responsibility</th>
<th>Allocation of Funds</th>
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</table>
| Improved understanding of whole number and operations – results from benchmarking, standardised tests, NAPLAN, CTJ (QT); Students working mathematically – observation, benchmarking (T1 - T4), testing, work samples | Explicit teaching of numeration across whole school: + - x & div.; place value across stages Establishing whole school assessment strategies for number using SENA 1 & 2 for K-3 students and measuring growth from baseline data using in-school Mathematics Diagnostic Tool. Maths groupings established across K-2 students using mentor teachers team teaching across stages | 2010: R 5  
2011: * | Principal | PSP $2,000 |
| Increased student engagement in numeration and space/measure activities– student dialogue, professional dialogue, observable and hands on; assessment tasks; QT framework in NTS and incorporated with TARS | Use explicit teaching / learning activities from NAPLAN teaching strategies (NTS – QT framework), in-class tutors and SLOs using CMIT & CO strategies. Purchase appropriate consumables to enable CMIT and CO mathematics activities. | 2010: R 2  
2011: * | | |
| Increased teacher & student engagement in new classroom practices leading to enhanced learning. Identified Stage 3 students will complete the CO program moving up 1 level | | 2010: R 4  
2011: * | | |
| Increased student participation working mathematically and solving problems Word banks evident in | | | | |

* STLA to assist in Counting On strategies/activities; Numeracy benchmarking Implement NIMS strategies from 2009 program Enhanced maths vocabulary through explicit language/maths activities

Department of Education & Training
School Planning Policy PD20080378
classrooms of maths term; all staff familiar with Newman’s 5 steps

Improved understanding of working mathematically in real life contexts

Increased understanding of student competencies and QT framework

Explicit teaching of the main idea – interpreting the mathematical language (inc. Newman’s 5 steps) developing whole school strategies

Improved understanding of working mathematically in real life context

Increase teachers’ understanding of student competencies and QT framework through Professional Learning opportunities

TPL used to up skill teachers in using the Count Me in too framework in their teaching and learning.

Improved outcomes and results in NAPLAN and School based assessment for students who achieved in the lower three bands in Year 3 NAPLAN

Co coordinating teacher and 3 support staff to undertake PL in Quicksmart. Quicksmart program to be implemented with a focus on students in Year 4 and Year 5 whose NAPLAN results indicated they were in Bands 3 or 2 in Year 3.

Principal

PAS

$25,000
Frank Partridge VC School Plan 2010

Priority Area: Student Engagement

Intended Outcomes:

1) Develop a whole-school approach to attendance, punctuality, behaviour and learning.
2) Expand use of ICT tools across KLAS to enhance classroom quality teaching and learning activities.
3) Continue the introduction of Positive Behaviour for Learning in 2011 and implement the processes K-6.
4) Create closer partnerships with High School in association with other partner Primary Schools to develop an improved transition program Yr6 to Yr7.

Targets:

2010
- Increase whole school student attendance by 0.5% from 2009 attendance data.
- 100% staff using IWBs as necessary for daily teaching and learning.
- Improve the percentage of teachers utilising the Connected Classrooms from 0% to 40% in 2010.
- 80% of staff develop knowledge of Positive Behaviour for Learning strategies by Term 4 2010
- 80% of students demonstrate a deep knowledge of school rules in a variety of non-classroom settings by Term 4, 2010.

2011
- Increase whole school student attendance from 92.3% in 2010 to 93% in 2011.
- Involve teachers and students in utilizing the connected classroom with each stage establishing a relationship with a twin schools.
- Continue to implement PBL across whole school in 2011 with focus moving to in-class settings when all non-classroom settings explicit teaching has been completed.
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<th>Indicators</th>
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<th>Timeframe</th>
<th>Responsibility</th>
<th>Allocation of Funds</th>
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</thead>
<tbody>
<tr>
<td>To improve attendance and punctuality in line with 2011 targets</td>
<td>Student Engagement:</td>
<td>2010 NP</td>
<td>AP</td>
<td>$2,000</td>
</tr>
<tr>
<td></td>
<td>Attendance</td>
<td>2010 NP</td>
<td>$2,000</td>
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<td></td>
<td>o Refine and streamline procedures around attendance. CLO and AEO to ring parents in the first instance to monitor student absences.</td>
<td>R3</td>
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<td>R6</td>
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<td>o Introduce whole school and community focus on valuing attendance and punctuality.</td>
<td>R3</td>
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<td></td>
<td>o Staffs participate in the regular analysis of daily, weekly attendance and punctuality data.</td>
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<td>o Develop a recognition and reward program for students’ regular attendance.</td>
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<td>o Parental workshops/meetings in developing effective strategies to get students to school. Strategies to be included in PLPs</td>
<td>R6</td>
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<td>o Include the attendance data in Learning Support Team meetings for action on students of concern.</td>
<td>R4</td>
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<td>o Executive teacher to monitor and lead the Learning Support Team with a focus on implementing attendance strategies – (released one day/week). Executive teacher to lead Staff PL around attendance.</td>
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<td>R3</td>
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<tr>
<td>Staff demonstrate greater Understanding of students and Data.</td>
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<td>R3</td>
<td>PBL Co-ordinator</td>
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<tr>
<td>Learning Support Team Implement strategies to Improve targeted students’ attendance</td>
<td></td>
<td>PAS</td>
<td>$16,000</td>
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<td>PBL</td>
<td>Establish a Positive Behaviour for Learning (PBL) Team</td>
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<td>Train all staff in PBL concepts</td>
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<td>Train PBL team in PBL Universals- (Two Day)</td>
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<td>Refresher course for PBL Team ( 1 Day)</td>
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Department of Education & Training
School Planning Policy PD20080378
Data collected demonstrates a greater understanding of Values being introduced at school and fewer misdemeanours by students.

**Improve student engagement through the classroom use of technology.**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Responsibility</th>
<th>Start Year</th>
<th>NP Amount</th>
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</thead>
<tbody>
<tr>
<td>Increase the use of interactive whiteboards to enhance teaching of literacy and numeracy and all other KLAs.</td>
<td>Technology Co-ordinator</td>
<td>2010</td>
<td>NP $8,000</td>
</tr>
<tr>
<td>Increase teacher capacity in the use of interactive whiteboard through professional learning to enhance student engagement.</td>
<td></td>
<td>2010</td>
<td>NP $4,000</td>
</tr>
<tr>
<td>Professional learning in Connected Classrooms – utilizing in-school peer coaching in connected classrooms use.</td>
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<tr>
<td>Maintain and improve current levels of technology hardware. Include T4L rollout in 2011.</td>
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<tr>
<td>Release expert teachers in planning for in school professional learning for staff – sustained throughout the year.</td>
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<tr>
<td>Liaise with High School leaders to plan and establish a partnership projects to enhance student engagement.</td>
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</tbody>
</table>

**Improved partnership through Community Schools to provide enhanced transition program for students moving from year 6 to**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Responsibility</th>
<th>Start Year</th>
<th>NP Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide release for PBL team leader to collate and analyse data to inform ongoing planning.</td>
<td>PBL Co-ordinator</td>
<td>2010</td>
<td>NP $4,000</td>
</tr>
<tr>
<td>Program will be continued in 2011 into the next phase (2nd year of the 4 year program).</td>
<td></td>
<td>2010</td>
<td>NP $11,000</td>
</tr>
<tr>
<td>Use evaluation data to determine effectiveness and inform future direction.</td>
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<tr>
<td>Program will be continued into the next phase in 2011 to address school values for all areas of the playground.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Program will be continued into the next phase in 2011 to address school values for all areas of the playground.</td>
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</tbody>
</table>

**School 4 year plan**
| year 7 | Participate in joint programs with Nambucca Heads High School and Nambucca Heads Public School in preparing our students for the establishment of the “Willing to Learn” class in Year 7 and improving transition to High School programs | R4 | * | 2010 NP $4,000 |
Frank Partridge VC School Plan

Priority Area: Community Partnerships

Intended Outcomes: Increase parental engagement in and support of their child’s learning.
- Participate in joint programs for Aboriginal students with Nambucca Heads High School and other local Community of Schools to improve opportunities for students.
- Engage parents and community members to fully participate in supporting school activities.
- Improve the percentage of Aboriginal Students who have updated and relevant Personalised Learning Plans in place.

Targets:

2010
- Increase Aboriginal Community and parent engagement through the development of an Aboriginal Education Committee at the school in 2010. (Including AECG delegates)
- Improve parental support of their children at school through parental support and involvement in school activities.
- Provide 2 workshops per term for parents who wish to keep pace with their child’s learning programs.
- Increase the number of Aboriginal students who have PLPs in place from 50% to 75% in 2010

2011
- Increase the percentage of students reporting that their parents are involved in and support their learning at school from 70% in 2010 to 80% in 2011.
- Complete the unpacking of the 2008 Aboriginal Education Policy for 100% of school staff by the end of 2011
- Increase the percentage of students from 0% to 5% in the top three bands in Year 5 Numeracy.
- Reduce the number of Aboriginal students below National minimum standards in grammar and punctuation in years 3 & 5 by 4% in NAPLAN data 2011.
- Raise the level of parental participation at workshops provided each term from 12% to 15% of parents.
- Increase PLPs for Aboriginal students from 75% to 90% by the end of 2011.
<table>
<thead>
<tr>
<th>Indicators</th>
<th>Strategies</th>
<th>Reform</th>
<th>Timeframe</th>
<th>Responsibility</th>
<th>Allocation of funds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Increase parental engagement in supporting their child’s learning.</strong></td>
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<td></td>
<td><strong>Increase parental involvement in school activities</strong></td>
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<td></td>
<td><strong>Improved take up of invitations and activities provided for students and their families.</strong></td>
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<tr>
<td></td>
<td><strong>Improved parental involvement in their child’s education.</strong></td>
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<tr>
<td></td>
<td><strong>Community Partnerships</strong></td>
<td></td>
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<tr>
<td></td>
<td>o Provide workshops to increase parental skills and confidence in supporting their child’s learning</td>
<td>R6</td>
<td>*</td>
<td>Principal and CLO</td>
<td>PSP $3,000</td>
</tr>
<tr>
<td></td>
<td>o Provide Indigenous parental workshops “Talking about our Children” – focussing on literacy, numeracy, homework, technology and attendance.</td>
<td>R6</td>
<td>*</td>
<td>Principal and CLO</td>
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<tr>
<td></td>
<td>o Workshops for Aboriginal parents in technology, Literacy and Maths with support from PSP consultants.</td>
<td>R3</td>
<td>*</td>
<td>AP</td>
<td>NP $3,000</td>
</tr>
<tr>
<td></td>
<td>o Improve information on school website for parents to access school information.</td>
<td>R2</td>
<td>*</td>
<td>Principal</td>
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<td></td>
<td>o Improve communication through Newsletters</td>
<td>R2</td>
<td>*</td>
<td>Principal</td>
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<tr>
<td></td>
<td>o Utilise PACE (Parent and Community Engagement – Dare to Lead) to motivate Indigenous parents to engage in school partnerships and assist development of PLPs for Aboriginal Students</td>
<td>R2</td>
<td>*</td>
<td>Principal</td>
<td></td>
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<tr>
<td></td>
<td>o Ensure the continuation of development, currency and validity of PLPs for up to 90% of Aboriginal students in 2011.</td>
<td>R3</td>
<td>*</td>
<td>AP</td>
<td>NP $7,000</td>
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<tr>
<td></td>
<td>o Employ a CLO Community Liaison Officer (0.6FTE) to facilitate parent communication and participation in school activities.</td>
<td>R6</td>
<td>*</td>
<td>CLO</td>
<td>PSP $20,000</td>
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<tr>
<td></td>
<td>o Establish, maintain and strengthen community partnerships with e.g. Pre schools. Partnerships, Kindergarten Transition.</td>
<td></td>
<td>*</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>Increase the communication in how parents can effectively support their child and the school.</td>
<td>o Aboriginal Education Committee to lead professional learning focussed on quality teaching and learning for Aboriginal students.</td>
<td>R 6</td>
<td>*</td>
<td>*</td>
<td>AP</td>
</tr>
</tbody>
</table>
Frank Partridge VC School Plan

Priority Area: Teacher and Leader Quality

Intended Outcomes:
- Enhance school leadership capacity for school improvement
- Provide in class professional learning through team teaching and peer tutoring
- Build teacher knowledge and understandings of syllabus outcomes through increased opportunities for collaborative planning, programming and consistency of teacher judgement processes

Targets:

2010
- 100% of school leaders complete the Team Leadership Training for School Improvement
- All teachers participate in team projects based on capacity building and achievement of outcomes for students
- Align TARS practices with current school plans and negotiated Professional learning for all teachers

2011
- Leadership team provide professional learning from core and selected sessions of the “Team Leadership for School Improvement” twice each term in 2011.
- Increase planning time for Stage teams from 1hour /fortnight to 2 days/term for consistency of quality teaching in curriculum and implementation of improved assessment cycle.
- Implement new TARS procedures at Frank Partridge VC PS for 100% of teachers including PL linked to School Plan 2011.
<table>
<thead>
<tr>
<th>Indicators</th>
<th>Strategies</th>
<th>Reforms</th>
<th>Timeframes</th>
<th>Responsibility</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance school leadership capacity</td>
<td>o School Team participate in the Team Leadership Training for School Improvement Professional Learning to build leadership capacity in the school focussing on school leaders including mentor teachers.</td>
<td>R1</td>
<td>*</td>
<td>Principal</td>
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<td></td>
<td>o Members of the school executive will continue to present modules from “Team Leadership for School Improvement K-12” to the staff to increase their understanding /ownership of School Situational Analysis and implementation of the School Plan to improve outcomes for students at FPVCPS and to improve the quality of teaching.</td>
<td>R2</td>
<td>*</td>
<td>Principal</td>
<td>NP $8,266</td>
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<tr>
<td></td>
<td>o Release AP from class to fill a National Partnerships project role as the Curriculum Leader and ensure the adoption of best practise in teaching and learning. This role will include mentoring Early Career Teachers/team teaching to implement quality teaching, include managing the Playkindy transition class implementation, being the stage leader in the Early Stage One Team, organisation of TPL across KLAs for all staff, liaising with partnership schools within our Community of Schools’ projects and supervising Beginning Teachers working toward accreditation.</td>
<td>R2</td>
<td>*</td>
<td>Principal</td>
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<td></td>
<td>o Identify a teacher from existing staff to build capacity in leadership by coordinating collaborative assessment, planning and programming in stages, professional learning and transition to High School programs.</td>
<td>R3</td>
<td>*</td>
<td>Principal</td>
<td>NP $16,152</td>
</tr>
<tr>
<td>Ongoing regional consultancy support for Mentor teachers- <strong>Literacy on Track</strong> Literacy Leadership course?</td>
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<tr>
<td>Further refine assessment tasks and develop agreed schedule for assessment. Establishing an understanding and implementation of CTJ across stages. Planning, assessment and syllabus knowledge to be enhanced as a part of in-school PL</td>
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<td>Adoption of best practice performance management strategies</td>
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<tr>
<td>Efficient Management of Low Socio Economics funding programs through professional learning for administration staff</td>
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<tr>
<td>Capacity building with remaining administration staff.</td>
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<tr>
<td>Employment of an additional office management staff – two days per week to release Senior Administration Manager (SAM).</td>
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</tbody>
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| * | Principal |
| * | Executive |
| * | Principal |
| * | Principal |

$20,000