



# Somersby Public School

# School Plan

2009-2011

(May, 2011 Revision)

## School context

There are currently 91 students enrolled in the school, including three Aboriginal students, and two students with special needs, one who who receive TAS support. There are four students assessed as moderately intellectually handicapped, integrated into mainstream classes. A small minority of the students have second generation ESL backgrounds. The school structure consists of four composite classes; with one job-share class, and a part-time library/RFF teacher. There is a full-time school administration manager and a part-time school administration officer. 2008 NAPLAN data shows that Writing and Numeracy are areas of concern, especially for students in Stage 3. School-based data shows that there needs to be a focus on the monitoring of achievement of Stage outcomes in Mathematics and in Writing.

Throughout the coming three years, the focus will be on improving student outcomes in English, specifically Writing, Comprehension and Spelling; and improving outcomes in Mathematics across all strands. In the 2008 NAPLAN, no students in Year 5 scored in Bands 7 or 8 for Numeracy and only three in Band 7 for Literacy. The aim is now to move the 'middle' achievers to Bands 7 and 8 for the 2009 NAPLAN. In Year 3, there were a number of students who achieved Band 6 across all areas, however, there were a large proportion of students achieving in Bands 2 and 3. The aim once again, is to lift the poor and middle achievers to Bands 5 and above in NAPLAN 2009 and beyond. Therefore, this School Plan will focus on Literacy, Numeracy and professional development for teachers to implement the Quality Teaching Framework.

2009 NAPLAN data showed huge growth in all areas, particularly spelling for Stage 3 students. Year 3 writing was very good, with spelling still requiring a focus. Year 5 Writing will still need to be a focus area along with data and measurement. The school average was equal to the national average in all areas.

## Priority Areas (3 Year horizon)

- Literacy
- Numeracy
- Quality Teaching

## Targets

**2009** - 80% of students achieve Stage outcomes in English in each Stage as appropriate  
90% of students achieve Band 5 or higher in NAPLAN Writing  
80% of students achieve Stage outcomes in Mathematics in each Stage as appropriate  
75% of students achieve Band 5 or higher in NAPLAN Numeracy

**2010** - 85% of students achieve Stage outcomes in English in each Stage as appropriate  
95% of students achieve Band 5 or higher in NAPLAN Writing and Language Conventions  
85% of students achieve Stage outcomes in Mathematics in each Stage as appropriate  
46% of Year 3 students achieve Band 5 or higher in NAPLAN Numeracy  
40% of year 5 students achieve Band 7 or higher in NAPLAN Numeracy

**2011** - 90% of students achieve Stage outcomes in English in each Stage as appropriate  
90% of students achieve Band 5 or higher in NAPLAN Writing, Language Conventions  
90% of students achieve Stage outcomes in Mathematics in each Stage as appropriate  
60% of Year 3 students achieve Band 5 or higher in NAPLAN Numeracy  
40% of Year 5 students achieve Band 7 or higher in NAPLAN Numeracy

## School Plan: Somersby Public School

### Priority Area: LITERACY

#### Intended Outcomes:

- Individual Learning Plans (PLPs) will be set for each student to progress towards attainment of Stage outcomes
- Teachers will focus on utilising specific elements of Quality Teaching Framework as key instruments to improve student outcomes
- Increased competency levels will be demonstrated by staff and students in the use of interactive Smartboards to access curriculum

#### Targets:

**2009** - 80% of students achieve Stage outcomes in English in each Stage as appropriate  
90% of students achieve Band 5 or higher in NAPLAN Writing

**2010** - 85% of students achieve Stage outcomes in English in each Stage as appropriate  
95% of students achieve Band 5 or higher in NAPLAN Writing and language Conventions

**2011** - 90% of students achieve Stage outcomes in English in each Stage as appropriate  
90% of Year 5 students achieve Band 5 or higher in NAPLAN Writing, Language Conventions  
90% of Year 3 students achieve Band 3 or higher in NAPLAN Writing, Language Conventions

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source
		09	10	11		
❖ All students achieving Bands 3 and above in Year 3 NAPLAN Literacy	<ul style="list-style-type: none"> <li>▪ Analysis of NAPLAN used to identify strengths and weaknesses. Teaching programs focus on consolidation of strengths and emphasis on areas of weakness</li> <li>▪ Teachers utilise NAPLAN support materials when planning lessons</li> <li>▪ All teachers have common understanding of assessing writing using sequential school-developed rubrics (CTJ)</li> <li>▪ Teachers utilise NAPLAN data and resources to teach writing strategies focusing on school areas of weakness, paying particular attention to use of punctuation and text structure</li> <li>▪ Daily explicit teaching of grammar and spelling in each classroom which includes utilisation of ReST Spelling and Reading program</li> </ul>	X	→		Principal as leader, staff, consultants	
❖ All students achieving Bands 5 and above in Year 5 NAPLAN Literacy		X	→		Class teachers	
❖ Students will experience assessment tasks that are formatted in a similar fashion to NAPLAN		X	→		Class teachers, STLA, consultants	
❖ Teachers and students will use school-based rubrics to assess writing on a regular basis		X	→		STLA support for teachers to implement ReST	
❖ A whole school Scope and Sequence will be implemented for teaching of Spelling and Grammar		X	→		Principal as leader, K – 4 teachers, STLA, counsellor	

<ul style="list-style-type: none"> <li>❖ Reading programs will include specific focus on comprehension</li> </ul>	<ul style="list-style-type: none"> <li>▪ All class reading groups include a weekly focus on comprehension skills with emphasis on main idea of text, connecting ideas and inferential questioning</li> <li>▪ Explicit and systematic teaching of guided and shared reading daily in each classroom</li> </ul>	X	→	Class teachers	<p>TPL ( 1 day each teacher to meet with parents and devise PLPs) \$340 x 4 days = \$1360</p>
<ul style="list-style-type: none"> <li>❖ Stage 1 and Stage 2 students' Reading Recovery Levels will be consistently monitored and data used to inform grouping and programming</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reading Recovery levels assessment on-going</li> <li>▪ Early Stage 1 and Stage 1 teachers work closely, including team teaching, to ensure grouping of students is appropriate</li> </ul>	X	→	Principal, school counsellor, District Office support staff, STLA, teachers	
<ul style="list-style-type: none"> <li>❖ Kindergarten entry levels will be assessed through Best Start and data will be used to inform programming</li> </ul>	<ul style="list-style-type: none"> <li>▪ ES1 and S1 teachers work collegially to devise and implement effective programs that include the use of technology</li> </ul>	X	→	STLA, Learning Support team	
<ul style="list-style-type: none"> <li>❖ Teachers will use Technology daily in classroom to enhance teaching of Literacy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers attend professional development sessions related to use of technology in the classroom</li> </ul>	X	→	Principal, teachers, District/Regional support staff	
<ul style="list-style-type: none"> <li>❖ All students able to verbalise their PLP goals and are working towards achievement of these goals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional learning for staff to negotiate with students and parents to establish specific learning goals for each student (PLPs)</li> <li>▪ Teacher release to meet with parents and students to set PLP goals</li> </ul>	X	→	Class teachers, parents	
<ul style="list-style-type: none"> <li>❖ Regular communication between class teacher / Learning Support Team and parent to monitor progress of PLPs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provision of appropriate support for all students through STLA and/or SLSO</li> <li>▪ Grouping of students within classrooms to support needs as determined by NAPLAN and school-based assessments</li> <li>▪ Meetings with parents as required ensuring student attaining set goals. PLPs reviewed on a yearly basis.</li> </ul>	X		Learning Support team, class teachers, SLSO, STLA	

❖ School data base utilised by teachers to monitor progress of students	▪ Staff meetings focused on setting up of explicit assessment strategies and collection and storage of data on school data base	X				
❖ Parent feedback indicates satisfaction with new homework format which focuses on greater parent involvement	▪ Homework format changed to more holistic approach with greater parent/school partnership	X				

## School Plan: Somersby Public School

### Priority Area: Numeracy

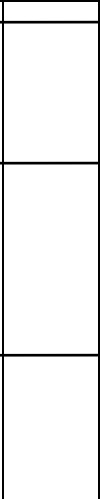
#### Intended Outcomes:

- Individual learning goals will be set for each student to progress towards attainment of Stage outcomes
- Teachers will focus on utilising specific elements of Quality Teaching Framework as key instruments to improve student outcomes
- Increased competency levels will be demonstrated by staff and students in the use of interactive Smartboards to access curriculum

#### Targets:

- 2009** - 80% of students achieve Stage outcomes in Mathematics in each Stage as appropriate  
75% of students achieve Band 5 or higher in NAPLAN Numeracy
- 2010** - 85% of students achieve Stage outcomes in Mathematics in each Stage as appropriate  
46% of Year 3 students achieve Band 5 or higher in NAPLAN Numeracy  
40% of year 5 students achieve Band 7 or higher in NAPLAN Numeracy
- 2011** - 90% of students achieve Stage outcomes in Mathematics in each Stage as appropriate  
60% of Year 3 students achieve Band 5 or higher in NAPLAN Numeracy  
40% of Year 5 students achieve Band 7 or higher in NAPLAN Numeracy

Indicators	Strategies	Timeframe			Responsibility	Resource allocation and Funding Source
		09	10	11		
❖ All students achieving Bands 4 and above in Year 3 NAPLAN Numeracy	<ul style="list-style-type: none"> <li>▪ Analysis of NAPLAN used to identify strengths and weaknesses. Teaching programs focus on consolidation of strengths and emphasis on areas of weakness, emphasising Working Mathematically, Space and Geometry and Measurement</li> <li>▪ Teachers utilise NAPLAN support materials when planning lessons</li> </ul>	X		→	Principal leader, teachers	
❖ All students achieving Bands 5 and above in Year 5 NAPLAN Numeracy		X		→	Numeracy consultants, Principal, teachers	
❖ Students will experience assessment tasks that are formatted in a similar fashion to NAPLAN		X	X		Teachers	
❖ CMIT and Counting On implemented in all classrooms		<ul style="list-style-type: none"> <li>▪ Utilising consultants expertise to continue classroom implementation of CMIT and Counting On to ensure the quality of implementation and assessment practices.</li> <li>▪ Increased use of practical Maths activities in classrooms to increase engagement</li> </ul>	X		→	
						<ul style="list-style-type: none"> <li>▪ TPL Funds (as required course fees and casual teachers) Approx. \$2 000</li> </ul>

<ul style="list-style-type: none"> <li>❖ Technology used regularly in Maths lessons</li>   <li>❖ Implementation of Best Start and associated analysis to inform individual learning needs in ES1 and S1</li>   <li>❖ Groups targeted according to Best Start and NAP results show growth towards achievement of school targets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers program the use of technology including Smartboard, Mathletics and computers to enhance Maths activities and engagement</li>   <li>▪ Targeted class groupings with support for individual learning needs, including team teaching in ES1 and S1 classrooms</li> <li>▪ Use of STLA to devise support programs for students achieving below benchmarks</li> <li>▪ Student Portfolios and school data base used to track student progress at regular intervals</li> </ul>	<p>X</p> <p>X</p> <p>X</p>		<p>Teachers, P &amp; C</p> <p>K-2 teachers, Best Start support staff, STLA</p> <p>Principal as leader, class teachers, STLA</p>	<ul style="list-style-type: none"> <li>▪ Yearly Mathletics registration fee \$850 approx per annum. Funded by P &amp; C</li> </ul>
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## School Plan

### Priority Area: Quality Teaching

#### Intended Outcomes:

- Teachers will focus on utilising specific elements of Quality Teaching Framework as key instruments to improve student outcomes, with specific emphasis on higher order thinking, explicit quality criteria and connectedness.
- Teachers will use the Professional Standards ratings to identify personal areas for professional development

**Targets:**     **2009** – Teachers Programs reflect greater emphasis on implementation of Quality Teaching Framework in planning and assessment

**2010** – Teachers peer support network within the school is firmly established with regular collaboration

**2011** – Peer support network incorporates other ‘mountain schools’ with teacher exchange and sharing of Professional practice.

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source
		09	10	11		
❖ Teachers support each other professionally by using Quality Teaching Framework	<ul style="list-style-type: none"> <li>▪ Teachers together with Principal break down QT elements through discussion during staff meetings, focusing on HOT, explicit quality criteria and connectedness</li> <li>▪ Teachers plan teaching/learning sequences, particularly in Maths to focus on the above elements of QT</li> <li>▪ Teachers use Guided Reflection materials to evaluate own lessons for targeted QT elements</li> <li>▪ Implementation of peer support lesson observations during Maths using Coding Sheets, to monitor implementation of QT framework - higher order thinking, explicit quality criteria and significance</li> <li>▪ Teachers collaborate to discuss outcomes of Guided Reflection and Coding Sheets, with view to improving practice</li> </ul>	X	X		Principal as leader, class teachers, Quality Teaching consultants	
❖ TARS process involves use of Professional Standards ratings	<ul style="list-style-type: none"> <li>▪ Teachers achieving at Professional Competence level and above</li> <li>▪ Teachers attend QT courses as they are offered to improve knowledge of QT and Professional Standards expectations</li> </ul>	X	X		Teachers, Principal,	TPL 3 days @ \$320 = \$960