



Carramar Public School

2009 - 2011 School Plan

2009 - 2011 School Plan School Summary

School Context
<p>Carramar PS is in the Fairfield Education District which is part of the South West Sydney Region. Carramar PS has an anticipated enrollment of 249 students in 2011. 89% of the students are from language backgrounds other than English. 2.6% of students identify as being from an Aboriginal or Torres Strait Islander background. Student mobility rate is 33.6%. Anticipated number of classes in 2009 is ten. Carramar is in the Priority Schools Program, Best Start Kindergarten initiative, Connected Classrooms project and is a KidsMatter mental health initiative school. Evaluations have indicated that a clear focus is needed in improving student outcomes in Literacy and Numeracy by increasing student engagement and enhancing quality teaching practices.</p>

School Strategic Priorities

Priority Area	Intended Outcomes	Targets
Literacy	Increased levels of literacy achievement for every student in line with State plan and Regional targets	2009 To improve student performance in literacy such that 75% of all students are achieving expected growth according to state benchmarks
		2010 To improve student performance in literacy such that 80% of all students are achieving expected growth according to state benchmarks
		2011 To improve student performance in literacy such that 85% of all students are achieving expected growth according to state benchmarks
Numeracy	Increased levels of numeracy achievement for every student in line with State plan and Regional targets	2009 To improve student performance in numeracy such that 75% of all students are achieving expected growth according to state benchmarks
		2010 To improve student performance in numeracy such that 80% of all students are achieving expected growth according to state benchmarks
		2011 To improve student performance in numeracy such that 85% of all students are achieving expected growth according to state benchmarks
Student Engagement and Retention	Student engagement is achieved through quality teaching practice which enables students to be self motivated, set learning goals, achieve success and create future learning challenges.	2009 From the parents of Kindergarten 2009, 40% are regularly involved in school experiences.
		2010 Develop an improved home/school partnership through increased and sustained parental involvement in school life.
		2011 Retain the parents of Kindergarten 2009, 2010 and involve 25% of the parents of 2011 kindergarten students in school experiences.

The plan has been endorsed and approved by:

Principal: Mr Greg Way Date: School Education Director: Mr James Coleborne Date:

Principal's Initials: _____

School Education Director's Initials: _____

2009 - 2011 School Plan

Priority Area: Literacy

Integrated Areas: Aboriginal Education and Training, Connected Learning, Literacy, Student Engagement and Retention, Teacher Quality

Intended Outcomes
Increased levels of literacy achievement for every student in line with State Plan targets
The Quality Teaching Framework will be used to improve student outcomes
Improved state-wide diagnostic assessment of literacy learning in Kindergarten, Year 3 and Year 5
School-based data will show each student achieving individual learning goals in relation to Stage outcomes for Literacy.

Year	Targets
2009	To improve student performance in literacy such that 75% of all students are achieving expected growth according to state benchmarks
2010	To improve student performance in literacy such that 80% of all students are achieving expected growth according to state benchmarks
2011	To improve student performance in literacy such that 85% of all students are achieving expected growth according to state benchmarks

Recommendations	Indicators	Strategies	2009	2010	2011	National Partnership Reforms	Responsibility	Resource Allocation	Funding Area

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Recommendations	Indicators	Strategies	2009	2010	2011	National Partnership Reforms	Responsibility	Resource Allocation	Funding Area
	Bank of strategies developed and resources available to all staff as a result of Literacy on Track(2009), PSP delivered by Ros Welling, RR trained staff members and ALERT program.	Teacher workshops to develop strategies through Literacy On Track (2009) PSP funded Literacy program led by Ros Welling (2009,2010) RR trained teachers to lead staff meetings in RR strategies (2011) (Using the Partnership employed temporary teacher) ALERT workshops and demonstration lessons for all staff members.				Reform 2 Reform 3 Reform 4	Literacy Committee	Grade Supervisor Librarian SMART Data NAPLAN Results Specialist Consultancy Staff Meetings Teacher Release Team Meetings	Priority Schools Program \$8,000.00
Explicit teaching and modelling of strategies to develop teachers' knowledge, understanding and delivery of identified areas of student need as indicated through TPL around NAPLAN results in Literacy.	Strategies evident in teaching programs, assessment tasks and student worksamples.	Stage supervisors regularly collect and monitor classroom teacher's programs. PSP program to support classroom teachers.				Reform 2 Reform 3 Reform 4	All Teachers	Grade Supervisor Literacy Committee Principal SMART Data NAPLAN Results Staff Meetings Teacher Release	English \$500.00
	Adequate and appropriate resources are available to support the successful implementation of Literacy strategies across the school.	Stocktake of current resources and purchase additional resources.				Reform 4 Reform 6	Literacy Committee	Team Meetings	English \$4,000.00
	Improvement in reading levels across Stage 1	Reading Recovery trained teachers released from class to follow-up students who have been on the RR program and to support at-risk students (not able to access current RR program. (Using the temporary teacher)				Reform 3 Reform 4	Learning Support Team	Literacy Committee LST School Counsellor Staff Meetings Teacher Release	National Partnerships
	Teachers access and use teaching strategies from SMART 2	Provide all staff with a hard copy of the SMART 2 Literacy teaching strategies. Provide on-site professional development with a focus on the access and use of SMART2 (1/2 day per stage in Term 1 and Term 3).				Reform 1 Reform 3 Reform 5	KLA Leader	Literacy Committee Staff Meetings Teacher Release Team Meetings	Priority Schools Program \$2,000.00

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Recommendations	Indicators	Strategies	2009	2010	2011	National Partnership Reforms	Responsibility	Resource Allocation	Funding Area
Improve parents' understanding of literacy in the classroom through workshop sessions.	Parent attendance at workshops. Parent support of ALERT. Parent surveys indicate satisfaction with school's literacy programs	Hold parent workshops at least 1 per term. March-Meet and Greet, May-Reading, October-NAPLAN, November-Kindergarten Orientation				Reform 6	CLO	Literacy Committee Parent Meetings Parent Surveys SMART Data NAPLAN Results Specialist Consultancy Team Meetings	English \$500.00
Ongoing participation and focussed Professional Learning.	Best Start Strategies implemented across K-2	Regular TPL and planning days with Best Start Consultant.				Reform 1 Reform 4 Reform 6	Grade Co-ordinator	Teacher Release Team Meetings	Global Account \$3,000.00
	Use of ALERT in classrooms.	Continued professional development with ALERT.				Reform 1 Reform 4 Reform 6	All Teachers	Consultancy Literacy Committee LST Specialist Consultancy Staff Meetings Teacher Release Team Meetings	Priority Schools Program
	Partnership developed with Chipping Norton PS and Glenwood PS to further develop ALERT strategies and resources.	Facilitate combined teacher workshops. Participate in joint School Development sessions. Explore the use of connected classrooms to aid teacher professional learning.				Reform 3 Reform 4 Reform 6	Leadership Team	Specialist Consultancy Staff Meetings Teacher Mentor Teacher Release Team Meetings	National Partnerships \$10,340.00
Restructuring of support allocation to maximise literacy support across the school.	All classes receive optimal level of support to address student needs in literacy.	Employ an additional temporary teacher to enable us to timetable all classes with a minimum of 3 x 1hr sessions of literacy support Mon-Wed mornings.				Reform 3 Reform 4	Leadership Team	Literacy Committee LST Specialist Consultancy Team Meetings	National Partnerships \$90,000.00

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Recommendations	Indicators	Strategies	2009	2010	2011	National Partnership Reforms	Responsibility	Resource Allocation	Funding Area
Use SMART 2 data and whole school assessment data to identify aspects of literacy underperformance for particular student cohorts and individual students.	Decrease the proportion of lowest performing students not meeting literacy minimum standards in accordance with the State Plan targets.	Develop IEPs for students not achieving National Benchmarks in literacy. Employ a 0.6 SLSO to help implement IEPs.				Reform 3 Reform 4	Learning Support Team	Literacy Committee LST School Counsellor SMART Data NAPLAN Results Team Meetings Technology Committee	Priority Schools Program \$8,000.00
	Reducing the literacy achievement gap between Aboriginal students and all other students.	Develop IEPs for Aboriginal students who are not achieving the national benchmark in Literacy.				Reform 2 Reform 3 Reform 4	All Teachers	Consultancy Grade Supervisor HSLO Literacy Committee LST Team Meetings	English \$600.00
Analysis of NAPLAN data to determine areas for TPL	Through the school TARS & EARS process a TPL plan created by each teacher each year to address their identified needs.	Staff meetings and meetings with consultants held late term 4 & early term 1 the following year.				Reform 1 Reform 4 Reform 5	All Teachers	Literacy Committee LST Principal SMART Data NAPLAN Results Specialist Consultancy Staff Meetings	Teacher Professional Learning
Develop, implement and evaluate quality assessment tasks and practices in each stage (1 per term) while enabling professional dialogue to occur through these stage days.	Each stage team produces assessment tasks that are implemented as part of each class' assessment process.	Jointly construct assessment tasks that develop consistency in teacher judgement. Use results to plan future programming of classroom literacy activities. Continue to develop assessment tasks linked to syllabus outcomes and current literacy focus				Reform 1 Reform 2 Reform 5	Grade Supervisor	Grade Supervisor Literacy Committee QT Consultancy Staff Meetings Team Meetings	English \$1,200.00

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Recommendations	Indicators	Strategies	2009	2010	2011	National Partnership Reforms	Responsibility	Resource Allocation	Funding Area
Continue with the implementation of the Best Start Kindergarten Assessment program to identify literacy learning that children bring to school and use this information to plan and deliver quality early years literacy teaching.	All kindergarten and stage 1 teachers use the Best Start entry-to-school assessment data to improve literacy achievement of students in the early years.	Administer and record the Best Start Assessment during each kindergarten child's entry to school. Further develop Early Learning Plans for Year 1. Re-assess in Term 3. Employ a 0.4 SLSO to support Kindergarten classes. Utilise Best Start consultant to lead TPL with K-4 teachers.	█	█ █	█ █ █ █	Reform 3 Reform 4 Reform 5	Leadership Team	Grade Supervisor LST Specialist Consultancy Teacher Mentor Teacher Release Team Meetings	National Partnerships \$19,150.00
Access and use of school-based assessment data to inform planning and programming.	Improvement in Reading Age and Spelling Age compared to chronological age as determined by standardised tests (Waddington 2 and South Australian Spelling).	Whole school assessments are conducted in term 3 each year to provide ongoing school benchmarking data and to supplement NAPLAN and Best Start data.	█	█	█	Reform 4 Reform 5	All Teachers	Grade Supervisor Team Meetings	English \$300.00

2009 - 2011 School Plan

Priority Area: Numeracy

Integrated Areas: Aboriginal Education and Training, Connected Learning, Numeracy, Student Engagement and Retention, Teacher Quality

Intended Outcomes
Increased levels of numeracy achievement for every student in line with State Plan targets
Improved state-wide diagnostic assessment of numeracy learning in Kindergarten, Year 3 and Year 5.
School-based data will show each student achieving individual learning goals in relation to Stage outcomes for Numeracy.
Increased numbers of students demonstrating growth in NAPLAN Numeracy results.

Year	Targets
2009	To improve student performance in numeracy such that 75% of all students are achieving expected growth according to state benchmarks
2010	To improve student performance in numeracy such that 80% of all students are achieving expected growth according to state benchmarks
2011	To improve student performance in numeracy such that 85% of all students are achieving expected growth according to state benchmarks

Recommendations	Indicators	Strategies	2009	2010	2011	National Partnership Reforms	Responsibility	Resource Allocation	Funding Area
Continuous evaluation and monitoring of current practices in planning and programming of Mathematics.	Stage teams collaboratively plan and develop numeracy teaching programs which are informed by syllabus outcomes and Stage statements.	Programs are implemented in classes and resource boxes are updated for each class to access and use when planning for and teaching mathematics.	█	█	█	Reform 3	Numeracy Committee	Grade Supervisor Numeracy Committee Team Meetings	Mathematics \$1,500.00

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Recommendations	Indicators	Strategies	2009	2010	2011	National Partnership Reforms	Responsibility	Resource Allocation	Funding Area
Develop, implement and evaluate quality assessment tasks and practices for each strand of the Mathematics syllabus and for each Stage.	Stage teachers develop consistency in planning, assessing and reporting. Improved understanding and use of a range of assessment tasks is evident.	Hold stage planning days to develop quality teaching programs. Release teachers in stage teams to enable the development of professional dialogue.				Reform 3 Reform 4	All Teachers	Grade Supervisor Numeracy Committee Teacher Mentor Teacher Release Team Meetings	Mathematics \$3,000.00
	Each Stage produces an assessment task for each topic in the Number Strand, that is implemented as part of each class' assessment process. CTJ is evident in all numeracy assessment tasks.	Stage members cooperatively develop assessment tasks and use results to plan future programming for numeracy groups.				Reform 3 Reform 4	All Teachers	Grade Supervisor Numeracy Committee Teacher Mentor Teacher Release Team Meetings	Mathematics \$1,500.00
Use SMART2 data and whole school assessment data to identify aspects of numeracy underperformance for particular student cohorts and individual students.	Decreased proportion of lowest performing students not meeting numeracy minimum standards in accordance with the State Plan targets.	Develop IEP's for students not achieving national benchmarks in Numeracy. Implement stage-based numeracy groups twice per week, with students grouped according to their achievements in the Number strand.				Reform 3 Reform 4	All Teachers	LST Numeracy Committee School Counsellor Team Meetings	Mathematics \$1,200.00
	Reduced numeracy achievement gap between Aboriginal students and all students.	Develop IEP's for Aboriginal students not achieving national benchmarks in Numeracy.				Reform 2 Reform 3	All Teachers	Grade Supervisor LST Numeracy Committee Team Meetings	Mathematics \$600.00

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Recommendations	Indicators	Strategies	2009	2010	2011	National Partnership Reforms	Responsibility	Resource Allocation	Funding Area
Continue with the implementation of the Best Start Kindergarten Assessment program to identify numeracy learning that children bring to school and use this information to plan and deliver quality early years numeracy teaching.	Early Stage One & Stage One teachers use the continuum to help plan and program work for their students.	Best Start Coordinator to lead the Stages in training and understanding the Best Start software.				Reform 3 Reform 4 Reform 5	Kindergarten Teachers	Consultancy Grade Supervisor Specialist Consultancy Teacher Release	Teacher Professional Learning \$1,500.00
	The extent to which Best Start entry-to-school assessment data is used to improve numeracy achievement of students in the early years.	Administer and record the Best Start Assessment during each kindergarten child's entry to school. Introduce Early Learning Plans for Year 1, re-assess in Term 3. Employ a 0.4 SLSO to support Kindergarten classes in Numeracy teaching. Utilise the Best Start consultant to lead TPL with K-4 teachers.				Reform 3 Reform 4 Reform 5	Kindergarten Teachers	Grade Supervisor Teacher Release Team Meetings	National Partnerships \$19,150.00
Improve parents' understanding of numeracy in the classroom.	Students increase their usage of Mathletics program at home.	All students to be given access to Mathletics at the beginning of each school year. Teachers set class and individual levels to maximise student engagement. Establish whole school incentive program to encourage greater use of Mathletics at home.				Reform 4 Reform 6	Numeracy Committee	Numeracy Committee	Priority Schools Program \$2,800.00
	Parent attendance at workshops and parent surveys indicate satisfaction with school's numeracy program.	Hold parent information workshops at least 1 per semester.				Reform 6	Numeracy Committee	Consultancy Numeracy Committee Parent Meetings Parent Surveys Teacher Mentor Teacher Release	Mathematics \$1,200.00
Restructuring of support allocation to maximise numeracy support across the school.	All classes receive optimal level of support to address student needs in numeracy.	Employ an additional temporary teacher to enable us to timetable all classes with a minimum of 2 x 1.5hr sessions of numeracy support Mon-Thurs mornings covering the Number Strand of the syllabus.				Reform 3 Reform 4 Reform 5	Leadership Team	Grade Supervisor Numeracy Committee Team Meetings	National Partnerships \$90,000.00

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Recommendations	Indicators	Strategies	2009	2010	2011	National Partnership Reforms	Responsibility	Resource Allocation	Funding Area
Access and use of SMART2 data to identify areas for TPL.	All staff undertake Professional Learning around the use of SMART2 data.	Whole School TPL with consultant Di McPhail and Numeracy leader.				Reform 2 Reform 4	Principal	Consultancy Principal SMART Data NAPLAN Results Staff Meetings Teacher Mentor Team Meetings	Teacher Professional Learning \$3,000.00
	Staff use knowledge gained to drive their in-class programming.	Teachers program more explicitly based on student needs.				Reform 3 Reform 4	All Teachers	Consultancy Grade Supervisor Numeracy Committee Staff Meetings Team Meetings	
<p>Explicit modelling of strategies to develop teachers' knowledge, understanding and delivery of identified areas of student need especially in the language of mathematics and understanding word questions.</p> <p>Teachers access and use teaching strategies from SMART2.</p>	To improve teachers understanding of the language of mathematics.	TPL sessions for all staff led by Regional Consultant, Dianne McPhail.				Reform 3 Reform 4	Numeracy Committee	Consultancy Numeracy Committee Staff Meetings Teacher Mentor	Mathematics
	An increased level of understanding and usage of mathematical language when teaching numeracy.	<p>Develop a specific program targeting mathematical language, its usage and application.</p> <p>Deliver this program to each Stage group in a team-teaching situation with a particular Stage group targeted each term.</p>				Reform 3 Reform 4	KLA Leader	Consultancy Numeracy Committee Staff Meetings Teacher Mentor	Mathematics \$300.00
	Provide all staff with a hard copy of the SMART2 Numeracy teaching strategies.	Provide on-site professional development opportunities with a focus on the access and use of SMART2 teaching strategies.				Reform 1 Reform 3 Reform 5	KLA Leader	Numeracy Committee Staff Meetings Teacher Mentor	National Partnerships \$200.00

2009 - 2011 School Plan

Priority Area: Student Engagement and Retention

Integrated Areas: Aboriginal Education and Training, Connected Learning, Student Engagement and Retention, Teacher Quality

Intended Outcomes
High expectations in teaching and learning.
Improved social and emotional wellbeing and skills for life for every student
Increased parental engagement in supporting their child's learning
Increased student ownership of their behaviour.
Improved student attendance

Year	Targets
2009	From the parents of Kindergarten 2009, 40% are regularly involved in school experiences.
2010	Develop an improved home/school partnership through increased and sustained parental involvement in school life.
2011	Retain the parents of Kindergarten 2009, 2010 and involve 25% of the parents of 2011 kindergarten students in school experiences.

Recommendations	Indicators	Strategies	2009	2010	2011	National Partnership Reforms	Responsibility	Resource Allocation	Funding Area
Build teacher capacity to provide high quality learning opportunities for all students K-6 across all curriculum areas.	Increased access by teachers of professional learning that focuses on delivering a rigorous curriculum for every student.	Through the school TARS & EARS process a TPL plan created by each teacher each year to address their identified needs to support school targets.	█	█	█	Reform 3 Reform 4	Principal	Specialist Consultancy Staff Meetings Teacher Mentor Teacher Release Team Meetings	Teacher Professional Learning \$900.00
	All teachers participate in TOPS workshops with our partner schools (Lansvale, Lansvale East, Canley Vale, Harrington St, St Johns Park).	All teachers be released to attend one in school time TOPS session annually. Attendance at after school sessions in lieu of staff meetings during TOPS weeks. All teachers attend at least one TOPS session in their own time. Interested teachers are encouraged to be a presenter for the TOPS program.			█	Reform 1 Reform 3 Reform 4 Reform 5 Reform 6	Leadership Team	School Network SDD Teacher Mentor Teacher Release	Teacher Professional Learning \$3,000.00

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Recommendations	Indicators	Strategies	2009	2010	2011	National Partnership Reforms	Responsibility	Resource Allocation	Funding Area
Strengthen implementation of the NSW Quality Teaching model.	Teaching & learning is being informed by aligned quality criteria assessment tasks in each stage.	Cooperative planning sessions based on the Quality Teaching Framework with an emphasis on Intellectual Quality and Significance. (1 1/2 planning days per teachers per stage per term) 50 casual days				Reform 2 Reform 3 Reform 4	All Teachers	Grade Supervisor Staff Meetings Teacher Release Team Meetings	National Partnerships \$19,000.00
	Teaching & learning is being informed by aligned quality criteria assessment tasks in each stage.	Cooperative planning sessions based on the Quality Teaching Framework with an emphasis on Intellectual Quality and Significance. (1 1/2 planning days per teachers per stage per term) 10 casual days				Reform 2 Reform 3 Reform 4	All Teachers	Grade Supervisor Staff Meetings Teacher Release Team Meetings	Priority Schools Program \$2,000.00
Use data and student feedback to develop appropriate strategies to address priority areas.	Decreased proportion of students achieving in the lower bands in accordance with State Plan targets. (Refer to Literacy and Numeracy Priority Areas)	Use EduPro and SMART data for tracking student performance. Teachers and LST to create specific programs targeting students who are at risk.				Reform 2 Reform 3 Reform 4	All Teachers	Consultancy Grade Supervisor LST School Counsellor SMART Data NAPLAN Results Staff Meetings Team Meetings	
	Increased proportion of students achieving in the higher bands in accordance with State Plan targets. (Refer to Literacy and Numeracy Priority Areas)	Use EduPro and SMART data for tracking student performance. Teachers and LST to create specific programs targeting students for extension activities.				Reform 2 Reform 3 Reform 4	All Teachers	Consultancy G & T Grade Supervisor LST School Counsellor SMART Data NAPLAN Results Staff Meetings Team Meetings	

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Recommendations	Indicators	Strategies	2009	2010	2011	National Partnership Reforms	Responsibility	Resource Allocation	Funding Area
Continue with the Kidsmatter mental health strategies.	Bounce Back program is successfully continued in all classrooms.	Develop ongoing scope and sequence for the program and purchase additional resources.				Reform 3 Reform 6	Student Welfare Committee	Grade Supervisor Librarian Parent Surveys School Counsellor Specialist Consultancy Staff Meetings Team Meetings	Global Account \$1,000.00
Employ a Community Liaison Officer to engage with the parents and local community members to increase their involvement in supporting the school.	Increased parent and community participation in school activities. Improved relationships between parents, community and school.	Employ a CLO to be available two days per week to assist parents in accessing school information and leading parent groups.				Reform 5 Reform 6	Principal	Parent Meetings Principal	National Partnerships \$28,122.00
Establish effective partnerships with families to support the learning of each child.	Parents /carers report effective relationships with their school.	Consult with PSP Partnerships Officer to assist with better engaging our parent community. Investigate availability of interpreters for relevant occasions.				Reform 6	CLO	Consultancy	Priority Schools Program
Maintain high quality transition programs to support students and their families throughout schooling.	Attendance at Kindergarten Orientation sessions by students and their parents	In addition to current orientation program, utilise the expertise of PSP Partnership Officer to assist in the program delivery and in further engaging LBOTE parents.				Reform 5 Reform 6	CLO	Grade Supervisor Principal	Admin \$100.00
	Feedback from student surveys after completion of High School Transition Program.	Maintain the in-school transition program for Stage 3.				Reform 2 Reform 3 Reform 4 Reform 6	Stage 3 Teachers	Grade Supervisor Principal Team Meetings	Priority Schools Program \$3,000.00

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Recommendations	Indicators	Strategies	2009	2010	2011	National Partnership Reforms	Responsibility	Resource Allocation	Funding Area
Whole school implementation of Raise Responsibility positive behaviour programme.	Students have an increased ownership of their behaviours.	Continue with Raise Responsibility system.				Reform 1 Reform 3 Reform 6	All Teachers	Grade Supervisor Principal School Counsellor Specialist Consultancy Staff Meetings Team Meetings	
	Most students demonstrate positive behaviours that reflect a democratic school environment.	Decrease in number and frequency of reports in Welfare Data Base.				Reform 1 Reform 3 Reform 6	All Teachers	Grade Supervisor Principal	
	All students demonstrate ownership of their behaviour and understand their role in a democratic school environment.	Welfare data base entries are minimal.				Reform 3 Reform 6	All Teachers	Grade Supervisor Principal	
Decrease partial student absences by closer monitoring of habitual latecomers.	Reduction in the number of children getting late notes.	Adopt a more formal sign in process.					Principal	Grade Supervisor HSLO Parent Meetings Principal School Counsellor	Admin \$250.00
Implement strategies to improve student attendance rates.	Improved student attendance rates throughout schooling.	Maintain 100% attendance awards. Reward students with attendance rates of 95% or higher. Send home reminder letters using the electronic Web Attend program.				Reform 3 Reform 4 Reform 5	SASS	HSLO	Prizegiving \$200.00