

NSW Department of Education & Communities

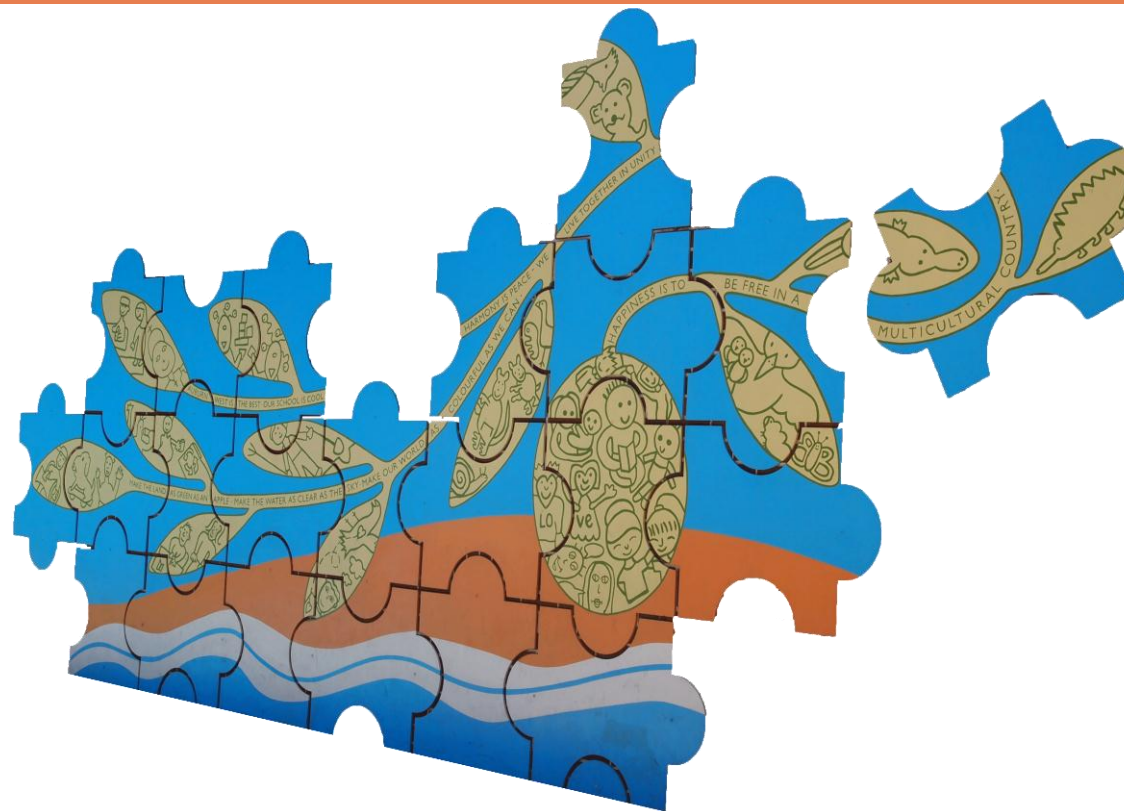
2012-2014 School Plan

2013 – Edition

Auburn West Public School

NSW Public Schools – Leading the way

Thursday, March 14, 2013



Education & Communities



School context

Auburn West Public School is a dynamic school located next to the Auburn Botanic Gardens. The school has attractive grounds and facilities of a high standard.

Approximately 99.1% of the 750 students come from families where a language other than English is spoken. The main languages spoken by our students are Arabic, Turkish and Somali. Students predominantly come from families with low socio-economic status and the school is supported by the Priority Schools Program (PSP) and Priority Action School (PAS). The staffs at Auburn West Public School are enthusiastic, committed and cohesive. The school has a large diversity of staff which includes approximately 50% Early Career Teachers. This leads to a continual need for mentoring and professional learning.

Auburn West Public School prides itself on being involved in the school community and this is evident through our numerous parent programs; men's café, parent excursions, English classes, Numeracy workshops, ICT workshops and NAPLAN workshops. The school also provides pre-school play groups and an Open Arms program for refugees and New Arrival students who will be beginning school in the coming year. The school is also involved in extracurricular dance and choir activities. Choir students and staff have been involved in the Mirror Project initiative for South Western Sydney in conjunction with the Sydney Children's Choir and three other local schools, in addition dance and choir groups are involved in the and Granville Spectacular Opera House showcase.

In 2012, the school has 30 classes from Kindergarten to Year 6. The classroom teachers are supported with an extensive range of specialist teachers in the areas of Literacy. This year Auburn West Public School has been involved in several programs that 'revolutionise' the teaching of reading in classrooms. Staff on Kindergarten are involved in Language, Learning and Literacy program (L3), whereas staff on grades 2-6 are extensively trained in the Focus on Reading program (FoR). Focus on Reading is a professional learning program for classroom teachers that focus explicitly on teaching reading. Its strategies bring research-based instruction to the classroom focuses on explicitly and systematically teaching reading comprehension, fluency and vocabulary. L3 is a Literacy intervention that stems from Reading Recovery. It targets Kindergarten students who do not bring a rich Literacy background to their first year of schooling, and provides them with explicit instruction in reading and writing strategies in small groups. The school also offers a comprehensive Arabic and Turkish Community Languages program across all grades.

The school is well resourced with an extensive selection of books in the library as well as the availability of current technologies in all classrooms including computers, Smartboards and iPads.

Priority Area 1	Literacy
Intended Outcomes	<ul style="list-style-type: none"> • To improve the overall literacy outcomes for all students.
Targets 2012	<ul style="list-style-type: none"> • At least 90% of Year 3 students achieving at or above minimum standard in NAPLAN reading. • At least 15% of Year 3 students achieving in the highest two bands in NAPLAN reading. • At least 90% of Year 5 students achieving at or above minimum standard in NAPLAN reading. • At least 10% of Year 5 students achieving in the highest two bands in NAPLAN reading. • At least 60% of students achieving or exceeding state expected growth in NAPLAN • At least 80% of Kindergarten students reading at Level 7 or above by the end of the year. • At least 80% of students achieving stage exit reading levels, meeting the following benchmarks: <ul style="list-style-type: none"> • Level 7 for Kindergarten, Level 16 for Year 1, Level 26 for Year 2 (PM Benchmark Levels) • Level N for Year 3, Level Q for Year 4, Level T for Year 5, Level V for Year 6 (Fountas & Pinnell Benchmark Levels) • 100% of teachers actively engaging in and documenting action research in teams, utilising the Auburn West Professional Learning Model, and sharing their learning and reflections with colleagues.
Targets 2013	<ul style="list-style-type: none"> • Increase the percentage of Year 3 students who are achieving at or above the minimum standard in NAPLAN reading from 91% to 93% in 2013. • Increase the percentage of Year 5 students who are achieving at or above the minimum standard in NAPLAN reading from 78% to 85% in 2013. • Increase the number of Year 3 students attaining a proficiency standard in NAPLAN reading from 12% to 17%. • Increase the number of Year 5 students attaining a proficiency standard in NAPLAN in reading from 6% to 10%. • Increase the percentage of Year 5 students achieving or exceeding state expected growth from 41% in 2012 to 43% in 2013. • At least 50% of Kindergarten students at AWPS achieving PM Benchmark level 4 at the end of Semester 1 • At least 50% of Year 1 students at AWPS achieving PM Benchmark level 11 at the end of Semester 1 • At least 50% of Year 2 students at AWPS achieving PM Benchmark level 20 at the end of Semester 1 • At least 50% of Year 3 students at AWPS achieving Fountas & Pinnell level M at the end of Semester 1 • At least 50% of Year 4 students at AWPS achieving Fountas & Pinnell level O at the end of Semester 1 • At least 50% of Year 5 students at AWPS achieving Fountas & Pinnell level R at the end of Semester 1 • At least 50% of Year 6 students at AWPS achieving Fountas & Pinnell level T at the end of Semester 1

Targets 2014	<ul style="list-style-type: none"> • Increase the percentage of Year 3 students who are achieving at or above the minimum standard in NAPLAN reading from 93% to 95% in 2013. • Increase the percentage of Year 5 students who are achieving at or above the minimum standard in NAPLAN reading from 85% to 88% in 2013. • Increase the number of Year 3 students attaining a proficiency standard in NAPLAN reading from 17% to 19%. • Increase the number of Year 5 students attaining a proficiency standard in NAPLAN in reading from 10% to 11%. • At least 50% of Kindergarten students at AWPS achieving PM Benchmark level 5 at the end of Semester 1 • At least 50% of Year 1 students at AWPS achieving PM Benchmark level 12 at the end of Semester 1 • At least 50% of Year 2 students at AWPS achieving PM Benchmark level 21 at the end of Semester 1 • At least 50% of Year 3 students at AWPS achieving Fountas & Pinnell level N at the end of Semester 1 • At least 50% of Year 4 students at AWPS achieving Fountas & Pinnell level P at the end of Semester 1 • At least 50% of Year 5 students at AWPS achieving Fountas & Pinnell level S at the end of Semester 1 • At least 50% of Year 6 students at AWPS achieving Fountas & Pinnell level U at the end of Semester 1
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Priority Area 2	Numeracy
Intended Outcomes	<ul style="list-style-type: none"> • To improve the overall Numeracy outcomes for all students.
Targets 2012	<ul style="list-style-type: none"> • At least 90% of students achieving at or above minimum standard in overall NAPLAN numeracy • At least 10% of students achieving in the highest two bands in NAPLAN numeracy • At least 60% of students achieving, or exceeding, NAPLAN state expected growth • 100% of class students using mathematics journals as part of their numeracy lessons • 100% of class teachers display an understanding of, are able to analyse and use Best Start and Smart Data
Targets 2013	<ul style="list-style-type: none"> • Increase the percentage of Year 3 students achieving in the highest two bands of NAPLAN test in data, space, measurement and geometry strands from 8% to 10% in 2013. • Increase the percentage of Year 5 achieving in the highest two bands of NAPLAN test in data, space, measurement and geometry strands from 7% to 10% in 2013. • Increase the percentage of Year 5 students achieving or exceeding state growth in data, space, measurement and geometry strands of NAPLAN test from 42% to 44% in 2013.
Targets 2014	<ul style="list-style-type: none"> • Increase the percentage of Year 3 students achieving in the highest two bands of NAPLAN test in data, space, measurement and geometry strands from 10% to 13% in 2013. • Increase the percentage of Year 5 achieving in the highest two bands of NAPLAN test in data, space, measurement and geometry strands from 10% to 12% in 2013. • Increase the percentage of Year 5 students achieving or exceeding state growth in data, space, measurement and geometry strands of NAPLAN test from 44% to 47% in 2013.

Priority Area 3	Student and Community Engagement and Attainment
Intended Outcomes	<ul style="list-style-type: none"> • To increase the level of student and community engagement and attainment
Targets 2012	<ul style="list-style-type: none"> • All students able to name, describe and discuss the school rules and use the language of the Auburn West Public School Rules Matrix • All students recognised for their contribution to a safe and happy school • Maintaining 100% attendance of preschool aged students and their parents at bi-weekly playgroup • At least 90% of students enrolled in after school programs attend on a weekly basis • At least 50% increase in attendance at the men's cafe meetings • At least 20% growth in attendance of minority cultural groups at parent meetings • At least 10% growth in parent participation in school, programs
Targets 2013	<ul style="list-style-type: none"> • Increase the number of students who are able to name, describe and discuss the school rules from 67% to 75% of students by the end of term 3, 2013. • Increase the number to an average attendance of 17 to 20 pre-schoolers per bi-weekly playgroup session in 2013. • Maintain an average attendance rate of at least 90% of students enrolled in after school programs attending on a weekly basis. • Increase parent and community participation in school programs from 10% in 2012 to 12% in 2013.
Targets 2014	<ul style="list-style-type: none"> • Increase the number of students who are able to name, describe and discuss the school rules from 75% to 85% of students by the end of term 3, 2014. • Increase the number to an average attendance of 20 to 22 pre-schoolers per bi-weekly playgroup session in 2014. • Maintain an average attendance rate of at least 92% of students enrolled in after school programs attending on a weekly basis. • Increase parent and community participation in school programs from 12% in 2012 to 15% in 2013.

Priority Area 4	Aboriginal Education
Intended Outcomes	<ul style="list-style-type: none"> • To improve the level, and quality, of Aboriginal education within all school programs
Targets 2012	<ul style="list-style-type: none"> • The Auburn West Public School's "Acknowledgement of Country" is used at all of assemblies and staff meetings • Increase in teacher knowledge of the "8 ways of learning" • Increase in classroom teaching and learning programs and practises that reflect elements of Indigenous content
Targets 2013	<ul style="list-style-type: none"> • Increase to 100% of teachers incorporating an Indigenous perspective into their teaching practice and programs.
Targets 2014	<ul style="list-style-type: none"> • Maintain 100% of teachers incorporating an Indigenous perspective into their teaching practice and programs

The plan has been endorsed and approved by:

R/Principal: Mr H. Vassila Date: A/School Education Director: John Selby Date: 27 November 2012

Key to using this document:

Area	Shaded colour or text colour
Low SES School Communities National Partnerships funded	Red
Equity Funding	Blue

Priority Area 1	Literacy
Intended Outcomes	<ul style="list-style-type: none"> • To improve the overall literacy outcomes for all students.
<p style="text-align: center;">Targets 2013</p>	<ul style="list-style-type: none"> • Increase the percentage of Year 3 students who are achieving at or above the minimum standard in NAPLAN reading from 91% to 93% in 2013. • Increase the percentage of Year 5 students who are achieving at or above the minimum standard in NAPLAN reading from 78% to 85% in 2013. • Increase the number of Year 3 students attaining a proficiency standard in NAPLAN reading from 12% to 17%. • Increase the number of Year 5 students attaining a proficiency standard in NAPLAN in reading from 6% to 10%. • Increase the percentage of Year 5 students achieving or exceeding state expected growth from 41% in 2012 to 43% in 2013. • At least 50% of Kindergarten students at AWPS achieving PM Benchmark level 4 at the end of Semester 1 • At least 50% of Year 1 students at AWPS achieving PM Benchmark level 11 at the end of Semester 1 • At least 50% of Year 2 students at AWPS achieving PM Benchmark level 20 at the end of Semester 1 • At least 50% of Year 3 students at AWPS achieving Fountas & Pinnell level M at the end of Semester 1 • At least 50% of Year 4 students at AWPS achieving Fountas & Pinnell level O at the end of Semester 1 • At least 50% of Year 5 students at AWPS achieving Fountas & Pinnell level R at the end of Semester 1 • At least 50% of Year 6 students at AWPS achieving Fountas & Pinnell level T at the end of Semester 1

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
<p>Employment of 1 Literacy Consultant \$800 x 30 days to provide support and assistance to Instructional Leaders and Mentors. (Reform 1)</p> <p>Employment of 1 x 1.0 Instructional Leader (Reforms 1, 2, 3, 4)</p> <p>This leader will oversee and facilitate the implementation of professional learning for all staff K-6.</p> <p>Employment of 4 x 1.0 classroom teachers to facilitate the release of 4 x 1.0 Assistant Principal Mentors. (Reforms 1, 2, 3, 4)</p> <p>These Assistant Principal Mentors will work with an allocated grade/stage team of staff to:</p> <ul style="list-style-type: none"> - support the implementation of Language, Learning and Literacy (L3), Focus on Reading (FoR), Best Start, Count Me in Too (CMIT), Newman's Error Analysis, the use of literacy and numeracy continuums and the incorporation of Indigenous perspectives throughout programming - support the development of an engaging curriculum and differentiation within teaching and learning programs through mentoring, provision of demonstration lessons and team teaching - monitor student progress through analysis of collected data - set goals and teaching focus points based on data collection and school targets - support the integration of ICT into daily teaching and learning - induct new staff including ECTs - familiarise staff with the new Board of Studies NSW English K-10 and Mathematics K-10 syllabus documents and support materials ahead of implementation - observe and provide professional feedback on teaching practice and programming - continue to implement the Auburn West PS TARS/EARS policy. (Reforms 1, 3, 5) 	<ul style="list-style-type: none"> • All teachers supported by Instructional Leaders and AP Mentors in their professional learning. • All teachers updating literacy data on Sentral system. • All teachers using data to inform teaching and learning programs evidenced in teacher programs. • Increased cooperation and supportive partnerships built with local schools. • Improved student achievement in NAPLAN and school-based reading assessments. • The Assistant Principal mentors will have the flexibility of assisting staff with organising a redeveloped action learning focus in Literacy or Numeracy. 	<p>Principal</p> <p>Deputy Principal</p> <p>Instructional leaders</p> <p>Assistant Principal Mentors</p>	1	2	3	4	<p>National Partnership funding for: Literacy Consultant \$800 x 30 days= \$24,000</p> <p>Instructional Leader \$151,265</p> <p>Employment of 4x classroom teachers \$ 348,588</p> <p>Equity funding: Teacher release for action learning 25 days x \$400= \$10,000</p>

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
<p>Develop the leadership capacity, density and skills for all executive through formal and informal leadership programs. (<i>Reform 1</i>)</p>	<ul style="list-style-type: none"> Update current executive roles and responsibilities to include the 2013 leadership team model. Executive to participate in evidence based leadership program. Utilise current DEC frameworks to support the implementation of a school based leadership development program using the: <ul style="list-style-type: none"> School Leadership Capability Framework National Professional Standards for Principals National Professional Standards for Teachers Leadership Learning Needs Analysis Executive engage with current pedagogy around school leadership through research and professional links with universities. Facilitate ongoing professional dialogue between Executive team members to think critically about leadership, school improvement, teaching and learning and to model and discuss best practice in literacy and numeracy programs. Facilitate leadership development of aspiring leaders through professional dialogue and leadership programs. 	<p>Instructional Leaders</p> <p>Assistant Principal Mentors</p>					<p>National Partnership funding: \$3000</p>

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
Develop the management skills and capacity of school leaders to drive school improvement. (Reform 2)	<ul style="list-style-type: none"> Executive to meet regularly with their team members to produce reflective, data driven programs and evaluations which they use to identify areas of success and determine future directions of teaching and learning programs to improve student learning through quality teaching practices. Executive to attend leadership and management conferences and workshops related to areas identified through the leadership development program. 	<p>Instructional Leaders</p> <p>Assistant Principal Mentors</p>					
Continue to expand the Reading Recovery program with the purchase of extra Reading Recovery teacher time, training (0.6) above allocation of new Reading Recovery teachers, purchasing more reading materials and by identifying and catering for students with the greatest need.	<ul style="list-style-type: none"> Improved achievement of students in school-based reading assessments, in the early years. Decreased proportion of lowest performing students not meeting minimum literacy standards in accordance with State and Regional targets. Reading Recovery teachers engaged in professional dialogue with classroom teachers and LST. 	<p>Principal</p> <p>Reading Recovery teachers</p>					School funded
Provide support to staff to develop quality personalised learning plans for students with identified learning needs. Provide support for students with identified learning needs.	<ul style="list-style-type: none"> Employment of SLSO staff SLSO staff are trained in support programs in order to assist students in literacy. All identified students will have a personalised learning plan. 	<p>Principal</p> <p>Learning support team</p> <p>SLSO staff</p>					\$77,058 (L&S)

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
<p>Implement the Focus on Reading program for Years 2 – 6:</p> <ul style="list-style-type: none"> Phase One for staff new to grades 2-6 as well as staff from partnership schools Phase Two for staff already trained in Phase One <p>Training to occur at three weekly intervals throughout the year, in order to complete the 13 modules.</p> <p>Continue use of a Wiki for teachers to upload FoR resources and academic research papers. <i>(Reforms 4)</i></p> <p>170 casual days to allow teachers to participate in Focus on Reading training</p>	<ul style="list-style-type: none"> Improved student achievement in NAPLAN and school-based reading assessments. All 2-6 teachers demonstrate understanding of quality literacy teaching and FoR strategies through their classroom practice and programming. Increased support for teachers to implement the FoR program. Staff released from class to participate in FoR training. 	<p>Instructional Leader</p> <p>Assistant Principals QT</p>					<p>National Partnership funding: casual days 170 days x \$400= \$68,000</p>
<p>TPL in Best Start (K-2) and the K-6 literacy continuum.</p>	<ul style="list-style-type: none"> Teachers use Best Start assessment data and learning continuums as evidenced in planning, programming and assessing. Improved student literacy outcomes. 	<p>Instructional Leader</p> <p>Assistant Principals QT</p> <p>All Teachers</p>					
<p>Purchase professional resources to support the implementation of the targeted professional learning (Focus On Reading and L3 <i>(Reform 4)</i>)</p>	<ul style="list-style-type: none"> All teachers supported in their participation in professional learning to improve student literacy outcomes. 	<p>Instructional leaders</p> <p>Literacy committee</p>					<p>National Partnership funding: \$4,500 resources \$2,500 texts</p>
<p>Purchase big book teaching centres to support the teaching of English in K-4 classrooms</p>	<ul style="list-style-type: none"> All teachers supported in their teaching practice to improve student literacy outcomes. 	<p>Literacy committee</p>					<p>Equity funding \$12,000</p>

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
Strategic and targeted use of English as a Second Language scales to deliver appropriate professional learning to improve literacy outcomes for Language Background Other Than English students.	<ul style="list-style-type: none"> Improved student differentiation as teachers use ESL scales to inform their teaching practice and programming. 	Assistant Principal Community Engagement Officer					
Increase services of Speech Pathologist to (0.4) to work with identified students, provide teacher professional development and engage in data collection and analysis. (Reforms 4,5)	<ul style="list-style-type: none"> Students improve oral language acquisition skills as assessed by Speech Pathologist. Teachers have an understanding of strategies for teaching oral language acquisition skills. Teaching programs are tailored to the needs of students and based on needs identified through efficient data collection and analysis. 	Principal					National Partnership funding 2 days x \$600 for 40 weeks= \$48,000
Revise and clarify the roles and responsibilities of specialist staff and ESL staff to determine the most effective support for students.	<ul style="list-style-type: none"> All teachers are utilising specialist staff in their classrooms according to AWPS and DEC guidelines. A timetable is implemented that provides uninterrupted literacy blocks K - 2, 3 - 6 with common RFF times for grades. 	Deputy Principal					
Revise and implement the Auburn West Public School homework policy in accordance with DEC guidelines, in consultation with the school community.	<ul style="list-style-type: none"> Homework provided is in accordance with the Auburn West homework policy and DEC guidelines 	Deputy Principal					Equity Funding \$800
Strengthen the partnership with the University of Sydney through practicum and internship students.	<ul style="list-style-type: none"> Participation in mentor workshops offered by the University of Sydney in exchange for taking internship students. 	Deputy Principal					

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
<p>Support evidence based teaching practice for improved student learning outcomes by maintaining and expanding whole school data collection and storage and analysis procedures</p> <p>Student performance tracked using the eight critical aspects of the Literacy Continuum and entered into the school based electronic database</p> <p>Reading levels recorded in Sentral and updated Yrs K - 2 every 5 weeks, Yrs 3 - 6 each term where appropriate.</p> <p>Monitoring by APs to identify students at risk.</p> <p>Data analysis to inform training and development needs.</p> <p>Ongoing communication between class teachers and specialist staff to track student achievement.</p>	<ul style="list-style-type: none"> • Student learning experiences are informed by assessment and are adapted to suit student needs. • Effective assessment data collection methods are implemented across K-6. • TPL (Teachers Professional Development) is planned based on student needs determined as a result of assessment data analysis. 	Executives					
<p>Identify the targets and teaching strategies from National Assessment Program Literacy and Numeracy and the full range of school based and external data to improve, monitor and track students' progress in literacy.</p> <p>Whole school analysis of NAPLAN using SMART to identify strengths and weaknesses in literacy with alignment to syllabus outcomes.</p> <p>Incorporate teaching strategies from SMART data for identified outcomes into literacy teaching and learning programs.</p> <p>Targeted professional learning in differentiation in literacy.</p>	<ul style="list-style-type: none"> • Teachers identify student literacy needs arising from NAPLAN SMART data analysis. • Teachers incorporate teaching strategies from SMART in teaching and learning programs to plan for improvement in the identified literacy outcomes. 	All Teachers					

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
<p>Increase stage meeting time to allow for increased collaborative planning, building of consistency of teacher judgement, programming support and sharing of resources and assessment strategies.</p>	<ul style="list-style-type: none"> Teachers work collaboratively to plan quality literacy teaching and learning programs. Increase professional dialogue between teachers regarding the teaching of reading. Teachers moderate student achievement in reading and writing. School wide tracking procedures of reading and writing data are implemented across the school (K-6). Increased sharing of resources and strategies. 	<p>Assistant Principals QT All teachers</p>					
<p>Increased level of engagement in reading for students K-6 through Premier's Reading Challenge, Bug Club online home reading scheme, library borrowing and literacy celebratory events.</p> <p>Purchase a variety of texts including school magazines, home readers, and texts for guided readers and school library.</p>	<ul style="list-style-type: none"> Increased student access to texts at home through home reader schemes and borrowing from library. Hold a whole school assembly showcasing our achievements in Literacy. Student participation in literacy and numeracy week and book week events. Increased student and teacher access to texts and resources at school. 	<p>Library staff All teachers</p>				<p>Equity Funding Bug Club \$500 PRC Books \$1,000 Teacher release \$600 Home readers \$9,500 Guided Readers & Magazines \$11,000</p>	

Priority Area 2	Numeracy
Intended Outcomes	<ul style="list-style-type: none"> To improve the overall numeracy outcomes for all students.
Targets 2013	<ul style="list-style-type: none"> Increase the percentage of Year 3 students achieving in the highest two bands of NAPLAN test in data, space, measurement and geometry strands from 8% to 10% in 2013. Increase the percentage of Year 5 achieving in the highest two bands of NAPLAN test in data, space, measurement and geometry strands from 7% to 10% in 2013. Increase the percentage of Year 5 students achieving or exceeding state growth in data, space, measurement and geometry strands of NAPLAN test from 43% to 45% in 2013.

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
Engage the services of a numeracy consultant to facilitate professional learning programs and build whole school capacity to improve student numeracy outcomes. (Reforms 2, 4)	<ul style="list-style-type: none"> Expert numeracy teachers / consultants provide professional learning focused on exemplary teaching practice, assessment and monitoring. This will be structured using the AWPS professional learning model. Teachers develop a deep knowledge and understanding of the learning framework in number. 	Instructional leaders Consultants Numeracy Committee Assistant Principals QT Teachers					National Partnership funding 25 days x \$600 =\$15,000
Provide teacher professional learning focusing on the integration of numeracy across KLAs. Extend numeracy theory to authentic contexts, across all Key Learning Areas, to improve student engagement and learning.	<ul style="list-style-type: none"> Students are provided with greater opportunities to interact with concrete materials and ICT to heighten engagement and relevance. Numeracy is authentically integrated into daily learning. 	Assistant Principals QT Numeracy Committee Teachers					Equity funding 30x \$400= \$12,000 Teacher release
Utilise Best Start assessment data and numeracy continuum to inform teaching practice and improve student achievements of mathematic outcomes.	<ul style="list-style-type: none"> Students' progress along the Numeracy Continuum according to ability. Improved teacher understanding in the analysis and use of the Numeracy Continuum. 	Instructional Leaders Numeracy Committee Assistant Principals QT Class teachers					

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
<p>Support evidence based teaching practice for improved student learning outcomes by maintaining and expanding whole school outcomes based data collection and storage procedures.</p> <p>Student performance tracked using the Number Continuum and entered into electronic database.</p> <p>Monitoring by LST to identify students at risk.</p> <p>Data analysis to inform training and development needs.</p> <p>Ongoing communication between class teachers and specialist staff to track student achievement.</p>	<ul style="list-style-type: none"> Numeracy assessment dates entered onto annual school assessment plan. Assessment data entered onto the whole school tracking system. Assessment data used to inform programming of Number, Space and Measurement. Sustained student improvement in numeracy. 	<p>LST</p> <p>Class teachers</p> <p>Assistant Principal Mentors</p>					
<p>Identify areas of achievement and areas of need from NAPLAN results and school based data to inform planning and practice and set professional learning goals.</p>	<ul style="list-style-type: none"> Areas of need inform teaching programs, quality teaching practice, assessment and data collection. Increased proportion of students meeting or exceeding proficiency standards in numeracy. Increase the percentage of students using mathematics journals as part of their numeracy lessons from 72% in 2012 to 100% in 2013. Mentors will support classroom teachers with the implementation of Newman's Error Analysis. 	<p>Assistant Principals QT</p> <p>Numeracy Committee</p> <p>Classroom teachers</p>					

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
<p>Build upon mathematical resources to provide greater opportunities for quality student engagement to acknowledge different student learning styles.</p> <p>Create CMIT resources/ resource room.</p>	<ul style="list-style-type: none"> Resources available to teach all mathematical strands with an emphasis on Space and Geometry, Chance, Data and Number to address needs identified through NAPLAN. CMIT resources replenished. Students experience a variety of learning opportunities and interact with a range of mathematical materials. Improved student knowledge and understanding. Teaching resources purchased and accessed by teaching staff to increase student engagement in numeracy. 	<p>Executives</p> <p>Numeracy Committee</p>					<p>Equity funding \$10,000 resources</p> <p>Equity funding \$1,600 teacher release time</p>
<p>Revise the Auburn West PS Numeracy Policy in line with the new mathematics syllabus, to incorporate the 2012 – 2014 Strategic School Plan and the targets from the school plan.</p>	<ul style="list-style-type: none"> Policy implemented across the school by the end of 2013. Numeracy programming templates to guide new teachers in their teaching and learning practice. 	<p>Numeracy Committee</p>					<p>Equity funding \$1,200 teacher release</p>

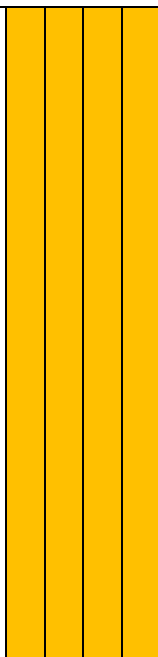
Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
<p>Familiarise staff with the new NSW Board of Studies Mathematics K-10 syllabus, in preparation for implementation 2014</p> <p>Participate in DEC and Board of Studies briefings and workshops</p> <p>Strategically support NSW Mathematics syllabus and support documents incorporating the Australian curriculum through teacher professional learning and school identified priority learning areas.</p>	<ul style="list-style-type: none"> Teacher surveys to measure the familiarisation and professional learning on the new syllabus and support documents. 	<p>Instructional leaders</p> <p>Numeracy Committee</p> <p>Assistant Principals QT</p> <p>Classroom teachers</p>					<p>TPL funding beginning teachers \$1,500</p> <p>Literacy and numeracy \$4,000</p> <p>Quality teaching \$3,000</p> <p>Syllabus implementation \$1,500</p> <p>Career development \$1,000</p> <p>Welfare and equity \$3,000</p> <p>School priorities \$5,000</p>
<p>Provide teacher professional learning to embed ICT into numeracy teaching and learning practices.</p>	<ul style="list-style-type: none"> Teaching and learning programs evolving to reflect the greater use of digital media across all strands. Develop a quality online staff library of numeracy resources. 	<p>Instructional leaders</p> <p>Assistant Principals QT</p> <p>Numeracy Committee</p> <p>ICT committee</p>					<p>School TPL funding \$2,000</p>
<p>Increase student engagement in numeracy through a broader exposure to ICT.</p>	<ul style="list-style-type: none"> Students accessing digital media, at school and at home, to enhance their engagement in numeracy. Parents attending information sessions on numeracy and ICT in numeracy. 	<p>Numeracy Committee</p>					<p>School TPL funding \$2,000</p>

Priority Area 3	Student Engagement and Attainment
Intended Outcomes	To increase the level of appropriate behaviour of all students
Targets 2013	<ul style="list-style-type: none"> • Increase the number of students who are able to name, describe and discuss the school rules from 67% to 75% of students by the end of term 3, 2013. • Increase the number to an average attendance from 17 to 20 pre-schoolers per bi-weekly playgroup session in 2013. • Maintain an average attendance rate of at least 90% of students enrolled in after school programs attending on a weekly basis • Increase parent and community participation in school programs from 10% in 2012 to 12% in 2013.

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
<p>Employment of Assistant Principal ESL to:</p> <p>Coordinate Community Liaison Officers and/or School Learning Support Officers (Ethnic) to implement and facilitate parent programs to develop parents' skills in assisting their children's learning and to develop their knowledge of the community.</p> <p>Assistant Principal ESL to mentor LOTE and ESL teachers to support the delivery of the curriculum relevant to the needs of every learner by:</p> <ul style="list-style-type: none"> - supporting the development of an engaging curriculum and differentiation within teaching and learning programs through mentoring, provision of demonstration lessons and team teaching - facilitating the development of exemplary ESL pedagogy amongst the ESL team - monitoring student progress through analysis of collected data - set goals and teaching focus points based on data collection and school targets - supporting the integration of ICT into daily teaching and learning - induct new staff including ECTs 	<ul style="list-style-type: none"> • Partnerships are formed with government and non-government agencies to facilitate parent education and acquisition of information. • Successful implementation of National Partnership programs to improve student learning outcomes and teacher quality. 	<p>Principal</p> <p>Instructional Leader</p>					Equity funding \$129,500
<p>Provide teacher professional learning focusing on</p> <ul style="list-style-type: none"> - the needs of ESL students - the effective use of ESL scales for planning programing and assessing ESL students 	<ul style="list-style-type: none"> • Teacher use ESL scales to program teaching learning activities. • Teacher report student progress using the ESL 	Assistant Principal ESL					

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
	scales						

<p>Employ School Administration Officer (1.0) to administer National Partnership funds, enter student performance data and collate project progress reports. (Reform 3, 5)</p> <p>Employ School Administration Officer (0.6) to administer National Partnership funds, enter student performance data and collate project progress reports.</p>	<ul style="list-style-type: none"> Streamline administrative non-teaching tasks to enable teaching staff to focus on the quality of teaching and learning. 	<p>Principal SAM</p>					<p>National Partnership funding (1.0) \$57,114</p> <p>Equity funding (0.6) \$36,000</p>
<p>Maintain a consistent approach to student welfare and behaviour management by maintaining the star award initiative scheme and providing training and development through Kindergarten and Year 6 buddy program, breakfast club, staff meetings, external agencies, professional development and links with other PBIS schools.</p>	<ul style="list-style-type: none"> Staff will demonstrate a consistent approach to student welfare in the school through maintaining active knowledge of the Auburn West Student Welfare Procedures. Support students in their transition to school through orientation programs in term 4. Evidence of enhanced peer relationships through student surveys. Maintain the Auburn West Public School Star Badge reward system and school values awards. 	<p>PBIS committee All staff</p>					<p>Equity funding: SLSO time \$20,000 resources \$500 transition to school \$ 4,200 breakfast club \$3,000 Student Welfare \$5,000</p>

<p>Maintain homework club (years 3-6) currently operating at AWPS (25chn per grade), a refugee learning centre (years 1-6) and SPARKS program (teachers paid for afterhours supervision).</p>	<ul style="list-style-type: none"> Refugee students and students newly arrived in Australia have better access to oral language skill development and learning opportunities. 	<p>Assistant Principal Community Engagement Officer</p> <p>SLSOs/CLOs Homework/learning centre coordinator</p>		<p>Equity funding: SPARKS catering \$500 SPARKS staff wages \$2,400 Homework club staff wages \$6,800 SLSO time \$ 9280 Learning centre staff wages \$7,200 Resources and catering \$1,100</p>
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<p>Engage parents in a range of community activities through the employment of a CLO (0.8), café, excursions, English and ICT workshops, parent meetings, home visits.</p>	<ul style="list-style-type: none"> • Support students in their transition to primary school through a playgroup twice per week • Collect and analyse home visit data from surveys. • Attendance records of parent and community activities. • Support parents in their workshops by providing child minding services. • Establish a Men's Café with an average of 15 attendees. • Increase the number of Chinese and Somali parents attending parent programs from 0 to 10 parents. • Establish one additional partnership between parents and a community group or program. 	<p>Assistant Principal Community Engagement Officer SLSOs/CLOs</p>				<p>Equity funding: CLO (0.8) employment \$50,400 CLO on call \$4,900 Parent excursions \$3,900 Home visits \$3,000 Parent program catering \$2,000</p>
<p>Contribute to Regional National Partnership schools. (Reform 6)</p>	<ul style="list-style-type: none"> • School supported in implementation of National Partnerships projects through Regional level and SEG level support. 	<p>Principal</p>				<p>National Partnership funding \$15,400</p>
<p>Contribute to Granville School Education Group support for non National Partnership Low SES schools. (Reform 6)</p>	<ul style="list-style-type: none"> • Equity for all schools within the Granville SEG. 	<p>Principal</p>				<p>National Partnership funding \$38,500</p>

Priority Area 4	Aboriginal Education
Intended Outcomes	<ul style="list-style-type: none"> To improve the level, and quality, of Aboriginal education within all school programs
Targets 2013	<ul style="list-style-type: none"> Increase to 100% of teachers incorporating an Indigenous perspective into their teaching practice and programs.

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
Identify, promote and implement best practice in Aboriginal Education. (Reforms 3, 4, 6)	<ul style="list-style-type: none"> "8 ways of learning" is evident in teacher programs. Increased partnerships established with Auburn Council's Aboriginal Development Officer. Teacher Professional Learning to enhance new syllabus and support documents with an Indigenous perspective. All teachers completing 'Connecting to Country' cultural awareness training. Students develop an understanding of NAIDOC week and Aboriginal education programs are enhanced across the school through formal ceremonies and guest speakers. 	<p>Assistant Principal Community Engagement Officer</p> <p>Aboriginal Education Committee</p>					National Partnership funded \$1,500