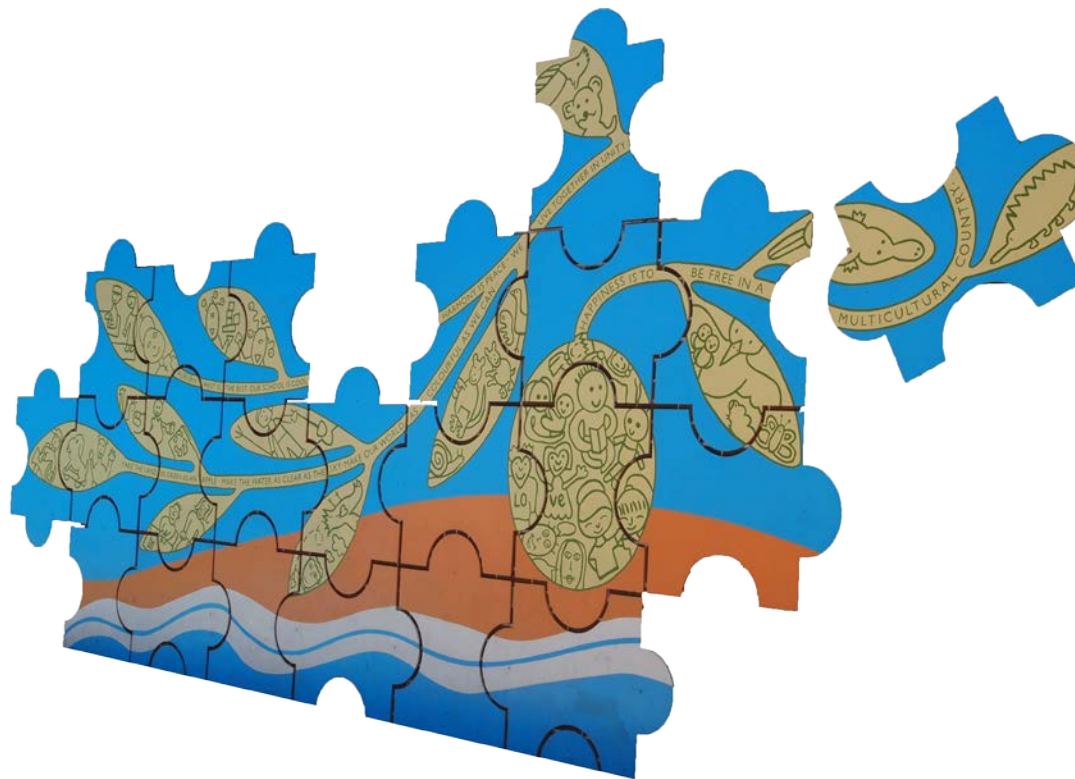


# Auburn West Public School

NSW Public Schools – Leading the way



## 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 97.6% of the 760 students come from families where a language other than English is spoken. The main languages spoken by our students are Arabic, Turkish and Somali. The school is supported by Equity Funding as students enrolled are predominantly from families of a low socio-economic status. The staff at Auburn West Public School is an enthusiastic, committed, cohesive and largely diverse group, comprising approximately 50% Early Career Teachers. This contributes to a continual need for mentoring and professional learning. In 2013, the school expanded its leadership team model in order to better support all teachers in their professional learning through the employment of an Instructional Leader and off-class Assistant Principal mentors.

Auburn West Public School prides itself on being involved in the school community and this is evident through our numerous parent programs including the men's café, parent excursions, English classes and workshops in the areas of Numeracy, ICT and NAPLAN. The school provides pre-school play groups for students who will be beginning school in the following year. With the continual increase in the number of refugee and New Arrival students at the school, the implementation of the SPARKS program and learning centre afterhours caters for the high needs of these students. The school is also involved in extracurricular activities, with the dance and choir groups performing at the annual Granville Spectacular Opera House showcase and the partnering with Granville Boys High School in a Year 6 transitional program.

The school has 31 classes from Kindergarten to Year 6. The classroom teachers are supported with an extensive range of specialist teachers in literacy. This year, Auburn West has been involved in several programs that 'revolutionise' the teaching of reading in classrooms. Kindergarten teachers are involved in the Language, Learning and Literacy program (L3). 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. In addition, classroom teachers on grades 2 – 6, as well as specialist staff, are extensively trained in the Focus on Reading program (FoR). Its strategies bring research-based instruction to the classroom through the explicit and systematic teaching of reading comprehension, fluency and vocabulary. The school also offers a comprehensive Arabic and Turkish Community Languages program across all grades.

Priority Area 1	Literacy
Intended Outcomes	<ul style="list-style-type: none"> <li>• <b>To improve the overall literacy outcomes for all students.</b></li> </ul>
Targets 2014	<ul style="list-style-type: none"> <li>• Increase the percentage of Year 3 students who are achieving at or above the minimum standard in NAPLAN reading from 91% to 92%.</li> <li>• Increase the percentage of Year 5 students who are achieving at or above the minimum standard in NAPLAN reading from 93% to 94%.</li> <li>• Increase the number of Year 3 students achieving proficiency standard in NAPLAN reading from 9% to 12%.</li> <li>• Increase the number of Year 5 students attaining a proficiency standard in NAPLAN reading from 5% to 11%</li> <li>• Increase the percentage of Year 5 students achieving or exceeding state expected growth from 54% to 55%</li> <li>• At least 50% of Kindergarten students at AWPS achieving instructional reading Level 4 at the end of Semester 1.</li> <li>• At least 50% of Year 1 students at AWPS achieving instructional reading Level 11 at the end of Semester 1.</li> <li>• At least 50% of Year 2 students at AWPS achieving instructional reading Level 20 at the end of Semester 1.</li> <li>• At least 70% of Year 3 students at AWPS achieving Fountas &amp; Pinnell Level M at the end of Semester 1.</li> <li>• At least 60% of Year 4 students at AWPS achieving Fountas &amp; Pinnell Level O at the end of Semester 1.</li> <li>• At least 65% of Year 5 students at AWPS achieving Fountas &amp; Pinnell Level R at the end of Semester 1.</li> <li>• At least 70% of Year 6 students at AWPS achieving Fountas &amp; Pinnell Level T at the end of Semester 1.</li> </ul>

Priority Area 2	Numeracy
Intended Outcomes	<ul style="list-style-type: none"> <li>• <b>To improve the overall Numeracy outcomes for all students.</b></li> </ul>
Targets 2014	<ul style="list-style-type: none"> <li>• Increase the percentage of Year 3 students achieving proficiency in NAPLAN number, patterns and algebra strands from 8.3% in 2013 to 10% in 2014.</li> <li>• Increase the percentage of Year 3 students performing at or above minimum standard in NAPLAN number, patterns and algebra strands from a four year average of 40% to 60% in 2014.</li> <li>• Increase the percentage of Year 5 students achieving proficiency in the NAPLAN test in number, patterns and algebra strands from 6.6% in 2013 to 10% in 2014.</li> <li>• Increase the percentage of Year 5 students performing at or above minimum standard in NAPLAN test in number, patterns and algebra strands from a four year average of 40% to 60% in 2014.</li> </ul>

<b>Priority Area 3</b>	<b>Student and Community Engagement and Attainment</b>
<b>Intended Outcomes</b>	<ul style="list-style-type: none"> <li>• <b>To increase the level of student and community engagement and attainment</b></li> </ul>
<b>Targets 2014</b>	<ul style="list-style-type: none"> <li>• Increase the number of students who are able to name, describe and discuss the school rules from 67% to 80% of students by the end of term 3 2014</li> <li>• Decrease the number of Red cards (formerly blue cards) by 10 %</li> <li>• Decrease the number of detentions by 10%</li> <li>• Maintain the 2013 average attendance of 20 for the bi-weekly AWPS playgroup.</li> <li>• Increase the number of parents attending weekly parent programs, in particular encouraging Afghani parents to participate in programs with the support of the CLO.</li> <li>• Increase communication with parents regarding student progress through Learning and Support programs</li> </ul>

<b>Priority Area 4</b>	<b>Aboriginal Education</b>
<b>Intended Outcomes</b>	<ul style="list-style-type: none"> <li>• <b>To improve the level, and quality, of Aboriginal education within all school programs</b></li> </ul>
<b>Targets 2014</b>	<ul style="list-style-type: none"> <li>• To improve the level, and quality, of Aboriginal Education within AWPS</li> <li>• To network with other schools and community groups to link with Aboriginal community members.</li> </ul>

The plan has been endorsed and approved by:

**Principal: Mr J. Selby**

**Director: Mr M. Carter**

Key to using this document:

Area	Shaded colour or text colour	
Low SES School Communities National Partnerships funded	Red	158 376 (2013)
Equity Funding	Blue	224 882 (2013)
RAM Equity funding 2014	Purple	1 156 735 (2014)
Learning and Support	Green	70 148 (2013) 94 848 (2014)
NCCD L&S Grant	Green	4483 (2013) 2500 (2013)
Funding Support	Green	12 662 (2013) 52 545 (2014)
Early Action For Success	Pink	155 836 (2013) 106 179 (2014)
Literacy & Numeracy programs	Orange	38 136 (2014)
Australian Curriculum	Orange	7 376 (2013) 20 742 (2014)
Computer Coordinator	Black	32 222
TPL	Black	35 135 (-4041) (2013)
Beginning Teacher Support	Black	22 918 (2013) 41 705 (2014)
Refugee  FICT CALD	Black	1 581 (2013) 9 212 (2014) 750 (2013) 1000 (2013)
School funds	Black	

Priority Area 1	Literacy
Intended Outcomes	<ul style="list-style-type: none"> <li>To improve the overall literacy outcomes for all students.</li> </ul>
<b>Targets 2014</b>	<ul style="list-style-type: none"> <li>○ Increase the percentage of Year 3 students who are achieving at or above the minimum standard in NAPLAN reading from 91% to 92%.</li> <li>○ Increase the percentage of Year 5 students who are achieving at or above the minimum standard in NAPLAN reading from 93% to 94%.</li> <li>○ Increase the number of Year 3 students achieving proficiency standard in NAPLAN reading from 9% to 12%.</li> <li>○ Increase the number of Year 5 students attaining a proficiency standard in NAPLAN reading from 5% to 11%</li> <li>○ Increase the percentage of Year 5 students achieving or exceeding state expected growth from 54% to 55%</li> <li>○ At least 50% of Kindergarten students at AWPS achieving instructional reading Level 4 at the end of Semester 1.</li> <li>○ At least 50% of Year 1 students at AWPS achieving instructional reading Level 11 at the end of Semester 1.</li> <li>○ At least 50% of Year 2 students at AWPS achieving instructional reading Level 20 at the end of Semester 1.</li> <li>○ At least 70% of Year 3 students at AWPS achieving Fountas &amp; Pinnell Level M at the end of Semester 1.</li> <li>○ At least 60% of Year 4 students at AWPS achieving Fountas &amp; Pinnell Level O at the end of Semester 1.</li> <li>○ At least 65% of Year 5 students at AWPS achieving Fountas &amp; Pinnell Level R at the end of Semester 1.</li> <li>○ At least 70% of Year 6 students at AWPS achieving Fountas &amp; Pinnell Level T at the end of Semester 1.</li> </ul>

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
Each grade and support role is to be represented on the literacy committee.	<ul style="list-style-type: none"> <li>○ Literacy plan is implemented and evaluated.</li> </ul>	Literacy committee					
Timetable is devised and implemented to provide consistent literacy time for all students with specialist staff. Timetable is reviewed each term.	<ul style="list-style-type: none"> <li>○ A timetable is implemented that provides uninterrupted literacy blocks K - 2, 3 - 6 with common RFF times for grades.</li> </ul>	Deputy Principal					

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
<p>Employment of a Literacy Consultant to provide support and assistance to Mentors.</p> <p>Employment of 4 x 1.0 classroom teachers to facilitate the release of 4 x 1.0 Assistant Principal Mentors.</p> <p>These Assistant Principal Mentors will oversee and facilitate the implementation of professional learning for all staff K-6. They will work with an allocated grade/stage team of staff to:</p> <ul style="list-style-type: none"> <li>support the implementation of Language, Learning and Literacy (L3), Focus on Reading (FoR), Best Start, Planning Literacy and Numeracy (PLAN), Count Me in Too (CMIT), Targeted Early Numeracy (TEN), Taking Off with Numeracy (TOWN), Newman's Error Analysis, the use of literacy and numeracy continuums and the incorporation of Indigenous perspectives throughout programming</li> <li>support the development of an engaging curriculum and differentiation within teaching and learning programs through mentoring, provision of demonstration lessons and team teaching</li> <li>monitor student progress through analysis of collected data</li> <li>set goals and teaching focus points based on data collection and school targets</li> <li>support the integration of ICT into daily teaching and learning</li> <li>induct new staff including ECTs</li> <li>support staff with implementation of the new Board of Studies NSW English K-10</li> <li>familiarise staff with the Mathematics K-10 syllabus documents and support materials ahead of implementation</li> <li>observe and provide professional feedback on teaching practice and programming</li> <li>continue to implement the Auburn West PS TARS/EARS policy.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers supported by AP Mentors in their professional learning.</li> <li>All teachers updating literacy data on PLAN.</li> <li>All teachers using data to inform teaching and learning programs evidenced in teacher programs.</li> <li>Improved student achievement in NAPLAN and school-based reading assessments.</li> </ul>	<p>Principal</p> <p>Deputy Principal</p> <p>Instructional leader</p> <p>Assistant Principal Mentors</p>					<p>RAM Equity:</p> <p>Literacy Consultant \$30 000</p> <p>Employment of 4x classroom teachers \$325 576</p> <p>Employment of AP (M) \$75 148 + \$50 099</p> <p>Employment of 1.0 SAO \$57 099</p> <p>Australian Curriculum TPL \$7 376 (2013)</p>

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
<b>Early Action For Success:</b> <ul style="list-style-type: none"> <li>strengthen leadership capacity and teaching expertise at the local level</li> <li>encourage a confident start to learning for all students</li> <li>engage all students in a comprehensive, personalised, one-on-one assessment on entry to school to find out what they know and can do in the areas of literacy and numeracy</li> <li>ensure all students have access to high quality, personalised classroom based assessment and teaching in literacy and numeracy</li> <li>tailor small group and one-on-one literacy and numeracy support that is personalised to each student's needs, with intensive support for the students who need it most</li> <li>ensure that the literacy and numeracy progress of students remains on track throughout the K-2 years of schooling</li> <li>provide targeted schools with the resources and flexibility needed to take action on literacy and numeracy under achievement that is responsive to their local school context</li> <li>reinforce that high quality professional learning that builds on teachers' and school leaders' professional knowledge, skills and confidence is fundamental to achieving improvement in teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Employment of 1.0 DP across community of schools</li> <li>Professional development of K-2 teachers to identify student progress in literacy and numeracy</li> <li>Provide resources for identified student needs K-2</li> <li>Employment of casual teachers to support literacy and numeracy programs K-2</li> <li>Purchase of ICT to support students and staff</li> </ul>	Principal  Instructional Leader					Early Action For Success \$155 836 (2013)  Early Action For Success \$106 179 (2014)
Product-based learning - Five teachers will participate in an action learning project around student engagement and 21stC learning. Teachers will team teach and utilise a modular classroom environment to improve student learning outcomes.	Purchase of classroom furniture to support learning spaces  Upgrade of staff annexe  Upgrade of Administration Office  Staff attend Future Schools Conference						\$34 701 (2013) \$30 000 (2014) \$3 800  \$10 000  \$2 975 (5 staff)
Permanent beginning teachers (from 2014) will be provided with the funding equivalent of two hours support per week.  Teacher mentor will support beginning teachers to develop their teaching practise and finalise their accreditation.	Additional allocation of release time for beginning teachers  One hour release for experience teacher to mentor beginning teachers (Employment of 0.2 staff to support release)						Beginning Teacher Support \$22 918 (2013) \$41 705 (2014)



Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
<ul style="list-style-type: none"> <li>Develop the management skills and capacity of school leaders to drive school improvement.</li> <li>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"> <li>School Leadership Capability Framework</li> <li>National Professional Standards for Principals</li> <li>National Professional Standards for Teachers</li> <li>Leadership Learning Needs Analysis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Update current executive roles and responsibilities to include the 2014 leadership team model.</li> <li>Executive engage with current pedagogy around school leadership through research and professional links with universities.</li> <li>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.</li> <li>Facilitate leadership development of aspiring leaders through professional dialogue and leadership programs.</li> <li>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.</li> <li>Executive to attend leadership and management conferences and workshops related to areas identified through the leadership development program.</li> <li>Purchase of ICT to support executive leaders</li> </ul>						<p>RAM Equity: \$12 000</p> <p>TPL: \$10 000</p> <p>RAM Equity \$4000</p>

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
Continue to expand the Reading Recovery program with the purchase of extra Reading Recovery teacher time, training (0.8) above allocation of new Reading Recovery teachers, purchasing more reading materials and by identifying students who require access to the Reading Recovery program.	<ul style="list-style-type: none"> <li>Improved achievement of students in school-based reading assessments, in the early years.</li> <li>Decreased proportion of lowest performing students not meeting minimum literacy standards in accordance with State and Regional targets.</li> <li>Reading Recovery teachers engaged in professional dialogue with classroom teachers and LST.</li> </ul>	Principal  Reading Recovery teachers					
<p>Implement Phase Two of the Focus on Reading program for staff on Years 2 – 6 already trained in Phase One.</p> <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.</p> <p>25 casual days to allow teachers to participate in Focus on Reading training</p>	<ul style="list-style-type: none"> <li>Improved student achievement in NAPLAN and school-based reading assessments.</li> <li>All 2-6 teachers demonstrate understanding of quality literacy teaching and FoR strategies through their classroom practice and programming.</li> <li>Increased support for teachers to implement the FoR program.</li> <li>Staff released from class to participate in FoR training.</li> </ul>	Deputy Principals  Instructional Leader  Assistant Principals					RAM Equity \$10 250
TPL in PLAN and the K-6 literacy continuum.	<ul style="list-style-type: none"> <li>Teachers use PLAN and learning continuums as evidenced in programming.</li> <li>Improved student literacy outcomes.</li> </ul>	Deputy Principals  Instructional Leader  Assistant Principals  All Teachers					Literacy & Numeracy \$8 200

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
Purchase professional resources to support the implementation of the targeted professional learning (Focus On Reading, L3 and Words Their Way)	<ul style="list-style-type: none"> <li>All teachers supported in their participation in professional learning to improve student literacy outcomes.</li> </ul>	Instructional leaders  Literacy committee					National Partnership funding: \$2 000  TPL \$4 000
Purchase big book teaching centres to support the teaching of English in all 3-4 classrooms	<ul style="list-style-type: none"> <li>All teachers supported in their teaching practice to improve student literacy outcomes.</li> </ul>	Literacy committee					Equity funding \$6 000
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"> <li>Improved student differentiation as teachers use ESL scales to inform their teaching practice and programming.</li> </ul>	Assistant Principal					
Increase services of Speech Pathologist to 0.6 days to work with classes across the school, provide teacher professional development and engage in data collection and analysis.	<ul style="list-style-type: none"> <li>Students improve oral language acquisition skills as assessed by Speech Pathologist.</li> <li>Teachers have an understanding of strategies for teaching oral language acquisition skills.</li> <li>Teaching programs are tailored to the needs of students and based on needs identified through efficient data collection and analysis.</li> <li>Professional learning is provided to teachers and SLSOs to support individual student needs.</li> </ul>	Principal  Deputy Principal  LAST					RAM Equity \$61 560

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
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"> <li>○ All teachers are utilising specialist staff in their classrooms according to AWPS and DEC guidelines.</li> <li>○ A timetable is implemented that provides uninterrupted literacy blocks K - 2, 3 - 6 with common RFF times for grades.</li> </ul>	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"> <li>○ Homework provided is in accordance with the Auburn West homework policy and DEC guidelines</li> </ul>	Executive					
Strengthen the partnership with the University of Sydney through practicum and internship students.	<ul style="list-style-type: none"> <li>○ Participation in mentor workshops offered by the University of Sydney in exchange for taking internship students.</li> </ul>	Deputy Principal					
<p>Support evidence-based teaching practice for improved student learning outcomes by maintaining whole school outcomes based data collection and storage procedures</p> <p>Student performance tracked using the eight critical aspects of the Literacy Continuum and entered into PLAN</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"> <li>○ Student learning experiences are informed by assessment and are adapted to suit student needs.</li> <li>○ Effective assessment data collection methods are implemented across K-6.</li> <li>○ TPL (Teachers Professional Development) is planned based on student needs determined as a result of assessment data analysis.</li> </ul>	Executives					

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
<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"> <li>Teachers identify student literacy needs arising from NAPLAN SMART data analysis.</li> <li>Teachers incorporate teaching strategies from SMART in teaching and learning programs to plan for improvement in the identified literacy outcomes.</li> </ul>	All Teachers					
<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> <p>Teachers to participate in one full collaborative planning day (specialist staff to replace class teachers) &amp; two half day planning sessions (funded) per term.</p>	<ul style="list-style-type: none"> <li>Teachers work collaboratively to plan quality literacy teaching and learning programs.</li> <li>Increase professional dialogue between teachers regarding the teaching of reading.</li> <li>Teachers moderate student achievement in reading and writing.</li> <li>School wide tracking procedures of reading and writing data are implemented across the school K-6.</li> <li>Increased sharing of resources and strategies.</li> </ul>	<p>Executive</p> <p>All teachers</p>					RAM Equity \$ 50 468

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
<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"> <li>Increased student access to texts at home through home reader schemes and borrowing from library.</li> <li>Hold a whole school assembly showcasing our achievements in Literacy.</li> <li>Student participation in literacy and numeracy week and book week events.</li> <li>Increased student and teacher access to texts and resources at school.</li> </ul>	<p>Library staff</p> <p>All teachers</p>					<p>Equity Funding Bug Club \$500</p> <p>PRC Books \$1 000</p> <p>Teacher release \$820</p> <p>Home readers \$10 000</p> <p>Guided Readers &amp; Magazines \$11 000</p>
<p>Author Visits to support teaching and learning of English.</p> <p>Engage the services of local authors to provide workshops for teachers and students.</p>	<ul style="list-style-type: none"> <li>Increased level of English learning for students K-6.</li> </ul>	Literacy Committee					Equity Funding \$2 000
<p>Organise school magazines to be sent home at the end of the year for holiday reading.</p> <p>Maintain a partnership with Auburn City Library.</p>	<ul style="list-style-type: none"> <li>Students have increased access to resources (school magazine).</li> <li>Students are accessing and borrowing from Auburn City Library.</li> </ul>	Literacy committee					
<p>Increase library resources and engage the services of a library administrator.</p>	<ul style="list-style-type: none"> <li>Increase student reading texts to maintain a high level of engagement in literacy for students K-6.</li> <li>Purchasing of storage units and stationary supplies</li> <li>Employ a library administrator to assist with librarian duties and entering new books onto the library system.</li> </ul>	Library					School funded \$8 000

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
<p>Implementation of word work program 'Words Their Way' across Years 1 – 6.</p> <p>Teacher Professional Development in the implementation of the 'Words Their Way' program.</p> <ul style="list-style-type: none"> <li>- 1 hour TPL workshop for all staff to introduce and clarify the program</li> <li>- In class support from AP Mentors</li> </ul> <p>Purchase resources to support implementation of the program.</p>	<ul style="list-style-type: none"> <li>○ Explicit teaching in word work and spelling strategies, as evidenced in programs and classroom practice.</li> <li>○ Improved student achievement in NAPLAN and school-based writing assessments.</li> </ul>	AP Mentors					RAM Equity funding: \$6 000
<p>Improve student engagement in English through attendance at Riverside Theatre (Parramatta) performances based on quality literary texts.(one play per term)</p>	<ul style="list-style-type: none"> <li>○ Increased level of engagement in English learning for students K-6.</li> </ul>	Literacy Committee					
<p>Engage the services of the Sydney Story Factory to provide tailored student workshop sequences in creative writing and drama exercises.</p>	<ul style="list-style-type: none"> <li>○ Increased level of engagement in English learning for students K-6.</li> <li>○ Improved student outcomes as evidenced in NAPLAN and school-based assessment</li> </ul>	Literacy Committee					

Priority Area 2	Numeracy
Intended Outcomes	<ul style="list-style-type: none"> <li>To improve the overall numeracy outcomes for all students.</li> </ul>
Targets 2014	<ul style="list-style-type: none"> <li>Increase the percentage of Year 3 students achieving proficiency in NAPLAN number, patterns and algebra strands from 8.3% in 2013 to 10% in 2014.</li> <li>Increase the percentage of Year 3 students performing at or above minimum standard in NAPLAN number, patterns and algebra strands from a four year average of 40% to 60% in 2014.</li> <li>Increase the percentage of Year 5 students achieving proficiency in the NAPLAN test in number, patterns and algebra strands from 6.6% in 2013 to 10% in 2014.</li> <li>Increase the percentage of Year 5 students performing at or above minimum standard in NAPLAN test in number, patterns and algebra strands from a four year average of 40% to 60% in 2014.</li> </ul>

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
Engage the services of an external numeracy consultant to facilitate professional learning programs and build whole school capacity to improve student numeracy outcomes	<ul style="list-style-type: none"> <li>Expert numeracy teachers / consultants provide professional learning focused on exemplary teaching practice, assessment and monitoring.</li> <li>Teachers develop a deep knowledge and understanding of the Numeracy Continuum K-10 and how it links to the new NSW BOS K-10 Mathematics syllabus.</li> </ul>	Executive  Numeracy Consultant  Numeracy Committee  Class Teachers					RAM Equity: Numeracy Consultant \$15 000
Revise and rewrite the Auburn West PS Mathematics/Numeracy Policy in line with the new Mathematics syllabus and the Numeracy Continuum K-10, to incorporate the 2012 – 2014 Strategic School Plan, the targets from the school plan and the recommendations from the Mathematics and Numeracy Review.	<ul style="list-style-type: none"> <li>Policy implemented across the school by the end of 2014.</li> <li>Mathematics programming templates to guide new teachers in their teaching and learning practice.</li> </ul>	Numeracy Committee Leaders  Instructional Leader					



Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
<p>Implement the Targeting Early Numeracy (TEN) program for Kindergarten – Year 2:</p> <ul style="list-style-type: none"> <li>Professional learning sessions to occur on 3 separate days throughout Term One.</li> <li>Engage the services of a TEN facilitator, who will work with the Assistant Principal Mentors to provide ongoing in-class support to implement the program</li> <li>Collect student data every 5 weeks.</li> <li>Continue use of a Wiki for teachers to upload Mathematics/Numeracy resources and academic research papers.</li> <li>48 casual days (3 days per class teacher K-Y2) to allow teachers to participate in Targeting Early Numeracy training</li> <li>Continue use of a Wiki for teachers to upload Mathematics/Numeracy resources and academic research papers.</li> </ul>	<ul style="list-style-type: none"> <li>Improved student achievement in NAPLAN and school-based reading assessments.</li> <li>All K-Y2 teachers demonstrate understanding of the Numeracy Continuum K-10 through their classroom practice and programming.</li> <li>Increased support for teachers to implement the TEN program.</li> <li>Staff released from class to participate in TEN training.</li> <li>TEN facilitator works with AP Mentors to establish and maintain sustainable practices through continued data collection and monitoring of student progress.</li> </ul>	<p>Instructional Leader</p> <p>K-Y2 Assistant Principal Mentors</p> <p>K-Y2 Class Teachers</p>					<p>Early Action For Success: \$19 536</p>
<p>Implement the Taking Off With Numeracy (TOWN) program for Years 3-6:</p> <ul style="list-style-type: none"> <li>Assistant Principal Mentors Y3-Y6 released for 3 introductory professional learning days to work with the TOWN facilitator to develop an implementation action plan for introducing TOWN Phase 1 (Term 1) and Phase 2 (Terms 2-4) to class teachers.</li> <li>Assistant Principal Mentors Y3-Y6 work with class teachers across Y3-Y6 as TOWN team leaders to deliver on-site professional learning sessions and facilitate between-module tasks.</li> <li>45 casual days to allow all Y3-Y6 class teachers to participate in 6 two-hour professional learning sessions for <u>(Phase 1)</u>.</li> <li>Collect student data</li> <li>Utilise TOWN website to access Phase 2 professional learning modules and program resources.</li> </ul>	<ul style="list-style-type: none"> <li>Improved student achievement in NAPLAN and school-based reading assessments.</li> <li>All Y3-Y6 teachers develop a strong understanding of place value, multiplication and division aspects of the Numeracy Continuum K-10.</li> <li>All Y3-Y6 teachers assess students to determine where they are experiencing difficulties, and plan and teach differentiated learning experiences in Number based on continuous assessment.</li> <li>Increased support for teachers to implement the TOWN program.</li> </ul>	<p>Y3-Y6 Assistant Principal Mentors</p> <p>Y3-Y6 Class Teachers</p>					<p>Literacy &amp; Numeracy \$ 16 639</p> <p>TPL \$2 000</p> <p>6 half-casual days per class teacher Y3-Y6</p>

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
<p><b>Recommendation 3 from Mathematics snapshot report 2013:</b> Develop and implement a whole school approach to the teaching of numeracy including elements of a numeracy block</p>	<ul style="list-style-type: none"> <li>Whole school expectation established for an hour per day five days per week of numeracy instruction.</li> <li>Internal and external expertise utilised to develop an agreed framework for numeracy block, including modelled, guided and independent teaching strategies, clear learning intentions and success criteria.</li> <li>Teachers provided with professional learning and mentoring support to develop and support the gradual implementation of a daily numeracy block in each classroom.</li> </ul>	<p>Deputy Principal</p> <p>Instructional Leader</p> <p>Numeracy consultant</p> <p>Assistant Principal Mentors</p> <p>Class Teachers</p>					
<p>Familiarise staff with the new NSW Board of Studies Mathematics K-10 syllabus, in preparation for implementation in 2015.</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"> <li>Work with external numeracy consultant to develop a plan of action for introducing and familiarising staff with the new NSW BOL K-10 Mathematics syllabus</li> <li>Professional learning sessions to introduce the new NSW BOS K-10 Mathematics syllabus at School Development Days</li> <li>Dedicated whole staff and team TPL meetings for exploration and familiarisation with syllabus content, run by AP Mentors</li> <li>Year 6 class teachers work with AP Mentor and Numeracy consultant to teach new syllabus content required before entering Stage 4</li> </ul>	<p>Instructional Leaders</p> <p>Assistant Principal Mentors</p> <p>Numeracy Committee Leaders</p> <p>Numeracy Consultant</p> <p>Classroom Teachers</p>					<p>Australian Curriculum: \$2 000</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>Continue to build Number and other Mathematics strands resources / resource room.</p>	<ul style="list-style-type: none"> <li>Resources available to teach all mathematics strands with an emphasis on Number and Algebra to address needs identified through NAPLAN as well as the Mathematics and Numeracy Review</li> <li>Number resources replenished</li> <li>Students experience a variety of learning opportunities and interact with a range of mathematical materials</li> <li>Improved student knowledge and understanding of mathematical concepts</li> <li>Teaching resources purchased and accessed by teaching staff to increase student engagement in numeracy.</li> </ul>	<p>Numeracy Committee Leaders</p> <p>Numeracy Committee members</p>					<p>Equity – Resources \$5 000</p>

Priority Area 3	Student Engagement and Attainment
Intended Outcomes	To increase the level of appropriate behaviour of all students
<b>Targets 2014</b>	<ul style="list-style-type: none"> <li>• Increase the number of students who are able to name, describe and discuss the school rules from 67% to 80% of students by the end of term 3 2014</li> <li>• Decrease the number of Red cards (formerly blue cards) by 10 %</li> <li>• Decrease the number of detentions by 10%</li> <li>• Maintain the 2013 average attendance of 20 for the bi-weekly AWPS playgroup.</li> <li>• Increase the number of parents attending weekly parent programs, in particular encouraging Afghani parents to participate in programs with the support of the CLO.</li> <li>• Increase communication with parents regarding student progress through Learning and Support programs</li> </ul>

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
<p>Provide teacher professional learning focusing on:</p> <ul style="list-style-type: none"> <li>- The needs of EAL/d students linking into the English syllabus</li> <li>- The effective use of the ESL Scales or planning programming an assessing EAL/d students</li> <li>- Assess, bi-annually, the achievement of all EAL/d students using the ESL Scales for government funding of ESL at AWPS</li> </ul> <p>ESL teachers to place all EAL/d students on the EAL/d Learning Progression</p> <p>Establish an ESL network with ESL teachers from Auburn, Auburn North and Berala PS to support EAL/d learners and refugee students.</p>	<ul style="list-style-type: none"> <li>○ ESL teachers provide TPL for teachers teaching EAL/d students in the mainstream classroom.</li> <li>○ Teachers use ESL scales to program teaching and learning activities.</li> <li>○ Teachers report EAL/d student progress using the ESL Scales</li> <li>○ ESL teachers to place all EAL/d students on the EAL/d Learning Progression using the ESL Scales data.</li> <li>○ ESL Network meets each term.</li> </ul>	<p>AP ESL</p> <p>ESL teachers</p> <p>Classroom teachers</p> <p>ESL Network group</p>					
<p>ESL teachers and Community Liaison Officers to provide targeted refugee student support.</p>	<ul style="list-style-type: none"> <li>○ Teachers and CLOs to support refugee students in the classroom</li> <li>○ Teachers participate in professional learning to support refugee students.</li> </ul>	<p>ESL teachers</p> <p>CLO</p>					<p>Refugee Project</p> <p>\$1 581 (2013)</p> <p>\$9 212 (2014)</p>

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
Maintain a consistent approach to student welfare and behaviour management by maintaining the star award initiative scheme, providing training and development to all staff around the AWPS behaviour policy, student welfare programs, developmental play, cultural and community celebrations, transition to Kinder and Year 7 programs, SRC and a school breakfast club program.	<ul style="list-style-type: none"> <li>Staff will demonstrate a consistent approach to student welfare in the school though maintaining an active knowledge of the Auburn West Public School Student Welfare Procedures</li> <li>Support students in their transition to Kindergarten and Year 7</li> <li>Survey evidence of student knowledge and application of the AWPS Values and Rules.</li> <li>Maintain the Auburn West Public School Star Badge reward system and school “values” awards.</li> <li>Purchase teacher training and teaching materials to implement new focuses in student welfare initiatives.</li> <li>Celebrate culture and community across the school through shared events such as Harmony Day, Arabic Mother’s Day, Intercultural Day and Easter.</li> <li>Support students’ social development in Kinder and Year 1 through a developmental play program</li> <li>Develop student leadership capability through the SRC program and Playground Leaders initiative.</li> </ul>	PBIS committee  All staff					Kinder Transition (Refugee Playgroup) Resources \$500 Catering \$300 Staffing \$800 CLOs \$450  Kinder Transition Resources \$1 000 Catering \$300 Staffing \$1 050 CLO \$360 SLSO \$150  High School Transition \$1 000  Harmony Day \$800 Arabic Mother’s Day \$100 Easter (Easter Eggs) \$500 Breakfast Club \$4 000 Student Welfare / PBIS \$10 000 Star Badge \$10 000 (Global) SRC \$3 000  Developmental Play \$2 000 Playground Leaders \$1500

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
	<ul style="list-style-type: none"> <li>○ Maintain the Buddies program involving Kindergarten and year 6 students.</li> <li>○ Training of all staff and whole school implementation of a new social skills/resilience program (Friendly schools Plus)</li> <li>○ Maintain Hip Hop Dance group, expanding it to across all stages. (approx 15 students per term)</li> <li>○ Expand and build on Social Groups across all stages.</li> </ul>	<p>Learning and Support</p> <p>LAST</p> <p>Salvation Army</p> <p>Street Dreams Dance Company</p>					<p>Friendly schools plus \$1000</p> <p>Hip Hop dance t-shirts \$600</p> <p>Social Group resources \$500</p>
<p>Expand the current homework club (years 3-6) into a homework and activity club for years 1 – 6. This will entail 4 groups of 20 children from Stages 1 to Stage 3. Each group will be supervised by a teacher and an SLSO.</p> <p><i>Maintain homework club (years 3-6) currently operating at AWPS (25 children / grade, years 3-6) with years 1 &amp; 2 added in semester 2, (teacher selected invitees – maximum 15 – 20 children to be involved in homework and activity based group);</i></p> <p>SPARKS program for refugee students and their families and a Learning Centre for new arrival and refugee students.</p> <p>Maintain the bi-weekly AWPS pre-school playgroup.</p>	<ul style="list-style-type: none"> <li>○ Students, in years 1-6, requiring homework assistance, will be provided with opportunity to receive teacher assistance after school hours.</li> <li>○ Refugee and new arrival students have additional access to oral language and learning opportunities.</li> <li>○ Pre-school age students attend bi-weekly playgroup supported by two SLSOs</li> </ul>	<p>AP ESL</p> <p>Homework Club coordinator</p> <p>Learning Centre coordinator</p> <p>CLOs</p> <p>SLSOs</p>					<p>SPARKs</p> <p>Catering \$500</p> <p>Staff wage \$3174</p> <p>Homework club</p> <p>Staff - \$6 256</p> <p>SLSO - \$3 400</p> <p>Learning Centre staff - \$6 992</p> <p>SLSO – \$1 900</p> <p>Resources and catering \$2 000</p> <p>Playgroup</p> <p>\$10 732</p>

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
Engage parents in a range of school based and community activities (Parent Café, excursion, English and ICT workshops, parent meetings, home visits, community garden, links with external agencies) through the employment of CLOs and SAO (1.0: fulltime equivalent)	<ul style="list-style-type: none"> <li>Support preschool children in their transition to school through a playgroup on a bi-weekly basis</li> <li>Collect and analyse home visit data</li> <li>Maintain accurate records of parent attendance at all community events</li> <li>Support parent skill development and learning through the provision of childcare</li> <li>Establish a community garden to engage parents in the school</li> <li>Maintain partnerships with outside agencies (Salvation Army, Barnados, St Vincent DePaul)</li> <li>integration of ICT into daily teaching and learning/ community programs</li> </ul>	AP ESL  CLO  SLSO					Employ CLO (1.0) \$58 200 CLO (3 hr/p/w) \$4 989 SAO 1.0 \$57 099  Parent Excursions \$3 200  Home Visits \$4 000 Parent Program (catering and resources) \$3 000  Community Garden \$2000  FICT \$750 CALD \$1000
Provide support to staff to develop quality personalised learning plans for students with identified learning needs.	<ul style="list-style-type: none"> <li>Teachers &amp; SLSO staff members are trained in support programs to assist students in literacy/numeracy.</li> <li>All identified students will have a personalised learning plan.</li> <li>Teachers released to attend LST meetings to provide information for referred students.</li> <li>Provide feedback to parents from referred students</li> </ul>	Executive  LAST  Class Teachers  SLSO					Learning & Support \$70 148 (2013) \$94 848 (2014)  Funding Support \$12 662 (2013) \$53 760 (2014)

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
Collecting data to make better informed decisions to assist students who have had adjustments to learning and support	<ul style="list-style-type: none"> <li>○ Maintain the PLASST trial supporting teachers in professional development and making all staff aware of the Disability Standards for Education 2005 and DEC policy</li> <li>○ Establish NCCD ( national consistent collection of data)</li> </ul>	Learning and Support					PLASST \$5 327
Engage parents in the decision making process about the students adjusted Learning and Support requirements.	<ul style="list-style-type: none"> <li>○ Support parents understanding of and the implementation of the school Behaviour Policy through parent meetings</li> <li>○ Work collaboratively with parents to establish individual parent meetings around the development and implementation of Individual education Plans and Individual behaviour Plans.</li> <li>○ Establish parent meetings around the role of reading recovery in Year 1</li> <li>○ Establish parent meetings around the role of the Speech pathologist as a whole school focus</li> </ul>	Executive  LAST   Reading recovery teachers					Learning & Support Grant \$2500
Work collaboratively with class teachers to Identify and cater for students who are gifted or talented.	<ul style="list-style-type: none"> <li>○ Establish and implement IEPs for students in one KLA-Mathematics</li> <li>○ Establish and implement small withdrawal groups in one KLA-Mathematics</li> </ul>	LAST  Class teachers					\$300 Resources
Create outdoor learning spaces for all K-6 students to access.	<ul style="list-style-type: none"> <li>○ Students and staff utilise outdoor developmental play area.</li> <li>○ Students with special needs access safer learning environment</li> <li>○ Extend Kindergarten play program to outdoor learning environment</li> </ul>	Class teachers  L&ST / SLSO  K-6 students					\$150 000



<b>Priority Area 4</b>	<b>Aboriginal Education</b>
<b>Intended Outcomes</b>	<ul style="list-style-type: none"> <li>To improve the level, and quality, of Aboriginal education within all school programs</li> </ul>
<b>Targets 2014</b>	<ul style="list-style-type: none"> <li>Increase to 100% of teachers incorporating an Indigenous perspective into their teaching practice and programs.</li> </ul>

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
Identify, promote and implement best practice in Aboriginal Education, embed into new syllabus documents and celebrate the Australian indigenous culture.	<ul style="list-style-type: none"> <li>Embed "8 ways of learning" in new syllabus documents / programs</li> <li>Establish links with local Aboriginal community leaders</li> <li>Increased partnerships with DEC Aboriginal CIO</li> <li>Teacher Professional Learning to enhance new syllabus and the indigenous perspectives</li> <li>Students develop an understating of NAIDOC week and aboriginal Education programs which are enhanced across the school through formal ceremony and guest speakers. (Aunty Wendy's mob – K-2)</li> </ul>	<p>Executive staff</p> <p>Aboriginal Education Committee</p>					<p>\$3 000 resources</p> <p>\$8381 NAIDOC Week</p>

## Curriculum – Information Communication Technologies

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
<p>Ensure all students in years K-6 are using usernames/passwords to access DEC portal and associated resources (EMU).</p> <p>Ensure all new students receive usernames and passwords for access.</p>	<ul style="list-style-type: none"> <li>All students are able to access/log-in to server.</li> </ul>	<p>ICT committee</p> <p>Class Teachers</p>					
<p>Organise Server storage (Edit/ Remove/ Relocate) and inform staff of new changes that are dependent on access rights.</p>	<ul style="list-style-type: none"> <li>All staff will be able to navigate access and save items on staff share.</li> </ul>	<p>ICT Committee</p>					
<p>Raise awareness and promote the classroom use of new resources to all staff.</p> <p>Utilise allocated TPL meeting time and one optional Tuesday afternoon meeting time per term to up skill staff in a variety of ICT skills and resources (IWBs, iPads, online resources and new research, Beebots (K-2), MAC ICT and Lego Robotics (3-6), 2014 BOS K- 10, English Syllabus, New DEC Digital Citizenship – Stage 3).</p>	<ul style="list-style-type: none"> <li>Staff access and use new resources to enhance teaching and learning practice.</li> </ul>	<p>ICT committee</p>					
<p>Devise an effective management plan for the borrowing and maintenance of 32 x iPad 2 and 18 x iPad mini</p> <p>Ongoing purchases to ensure hardware is preserved software is updated and applications for learning are acquired (apps, teacher release, cases, resources for Beebots and Robotics equipment)</p> <p>Engaging students in learning with ICT (focusing on iPads) by trialling a class usage agreement (K-2 and 3-6) and an app suggestion card (3-6).</p>	<ul style="list-style-type: none"> <li>Staff are able to fairly and easily access and utilise iPads within their classrooms.</li> <li>Staff are able to access ICT resources that are current and relevant to their teaching and learning needs.</li> <li>Students utilise ICT resources respectfully within their classroom and contribute to building a range of suitable apps for iPads.</li> </ul>	<p>ICT committee</p>					<p>Comp Coord Teacher release (1 day per term) \$1440</p> <p>Apps \$500 18 x mini iPad Cases 2 x iPad cases \$300</p> <p>Beebot resources \$200</p> <p>Lego NXT resources \$600</p>

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
<b>Support the integration of ICT into daily teaching and learning.</b>  Engaging students in learning with ICT in collaboration with Mac ICT using Lego NXT in workshop excursions or VC link up	<ul style="list-style-type: none"> <li>2 Staff attend ICT Conference</li> <li>Students utilise ICT resources to create and problem solve with in areas of the curriculum.</li> </ul>	ICT committee Interested classroom teachers					\$3000 - TPL \$4500 Mac ICT for 120 students plus transport
Research into how the technology space within B Block could be modified to be more flexible, effective, collaborative and engaging learning space.	<ul style="list-style-type: none"> <li>Staff and Students utilise and engage with a technology learning space that is flexible and supportive of collaborative learning and innovation.</li> </ul>	ICT committee					RAM Equity \$6 000
Organise and maintain information for Auburn West Public School's Website. (Including photographs, new class information, upcoming dates for parents and carers to note). Trial the use of Aurasma and /or QR codes within the newsletter and noticeboards around the school.	<ul style="list-style-type: none"> <li>The school's website will have current information for the community to access.</li> </ul>	ICT committee					
Train staff in the use of video conference facilities. Access a range of SWS video conferences for professional learning (DART)	<ul style="list-style-type: none"> <li>Increase in staff use of the connected classroom for professional learning and communication.</li> </ul>	ICT committee					
Management of Resources Collect and re-distribute stage digital camera packs to 2014 stage supervisors (for possible excursion/ field trip packs).	<ul style="list-style-type: none"> <li>Technology equipment is monitored and whole school borrowing system reviewed if necessary.</li> </ul>	ICT committee					
Renewing and updating DVC licence for access to digital teaching and learning content across the school including foyer and staffroom screens.	<ul style="list-style-type: none"> <li>Teachers and Students have easy access of audio-visual content relevant to their teaching and learning.</li> </ul>	ICT committee					RAM Equity \$6700
Order, allocate and distribute new computer hardware in line with T4L school allocation. Roll out – new devices and laptop allocations.	<ul style="list-style-type: none"> <li>Computer Hardware is cycled to maintain currency of computers in line with T4L allocations</li> </ul>	Computer Coordinator					
Monitor and purchase consumable resources, e.g. CDRs, toner cartridges, back up discs etc. when necessary.	<ul style="list-style-type: none"> <li>Computer consumables are supplied.</li> </ul>	Computer Coordinator					School funds \$500

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
Technology Coordinator (CC) employed to maintain and monitor support for technology use in school.  Maintain processes for electronic communication and secure internet access.	<ul style="list-style-type: none"> <li>Technology Coordinator employed.</li> </ul>	ICT Leader					CC x 3.5 days \$28 500
SASS to continue to monitor staff and student printing output. Regularly communicate to staff the importance of exercising care and printing responsibly.	<ul style="list-style-type: none"> <li>Printing is monitored.</li> </ul>	ICT Committee SASS					

## Curriculum – Creative Arts

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
Strategically implement the NSW creative arts syllabus and support documents through teacher professional learning.  Purchase resources to support the implementation of the NSW creative arts syllabus. A stocktake of the creative arts resources is also to be held annually and a Creative Arts Resource Box to be introduced.	<ul style="list-style-type: none"> <li>Teachers have an understanding of the creative arts syllabus and support documents and this is reflected in teaching and learning programs.</li> <li>Students will have access to a range of quality resources to achieve stage outcomes in Creative Arts.</li> </ul>	Curriculum Committee members.					School funded \$1000
Granville School Spectacular – Granville School Spectacular coordinator will: <ul style="list-style-type: none"> <li>Audition dance and choir students for the Granville school Spectacular</li> <li>Maintain dance and choir group through weekly enrichment programs</li> <li>Liaise with all staff, students and parents about expectations and organisation. Students and parents to sign performance contract/ commitment</li> <li>Organise regular performances for the school assembly.</li> </ul>	<ul style="list-style-type: none"> <li>Students participate in Granville School Spectacular.</li> </ul>	Dance Group Coordinators  Choir Coordinator  Drum Group Coordinator					School funded: \$2500 (Granville Spectacular)

## Curriculum – PDHPE

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
<p>School Sport Grades 3-6 -Specific skill focus working towards modified games. The sports coordinator will:</p> <ul style="list-style-type: none"> <li>Ensure that the school sports program is in accordance with DEC documents.</li> <li>Organise teacher professional learning, delivered during whole school professional learning meetings and promote TPL from the DET Sport Unit.</li> <li>Purchase, maintain and monitor sporting equipment and the sports storeroom.</li> <li>Promote sport by the wearing of sports uniform on Fridays. (Uniform committee to develop sports uniform)</li> <li>Organise professional tennis coaching as a school sport option through partnerships with the Auburn Tennis Centre.</li> <li>Liaise with Auburn Council to book space for off-site school sport groups.</li> <li>Order ribbons and wristbands for various sporting carnivals.</li> </ul>	<ul style="list-style-type: none"> <li>All students 3-6 are actively engaged in weekly school sport activities.</li> <li>Teachers have access to quality professional development which is reflected in teaching and learning programs for physical education.</li> <li>Students and teachers have equitable access to sporting quality equipment.</li> <li>All 3-6 students wear a Friday sport uniform.</li> </ul>	<p>3-6 Sports Coordinator</p> <p>Teachers</p>					School funded \$2000 PD/H/PE
<p>PSSA – The PSSA coordinator will:</p> <ul style="list-style-type: none"> <li>Organise PSSA tryouts</li> <li>Liaise with PSSA coaches to ensure continued implementation and upholding of the school and PSSA sports contract.</li> <li>Organise, promote and monitor the wearing of a school PSSA uniform; including socks, shirt and shorts.</li> <li>Liaise with office to ensure students pay \$20.00 for PSSA per season and that buses and draws are communicated with staff and coaches.</li> <li>Attend Auburn Zone PSSA meetings Week 3 and 8 of each Term.</li> <li>Ensure PSSA coaches distribute best and fairest awards to promote sportsmanship at the end of Term 3 for winter PSSA and the end of Term 4 for summer PSSA, during a 3-6 assembly.</li> </ul>	<ul style="list-style-type: none"> <li>Sporting teams participate in zone PSSA.</li> <li>Systems and process are implemented consistently through good communication to ensure the smooth running of PSSA.</li> <li>All PSSA representatives wear a PSSA uniform.</li> </ul>	<p>PSSA Coordinator</p>					

<p>3-6 Cross Country Carnival – The cross country team will:</p> <ul style="list-style-type: none"> <li>○ Plan and delegate list of jobs to years 3-6 and support teachers</li> <li>○ Book and measure course at Progress Park Auburn</li> <li>○ Encourage participation by giving out ribbons on the day.</li> <li>○ Organise name tags for the students to identify age, house group and name of student and medical information.</li> <li>○ Present age champion awards, place ribbons and winning sports house at a 3-6 assembly.</li> </ul>	<ul style="list-style-type: none"> <li>○ All students 3-6 participate in annual Cross Country Carnival.</li> </ul>	Stage 2 grade						
<p>K-1 Athletics Carnival – The athletics carnival team will:</p> <ul style="list-style-type: none"> <li>○ Plan and delegate list of jobs to teachers in K-1 and specialist staff</li> <li>○ Prepare the school grounds</li> <li>○ Organise student name tags to identify age, house group and name of student and medical information.</li> <li>○ Encourage participation by giving out ribbons and stickers on the day.</li> </ul>	<ul style="list-style-type: none"> <li>○ All students in K-1 participate in Athletics Carnival.</li> </ul>	Stage 1 grade						
<p>2-6 Athletics Carnival – The athletics carnival coordinator will:</p> <ul style="list-style-type: none"> <li>○ Plan and delegate list of jobs to years 2-6 and support teachers</li> <li>○ Investigate and book venue</li> <li>○ Encourage participation by giving out ribbons on the day.</li> <li>○ Organise name tags for the students to identify age, house group and name of student and medical information.</li> <li>○ Present age champion awards, place ribbons and winning sports house at a 3-6 assembly.</li> </ul>	<ul style="list-style-type: none"> <li>○ All students 2-6 participate in annual Athletics Carnival.</li> </ul>	Stage 3 grade						
<p>2 -5 Swimming Carnival – The swimming carnival team will:</p> <ul style="list-style-type: none"> <li>○ Plan and delegate list of jobs to years 2-5 and support teachers.</li> <li>○ Investigate and book venue</li> <li>○ Encourage participation by giving out ribbons on the day.</li> <li>○ Organise name tags for the students to identify age, house group and name of student and medical information.</li> <li>○ Present age champion awards, place ribbons and winning sports house at a 3-6 assembly.</li> </ul>	<ul style="list-style-type: none"> <li>○ All students in grades 2-5 participate in annual Swimming Carnival.</li> </ul>	Stage 2 grade						

<p>Year 2 swimming program – The swimming program coordinator will:</p> <ul style="list-style-type: none"> <li>Organise an eight week intense learn to swim program with qualified instructors at Ruth Everuss Aquatic Centre Lidcombe</li> <li>Expand program to include Year 4 or Year 5.</li> </ul>	<ul style="list-style-type: none"> <li>All Year 2 students participate in 10 week intensive learn to swim program.</li> </ul>	Year 2 Teachers					
<p>Live Life Well Program Physical Education – Under this program co-ordinators will:</p> <ul style="list-style-type: none"> <li>Maintain and monitor equipment</li> <li>Develop and promote a scope and sequence for teaching FMS skills.</li> <li>Promote the teaching of FMS and the program throughout the year.</li> <li>Collect and analyse data each semester, sharing with staff.</li> </ul>	<ul style="list-style-type: none"> <li>All students engaged in regular physical education programs</li> </ul>	Curriculum Committee members					School funded: \$2000

## Curriculum – Science and Technology

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
<p>The science and technology coordinators will:</p> <ul style="list-style-type: none"> <li>Strategically support the NSW science and technology syllabus and support documents incorporating the Australian curriculum through teacher professional learning</li> <li>Purchase resources to support the implementation of the science and technology syllabus.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have an understanding of the science and technology syllabus document and this is reflected in teaching and learning programs.</li> </ul>						School funded \$1000
<ul style="list-style-type: none"> <li>During collaborative planning time, teachers analyse current science and technology units of work to ensure that they are addressing syllabus outcomes through key learning points.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers address important learning points through syllabus outcomes and this is reflected within their teaching and learning program.</li> </ul>						

## Curriculum – HSIE

Strategies	Indicators	Responsibility	Term				Funding
			1	2	3	4	
<p>The HSIE coordinators will:</p> <ul style="list-style-type: none"> <li>○ Strategically support the NSW HSIE syllabus and support documents incorporating the Australian curriculum through teacher professional learning</li> <li>○ Purchase resources to support the implementation of the HSIE syllabus.</li> </ul>	<ul style="list-style-type: none"> <li>○ Teachers have an understanding of the HSIE syllabus document and this is reflected in teaching and learning programs.</li> </ul>						School funded \$1000
<ul style="list-style-type: none"> <li>○ During collaborative planning time, teachers analyse current science and technology units of work to ensure that they are addressing syllabus outcomes through key learning points.</li> </ul>	<ul style="list-style-type: none"> <li>○ Teachers address important learning points through syllabus outcomes and this is reflected within their teaching and learning program.</li> </ul>						