SCHOOL CONTEXT

Values, beliefs, aspirations and or vision
The Engadine West School Community seeks to work together to provide educational programs which will allow its students to live happily and work successfully in the 21st century. Through the delivery of effective educational programs by a dedicated and committed staff, the students recognise our basic core values of being safe, being a learner and being respectful.

Engadine West is a large school that maximises student learning opportunities and social development. Strong features of the school include an extensive orientation and transition program, an effective K-6 welfare policy as well as a strong tradition in the Creative Arts, Sport and Gifted & Talented education. The School also enjoys strong community support through an active P&C. “Parents are Partners” in their children’s education and the school enjoys a positive reputation throughout the local community and as a result the school has continued to grow.

Background information
During 2012 Engadine West will be celebrating its 50th anniversary. The school is a member of the Community of Schools On the Park which promotes excellence in public education across schools bordering national parklands.

Student performance
Engadine West students all relate to each other very positively. In the main this occurs because student welfare is a high priority at this school. Each and every child is important and is valued for the positive contribution he/she makes. The school performs well academically, with results above the state average in literacy and numeracy. The school also offers individual learning programs for students with special needs and provides opportunities for students with gifts and talents in sports and CAPA programs.

Staff information
Engadine West is a P1 school of over 740 students and 29 classes. The Staff comprises a mixture of experienced and new scheme teachers who are dedicated and committed to providing quality teaching and learning for all students in a true learning community.

Significant programs and initiatives
Engadine West Public School runs a number of programs to give students extra educational support. These are:
- WESTGATE Gifted and Talented Program
- Band
- School environmental initiatives
- Whole school Public Speaking Competition
- Linkages Stage 2 & 3 Literacy & Numeracy Programs
- Kids for Kids mentoring program
- Reach Out Mentoring program
- Little Leader (Student Newspaper)

Priority area and achievements from previous plans.
Through ongoing professional development of staff and data analysis the school continually strives to refine teaching practices and programs in literacy and numeracy to maximise student outcomes.
### INTENDED OUTCOMES:

**Quality Teaching**
- **A.** Student learning performance is enhanced through the implementation of Quality Teaching practices in every classroom.
- **B.** Staff knowledge of and ability to deliver Quality Teaching strategies in all K.L.A’s is improved.
- **C.** Community partnerships are strong and promoted in the school, with partners having a deeper understanding of Quality Teaching practices.

**Literacy**
- **D.** Assessment techniques used in Literacy are relevant, appropriate, fair, accurate, and manageable; they are incorporated in the teaching and learning cycle.
- **E.** The explicit teaching of literacy strategies K-6 leads to enhanced student learning.
- **F.** ICT is used effectively in literacy to enhance student learning.

**Numeracy**
- **G.** Quality Mathematics lessons are implemented K-6.
- **H.** Assessment techniques in Mathematics are relevant, appropriate, fair, accurate, and manageable; they are incorporated in the teaching and learning cycle.
- **I.** Reports to parents reflect individualised assessment.
- **J.** Effective numeracy pedagogical practices are shared across the Community of Schools on the Park (COSOtP).
- **K.** The Mathematics curriculum is differentiated to meet the needs of students.

**School Welfare**
- **L.** The welfare of students is managed with the focus being on developing students who are safe, respectful learners.
- **M.** Students have access to a range of opportunities and experiences to support their welfare needs.
- **N.** The welfare of staff at the school is supported by its policies and systems.
- **O.** The school community understands and supports the school in the management of student welfare.
<table>
<thead>
<tr>
<th>SCHOOL IDENTIFIED PRIORITY</th>
<th>Evidence from NAPLAN, assessment data and shared feedback from Quality Teaching coding observations indicate this is an area for further development.</th>
</tr>
</thead>
</table>
| Quality Teaching and Learning | Regional Targets: Engagement and Attainment  
Leadership and Management  
Curriculum and Assessment |

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>TARGETS</th>
</tr>
</thead>
</table>
| A. Student learning performance is enhanced through the implementation of Quality Teaching practices in every classroom. | Outcome A:  
- Differentiated learning programs to meet the needs of all students.  
- Increasing student engagement through Quality Teaching and learning in all K.L.A’s. |
| B. Staff knowledge of and ability to deliver Quality Teaching strategies in all K.L.A’s is improved. | Outcome B:  
- Participation of staff in professional learning to deepen knowledge and understanding of the Quality Teaching Framework.  
- Providing professional development of all staff through participation in Action Research on Hattie’s top 6 effects in the classroom that enhance student learning.  
- Negotiated and reviewed professional learning plans for staff.  
- Improving individual supportive feedback practices for staff and students. |
| C. Community partnerships are strong and promoted in the school, with partners having a deeper understanding of Quality Teaching practices. | Outcome C:  
- Increased community awareness of current teaching practices. |
<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>INDICATORS</th>
<th>TIMEFRAME</th>
<th>RESPONSIBILITY</th>
<th>FUNDING SOURCE/BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Staff professional Development on Hattie’s top 6 effects in classroom practice. Executive to become ‘experts’ in Hattie’s identified areas to support and promote in all classrooms.</td>
<td>Teachers implementing Hattie’s top 6 effects in daily teaching practices and programming.</td>
<td>X X X</td>
<td>Deputy Principal Executive</td>
<td></td>
</tr>
<tr>
<td>• Plan collaboratively across teams/stages (A)</td>
<td>Stage teams have highly engaging teaching and learning programs that have the QTF embedded in all lessons. Collection of data on student performance and needs recorded on S.T.A.R.S</td>
<td>X X X</td>
<td>Executive</td>
<td></td>
</tr>
<tr>
<td>• Identify and provide for individual student needs (A)</td>
<td>Staff using learning continuums and backward mapping when programming.</td>
<td>X X</td>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>• Development of staff knowledge in differentiating the curriculum. (B)</td>
<td>Class programs show evidence of differentiation</td>
<td>X X</td>
<td>Class teachers</td>
<td></td>
</tr>
<tr>
<td>• Sharing, mentoring and displaying best practices in stage meetings (B)</td>
<td>Stage leaders to provide feedback to executive on current teaching practices</td>
<td>X X</td>
<td>Class teachers</td>
<td></td>
</tr>
<tr>
<td>• Inform parents of current classroom practice through student reports and celebration of student success, such as at assemblies and WESTGATE presentations (C)</td>
<td>Student reports and celebrations reflect quality teaching that is occurring in classrooms.</td>
<td>X X</td>
<td>Executive</td>
<td></td>
</tr>
<tr>
<td>• Use school newsletters to disseminate information on Quality Teaching practice and initiatives (C)</td>
<td>School newsletters contain information on Quality Teaching practices and initiatives.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SCHOOL IDENTIFIED PRIORITY

| Literacy |

### Regional Targets:

- Literacy and Numeracy
- Engagement and Attainment
- Leadership and Management
- Curriculum and Assessment

### OUTCOMES

**D.** Assessment techniques used in Literacy are relevant, appropriate, fair, accurate, and manageable; they are incorporated in the teaching and learning cycle

**E.** The explicit teaching of literacy strategies K-6 leads to enhanced student learning

**F.** ICT is used effectively in literacy to enhance student learning

### TARGETS

**Outcome D:**
- Improved assessment techniques promoting Consistency of Teacher Judgement as reflected in shared teacher expectations of student performance.
- Improved feedback for staff and students through the use of quality teaching practices.
- Increased number of students placed in the top two NAPLAN Literacy ability bands by 10% over 3 years.
- NAPLAN data reflects an upward trend from lower bands to higher bands.

**Outcome E:**
- Participation of staff in targeted professional learning that strengthens their ability to deliver quality literacy programs.
- Negotiated and reviewed professional learning plans for staff (TARS & EARS).

**Outcome F:**
- Increased community knowledge of quality teaching practice embedded with ICT and support provided in partnership between home and school.
- Shared effective Literacy strategies with teachers from COSOtP schools.
- Participation of staff in targeted professional learning that strengthens their ability to deliver quality literacy programs that is embedded with ICT.
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<tr>
<th>STRATEGIES</th>
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<th>FUNDING SOURCE/BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Implement professional learning in the explicit teaching of reading and writing (E)</td>
<td>Explicit teaching of writing skills, accelerated literacy, and reciprocal reading are implemented K-6.</td>
<td>X X X</td>
<td>Teaching Learning Team</td>
<td>English $10.500 30xTRD</td>
</tr>
<tr>
<td>• Review assessment and reporting procedures (D)</td>
<td>Moderation of student work samples reflects consistency in teacher judgement. Close analysis of grade allocation accurately reflects performance benchmarks.</td>
<td>X X X</td>
<td>Teaching Learning Team</td>
<td>$7000 purchase resources</td>
</tr>
<tr>
<td>• Analyse student performance data and focus on the development of quality teaching and learning strategies (D)</td>
<td>Analysis of Best Start &amp; NAPLAN data directs program development and reflects improvement in student performance.</td>
<td>X X X</td>
<td>School Executive</td>
<td></td>
</tr>
<tr>
<td>• Participate in external testing (D)</td>
<td>Test results are used to focus program development.</td>
<td>X X X</td>
<td>Team Coordinators</td>
<td></td>
</tr>
<tr>
<td>• Embed ICT resources across literacy strategies (E)</td>
<td>Student performance in testing data is analysed and shared.</td>
<td>X X X</td>
<td>School Executive</td>
<td></td>
</tr>
<tr>
<td>• Network across COSOtP our community of schools and share innovative best practice (E)</td>
<td>Staff knowledge gained from ICT professional learning is evident in class programs and QT observations.</td>
<td>X X X</td>
<td>Class Teachers</td>
<td></td>
</tr>
<tr>
<td>• Strengthen partnerships with local high schools (F)</td>
<td>Video conferencing network is established and operating.</td>
<td>X X X</td>
<td>Teaching Learning Team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continuation of Linkages, Talented Writers, Yr 4 High School Student For A Day, High School Volunteers and Transition to High School Programs.</td>
<td>X X X</td>
<td>Stage 2/3 Team</td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>Description</td>
<td>Executive Team</td>
<td>Staff K-6</td>
<td>Literacy Target Team</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Strengthen partnerships with local pre-schools (F)</td>
<td>Partnering with local pre-schools providing buddy reading mentoring programs eg. Reach Out.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Participate in Regional literacy competitions (D)</td>
<td>Celebration of student participation in literacy competitions.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Implement a debating program (E)</td>
<td>Increased participation of students in the Premier's Reading and Spelling Challenge.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Liaise with STLA &amp; LST in developing Aboriginal students' IEPs and special needs students' IEPs (E)</td>
<td>IEP's address specific STL strategies that will assist students in achieving expected outcomes.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Celebrate success in the improvement of student outcomes (F)</td>
<td>Articles are published on the school website and in newsletters; individual improvements are acknowledged in classrooms and at school assemblies.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Survey the school community to assess needs and provide feedback (F)</td>
<td>Survey of parents to set workshop focus.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Facilitate parent workshops focusing on quality teaching and learning (F)</td>
<td>Feedback from parents indicates their enhanced ability to support student learning in literacy.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Participate in further training regarding the implementation of the National Curriculum (E)</td>
<td>Professional discussion and planning regarding programming changes.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SCHOOL IDENTIFIED PRIORITY

#### Numeracy

<table>
<thead>
<tr>
<th>OUTCOMES</th>
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<tbody>
<tr>
<td>G. Quality Mathematics lessons are implemented K-6</td>
<td>Outcome G</td>
</tr>
<tr>
<td>H. Assessment techniques in Mathematics are relevant, appropriate, fair, accurate, and manageable; they are incorporated in the teaching and learning cycle</td>
<td>- Teachers demonstrate, model and deliver effective and quality lessons.</td>
</tr>
<tr>
<td>I. Reports to parents reflect individualised assessment</td>
<td>Outcome H</td>
</tr>
<tr>
<td>J. Effective numeracy pedagogical practices are shared across the Community of Schools on the Park (COSOtP)</td>
<td>- Stage teams to implement Consistency of Teacher Judgement.</td>
</tr>
<tr>
<td>K. The Mathematics curriculum is differentiated to meet the needs of students</td>
<td>- Open ended tasks are used in assessment.</td>
</tr>
<tr>
<td></td>
<td>- Increase by 10% students achieving top 2 bands in NAPLAN over 3 years.</td>
</tr>
<tr>
<td></td>
<td>- NAPLAN data reflects an upward trend from lower bands to higher bands.</td>
</tr>
<tr>
<td></td>
<td>Outcome I</td>
</tr>
<tr>
<td></td>
<td>- Reports to reflect individual student’s strengths and areas of improvement through data analysis.</td>
</tr>
<tr>
<td></td>
<td>- Student’s self-reporting becomes a part of the assessment process.</td>
</tr>
<tr>
<td></td>
<td>Outcome J</td>
</tr>
<tr>
<td></td>
<td>- Staff to liaise and share effective numeracy strategies with teachers from COSOtP schools.</td>
</tr>
<tr>
<td></td>
<td>Outcome K</td>
</tr>
<tr>
<td></td>
<td>- Staff to implement teaching and learning programs that appropriately meet the needs of all students.</td>
</tr>
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#### Regional Targets:

- Literacy and Numeracy
- Engagement and Attainment
- Leadership and Management
- Curriculum and Assessment
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<tbody>
<tr>
<td>• Promote corporate programming, continue lesson observations amongst peers focusing on numeracy (G)</td>
<td>Teacher relieved from class to observe or team teach with other teachers to share best practices. Work samples shared and moderated during meetings. Creation of EWPS Scope and Sequence to meet the needs of our students.</td>
</tr>
<tr>
<td>• Allocation of time to staff to create Scope and Sequence from NSW Syllabus (G)</td>
<td>Improved use of ICT is evident in teaching programs eg. the use of school Delicious account.</td>
</tr>
<tr>
<td>• Technology is incorporated into quality mathematics lessons. (G)</td>
<td>Staff sharing assessment tasks in CTJ meetings. Professional development provided at staff meetings and COSOtP schools. Consistent assessment recorded and compared across year grades in data base.</td>
</tr>
<tr>
<td>• Staff development in assessment techniques and open ended tasks (H)</td>
<td></td>
</tr>
<tr>
<td>Analysis of data to formulate individualised report comments (I)</td>
<td>Report comments reflect individual student achievement.</td>
</tr>
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</tr>
<tr>
<td>Create grade based student self-reporting practices (I)</td>
<td>Student goal setting and self-assessment is based on work samples and teacher feedback.</td>
</tr>
<tr>
<td>Regular participation with COSOtrP schools through Video Conferencing and school visits (J)</td>
<td>COSOtrP numeracy links are strengthened through shared professional learning, reflecting quality Mathematics lessons.</td>
</tr>
<tr>
<td>Curriculum Differentiation of numeracy program through professional development and sharing of differentiated programs in stage meetings (K)</td>
<td>Teachers develop class needs analysis and regularly monitor individual student progress.</td>
</tr>
<tr>
<td></td>
<td>Executive feedback from evaluation of teaching and learning programs indicate evidence of program differentiation.</td>
</tr>
<tr>
<td>SCHOOL IDENTIFIED PRIORITY</td>
<td>Regional Targets:</td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
<tr>
<td>Welfare</td>
<td>Literacy and Numeracy</td>
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<tr>
<td></td>
<td>Engagement and Attainment</td>
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<td></td>
<td>Leadership and Management</td>
</tr>
<tr>
<td></td>
<td>Aboriginal Education</td>
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</tbody>
</table>

**OUTCOMES**

<p>| | |</p>
<table>
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<tr>
<th></th>
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<tbody>
<tr>
<td>L.</td>
<td>The welfare of students is managed with the focus being on developing students who are safe, respectful learners.</td>
</tr>
<tr>
<td>M.</td>
<td>Students have access to a range of opportunities and experiences to support their welfare needs.</td>
</tr>
<tr>
<td>N.</td>
<td>The welfare of staff at the school is supported by its policies and systems.</td>
</tr>
<tr>
<td>O.</td>
<td>The school community understands and supports the school in the management of student welfare.</td>
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**TARGETS**

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<thead>
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<tbody>
<tr>
<td>Outcome L:</td>
<td>- Positive Behaviour for Learning (PBL) program has been introduced, implemented and evaluated school wide.</td>
</tr>
<tr>
<td></td>
<td>- The school has a more effective and equitable reward system that focuses on positive behaviour.</td>
</tr>
<tr>
<td></td>
<td>- School Staff manage the behaviour of students in alignment with school expectations.</td>
</tr>
<tr>
<td>Outcome M:</td>
<td>- Students participate in a range of experiences such as Boys’ Education, High School Linkages and transition and Aboriginal Education programs to enhance and support their welfare.</td>
</tr>
<tr>
<td>Outcome N:</td>
<td>- Staff expectations for professional conduct are communicated clearly (through mentoring, SDD, PBL matrix).</td>
</tr>
<tr>
<td></td>
<td>- Systems for the management of data relating to welfare are implemented effectively.</td>
</tr>
<tr>
<td>Outcome O:</td>
<td>- Members of the community understand the PBL system and its workings.</td>
</tr>
<tr>
<td></td>
<td>- Members of the community participate in the implementation of PBL.</td>
</tr>
<tr>
<td>STRATEGIES</td>
<td>INDICATORS</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>• Introduce and implement the Positive Behaviour for Learning (PBL) program (L)</td>
<td>School has launched PBL with a celebration.</td>
</tr>
<tr>
<td></td>
<td>Teachers explicitly follow the school PBL scope and sequence.</td>
</tr>
<tr>
<td></td>
<td>Students, staff and the community have clear expectations for behaviour and manage their behaviour accordingly.</td>
</tr>
<tr>
<td>• Revise and improve rewards system for the positive reinforcement of behaviour (L)</td>
<td>New reward system used school wide.</td>
</tr>
<tr>
<td></td>
<td>STARS data reflects rewards and positive reinforcement of behaviour.</td>
</tr>
<tr>
<td>• Review and update school’s discipline policy in line with PBL (L)</td>
<td>Discipline policy reflects PBL.</td>
</tr>
<tr>
<td>• Develop resources for the effective implementation of PBL (L)</td>
<td>School has a range of quality resources to support PBL and student welfare.</td>
</tr>
<tr>
<td>• Support student’s leadership and citizenship strategies such as SRC initiatives, Captains and Prefects’ responsibilities, Kids for Kids mentoring program, SLIPS, mini-mates, environmental initiatives, library monitors, buddy reading, and Reach Out (M)</td>
<td>High level of student engagement in leadership and citizenship.</td>
</tr>
<tr>
<td>Activity</td>
<td>Outcome</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Continue the development, implementation and evaluation of the Reach Out program through community partnerships that support the engagement, self-esteem, social and academic needs of individual students (M)</td>
<td>Increased self-esteem, engagement and improved academic results for identified students.</td>
</tr>
<tr>
<td>Annual review of Code of Conduct, Respect and Dignity Policies and staff developed expectations policy (N)</td>
<td>All Staff have a clear understanding of DEC policies relating to welfare and the agreed workplace expectations.</td>
</tr>
<tr>
<td>Provide mentoring opportunities for staff (N)</td>
<td>Teachers feel supported by their colleagues.</td>
</tr>
<tr>
<td>Professional development of staff in STARS for student welfare tracking (N)</td>
<td>Regular review of STARS data reflects consistent implementation.</td>
</tr>
<tr>
<td>Learning Support Team monitors and informs staff regarding welfare issues and trends in the school (N)</td>
<td>Teachers are informed and aware of welfare needs.</td>
</tr>
<tr>
<td>Information regarding PBL is communicated to parents and they are provided opportunities for input, implementation and feedback in the process (O)</td>
<td>All stakeholders clearly understand and exhibit the school’s expectations for behaviour.</td>
</tr>
<tr>
<td>Casual teachers and practicum students receive induction prior to commencement of duties (O)</td>
<td>Supervisors ensure that casual teachers and practicum students consistently implement PBL.</td>
</tr>
</tbody>
</table>
### Summary of Targets

<table>
<thead>
<tr>
<th>Quality Teaching</th>
<th>Outcome A:</th>
</tr>
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<tr>
<td>A. Student learning performance is enhanced through the implementation of Quality Teaching practices in every classroom.</td>
<td>• Differentiated learning programs to meet the needs of all students.</td>
</tr>
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<td>B. Staff knowledge of and ability to deliver Quality Teaching strategies in all K.L.A’s is improved.</td>
<td>• Increasing student engagement through Quality Teaching and learning in all K.L.A’s.</td>
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<td>C. Community partnerships are strong and promoted in the school, with partners having a deeper understanding of Quality Teaching practices.</td>
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<th>Literacy</th>
<th>Outcome B:</th>
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</thead>
<tbody>
<tr>
<td>D. Assessment techniques used in Literacy are relevant, appropriate, fair, accurate, and manageable; they are incorporated in the teaching and learning cycle.</td>
<td>• Participation of staff in professional learning to deepen knowledge and understanding of the Quality Teaching Framework.</td>
</tr>
<tr>
<td>E. The explicit teaching of literacy strategies K-6 leads to enhanced student learning.</td>
<td>• Providing professional development of all staff through participation in Action Research.</td>
</tr>
<tr>
<td>F. ICT is used effectively in literacy to enhance student learning.</td>
<td>• Negotiated and reviewed professional learning plans for staff.</td>
</tr>
</tbody>
</table>

### Literacy

<table>
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<tr>
<th>Outcome C:</th>
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</thead>
<tbody>
<tr>
<td>• Improving individual supportive feedback practices for staff and students.</td>
</tr>
</tbody>
</table>

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<th>Outcome D:</th>
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<tr>
<td>• Improved assessment techniques promoting Consistency of Teacher Judgement as reflected in shared teacher expectations of student performance.</td>
</tr>
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<td>• Improved feedback for staff and students through the use of quality teaching practices.</td>
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<td>• Increased number of students placed in the top two NAPLAN Literacy ability bands by 10% over 3 years.</td>
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<th>Outcome E:</th>
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<tr>
<td>• Participation of staff in targeted professional learning that strengthens their ability to deliver quality literacy programs.</td>
</tr>
<tr>
<td>• Negotiated and reviewed professional learning plans for staff (TARS &amp; EARS).</td>
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<th>Outcome F:</th>
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<tbody>
<tr>
<td>• Increased community knowledge of quality teaching practice embedded with ICT and support provided in partnership between home and school.</td>
</tr>
<tr>
<td>• Shared effective Literacy strategies with teachers from COSoTP schools.</td>
</tr>
<tr>
<td>• Participation of staff in targeted professional learning that strengthens their ability to deliver quality literacy programs that is embedded with ICT.</td>
</tr>
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</table>
### Numeracy

G. Quality Mathematics lessons are implemented K-6.

H. Assessment techniques in Mathematics are relevant, appropriate, fair, accurate, and manageable; they are incorporated in the teaching and learning cycle.

I. Reports to parents reflect individualised assessment.

J. Effective numeracy pedagogical practices are shared across the Community of Schools on the Park (COSOtP).

K. The Mathematics curriculum is differentiated to meet the needs of students.

### Outcome G
- Teachers demonstrate, model and deliver effective and quality lessons.

### Outcome H
- Stage teams to implement Consistency of Teacher Judgement.
- Open ended tasks are used in assessment.
- Increase by 10% students achieving top 2 bands in NAPLAN over 3 years.
- NAPLAN data reflects an upward trend from lower bands to higher bands.

### Outcome I
- Reports to reflect individual student’s strengths and areas of improvement through data analysis.
- Student’s self-reporting becomes a part of the assessment process.

### Outcome J
- Staff to liaise and share effective numeracy strategies with teachers from COSOtP schools.

### Outcome K
- Staff to implement teaching and learning programs that appropriately meet the needs of all students.

### School Welfare

L. The welfare of students is managed with the focus being on developing students who are safe, respectful learners.

M. Students have access to a range of opportunities and experiences to support their welfare needs.

N. The welfare of staff at the school is supported by its policies and systems.

O. The school community understands and supports the school in the management of student welfare.

### Outcome L:
- Positive Behaviour for Learning (PBL) program has been introduced, implemented and evaluated school wide.
- The school has a more effective and equitable reward system that focuses on positive behaviour.
- School Staff manage the behaviour of students in alignment with school expectations.

### Outcome M:
- Students participate in a range of experiences such as Boys’ Education, High School Linkages and transition and Aboriginal Education programs to enhance and support their welfare.

### Outcome N:
- Staff expectations for professional conduct are communicated clearly (through mentoring, SDD, PBL matrix).
- Systems for the management of data relating to welfare are implemented effectively.

### Outcome O:
- Members of the community understand the PBL system and its workings.
- Members of the community participate in the implementation of PBL.