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## Colo Vale Public

## School Plan







**School Plan for 2009-2011**

*Revised November 2010 and aligned with the Office of Schools Plan*

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| **School context** | | | | | | | | |
| Colo Vale Public School is an inclusive semi-rural primary school(P4) with approximately 265 students, located in the Southern Highlands with an experienced staff and stable community. The school draws from a diverse socio-economic, largely anglo saxon background with varied educational experiences and expectations. There is strong history of parental commitment and local community involvement. Colo Vale PS is highly regarded by the local community. There is a focus on school values, academic achievement, catering for differences, the environment and expanding enrichment opportunities for students. The school supports an active, Parents and Citizens Association, School Council and Playgroup. Colo Vale PS enjoys increased modern facilities (BER) with a plan for resource acquisition and management. | | | | | | | | |
| **Priority Areas (3 year horizon)** | | | | | | | | |
| **Literacy Engagement**  **Numeracy Connected Classrooms(Technology)** | | | | | | | | |
| **Intended Outcomes (Summary)** | | | | | | | | |
| * Improved Literacy outcomes for students K-6 with a particular focus on spelling, comprehension, grammar and punctuation and improvement in girls’ outcomes * Improved Numeracy student outcomes for students K-6 embracing the National School Partnership *reform elements* of 1.Effective, evidence based teaching; 2. Strong leadership and whole school engagement in numeracy; and 3 Monitoring school and student performance to identify when support is needed * Enhanced technology skills in Years K-6 with an emphasis on students and staff expanding technology skills and applications, engaging with interactive whiteboard to extend access to curricula and support learning achievement * Enhanced student engagement and embedded school values through the implementation of strong welfare programs focusing on learning behaviours, Values in Action Community of Schools Project and stimulating learning and enrichment programs | | | | | | | | |
| **Targets 2011** | | | | | | | | |
| 1. 92% of students in Year 3 and 5 achieving at or above the national minimum standard in spelling with 6% more students attaining the top two bands.  2. 92% of students in Year 3 and Year 5 achieving at or above the national minimum standard in reading comprehension with 6% more Year 3 and 3% Year 5 students attaining the top two bands.  3. 90% of students in Year 3 and 5 achieving at or above the minimum national standard in grammar and punctuation with 3% more students attaining the top two bands  4. Sustain 36% of Year 3 students attaining the top two NAPLAN numeracy bands (currently 42%)  Increase the percentage of Year 5 students in the NAPLAN numeracy attaining the top two bands (currently 19%) to 22%  Reduce the percentage of Year 5 students in the NAPLAN at or below the minimum standard (currently 14%) by 3%  5. 100% of teachers utilising **Technology** for communication, contributing to the school website and supporting teaching and learning | | | | | | | | |
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| **The plan has been endorsed and approved by:** | | | | | | | | |
| **Principal:** | **Jenny Quist** | **Date:** | **17/12/2011** | **School Education Director:** | **Marian Grant** | | **Date:** | **17/12/2011** |

Principal’s initials: \_\_\_\_\_\_\_\_\_ School Education Director’s Initials\_\_\_\_\_\_\_\_\_\_

#### School Plan

**School Priority Area: Literacy**

**Intended Outcomes:** Improve the teaching and achievement of spelling outcomes

Target/s: 92% of students in Year 3 and 5 achieving at or above the national minimum standard in spelling with 6% more students attaining the top two bands.

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| **Indicators** | Strategies | Responsibility | Time Frame | Resource Allocation and Funding Source |
| Quality teaching reflects deep knowledge of spelling  Spelling assessment will indicate progress and improvement over time.  Consistent whole school Spelling program that provides differentiated support for individual needs  Resources purchased and utilised.  Students demonstrate improved identification of errors and improved self correction strategies.  Improved transfer to correct spelling in writing  Improved spelling discrimination to supply appropriate spelling for the intended audience  Teachers commencement of New Australian English Syllabus awareness | * Revise Stage spelling expectations and knowledge of the curriculum. * Develop pre and post spelling diagnostic and assessment plan. * Promote talking and listening, and wide reading to extend spelling and vocabulary development  Continue to revise and upskill all staff in Ants in the Apple, Lipi and Jolly Phonics program to promote explicit teaching.  * Analysis of individual needs and provision of appropriate support * Spelling program differentiated to cater for different needs and promote suitable spelling for different purposes. * Revision to support the Ants in the Apple Scope and Sequence, spelling rules and integrated grammar and to improve continuity * Continue to train and inform parents on school focus and support strategies.(K-6) * Homework will reflect spelling focus. * Consistent immersion in correct spelling models will be promoted throughout classrooms. * Spelling accuracy will be actively promoted through participation in the Premier’s Spelling Bee, school awards and positive student and adult role modelling * NAPLAN analysis to support error analysis and high need students * Spelling editing and improved self-correction and editing skills will be promoted across all Key Learning Areas. * Utilise National Assessment Program of Literacy and Numeracy (NAPLAN) teaching resources * Integrate technology spelling programs, and critical literacy strategies in spell check programs including Microsoft Word for Stage 2 and Stage 3. * Evaluate spelling * Utilise school spelling evaluation findings to improve program effectiveness   Program awareness training at the NSW BOS discretion in Semester 2 | Target and Stage Leaders Staff  Target leader/Stage Leaders  Consultant  Target/Stage leaders  All teachers  All staff  All teachers  All teachers  Target leader  School and community  Target leader  Exec and target leaders | Semester 1~2009 Semester 1~09  Term 1-09  2010  2011 | Global Budget School Focus Grant $900  And 2 release days  TPL Budget  TPL Budget |

**School Priority Area: Literacy**

**Intended Outcomes:** Improved teaching and achievement of reading comprehension

**Target/s:** 92% of students in Year 3 and Year 5 achieving at or above the national minimum standard in reading comprehension with 6% more Year 3 and 3% Year 5 students attaining the top two bands.

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| **Indicators** | Strategies | Responsibility | Time Frame | Resource Allocation and Funding Source |
| Ongoing assessment and benchmarks, used to inform teaching and embedded in learning programs  L3 increasing Kinder exit reading levels  Professional learning is reflected in classroom practice  Classroom practice demonstrates Quality Teaching elements embedded in programs and delivery  Reading resources purchased and utilised in learning programs  Teams utilising teacher expertise to support personal professional leaning plan  Consistent teaching time with minimal teaching interruptions  Formative assessment indicates improved and applied reading comprehension  Informed parents supporting school literacy programs  Clear Literacy expectations and utilised.  K-6 Home reading program operating. | Train and commence implementation of Best Start in Kindergarten 2009.Utilise Best Start data and embed in practice to plan and deliver quality Early Literacy Programs  * L3 Literacy Program continued and expanded * Purchase L3 texts and resources for Kinder, Yr 1 &Yr 2 with assistance from L3 Coordinator, Ruth G. * Stage 1 subsequently trained * Whole school informed on assessment process and impact on teaching and learning  Define benchmarks to support consistency of teacher judgement K-6 Continuum and cross stageDifferentiated Professional Development with Consultancy Support . Example, “Key in to Comprehension Program, “Here, Hidden and Head”, and/or ‘Reading 3-6 Program including -Guided explicit and systematic reading in stage 2 &3  - Intellectual quality with an emphasis on higher order thinking  - Reciprocal teaching to enhance reading enjoyment   * Staff visit other classrooms/schools to view reading lesson demonstrations in Stage 2 and 3 using explicit Reading and alternative literacy programs * Purchase and train in additional Reading Program e.g. Lexile Program to provide longitudinal teaching support * Still need support for reading program e.g. multiple copies and high interest resource and continuing to explore IWB resources * Preservation of quality teaching time to promote quality blocks of literacy learning * Teams/school collaboratively engage and plan reading curriculum to support literacy and consistency of teacher judgement * Term assessment and benchmarks to identify ongoing adjustments to teaching and resource acquisition * Learning Support Team, Support Teacher of Learning and Reading Recovery programs operating to promote explicit teaching programs for students at risk. * Personalised learning programs for Indigenous students and students at risk * Individual Educational Plans for Out Of Home Care Students * Funding Support for Student with Disabilities devoted to promoting access to curriculum and understanding through additional teacher aid support. * Parents trained and informed on school focus and support strategies.   + - * Develop Literacy Guidelines 2011 while Australian *Curriculum issues are being resolved, with* increased clarity of expectations, procedures and assessments. * Utilise school student assessment data, NAPLAN results and surveys to assess progress and inform strategy * Home reading monitoring program extended to Years 3-6 Purchase additional reading resources and more home reading material for stage 2 | AP Coordinator Kinder teachers AP Coordinator Kinder teachers  Target leader  All teachers  Target Leader and Principal  Target Leader and STL/Team  All staff  Teachers  Teachers  Learning Support Team  Teachers and LST  Funding Support Coordinator:  Target leader and team  Literacy target leader and  Teachers | Semester 1 2009 2010/2011  Semester 2 2009  Investigate training option fro 2010  Ongoing  Staff Meetings  Whole school overview and stage meetings  Ongoing  As necessary  2010  2011-Team meetings  2011 ongoing  2011 Term 1 | DET funded STL timetabling  Additional days  Staff,stage meetings and TPL  Consultation with Jenny Miller (APSTL)  $2000  TPL and STL District Team  Monitoring of timetables  Stage time  1 relief day  1 relief day  Funding Support over $6,000 & RSSP  SLSP Prog  3,000 Global budget  Team meetings  Staff Meeting(2)  English Budget |
| Evidence of team time timetabled with specific purpose to embrace planning, programming and assessment. | * Focused stage meetings with common agenda, with increased collaborative planning to support the literacy school management plan. * Maintain regular syllabus investigation and deep knowledge of program expectations | ExecExec Consultant | 2010-2011 2010  Semester 2 | Meetings Collegial time Meetings Collegial time |
| Staff informed and value validity and reliability of NAPLAN data.  Teachers are able to negotiate and utilse online resources as required  Student data monitored to evaluate progress each term. | * Training for teachers in understanding SMART Web Based Program and using NAPLAN data for programming with Assistant Principals. * Training in the ARC website and revisiting training in TaLe * Develop appropriate monitoring to measure and monitor growth and effectiveness. | Exec and staff Exec and staff  Exec and staff | 2009Terms 3 & 42010Terms 3 & 42011Terms 3 & 4 2011  Exec and staff | Meetings Stage meetings |
| Teachers share and mutually support  effective teaching practices. | * Develop lesson study protocols to share strengths, affirm quality practices and promote professional dialogue and practices. * Negotiate other meaningful learning demonstrations, research investigations, both in and out of the school. | Target leader | Semester 2  2010-2011 | Teacher relief  RFF  Buddy class |
| Teachers supported to assess reading levels.  Teachers informed and utilise Literacy continuums.  Teachers use computers and interactive whiteboards to support critical and visual literacy.  Teachers have developed and awareness of new English syllabus | * Reading recovery teacher to train some members of staff in reading running records as required * Stage 1 share Best Start and train staff in the Literacy Continuums * Continue to increase student access to computers and interactive whiteboards to support visual and critical literacy * Commence staff orientation of new Australian English Syllabus in conjunction with NSW Board of Studies support as appropriate | Reading recovery teacher and Support teacher  Teachers  Principal    English Committee | Term 1 2011 Term1 2011  2011  Semester 2. 2011 | RFF Staff meeting  National School  School Pride Grant  Staff Meeting  TPL if required |
| Parents have regular opportunity to choose to be informed about their own child’s learning. | * Homework sheets to include clear communication about learning content. * Continue school reading workshops by invitation for stage 2 and stage 3. | All teachers | Term 1 2010 | RFF  Afternoon or evening |
| Explicit criteria used to provide feedback for learning. | * Continue to utilise explicit criteria for student self, peer and teacher assessment. This may include rubrics. | All teachers | Term 1 2010 Term 1-4 2011 | RFF Team time |

**School Priority Area: Literacy**

**Intended Outcomes:** Improved teaching and achievement of punctuation and grammar

Improved literacy achievement for girls

**Target/s**: 90% of students in Year 3 and 5 achieving at or above the minimum national standard in grammar and punctuation with 3% more students attaining the top two bands

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| **Indicators** | Strategies | Responsibility | Time Frame | Resource Allocation and Funding Source |
| Professional learning reflected in educational programs  Grammar scope and sequence embedded in classroom practice  Student monitoring focus on girls and boys at risk  High expectations and personalised programs embedded in learning  programs | Explicit and differentiated professional learning in grammar  * Continue to revise Stage Grammar and Punctuation expectations and knowledge of the scope and sequence. * Revisit pre and post spelling grammar and punctuation assessment plan. * Promote talking and listening, and wide reading to extend spelling and vocabulary development * Implement Positive Girls and Boys DET Strategies to support all student gender achievement * Identify and implement personalised learning program for students at risk * Identification and teaching instruction to support underachieving students and higher performing students | Target leader Target leaders and team leaders  All teachers and community  Class teachers supported by LST | Term 1~2010 Term 1- 2011  Term 1 -4 2011 | TPL and Staff Meetings Staff Meeting” Term 1  Exec monitoring  STL  Class teachers |

**School Priority Area: Numeracy**

**Intended Outcomes:** Improved Numeracy student outcomes for students K-6 embracing the National School Partnership *reform elements* of

1. Effective, evidence based teaching; 2. Strong leadership and whole school engagement in numeracy; and 3. Monitoring school and student performance to identify when support is needed (\* indicated in Resource column by a numeral)

**Target/s:**

Sustain 36% of Year 3 students attaining the top two NAPLAN numeracy bands (currently 42% -above state average)

Increase the percentage of Year 5 students in the NAPLAN numeracy attaining the top two bands (currently 19%) to 22%

Reduce the percentage of Year 5 students in the NAPLAN at or below the minimum standard (currently 14%) by 3%

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| **Indicators** | Strategies | Responsibility | Time Frame | Resource Allocation and Funding Source |
| School self evaluation program implemented  (Numeracy)  Self evaluation report completed  Management plan revised.  National Partnership Funding received on completion of revised school management plan | * Self evaluation team formed * Staff informed regularly regarding school process * Train in Smart data, evaluate NAPLAN results 2008, 2009 and 2010 * Complete Team Leadership Course * Evaluate NAPLAN 2009 * Complete student and teacher online surveys * Complete student, staff and parents focus group discussions * Write school evaluation report * Targeted Team for School Self Evaluation Improvement Team visit and review school documentation, interview staff and make recommendations in consultation with the principal * Revise school management plans with new budget * DASA online surveys completed 2009, 2010, reviewed 2011post online assessments in 2010 * Analysis of school DASA profile and individual teacher profiles to identify areas for whole school focus and identify aspects of teachers practice for further professional learning * Continue to train staff in web based SMART and utilise at grade/stage meetings | Principal  School Self Evaluation Team  Staff Development Officer | Term 3 2008Term 4 2009Term 4 2010 30th Sep 2009 2009 Term 4 2010 Term 3  2011 | $5,000 start up grant  NPLN Grant  Reform elements  (1, 3)  106,393  (including start up grant) Phase 1  Phase 2 approxima.  $92,000 Sem 2 2010-2011.  NPLN Reform Elements (1,2,3) |
| Analytical framework developed to support the implementation of QTP  Implementation of the revised Analytical Framework and revisiting aspects of the Team Leadership Program  Enhanced school capacity to embrace change and effectively implement training program.  Evidence of the implementation of the Quality Teaching Framework.  Practical professional development that strengthens and supports meaningful teaching practice | * Principal and two executive trained in the Team Leadership Program * Re assess progress using matrix analysis * Utilise strategies in identified high need areas * Development of the revised analytical framework to support the implementation of QTP with increased community engagement * Utilise Consultative Leadership Course strategies * Utilise Instructional Leadership practices to focus leadership capacity on learning * Implementation of Phase 1 and aspects of Phase 2 of the Team Leadership for School Improvement Program, to be implemented over the next 18 months. * Negotiate other meaningful learning demonstrations, research investigations, both in and out of the school. * Develop lesson study protocols to share strengths, affirm quality practices and promote professional dialogue and practices | Principal Principal/Exec Numeracy coordinator(s Exec | Term 4~ 2009 Term 4 2010  Term 4 2009-Term 1 2010  Term 1-3 2011 Commence Term 2010 Expand 2011 | Exec/staff meeting  NPLN Reform Elements (1,2,3)  NPLN Reform Elements (1,2,3)  Exec/staff meetings  Teacher relief  NPLN Reform Elements (1,2,3)  Collegial meetings |
| Evidence of team time timetabled with specific purpose to embrace planning, programming and assessment.  Appointed in-school numeracy  coordinator(s) oversee, coordinate and report to the executive and staff regularly.  Revised CTJ processes are operating within all stages and data reviewed and analysed to support classroom teaching response, learning and planning.  Resource audit completed and needs identified.  Numeracy leaders and principal trained in Term 4, 2009, 2010 and informed to lead whole school training and implementation  Numeracy leaders share and develop sustainability plans and achievements  Numeracy leaders and principal continue to access training  Sustainability of learning improvement model embedded in school program and  Expand whole school approach to numeracy practice | * Use all available resources to enable stage/grade/ whole school team’s additional time to plan, design assessment, and continue to support benchmarking consistency together. * Develop processes for sharing mathematics programs to further assist the ongoing development high quality mathematics programs. * Continue in-school numeracy facilitator/s to oversee the implementation and coordination of numeracy K-6, * Strengthen CTJ processes and procedures across all stages in numeracy. * Undertake a resource audit of numeracy equipment needed to facilitate positive learning experiences and effective teaching. * Purchase resources required * Numeracy leaders and principal trained in Taking Off With Numeracy(Town) * Staff trained in TOWN. * Implement Taking Off With Numeracy (TOWN) with an emphasis in Stages 2 & 3 * Expand implementation and individual training and support to K-2, supported by teacher with expertise(G. Cupitt) and Numeracy Leader * School and leadership supported through regional professional support model, video conferencing ,TOWN website and implementation of Term Plans * Principal and Numeracy Leader attend TOWN Conference 19&20 May 2011 * Promote continuity, sharing and implementation of practice K-6 through stage /staff meetings * Continuing cooperative planning to ensure planned mathematical programs/lessons embrace the Quality Teaching Pedagogy Framework | Principal  Team leaders  All staff  Team leaders release 2 days a week  Teachers  Principal  Exec  Numeracy Coordinator  Numeracy Coordinators  Principal  Numeracy Coordinator  All staff  Principal  Numeracy Coordinator  All staff  Stage 1,2 & 3 | 2009 Term 4 2010 Terms 1,2,3,4 2009 Term 32009 Term 4 2010  2011  2009/10/11  2010  Term 1/2  2009 Term 4  2009 Term 4  2010 Term 3  2011 Terms  1-2  2011 Terms  1-4  2011 Terms  1-4 | Teacher relief  NPLN Reform Elements (1,2,3)  NPLN Funding  Reform elements  (1,2,3)  NPLN Funding  (PEPS Code 156  44,000)  Teacher release  NPLN Funding  Reform elements(1)  2 clerical days  NPLN Funding  Reform elements(2)  NPLN Funding  10,000  NPLN Funding  Staff Meeting  Stage Meetings  SDD Term 4  NPLN Funding  Reform elements(1.2.3)  Staff meetings  SDD  Stage release  NPLN Funding (2,3) |
| Evidence of staff training in analysing NAPLAN data using SMART to develop understanding of the validity and reliability of NAPLAN as a useful diagnostic tool.  All teachers K-6 understand the implications of achievement and diagnostic information for programming and planning for teaching and learning.  SMART data and school data used to inform programming and teaching practices as evidenced though stage planning, stage assessment and programming.  All teachers implementing differentiated learning programs | * Continued whole school analysis of NAPLAN using web based SMART to identify strengths and weaknesses with alignment to syllabus outcomes. * Use of SMART to triangulate and inform other school based assessment practices and ongoing teaching and learning. * Implement Taking Off With Numeracy (TOWN) with an emphasis in Stages 2 and 3Regular and focussed monitoring and support for the implementation of agreed teaching, learning and assessment strategies in numeracy. * Implement explicit teaching practices & differentiated lesson * Design, implement and monitor Individual Intervention plans according to the framework * Embed literacy and comprehension in teaching practice | Principal Exec  Exec  Staff  Staff  Numeracy Coordinator(s)  Exec  All teachers | 2009-2011 Term 4 Ongoing 2009  Week 5  Term 4 then ongoing  2011  2011  Term 1 | Staff Meeting  Stage Meetings  NPLN Funding  Reform elements(1)  Staff Meeting  Stage Meetings  Staff Meeting  Stage Meetings  Teacher relief  SDD  NPLN Funding  Reform elements(1)  NPLN Funding  Reform elements(1) |
| Targeted and strategic student achievement information shared from year to year  Student numeracy tracking in achievement and progress embedded in practice.  Cultural immersion and curriculum investigation conducted | * Improve structures for the regular sharing of valid and reliable student achievement data. * Use all available resources to enable stage/grade/ whole school team’s additional time to plan together * Student data shared on the school server or hard copy * Regular review of student tracking and progress through e,g, data walls, team tracking and LST programs * Teachers participate in Aboriginal cultural immersion and curriculum investigation | Principal Exec Principal Exec  Teachers  Numeracy Coordinator(s)  Exec/LST  All staff | 2009 Term 4  2010  2011  2011 when made avail. | NPLN Funding  Reform elements(1.2.3)  Exec, staff/stage meetings  NPLN Funding  Reform elements(3)  NPLN Funding  Reform elements(2,3) |
| Students have a clear understanding of learning expectations, standards and progress.  Student’s articulate feedback.  TOWN implemented as a whole school and individual intervention strategy.  Increased usage of technology programs to support aspects of numeracy learning where appropriate | * Share with students explicit criteria for assessment. This may include rubrics. * Student reflection and feedback sessions incorporated into classroom practice. * Utilise TOWN as both a whole school and individual intervention strategy. * Daily explicit classroom practice * Continue Mathletics Online Program to support number fact automaticity * IWB training support to access relevant and engaging learning stimulus to support teacher strategies to differentiate learning programs and record student progress | Teachers Teachers  All staff  Teacher  Teachers | 2009 Term 4  ongoing  2010- 2011  2009 Term 3  2010-2011  2010  2011 | NPLN Funding  Reform elements(2,3)  NPLN Funding  Reform elements(1,2,3)  P&C 2010  2011  ($10 per child)  NPLN Funding  Reform elements(1,)  TPL 2010  TPL 2011  SDD Teacher sharing  NPLN Funding  Reform elements( |
| Regular student progress feedback to parents.  Parents received opportunity for hands on learning to support help at home and learning expectations.  Parents informed about syllabus expectations | * School to maintain earlier parent interviews * Increase the use of website communication technology for parents to access information * Maintain numeracy workshops for Stage 2 and Stage 3 parents. * Class term newsletters explaining curriculum expectations and shared on the website * Continue to implement the North Coast whole school Scope and Sequence for teaching maths/numeracy and communicated with parents. | Principal  All staff  Numeracy coordinator(s)  Stage2/3 teachers  Class teachers  Numeracy Coordinator(s)  Math consultant support | 2010 Term 1 Ongoing  2010  Semester 1  2011  Ongoing Each term  2011 Term 2 | Staff meeting  Evening or afternoon meeting  RFF  2 days teacher release |

**School Priority Area: Connected Classrooms**

**Intended Outcomes:** Enhance technology skills in Years K-6 with an emphasis on students and staff expanding technology skills and applications, engaging with interactive whiteboards and a connected classroom to extend access to curricula and support learning achievement

**Target/s:** 100% of teachers utilising **Technology** for communication, contributing to the school website and supporting teaching and learning

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| **Indicators** | Strategies | Responsibility | Time Frame | Resource Allocation and Funding Source |
| New G proxy server installed improving internet reliability and functionality  School lab reliability enhanced  Increased student usage of technology  All classrooms and students have access to interactive whiteboards  Teachers empowered to teach and effectively use technology  Demonstrated increase in use, storage and applications on the school server  CT(Information and Communication Technology) supporting communication, learning programs and outcomes  Evidence of increased website usage | Change of computer platform to windows in 2010Further professional training on PC usage and integration into teaching and learning  * Purchase additional technology resources to support technology programs in the school including 10 smartboards, 14 additional computers, laptops and 3 digital cameras * Install additional IWB’s in Technology lab, Room 11 and Library(funds permitting) * Establish reverse proxy to access school server externally from the school * Purchase an additional 14 computers for new lab * Establish an additional computer lab * Install air conditioner in new computer lab. * Connected classroom installed as advised in 2010 * Ongoing professional learning to build teachers expertise and use technology to cater for student needs and to support differentiated curriculum. Examples include using blogs, and Microsoft suite. * Communicate and inform the student and parent body * Continue to expand school website and intranet * Increase student input into website. e.g. Technology club * Increase parent input into website by authoring pages * Expand regular class website pages * Increasing use of technology and web programs to cater for students with special needs including  1. extension and directing students to online extension learning opportunities 2. Support programs to promote autonomous corrective feedback | Regional Technology advisor/Computer co Principal & Computer Co.  Principal  DET Connected Classroom program  Principal/Tech Coordinator  ICT Team  DET service  G and T Coordinators  Principal/Tech Coordinator  Staff  Teachers | Term 1 ~2010  Semester 2~2009  Semester 1~2011  Semester 2-2011  Semester 1~2010  2010 or 2011  2010  2010/2011  2010  **2011 INSTALLED**  2011 Term 1  2011 Term 1 | 2011  Investing in Schools Grant  National school Pride  BER  BER  DET  Global funds  Tech Coordinator  BER  BER  SDDays  Tech Coordinator |

**School Priority Area: Engagement**

**Intended Outcomes:** Enhanced student engagement and embedded school values through the implementation of strong welfare programs, Values in Action Community of Schools Project, Personalised Learning Plans for Indigenous students and stimulating learning and enrichment programs.

**Goals:** Students, staff and community demonstrating school values, and in particular the focus on “Respect Yourself, Respect Others and Respect the Environment”

Increased on task learning time as measured by pre and post assessmentsIncreased on task and completed task learning time as measured by pre and post observational data

Students, staff and community demonstrating school values, and in particular the focus on “Respect Yourself, Respect Others and Respect the Environment”

Increasing student voice and the principles of the “Values in Action School Project” in the Middle School(Years 5 to 8)

Indigenous culture actively promoted and embedded in school programs

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| **Indicators** | Strategies | Responsibility | Time Frame | Resource Allocation and Funding Source |
| Consistent implementation of School Discipline Policy.  Students engaged in active and peaceable play  Students are assuming active leadership roles.  Students are promoting peaceful conflict resolution.  Stage 3 students engaged in a Cluster of Schools (Community of Schools) Poverty case study as part of the prestigious national project of “Values in Action School Project” developed by the Curriculum Corporation  Increased understanding and application of “student voice”  Students trained and implementing additional technology applications to support communication outcomes.  Bowral Community of Schools develop a strategic plan | Continue Implementation of 2008 School Discipline Policy and welfare programsRevision and expansion of “You Can Do It” program including embedding key ideas through the community and classroom implementation to promote the establishment and ownership of learning behaviourEvaluate School Discipline and Welfare programs Update Anti-Bullying Plan  Ratify revised Homework Policy   * Utilise evaluation data to support school programs * Promote student leadership and conflict resolution supported by training and implementing Buddy Classes * Train students in Peer Mediation and Good Bystander Behaviours * Implement Circle of Friends * Evaluate Student Representative Leadership program * Establish and implement the Values in Action School Project program 2009 in conjunction with our Bowral Community of Schools based on the theme of Poverty * Teachers collaborate to create a cross curriculum real world project focusing on poverty * Teachers engage in professional learning targeting quality teaching and integration of technology through workshops and seminars * Students collaborate across years (Stage 3 and Stage 4) and across schools to come to a shared understanding of what poverty looks like in Australia and other parts of the world, it’s causes and consequences. * Students come together for a “Big day in” to hear motivational speaker and work in cross-school groupings to discuss challenges put before them and begin planning their responses * Students work together through an online collaboration and face to face meetings with their peers * Students develop a poverty action web site which tracks the progress of the project, provides community information through blogs and regular uploads of vodcasts and podcasts created by the students. * Students will participate in local community awareness * Stage 3 Staff trained in MOODLE and online programs to support the case study * Additional cohort engaged successively over time to sustain the legacy * Establish COS Plan to build on values and agreed program development to enhance student leadership * Promote Bowral COS Education Week with newspaper advertising * Implement Communication Seeding Grant to promote and market BOWRAL COS including establishing a COS Brochure, photographic shoot, advertising and official launch on the 17 March 2011 | Principal and staff You Can Do It Team  Staff  SRC Coordinators  All staff  Senor students  Coordinator and Deputy Cluster Coordinator  Principal  Teacher  Stage 3 team  5th May-2009  Naidoc – 2010  2011 | 2009 2009-Semester 2  2010~2011  2011  2010  2010  2009~ Semester 1 and 2  Semester 2~2009  Semester 1~2009  2010 Term 1-3  2011 Term 1 | 2700 2 teacher release days  Values in Action School Project National Grant  $48, 420  Located at Bowral High School  Now managed by Colo Vale Principal  $1,000  $14,000 Grant  remaining |
| Indigenous culture actively promoted and embedded in school programs | Personalised Learning Programs established for Indigenous students  * Promote awareness and knowledge of local indigenous community and culture through NAIDOC Week, regular celebrations and Aboriginal perspectives * Engage staff in further training to support knowledge and implementation . * Revise, train and implement Aboriginal Training Policy | LST, Ab. Ed. Co. and class teachers Abor.Ed.Coordin.  Teachers | Semester 1 2009 2010  2010  Term1 2011 | 1 release day TPL funds  1 relief day |
| Students participating in enrichment programs and extension programs    Students supported to apply for the new one a day a week Bowral COS Academically Gifted Class | K-6 Creative Arts program uitlising new Creative Arts /Cooking Special Programs Room  * Purchase stove(2011) * Explore the development of a school band or increase music programs  Students engaged in diverse enrichment programs that cater for interests and offer learning opportunities,  * Programs planned to actively engage reluctant learners  Examples include: Public Speaking, Loopline Mastermind, Community of Schools Enrichment Program, Choirs, Opera House Recorder, Junior Proms, Dance, Gala Sports Days  * Promote academic rigour and elevate status of high achievers through supporting financially students participating in external exams | Staff with designated staff rolesStaff with designated staff roles Principal | 2009 2010  2011  2010  2011 Term 2 | Drought Assistance Grant $2 500  Stove-P&C  Self funded  $300 |
| Effective strategies implemented to support student attendance | Implement attendance policy and utilise procedures to address poor attendance  * Encourage and support aboriginal student(Personalised Learning Plans) | Principal and Learning Support Team Ab Ed Coordinator | 2011 | Principal, LST and SASS |

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| **Activity Title:** | **Colo Vale public School** | | |
| **Reform Elements:** | **1. Effective, evidence-based teaching** | |  |
|  | **2. Strong leadership and whole school engagement in literacy and numeracy** | |  |
|  | **3. Monitoring school and student performance to identify when support is needed** | |  |
|  | **3. Monitoring school and student performance to identify when support is needed** | |  |
| **Budget item** | **Reform  elements** | **Notes** | **2010/11 Allocation** |
| Classroom Leader and Teachers' professional learning | 1 and 3 | Professional learning to promote teacher capacity and teacher release + classroom leader allocation from region $13564 | $ 84,214 |
| Support for teachers to participate in SMART data e-learning | 1,2,3 | 1 day release per teacher x 11 and computer and IWB to support training | $ 11,916 |
| Support for ongoing implementation for leadership team program | 1,2,3 | Meals and administration and further leadership training including Consultative leadership program | $ 2,000 |
| Support for whole school-self evaluation monitoring activItIes | 1,2,3 | Release to review data, teaching programs, monitoring progress, and planning teaching | $ 1,867 |
| Reading OR Numeracy whole school program ongoing implementation | 2,3 | Resources for implementation (TOWN) | $ 1,296 |
| Support for teachers to participate in Cultural Immersion and curriculum integration | 2,3 | 6 teacher release days (TOWN) | $ 1,800 |
| Contribution to regional support (if relevant) |  | Regional Administration support | $ 1,000 |
| General operating expenses |  | Mathletics + Positive Peps $13 546 | $ 5,864 |
|  | | **Total Budget plan 2010/11** | **$ 119,957** |