**Target 1:**
*We will improve the written language produced by our students.* 92% of Year 3 and 5 students will score in the second bottom band or above in National Testing.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Implementation/ evaluation</th>
<th>Staff Responsible</th>
<th>Funding</th>
<th>progress</th>
</tr>
</thead>
</table>
| • Undertaking a focused and highly structured professional learning program in developing written language skills | • Participation: LMG Literacy Network  
• [Team Leadership for School Improvement](#) (See Attachment A) | Principal staff  
Stage leaders | TPL       | NPLN     |
| • Refocusing literacy groups in the morning session with an emphasis on the explicit teaching of language skills as part of Reading and Writing groups | • Corporate collection of student writing samples  
• Embedding explicit computer publishing training  
• Utilisation of wireless notebook technology for effective group work and individualised instruction  
• [Implementation of Multilit](#) (See Attachment A)  
• [Training and resources for Reading to Learn for 2010 implementation](#) (See Attachment A) | Support leader  
Principal  
NPLN Team | NP LN     |           |
| • Further developing shared teacher understandings of the sequence of Spelling in Writing instruction through stage mentoring and collaborative planning | • Staff Development Day –  
• Leadership team development of mentoring plan for collaborative planning  
• Explicit skills development checklist  
• Stage statements for Spelling and punctuation | Principal  
Stage leaders | TPL       |           |
| • Analysing, improving and implementing improved assessment strategies | • Continued implementation of stage assessment proformas with embedded criterion referenced marking guide  
• Central location for assessment task masters | Principal  
Stage leaders | TPL       |           |
| • Using appropriate technology to individualise Spelling and language practice | • Unifying approaches within stages  
• Identifying proof reading and editing skills including homophones and homonyms  
• Understanding dyslexia and the impact of speech clarity | Stage leaders | No funding required |           |
| • A focus on student spelling skills and detailed analysis of teacher use of phonological, visual, morphemic and etymological strategies in writing lessons. | • Revisiting the spelling component of the literacy strategy  
• Focus on unifying stage approaches | Principal  
Stage leaders | No funding required |           |
| • Detailed pre and post-testing of individual student’s writing skills every term | • Corporate collection of student writing samples on paper and computer network  
• Moderation of work samples using rubrics | Principal  
Stage leaders | No funding required |           |
**Target 2:**
*We will improve the mathematics skills of our students.* 93% of Year 3 and 5 students will score in the second bottom Band or above in National Testing.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Implementation/ evaluation</th>
<th>Staff Responsible</th>
<th>Funding</th>
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</table>
| • Undertaking structured and focused professional development relating to better teaching Mathematical language | • Analysis of SNAP, YR5 and YR3 NAPLAN questions in terms of Mathematical language  
• Executive staff develop explicit teaching plan for Stage 3 class teacher and exchange lesson collaboration with a Stage 4 Maths teacher  
• Staff Training and Development through CHS feeder schools Maths network.  
• Training and Development of Learning Objects  
• Refocus Counting On for Stage 3.  
• Developing teacher skills in structured Mathematics lessons involving: Daily Number Sense, concept focus, Group Activity, Written Consolidation and Reflection | Designated team  
Principal Stage Leaders | TPL |
| • Implementing more rigorous interpretation of Mathematical questions and concepts at all grade levels through mathematics groups | • Continued provision of extra staffing for maths groups – lowering teacher-student ratio  
• Professional development: analysis of effective working mathematically strategies to be taught  
• Inclusion of strategies in class programs | Support Leader  
Stage Leaders | School Funds |
| • Developing student skills in reading and interpreting mathematics | • Focus on deciphering two and three step processes from written instruction.  
• Restructuring questions with emphasis on comprehension and understanding | Principal Stage leaders | |
| Further developing and formalising the school’s existing stage-based scope and sequences of instruction to include assessment plans. | • Collate cycle of content summaries to guarantee that Mathematics outcomes are covered  
• Ensuring assessment plans accompany content summaries – are embedded in teaching activities | Principal Stage leaders | TPL – planning days |
| • Developing shared grade assessment items, open ended assessment items and criteria for identifying higher levels of achievement | • Focus on unifying stage approaches  
• Moderation of work samples  
• Develop across schools moderate assessment tasks  
• Enhanced supervision strategies  
• A-E grading strategies | Principal Stage leaders | TPL |
| • Updating Mathematics teaching aids with emphasis on extension and remediation | • Stocktake, ordering and storing  
• Linking materials to pedagogy  
• Employing technology consistently to meet student needs | Principal Stage leaders | School funds |
### Target 3: We will build all aspects of the school environment through student engagement

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Implementation/ evaluation</th>
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<th>Funding</th>
</tr>
</thead>
</table>
| - Engaging in a structured program of student aspiration and self-image | - Continuation of the Positive Behaviours for Learning process  
- Building specific systems for the teaching of structured PBL lessons within class and across school activities to involve Safety, Respect and Learning | Principal Stage leaders | TPL |
| - Implement structures to promote community involvement | - Continue After-school Activities Program  
- Finalise stage one of new school hall  
- Implement email lists for dissemination of school communications and Wiki for the publication of the School Newsletter.  
- Expand canteen committee and involve staff and school council. | Principal School Hall Committee | TPL |
| - Reviewing student welfare procedures | - PD program to run Thursdays concurrent with scripture to support values and environment programs  
- re-alignment of school to PBL strategies  
- Expand responsibilities of student school leaders eg Good For Life  
- Documenting and reviewing Playground data.  
- Set up a system to monitor Positive behaviours.  
- Restructure our reward system to reflect PBL | Principal Stage leaders | TPL |
| - Expand environmental aspects of school life | - Establish systems through Community Water Grant implementation  
- Expand recycling through school worm farms  
- Plan and start Bush Tucker Garden outdoor learning space  
- Conduct school energy audit  
- Improve aesthetics of the school through corner feature and Aboriginal mural  
- Engage elements of positive play through creation of a car track area and sandpit. | Environmental Committee | Water and Garden Grants. School Funds |
**Target 4:** We will improve the quality of educational monitoring systems

*We will improve student performance in all key learning areas by refining and standardising the schools approaches to curriculum management, programming, assessment and reporting.*

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Implementation/ evaluation</th>
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<th>Funding</th>
<th>progress</th>
</tr>
</thead>
</table>
| - Continue the Combined Outcomes model of curriculum coverage             | - Maintain and implement modifications to the COGS model of curriculum management  
- Manage aspects relating to across stage groupings.                                                                                                           | Principal Stage leaders  
All Staff                                      | TPL      |           |
| - maintaining a tracking system that records student coverage and achievement in all outcome areas;  
- developing a process where stage teams map the content and assessment strategies they intend to use prior to teaching, to more strategically focus learning activities;  
- adopting assessment practices where consistency of teacher judgement is maximised.                       | - Stage marking and moderating procedures  
- Developing a functional reporting process  
- content summaries and assessment plans submitted prior to teaching as part of enhanced supervision practices  
- the consistency and reliability of grading decisions (A-E) for all staff  
- Full implementation of whole school tracking system  
- Developing school use of Edupro for ongoing recording  
- Continue stage planning days  
- Implementation of mandatory program content  
- **Triangulation of data: Nplan, NPLN and school based.** (See Attachment A)                                                                                           | Principal Stage leaders                                | TPL      |           |
|                                                                           |                                                                                                                                                                                                                     |                                        | NPLN    |           |
Abermain Public School

National Partnership on Literacy and Numeracy 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

<table>
<thead>
<tr>
<th>Budget item</th>
<th>Reform element</th>
<th>Notes</th>
<th>2009/10 Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Leader and teachers’ professional learning</td>
<td>1 and 2</td>
<td>In school support and PL for reading program</td>
<td>$ 45,159</td>
</tr>
<tr>
<td>SMART data workshops</td>
<td>3</td>
<td>Two staff to attend. Two days release plus course fees.</td>
<td>$ 450</td>
</tr>
<tr>
<td>Team leadership school improvement program (TLSIP)</td>
<td>2</td>
<td>Two day course for three staff - includes three days release funds.</td>
<td>$ 2,400</td>
</tr>
<tr>
<td>Team leadership school improvement program (TLSIP)</td>
<td>2</td>
<td>Two day course for three staff - includes three days release funds.</td>
<td>$ 2,400</td>
</tr>
<tr>
<td>School self Evaluation (SSE)</td>
<td>3</td>
<td>SSE workshop in Orange</td>
<td>$ 234</td>
</tr>
<tr>
<td>Reading and Numeracy whole school program</td>
<td>1</td>
<td>Reading to Learn</td>
<td>$ 25,977</td>
</tr>
<tr>
<td>Reading and Numeracy individual student intervention</td>
<td>1</td>
<td>Multilit: training . School Learning Support Officers (4) two hours per day and teacher co-ordinator one half day per week.</td>
<td>$ 3,616</td>
</tr>
<tr>
<td>General operating expenses</td>
<td></td>
<td>Other expenditure related to implementing NPLN program specified in the revised school improvement plan</td>
<td>$ 25,145</td>
</tr>
<tr>
<td><strong>Total budget plan 2009/10</strong></td>
<td></td>
<td></td>
<td><strong>$ 102,981</strong></td>
</tr>
<tr>
<td>Maintenance Programs continuity of 2009-2011</td>
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<td>---------------------------------------------</td>
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<tr>
<td>• Guided Reading program</td>
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<tr>
<td>• Provision of additional staffing for guided reading sessions</td>
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<tr>
<td>• Purchase of PM readers + software for guided reading groups</td>
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<tr>
<td>• Principal Stage leaders</td>
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<tr>
<td>• Embedding ICT skills into the morning literacy block</td>
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<tr>
<td>• Ensuring student publishing of writing using computers occurs regularly</td>
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<tr>
<td>• Structured and explicit instruction accompanies publishing of writing</td>
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<tr>
<td>• Principal Stage leaders</td>
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<tr>
<td>• Community Links</td>
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<tr>
<td>• School magazine providing a real life context for writing and publishing</td>
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<td>• Principal Stage leaders</td>
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<tr>
<td>Kinder orientation program</td>
<td>Program of kinder orientation and parent education over 4 weeks</td>
<td>Principal Stage leaders</td>
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