



Roseville Public School

School Plan

For 2009

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School Plan for 2009

Targets and Goals 2009

- To improve students' literacy skills through explicit, systematic and research based teaching with a focus on reading and writing.
- To improve students' understanding and deep knowledge of mathematical number concepts.
- To fully engage all teachers in professional learning programs that will develop their teacher skills and knowledge at the 'fast follower' stage in literacy, numeracy, use of technology and curriculum differentiation and maintain high levels of teacher wellbeing to improve outcomes in student learning and wellbeing.
- To further support the learning of all students including those with learning difficulties, disabilities, gifts and talents, challenging behaviours, medical and health needs through the ongoing work and equitable procedures maintained by the Learning Support Team.
- To ensure equitable and balanced opportunities for students in sporting activities.
- To increase partnerships and levels of engagement with the parent and wider community to ensure support and enrichment programs continue, and to increase the culture of volunteering / giving / supporting / involvement / belonging for the benefit of all students and the community at large.

School Plan 2009

Priority Area: Literacy

Intended Outcomes:

- Improvement in students’ literacy skills through explicit and systematic teaching with a focus on comprehension and writing skills incorporating gender appropriate strategies, Smartboard technology and curriculum differentiation to support and extend learning.
- Improvement in quality of teaching and learning as a result of (a) planned, explicit and systematic professional learning in literacy, numeracy, technology and curriculum differentiation, and (b) current level of support of teachers to be maintained and further enhanced by the school’s parent community, leadership team and colleagues.

Targets:

- To improve students’ literacy skills through explicit and systematic teaching with a focus on reading and writing.
- To further develop teacher skills and knowledge in literacy, use of technology and curriculum differentiation and maintain high levels of teacher wellbeing to improve outcomes in student learning and wellbeing.

Indicators	Strategies	Term				Responsibilities	Resources, funding sources
		1	2	3	4		
<p>Recognisable growth for every student in literacy commensurate with stage continuum particularly in reading comprehension and writing with no significant discrepancy between the performance of boys and girls</p> <p>Students are reading and writing earlier and more effectively through a multi sensory approach</p> <p>Students gain meaning from print at a literal and inferential level</p>	<p>i. Collegial Literacy Mentor in Residence (Sharon Perkins, <i>MEd GradDip Special Ed Dip Tch</i>) to (a) lead school based <i>Teacher Professional Learning Program</i> by - designing and presenting weekly TPL sessions for all staff in Terms 1 and 2 that demonstrates how to maximise literacy success for all children, particularly boys and those students experiencing difficulties in literacy and those who need extension and challenge. - providing additional consultancy advice to class teachers and Learning Support Team during her time on site three days per week in Terms 1, 2, 3, and 4 (b) provide a <i>model</i> of teaching that demonstrates how to maximise literacy success for all children and particularly to prevent children who are experiencing challenges with literacy learning from slipping into a long-term pattern of reading and writing difficulties and associated problems with learning through: - teaching small groups of students targeted for the P & C funded Reading Support Program three days per week - reviewing and leading change of the existing Reading Support Program to a Literacy Support Program</p>	*	*			Collegial Literacy Mentor and all teachers K – 6	School’s TPL funds:\$ 7000
		*	*	*	*		
		*				Collegial Literacy Mentor and Literacy Support teacher	P & C funded: \$ 48 000
		*	*	*	*		

<p>Students identify writer's purpose in own and others' writing</p>	<p>- working closely with and providing guidance for the other P & C funded part time Literacy Support teacher</p> <p>(c) conduct <i>information sessions for parents</i> to develop their understanding of what children need to learn as they become readers and writers and the role they play in their child's literacy learning and development</p> <p>ii. Review of school's current reading resources leading to the purchase of necessary resources to support class based programs</p> <p>iii. RFF program to focus on Writing with Years 1- 6 - Descriptions, narratives, poetry, polarised debating/debating</p> <p>iv. Author-in-Residence program for students commenced in 2008 as initiative program to cater for students with a special interest &/or ability in story writing to continue</p> <p>v. Professional development program to integrate / include how Smartboard technology can be used to assist teaching and learning in literacy from K – 6, particularly with word solving</p> <p>vi. Explore PROBE as a tool for assessing comprehension to complement the TORCH Reading test. Explore also different ways of observing comprehension skills over time.</p> <p>vii. Analysis of data including K-6 school based & standardised assessments, Years 3 & 5 NAPLAN results, Uni NSW competitions and trend data. Use of NAPLAN resources</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>Collegial Literacy Mentor</p> <p>Collegial Literacy Mentor & Learning Support Team</p> <p>RFF teacher</p> <p>Author, Alison Peters-Hunyor</p> <p>Technology Team</p> <p>Learning Support Team</p> <p>Learning Support Team</p> <p>School Leadership Team, Learning Support Team and all teachers K-6</p>	<p>P & C funded: \$ 700</p> <p>School funds & P & C voluntary Library donations: \$ 12 750</p> <p>Current staff member</p> <p>P & C's 'Educational Initiatives': \$ 5 000</p> <p>School's TPL funds</p>
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School Plan 2009

Priority Area: Numeracy

Intended Outcomes:

- Improvement in students' numeracy skills through explicit and systematic teaching in all strands of Mathematics with a focus on Number, Patterns and Algebra incorporating gender appropriate strategies, Smartboard technology and curriculum differentiation to support and extend learning.
- Improvement in quality of teaching and learning as a result of (a) planned, explicit and systematic professional learning in literacy, numeracy, technology and curriculum differentiation, and (b) current level of support of teachers to be maintained and further enhanced by the school's parent community, leadership team and colleagues.

Targets:

- To improve students' understanding and deep knowledge of mathematical number concepts.
- To further develop teacher skills and knowledge in numeracy, use of technology and curriculum differentiation and maintain high levels of teacher wellbeing to improve outcomes in student learning and wellbeing.

Indicators	Strategies	Term				Responsibilities	Resources, funding
		1	2	3	4		
Regular assessment reflects improvement in understanding of mathematical number concepts.	<p>i. Collegial Mathematics Mentor in Residence (Brian Tickle) to (a) lead school based Teacher Professional Learning Program employed using school's TPL funds through</p> <ul style="list-style-type: none"> - Designing and presenting TPL sessions for all staff in Terms 3 2009 - Providing additional consultancy advice to class teachers in Term 3 2009 <p>(b) providing a model of teaching that demonstrates how to maximise numeracy success for all children, particularly girls and those students experiencing difficulties in mathematics and those who need extension and challenge.</p> <p>ii. Providing ongoing support for the second year of the school wide implementation of Origo Maths K – 6 in terms of TPL and additional resource acquisition, including more concrete material.</p> <p>iii. Use of Origo's Student Journal for students to articulate and reflect on their learning, incorporating the elements of intellectual quality.</p>			*		Collegial Literacy Mentor and all teachers K – 6	School's TPL funds: \$ 7 000
Students articulate correct terminology to describe mathematical ideas.				*		Collegial Literacy Mentor and all teachers K – 6	School's TPL funds (as above)
Students explain and demonstrate effectively how solutions are obtained.		*	*	*	*	School Leadership Team	School's TPL Maths budget: \$2 500 (K-2: \$ 1 500; 3-6 \$ 1 000)
Students demonstrate a quick recall of number facts.		*	*	*	*	Class teachers of Years 3 - 6	

<p>Recognisable growth for every student in numeracy commensurate with stage continuum particularly in Number, Patterns & Algebra with no significant discrepancy between the performance of boys and girls</p> <p>Increased levels of student engagement in learning, practising and applying number facts.</p>	<p>iv. Use Origo student assessment book to track student progress effectively. Assessment booklets sent home regularly to inform parents of children's progress.</p>	*	*	*	*	Class teachers of Years 2 - 6	<p>P & C's 'Educational Initiatives' : \$ 10 000</p> <p>School's TPL funds</p> <p>Technology budget: \$ 4 000</p>
	<p>v. Daily use of concrete materials to support student learning of number concepts.</p>	*	*	*	*	Class teachers of K - 6	
	<p>vi. Daily practice of number facts to promote consolidation & recall. Reinforcement of number facts as a regular component of homework.</p>	*	*	*	*	Class teachers of 1 – 6 Parents	
	<p>vii. Continuing across grade needs grouping in Years 2 – 6 and curriculum differentiation K – 6 to cater for the varying needs of students in Mathematics.</p>	*	*	*	*	Class teachers	
	<p>viii. Continuing support for students with learning difficulties through P & C funded Teachers' Aides to assist teachers of the lower achieving / LD students</p>	*	*	*	*	Learning Support Team	
	<p>ix. Professional development program to integrate / include how Smartboard technology can be used to assist teaching and learning in numeracy from K – 6</p>			*	*	Technology Team	
	<p>x. Analysis of data including K-6 school based & standardised assessments, Years 3 & 5 NAPLAN results, Uni NSW competitions and trend data. Use of NAPLAN resources</p>	*	*	*	*	School Leadership Team, Learning Support Team and all teachers K-6	
	<p>xi. Explore the suitability of the computer based program, Mathletics, for introduction across the school for use in class and at home.</p>		*			Technology Team	

Area:

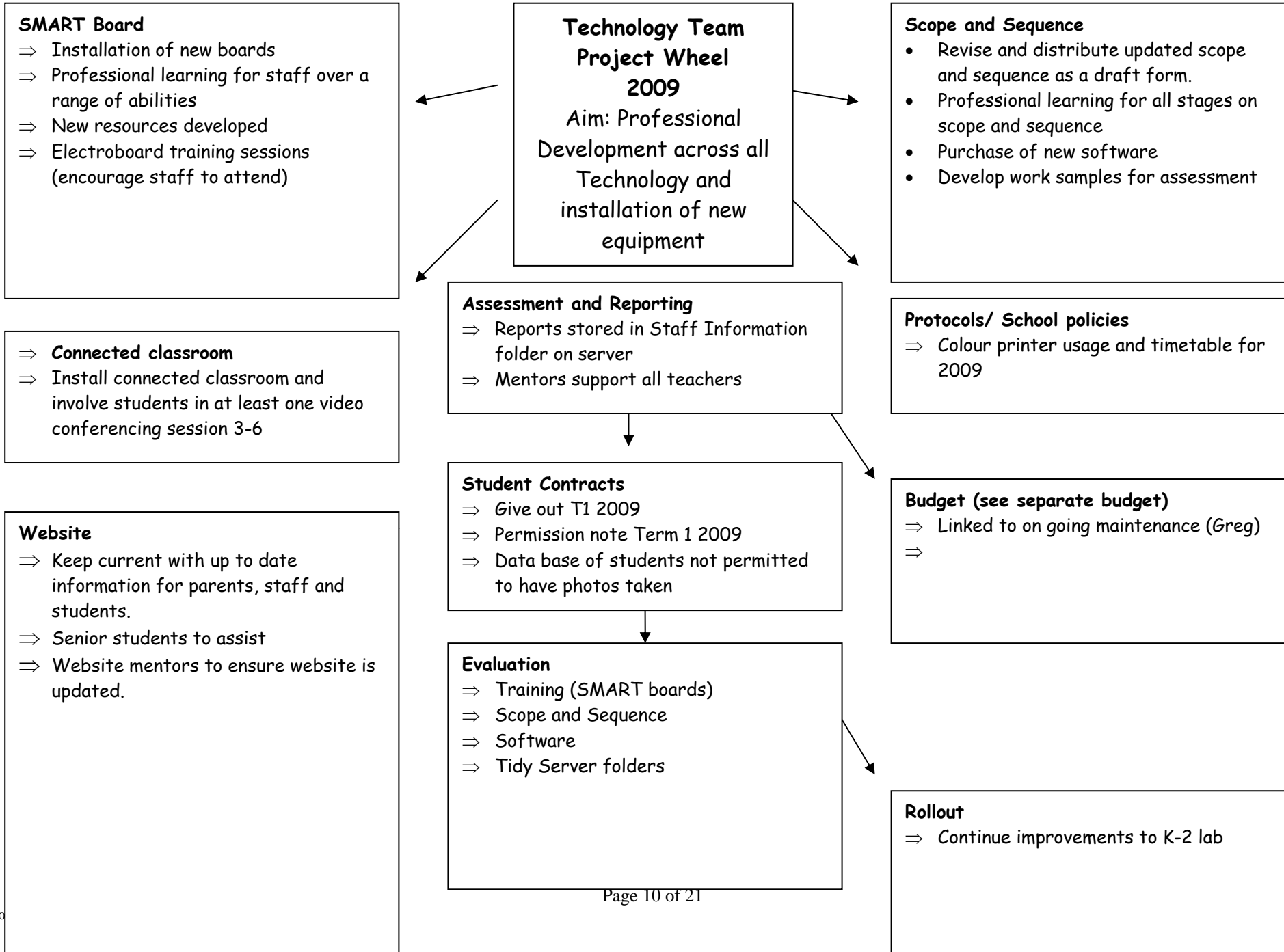
Technology

Goal: To fully engage all teachers in professional learning programs that will develop their teacher skills and knowledge at the 'fast follower' stage in literacy, numeracy, use of technology and curriculum differentiation and maintain high levels of teacher wellbeing to improve outcomes in student learning and wellbeing.

What will be done?	Who will do it?	How will it be done?	When will it be done?	How will it be resourced?	How will we know if it is successful?
<p>SMART Board</p> <ul style="list-style-type: none"> ⇒ Installation of new boards ⇒ Professional learning for staff over a range of abilities ⇒ New resources developed ⇒ Electroboard training sessions (encourage staff to attend) ⇒ Connected classroom ⇒ Install connected classroom and involve students in at least one video conferencing session 3-6 	<p>Technology Team</p> <p>Belinda Tech Team</p>	<p>Belinda to begin Tuesday afternoon Smartboard P.L Computer Programs</p> <p>Technology Team to develop new resources during meeting times.</p>	<p>Semester 2</p> <p>Throughout year</p> <p>Throughout Year</p>	<p>Fair Funds</p> <p>Volunteer contribution of staff time.</p>	<p>All classes fitted with a Smartboard by the end of 2009.</p> <p>Evaluation by attendees after each term.</p> <p>Use of resources and staff evaluation.</p>
<p>Website</p> <ul style="list-style-type: none"> ⇒ Keep current with up to date information for parents, staff and students. 	<p>Technology Team</p>	<p>Technology Team to Liaise with suppliers. Technology Team also to develop ideas for appropriate usage with the help of other staff members who have contacts with other schools using video conferencing. Technology team to develop training sessions for staff.</p>	<p>Semester 2? As Tech Team becomes confident in use.</p>	<p>DET</p>	<p>A successful video conference by the end of the year at least for classes in 3-6</p>
	<p>Shannon and Mike with student assistance.</p>	<p>Shannon and Mike will regularly update the website with current information and make sure old information is taken down quickly.</p>	<p>Beginning week 4.</p>	<p>Technology budget</p>	<p>Parental community more up to date with information, going to the website to check before calling office staff or teachers if appropriate (ie for class supplies, newsletter).</p>

<p>⇒ Senior students to assist</p> <p>⇒ Website mentors to ensure website is updated.</p>					
<p>Assessment and Reporting</p> <p>⇒ Reports stored in Staff Information folder on server</p> <p>⇒ Mentors support all teachers</p> <p>⇒ Introduction of new reporting system.</p>	<p>Class Teachers Mentors to support new staff.</p> <p>Tech Mentors</p> <p>Tech team and Marg Hanson</p>	<p>Class teachers responsible for putting their reports on the server.</p> <p>Teach Team to liaise with Marg Hanson to support the introduction (if applicable) of the new reporting system. Stage mentors to assist training staff.</p>	<p>Term 2 and 4</p> <p>Term 1</p>		<p>All reports received on server.</p> <p>Less time taken for teachers to complete reports.</p>
<p>Student Contracts</p> <p>⇒ Give out T1 2009</p> <p>⇒ Permission note Term 1 2009</p> <p>⇒ Data base of students not permitted to have photos taken</p>	<p>Stage mentors</p> <p>Marilyn</p>	<p>Belinda to photocopy and give to stage leaders</p> <p>Marilyn to collect forms and collate names.</p>	<p>Term 1</p> <p>Term 1</p>		<p>All contracts received in Term 1</p>
<p>Evaluation</p> <p>⇒ Training (SMART boards)</p> <p>⇒ Scope and Sequence</p> <p>⇒ Software</p>	<p>Teaching staff</p>	<p>Evaluation forms to be given to staff each term for training, at the end of the year for scope and sequence and end of year for the server and software.</p>	<p>Each term, End of year End of Year</p>	<p>Tech Team to write evaluations</p>	<p>Evaluations will be collated to improve in 2010</p>

<p>⇒ Tidy Server folders</p> <p>Scope and Sequence</p> <ul style="list-style-type: none"> Revise and distribute updated scope and sequence as a draft form. Professional learning for all stages on scope and sequence Purchase of new software Develop work samples for assessment <p>Protocols/ School policies</p> <p>⇒ Colour printer usage and timetable for 2009</p> <p>Rollout</p> <p>⇒ Continue improvements to K-2 lab</p>	<p>Tech Team to distribute</p> <p>Tech mentors to address in stage meetings</p> <p>Tech team to discuss best options and evaluate.</p> <p>Tech team to collate worksamples.</p> <p>Shannon to distribute timetable</p> <p>Tech Team</p>	<p>Mathletics to be evaluated by tech team and implemented if necessary. Technology Team to organise server.</p> <p>Scope and sequence has been revised and will be distributed. Class teachers must ensure that skills are taught.</p> <p>Grades given a term to print a set of coloured work.</p> <p>Any new PC's acquired will be put into the K-2 Lab, laptops redistributed to classrooms.</p>	<p>Term 1</p> <p>Term 2</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1/2</p> <p>End of Year</p> <p>Each Term</p> <p>As advised by DET</p>	<p>Tech budget</p> <p>Tech budget</p> <p>DET rollout</p>	<p>Improved skills across the school for both students and staff.</p> <p>Improved displays of computer work in classes and corridors. Improved sense of the importance of work presentation in students.</p> <p>Improved access to computers for K-2. Improved skills for infants students.</p>
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Area:**Learning Support Team**

Goal: To further support the learning of all students including those with learning difficulties, disabilities, gifts and talents, challenging behaviours, medical and health needs through the ongoing work and equitable procedures maintained by the Learning Support Team.

COMMUNICATION**Deputy Principal:**

- Class Teacher Information Pack
 - Procedures for Referring Students to LST
 - Copy of Referral form
 - Data Base listing students with LST files
 - Reading Support Program students & timetable
 - Assessment & Reporting Overview K-6
 - Term 1's norm referenced assessments
- Student Tracking Sheets / Folders
- Liaise with govt HS re Yr 6 students' Tracking Folders
- Meetings with individual teachers
- Parent Bulletin reports as appropriate
- Publish students' reports re their participation in District Workshops, etc
- P & C and School Council reports
- One-to-one interviews & Case Conferences when appropriate
- Chairs weekly meetings Tuesday at lunchtime ensuring meeting structure is maintained, ie ~ review previous minutes; discuss system's issues; feedback; new referrals
- Regular reports at K-6 Meetings as approp

Assistant Principal:

- Records & disseminates minutes
- Letter of response to Referring Teacher
- Regular reports at K-6 Meetings as approp

MONITORING STUDENT ACHIEVEMENT**Deputy Principal:**

- Analysis of results from internal & external assessments including:
 - Term 1: across grade norm referenced tests;
 - Term 3: UNSW Competitions;
 - Term 4: B.S.T; In class work samples, etc.
- Compile list of students in need of individual assessment
- Identify trends & areas of common need for implementation of preventative or remedial programs & further training & development

Specialist Support ~ School Counsellor, Reading Support, ESL etc

- Responds to teacher referrals or parent concerns of individual students
- Assessment by designated team member according to needs of student as determined by LST

Assistant Principal:

- Enter new referrals on Data Base, establish & maintain LST files
- Liaising with class teacher and other support personnel

Class teachers & LST: -

- Use Tracking Folder to monitor individual students as they progress from year to year
- Refer students according to teacher or parent concerns

READING SUPPORT PROGRAM**Deputy Principal:**

- Timetable in line with P & C's contribution plus allocation from school's flexible staffing allocation
- Coordinating the Withdrawal Program Years 1-3 for three 40 min sessions a week using Reciprocal Teaching of Reading & strategies from Reading Recovery; and using Visualising/Verbalising

Reading Support Teachers in consultation with DP responsible for:

- Distributing letters to parents prior to students commencing in Program
- Organising training session for parents as Reading Tutors & coordinate their use
- Publishing updates & thank you in Parent Bulletin
- Assessing students using Neale Analysis of Reading, BURT, Educcheck, Running Records to ascertain those eligible for inclusion in Prog
- Recording these assessment results on Student Tracking Sheets & class overviews
- Liaising with teachers
- Meeting with parents as required
- Providing test results, advice & training for staff as requested or ascertained through survey
- Devising Home Programs as required

STUDENTS WITH GIFTS & TALENTS

Deputy Principal:

- Ensure Enrichment Programs exist that provide opportunities for students with like interests & abilities to meet across age groups:

Tournament of Minds – coordinated by Shannon

Mixed Dance Group – coordinated by Sarah

Chess – coordinated by Maureen

Debating – coordinated by Margaret Harding

Mentors in Residence for Visual Arts and Writing – coordinated by Catherine & Deborah and facilitated by Joshua and Fiona E.

Philosophy – run by Cathy Banks (parent)

- Develop directory to assist when suggesting students with specific areas of talent access resources beyond the school
- Promote student participation in competitions, workshops, camps, etc through Parent Bulletin, student assemblies, etc
- Continue ‘clustering’ of students within mainstream classes & inform teachers
- Plan for and coordinate partial and total acceleration of students as appropriate
- Maintain & update G&T spreadsheet information/register tracking students performing beyond peers.
- Support Region based professional learning initiatives and activities through promotion and involvement.
- Develop plan to continue school based professional learning support at various levels & options.
- Professional Learning -Community of Schools Term 3 SDD “Developing a classroom culture of Thinking” presented by Michael Pohl.

STUDENTS WITH LEARNING, BEHAVIOUR, EMOTIONAL DIFFICULTIES &/ OR WITH DISABILITIES

Deputy Principal:

- Identify students in need of additional support through LST referral procedures, analysis of assessments, parent information, reports from outside agencies & other schools
- Develop action plans to support identified students utilising school, district, state, other resources as appropriate including strategies to support learning styles
- Conduct Case Conferences to ensure all parties are informed & proposed action is followed through
- Complete & submit applications for district support ie Language, BD/ED Units, district support, eg STB, STLA, autism outreach, STI, transition
- Coordinate the development of Individual Education Plans, Risk Management and applications for Flexible Funding Support
- Employ, supervise & provide training opportunities for School Learning Support Officers according to need
- Manage Funding 2009 allocation of \$38120 by devising anticipated expenditure overviews for each student based on: teacher release time for planning, review meetings, training and School Learning Support Officers’ time for excursions, training & in class/playground support time
- Devise School Learning Support Officers’ timetable
- Return or transfer any unused funds to State Disabilities Programs
- LST files to contain summary notation of Reading Support teachers, Counsellor, DP, Principal’s involvement
- Professional Learning : Hearing, Autism, Language, Behaviour Difficulties

STUDENTS WITH HEALTH CONCERNS & MEDICAL CONDITIONS

Deputy Principal:

- Monitor the implementation of existing school policy & practices with the Allergy Committee, esp in relation to chn in PSSA teams, on camps, transition to HS
- Liaise with parents, Liz Mason (First Aid Officer) & health professionals as appropriate to develop Emergency Health Plans for students with life-threatening conditions, eg anaphylaxis, insulin dependant diabetes, asthma
- Coordinate the display of Emergency Health Plans in First Aid Room, Staffroom, Canteen, specified classrooms
- Inform all teaching & non-teaching staff of the health conditions and plans of action, location of epipens, snack boxes, etc. Ensure new staff informed on arrival
- Provide training for all staff at the commencement of the school year using members of the District Health Team for Anaphylaxis, asthma and diabetes
- Inform school community of our Peanut Free Policy through Parent Bulletin, letters to parents of targeted grades.
- Ensure class teachers explain to students K-6 about anaphylaxis, supply each child with lunchbox label reminder ‘Nut Free Zone’, implement no food sharing practices by providing register for them to initial once these are done.
- Ensure use of DVD ‘The Elephant Who Ate Peanuts’ with all K~2
- Liaise with Parent Support Group of children with anaphylaxis to share / exchange information
- Ensure, where ever possible, students with anaphylaxis are grouped together in the same class, esp Kindergarten

Area:**SPORT****Goal:** To ensure equitable and balanced opportunities for students in sporting activities.

What will be done?	Who will do it?	How will it be done?	When will it be done?	How will it be resourced?	How will we know if it is successful?
Organise the structure of the sport roles and responsibilities within the school	Fiona	Define the roles and responsibilities for the sporting events and programs that occur throughout the year Allocation of coordinators to manage and organise each sporting event or program	Term 1	Teachers volunteering their own time	Reports from the events and program coordinators at the fortnightly sport committee meetings Evaluation of the event or program by the sports committee
Sports Committee leader	Fiona	Lead the Sports Committee Responsible for: * supporting and training coordinators of sport events and programs * overseeing the efficient running of all sport programs * compiling annual sport report * coordinator of sport budget	All year		Feedback from students, staff and parents about the events and programs
PSSA Coordinator	David	Responsible for: * attending all PSSA meetings * taking minutes of meetings and distributing these to sport committee members * faxing school weekly score results to PSSA committee * organising PSSA sport calendar and distributing to sports committee * reporting back to sports committee	All year		
PSSA Cricket Coordinators	Michael & Mike	Responsible for: * the overall management of cricket within the school including trials, selections, attending and referring weekly PSSA games * the weekly training of the senior and junior teams	Term 1/Term 4		

PSSA Modball Coordinators	David & Skye	<ul style="list-style-type: none"> * the organisation and management of the state knockout competitions * reporting back to sports committee <p>Responsible for:</p> <ul style="list-style-type: none"> * the overall management of modball within the school including trials, selections, attending and referring weekly PSSA games * the weekly training of the senior and junior teams * the organization and management of the state knockout competitions * reporting back to sports committee 	Term 1/Term 4	Teachers volunteering their own time	
PSSA Soccer Coordinators	Mike & Michael	<p>Responsible for:</p> <ul style="list-style-type: none"> * the overall management of soccer within the school including trials, selections, attending and referring weekly PSSA games * the weekly training of the senior and junior teams * the organisation and management of the state knockout competitions * reporting back to sports committee 	Term 2/Term 3		
PSSA Netball Coordinators	Barbara & Belinda	<p>Responsible for:</p> <ul style="list-style-type: none"> * the overall management of netball within the school including trials, selections, attending and referring weekly PSSA games * the weekly training of the senior and junior teams * the organisation and management of the state knockout competitions * reporting back to sports committee 	Term 2/Term 3		
Swimming Carnival Coordinator	Allison	<p>Responsible for:</p> <ul style="list-style-type: none"> * the overall preparation, organisation and management of the school swimming carnival * organisation of the zone swimming team 	Term 1		

Cross Country Coordinators	Skye & Michael	<ul style="list-style-type: none"> * attending zone swimming carnival * communicating with staff, parents and students * reporting back to sports committee <p>Responsible for:</p> <ul style="list-style-type: none"> * the overall preparation, organisation and management of the school cross country carnival * organisation of the zone cross country team * attending zone cross country carnival * communicating with staff, parents and students * reporting back to sports committee 	Term 1		
Athletics Field Coordinator	Michael	<p>Responsible for:</p> <ul style="list-style-type: none"> * the overall preparation, organisation and management of the school athletic field carnival * organisation of the zone field team * attending zone field carnival * communicating with staff, parents and students * reporting back to sports committee 	Term 3		
Athletics Track Coordinators	Fiona & Skye	<p>Responsible for:</p> <ul style="list-style-type: none"> * the overall preparation, organisation and management of the school athletic track carnival * organisation of the zone athletic track team * attending zone athletic track carnival * communicating with staff, parents and students * reporting back to sports committee 	Term 3		
Highlander Shield Rugby and Girls Soccer Comp Coordinator	David (assisting Skye, Michael & Josh)	<p>Responsible for:</p> <ul style="list-style-type: none"> * the overall preparation, organisation and management of the Highlander Shield * liaising with Lindfield Principal and 	Term 3		

<p>Tabloid Coordinator</p>	<p>David</p>	<p>coaches re specific organisation for the event * coaching of boys rugby and girls soccer teams * communicating with staff, parents and students * reporting back to sports committee</p> <p>Responsible for: * the overall preparation, organisation and management of the school tabloid day * communicating with staff, parents and students * reporting back to sports committee</p>	<p>Term 3</p>		
<p>School Sport Coordinator</p>	<p>Allison</p>	<p>Responsible for: * overall organisation and management of the School Sport program on Friday afternoons * booking and liasing with visiting instructors * communicating with staff, parents and students * reporting back to sports committee</p>	<p>All year</p>		
<p>PSSA Coordinator Sydney North Trails</p>	<p>David</p>	<p>Responsible for: * communicating with zone convenors and parents * selecting students with appropriate skills to attend the various Sydney North trails * reporting back to sports committee</p>	<p>Term1/Term2</p>		
<p>K-2 Sports Carnival Coordinators</p>	<p>Josh & Belinda</p>	<p>Responsible for: * the overall preparation, organisation and management of the K-2 sports carnival * communicating with staff, parents and students * reporting back to sports committee</p>	<p>Term 3</p>		

School Swimming Coordinator	Deb	Responsible for: * the overall preparation, organisation and management of the school swimming program * communicating with staff, parents and students	Term 1		
House Records	Allison	Responsible for: * updating house records at the beginning of the year (3-6) * allocating houses to students in (K-2) * allocating houses to new students throughout the year	Term 1		
Sports Equipment Storage	Sports Committee	* Organisation of sports equipment across the whole school * Develop a borrowing system that is efficient and equitable	Term 2		

Priority Area: Community

Intended Outcomes:

- Improvement in the level of school community involvement to ensure the ‘sense of community’ is maintained and continues to underpin the school’s culture and programs.
- Improvement in quality of teaching and learning as a result of (a) leading edge, explicit and integrated professional learning in literacy, numeracy, technology and curriculum differentiation, and (b) current level of support of teachers to be maintained and further enhanced by the school’s parent community, leadership team and colleagues.

Targets:

- To increase partnerships with the parent and wider community to ensure support and enrichment programs continue, and to increase the culture of volunteering / giving / supporting / involvement / belonging for the benefit of all students and the community at large.
- To fully engage all teachers in professional learning programs that will develop their teacher skills and knowledge at the ‘fast follower’ stage in literacy, numeracy, use of technology and curriculum differentiation and maintain high levels of teacher wellbeing to improve outcomes in student learning and wellbeing and to also provide a model for professional learning to share with other schools in the region.

Indicators	Strategies	Term				Responsibilities	Resources, funding
		1	2	3	4		
Increased levels of engagement between staff & parents	<p>i. A series of parent information sessions to develop further parents’ knowledge and understanding, for example How do children learn? What are learning styles? How are different learning styles and abilities catered for in a classroom? What do children need to learn as they become readers and writers? What can I do as a parent to help support my child to read / comprehend / write more effectively? What actually happens in the library and how can parents help bring learning alive in a library?</p>	*	*	*		Learning Support Team, other teachers and Collegial Mentor	P & C: \$ 700
Increased level of community involvement enriching the curriculum							
Links with the broader community established	<p>ii. Continue the school’s Mentor-in-Residence program which provides opportunities for students from K-6 to participate in enrichment programs lead by professionals / mentors in the fields of Visual Arts and Writing. In 2009 Writing and Philosophy workshops will continue as per 2008, ie offered to any students in Years 2-6 interested in attending the lunchtime workshops (students self nominate). Visual Arts will become a K-6 Mentor-in-Classroom program to</p>	*	*	*	*	Learning Support Team to coordinate Artist: Stephanie East-Ryan Author: Alison Peters- Hunyor Philosopher: Cathy Banks	P & C’s ‘Educational Initiatives’ \$ 5 000 to fund Author-in-Residence’s lunchtime program. Cost recovery for Artist-in-Classroom program.
Increase in the number of students involved in school service type activities as students perceive ‘volunteering’ / service to community							

<p>as important and of value</p> <p>Parents and teachers continue to volunteer to organise or coordinate or run enrichment programs before or after school or at lunchtime.</p> <p>A large number of students have benefited from participation in one or more enrichment activity.</p> <p>Families have experienced support from the RPS school community as a result of a range of support structures in place to help families experiencing difficult times, illness, etc.</p> <p>RPS students, families and staff feel connected to the 'school'.</p> <p>Teacher professional learning is valued by all members of the school community and increased number of teachers accessing 'best practices' through attendance at significant conferences and quality professional learning</p>	<p>ensure every student in the school has the opportunity to work with an artist for a weekly 80 minute period for 10 weeks. Every class teachers will also benefit in terms of professional learning as they will be supporting the mentor during each lesson.</p> <p>iii. Enrichment activities organised by volunteer teachers and parents continue to be offered to students, eg Intermediate Band, Senior Band, Concert Band, Stage Band, Contemporary Winds, String Ensemble, PSSA cricket, modball, soccer & netball, Highlander Rugby, Tournament of Minds, Philosophy, Dance, Story Writing Workshops, Debating</p> <p>iv. Develop and maintain data base of parents willing to speak about their professions / interests as it relates to a unit of study, for example Study of other countries – invite parents to speak who have lived in the country being studied ANZAC Day – invite parents to speak who have walked the Kokoda Trail or served in the armed forces</p> <p>v. Explore the possibility of Stage 3 students linking with Rotary based community projects or engaging in community service projects, such as establishing links with local aged care facility</p> <p>vi. Create opportunities / organise and promote activities that 'build community', eg Term 1 School Community Picnic, Tucker Box, Class Parents, Class Lists, etc</p> <p>vii. Highlight the importance of avoiding jargon in written communications between parents and teachers</p> <p>viii. Include Parent Handbook on school's website</p> <p>ix. Update and maintain RPS website's Home Page to ensure brevity & currency</p> <p>x. Parents / P & C invest in and support teacher professional development through the allocation of funding specifically for that purpose. Teachers would then be able to apply for funding from the P & C to attend major conferences or courses which support the school's priority target areas that the school or teacher alone could not fund</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>Learning Support Team, Sports Committee, Band Committee, Teacher volunteers, Parent volunteers</p> <p>Learning Support Team</p> <p>Stage 3 Team Leader to liaise with Rotary member on School Council</p> <p>P & C Association and its sub-committees</p> <p>School Leadership Team</p> <p>Technology Team</p> <p>Technology Team</p> <p>P & C</p>	<p>P & C funding (\$5 000 pa)</p>
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activities resulting in 'best practices' in classrooms.	xi. Continue with the implementation of the ten week Orientation Program for staff newly appointed to RPS in Term 1 of each year	*				Assistant Principal - Fiona Ipsen
	xii. Continue with the use of collegial support mentors and Stage / Grade based and Project teams as a means of supporting staff and building culture of collegiality and community across K-6	*	*	*	*	All staff
	xiii. Plan and organise regular social opportunities for all staff	*	*	*	*	Social / Staff Welfare Team
	xiv. Continue with the current system of assigning corporate roles and responsibilities to all staff members to ensure equitable distribution of workloads	*				Principal
	xv. Continue with the current methods of inclusive, open and regular communications through weekly "What's On"; updating term and daily whiteboards; regular K-6, stage or grade, other teams meetings; agendas on noticeboard in staffroom to allow for input from staff.	*	*	*	*	School Leadership Team

