



Roseville Public School

# School Plan

## For 2011

# Roseville Public School

## School Plan for 2011

### Targets and Goals 2011

- To improve students' literacy and numeracy skills through explicit, systematic and research based teaching with a focus on curriculum differentiation, writing, grammar and punctuation, measurement and data, space and geometry
- To ensure an effective and supportive school environment for all students and staff is maintained with a focus on resilience and behaviour management
- To improve the computer literacy skills of teachers and students and to further embed and integrate technology into teaching and learning
- 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 maintain high levels of partnerships and engagement with the parent and wider community to ensure positive and long term focus is maintained throughout the period of major capital works (2010-11), and to promote and maintain the existing culture of volunteering, giving, supporting, involvement and belonging for the benefit of all students and the community at large
- To develop environmental and sustainability awareness and action with a focus on reducing the school's carbon footprint and implementing effective and sustainable waste management *(as per the school's 2010-11 Environmental Management Plan)*

## Roseville Public School Plan 2011

**Priority Areas:                    Literacy and Numeracy**

**Intended Outcomes:**

- Improvement in students' literacy skills through explicit and systematic teaching with a focus on writing, grammar and punctuation incorporating gender appropriate strategies, Smartboard technology and curriculum differentiation to support and extend learning
- Improvement in students' numeracy skills, particularly in the strands of Measurement & Data, Space & Geometry through explicit and systematic teaching 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:**

- **Improved student performance in literacy as measured by at least 85% of students demonstrating expected growth in writing from Year 3 to Year 5; and in increase in the number of students demonstrating beyond expected stage outcomes in school based assessments in Writing, ie achieving in the top two bands from an average of 34% to 44%.**
- **Improved student performance in numeracy as measured by increasing the percentage of students achieving in the top two bands (proficiency standard) in the area of Measurement and Data, Space and Geometry in Year 3 from 44% to 50% and in Year 5 from 44% to 50%.**

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 writing, grammar and punctuation with no significant discrepancy between the performance of boys and girls as evidenced in NAPLAN 2011 results</p> <p>Students are reading and writing earlier and more effectively through a multi sensory approach</p>	<ul style="list-style-type: none"> <li>• continuation of the P and C funded Reading Support withdrawal program four days per week in order to prevent children who are experiencing challenges with literacy learning from slipping into a long-term pattern of reading difficulties and associated problems with learning through teaching small groups of targeted students</li> <li>• acquisition of additional reading resources to support class based programs</li> <li>• developing and using rubrics (similar to Years 3 &amp; 5 NAPLAN rubrics) for assessment with Kindergarten to Year 6 in the areas of punctuation, grammar, spelling</li> <li>• use the Board of Studies' work samples as a basis and examples during teacher moderation sessions to assist teachers to more accurately assess against a state wide standard / benchmark</li> </ul>	*	*	*	*	<p>Learning Support Team and Reading Support Program teacher</p> <p>English budget coordinators</p>	<p>P &amp; C funded: \$ 48 000</p> <p>P &amp; C voluntary Library donations</p>

<p>Students' increased ability to articulate correct terminology to describe mathematical ideas</p>	<ul style="list-style-type: none"> <li>RFF (Release from Face to Face) program focusing on Writing with students in Years 1- 6 to continue in 2011</li> <li>Introduction of the <b>Wizard Writing</b> program to Yrs 2 &amp; 3. Trial in Yr 1, 4 &amp; 6.</li> </ul>	*	*	*	*	<p>RFF teacher – J. Dunne</p> <p>F. Vila, A.Cocks, M. Hanson, F. Ipsen</p>	<p>Current staff member</p> <p>TPL funds provided school</p>
<p>Students' increased ability to explain and demonstrate effectively how solutions are obtained</p>	<ul style="list-style-type: none"> <li>implementation of the <i>Best Start</i> literacy and numeracy assessment and program for Kindergarten, Year 1 and Year 2 students</li> <li>analysis of literacy and numeracy data including K-6 school based and standardised assessments, Years 3 and 5 NAPLAN results, University of NSW competitions and trend data, and use of NAPLAN resources</li> </ul>	*	*	*	*	<p>Kinder, Yr 1 and Yr 2 Team Leaders – M. Chisholm, F. Vila, A.Cocks &amp; K-2 teachers</p> <p>M. Hanson &amp; Learning Support Team, School Leadership Team and all teachers K-6</p>	<p>TPL provided by DET &amp; school</p> <p>School's TPL funds: \$2,400 (6 teacher release days)</p>
<p>Students' increased abilities to demonstrate a quick recall of number facts</p>	<ul style="list-style-type: none"> <li>continuation of across grade, needs based grouping in Years 2 – 6; and curriculum differentiation K – 6 to cater for the varying needs of students in Mathematics. Year 1 Maths also to be locked into daily timetables.</li> <li>continuing support for students with learning difficulties through school and P and C funded School Learning Support Officers (SLSOs) to provide additional inclass support for targeted Maths groups in Years 2 &amp; 3</li> <li>inclusion within the teacher professional learning program of curriculum differentiation in Maths K-6; Development of Stage/grade based TPL plans re Measurement &amp; Data, Space &amp; Geometry</li> <li>ongoing implementation of computer based resource, <i>Mathletics</i>, as a learning tool for students in Years 2-6 to improve their accuracy and recall of number facts. This will become a regular component of homework for Years 2-6</li> <li>teams of Years 5 &amp; 6 students to participate in Maths Olympiad competition.</li> <li>one or two teams of students (Years 4-6) to participate in the Tournament of Minds (TOM) Challenge again this year</li> <li>maintenance of Gifted &amp; Talented Education Interest Group as part of the school's Teacher Professional Learning program</li> </ul>	*	*	*	*	<p>Class &amp; Maths Class teachers and Team Leaders F. Vila &amp; Yr 1 teachers</p> <p>School Learning Support Officers (SLSOs): E. Zhu, R. Solly, L. Titmarsh</p> <p>M. Hanson coordinator assisted by Grade / Stage Team Leaders</p> <p>Technology Team, Stage and Grade Team Leaders and all class teachers Years 2-6</p> <p>Coordinator: Fiona Ipsen</p> <p>Jen Stevenson</p> <p>Open to all interested teachers</p>	<p>P &amp; C funded 'Educational Initiatives': \$ 15,000 plus School funds</p> <p>School TPL funds</p> <p>School's TPL funds: 2 hrs teachers' release in Terms 1, 2 and 3. Other meeting times held out of school hrs</p>

## School Plan 2011

**Priority Area:**                      **Student Welfare**

**Intended Outcomes:**

- Complete and extensive whole school implementation of the **Bounce Back** Program by all classroom teachers resulting in improved social, communication, problem solving skills for students and a general increase in students feeling more competent and able to deal with any challenges or disappointments or friendship difficulties they may experience.
- Increase in parents' understanding of the program and related strategies which can be used in a family setting.

**Targets:**

- **To ensure an effective and supportive school environment for all students and staff is maintained and strengthened with a focus on resilience and effective behaviour management.**

Indicators	Strategies	Term				Responsibilities	Resources, funding
		1	2	3	4		
Pre and post <i>Bounce Back</i> survey of staff and students comparing results from surveys conducted in February and November indicate positives outcomes in terms of students' resilience	<ul style="list-style-type: none"> <li>• conducting pre and post <i>Bounce Back</i> survey with staff and students comparing results from surveys conducted in February and November</li> </ul>	*			*	Coordinated by Margret Hanson	Library budget: Teachers' resources  Term 2 School Development Day with follow up sessions on Mondays 3.30pm in Term 2
	<ul style="list-style-type: none"> <li>• purchase copies of the revised series of <i>Bounce Back</i> resources for every class teacher</li> </ul>	*				Coordinated by Margret Hanson	
	<ul style="list-style-type: none"> <li>• conducting a multi phased professional development program for all teachers to ensure the full and ongoing implementation of the resilience program, <i>Bounce Back</i>, occurs effectively in all classrooms K-6</li> </ul>		*	*		Coordinated by Margret Hanson incl Penny Sidwell, parent Cathy Banks & guest presenter Toni Noble	
	<ul style="list-style-type: none"> <li>• conducting a parent information session about the <i>Bounce Back</i> program</li> </ul>			*		Coordinated by Margret Hanson. Presented by Cathy Banks	
Feedback following the <i>Bounce Back</i> professional learning program and parent seminar indicate increase in understanding regarding childrens'	<ul style="list-style-type: none"> <li>• <i>Bounce Back</i> program to be taught by every classroom teacher from Kindergarten to Year 6 as part of the PD, Health, PE key learning area</li> </ul>	*	*	*	*	Stage and Grade Team Leaders and class teachers K - 6	Any additional resources required to be funded through Library budget
	<ul style="list-style-type: none"> <li>• evaluation of the school's current Student Welfare Policy, including Anti-Bullying and Discipline policies and procedures. Incorporation of 2010 behaviour management strategies into revised Discipline Policy.</li> </ul>			*		Coordinated by Fiona Ipsen	

<p>levels of competency, self esteem and resilience</p> <p>Survey of teachers and students at the conclusion of the professional learning program focusing on behaviour management indicate improvement and confidence in regards to the management of students with challenging behaviours</p>	<ul style="list-style-type: none"> <li>conducting teacher professional learning sessions on health and other wellbeing matters, such as Anaphylaxis, Asthma, Diabetes, Emergency Care, CPR, Child Protection</li> <li>a 'refresher' professional development program for all teachers based on the work of William Glasser and Bill Rogers to ensure a range of effective and consistent behaviour management strategies are used by all teachers including classroom, support and RFF teachers</li> </ul>	*				<p>Coordinated by: D. Lane</p> <p>Coordinated by Fiona Ipsen &amp; supported by Stage and Grade Team Leaders and all teachers K - 6</p>	<p>Term 1 School Development Day and TPL sessions on Mondays 3.30-4.30pm</p> <p>TPL sessions on Mondays 3.30-4.30pm throughout Term 3. School's TPL funds to support action research projects</p>
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## School Plan 2011

**Area: Technology**

**Target: To improve the computer literacy skills of teachers and students and to further embed and integrate technology into teaching and learning.**

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><b>SMART Board &amp; Connected Classroom</b></p> <p>⇒ Relocation of existing IWBs from demountables into new buildings</p> <p>⇒ Professional learning for staff over a range of abilities</p>	<p>Bovis LendLease</p> <p>Technology Team</p>	<p>Bovis LL to engage ElectroBoard</p> <p>Differentiated TPL sessions re Smartboard and video conferencing to be offered to all staff TPL also to focus on the development of staff skills in OneNote for use in collaborative programming for 2012.</p>	<p>Dec '10, April '11 &amp; again in June '11</p> <p>Throughout year</p>	<p>Commonwealth Gov't's 'Building the Education Revolution' (BER) funds</p> <p>Volunteer contribution of staff time. Staff professional development sessions.</p>	<p>All new and refurbished classrooms fitted with a Smartboard</p> <p>Evaluation by attendees after each term Use of resources and staff evaluation.</p>
<p><b>Mathletics</b></p> <p>⇒ Ongoing implementation of Mathletics Years 2-6</p>	<p>Technology Team and Stage / Grade Team Leaders</p>	<p>Technology Team to assist with the implementation of <i>Mathletics</i> across the school as a component of homework set by Maths Groups teachers to complement the existing Origo mathematics program</p>	<p>Throughout Year</p>	<p>Cost recovery, ie students are charged on their term invoices</p>	<p>All teachers Years 2-6 report students effectively accessing the program at home and that there is evidence of improved student performance, application and attitude in mathematics</p>
<p><b>Website</b></p> <p>⇒ Keep current with up to date information for parents, staff and students</p>	<p>Technology Team's Website coordinator: Fiona Elliott</p> <p>Stage &amp; Grade Team Leaders</p>	<p>Fiona Elliott will coordinate the regular updating the website with current information and make sure old information is taken down quickly.</p> <p>Each team to lodge its Term Newsletters for parents on website</p>	<p>Throughout Year</p> <p>Week 1 of Terms 1, 2, 3, 4</p>	<p>Parent 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><b>Assessment and Reporting</b></p> <p>⇒ Reports stored in Staff Information folder on server</p> <p>⇒ Mentors support all teachers</p>	<p>Class Teachers</p> <p>Stage mentors</p>	<p>Class teachers responsible for putting their reports on the server.</p>	<p>Terms 2 and 4</p>		<p>All reports received on server.</p>
<p><b>Student Contracts</b></p> <p>⇒ Permission note Term 1 2010</p> <p>⇒ Data base of students not permitted to have photos taken</p>	<p>B. Pulley</p> <p>B. pulley Sarah Bashinsky</p>	<p>Belinda Pulley to photocopy and give to stage leaders</p> <p>Belinda to collect forms 3-6, Sarah to collect forms from K-2 and collate names and disseminate to class teachers and Office for their information / action as required</p>	<p>Week 4, T1.</p>		<p>All contracts received in Term 1</p>
<p><b>Protocols/ School policies</b></p> <p>⇒ Colour printer usage for 2011</p>	<p>Tech Team</p>	<p>Tech Team to articulate guidelines for usage of colour printer for dissemination to all staff</p>	<p>Term 1</p>	<p>DET rollout</p>	<p>Improved displays of computer work in classes and corridors. Improved sense of the importance of work presentation in students.</p>
<p><b>Rollout</b></p> <p>⇒ Continue improvements to 3-6 lab as well as equip classrooms with research PC's</p>	<p>Tech Team</p>	<p>Any new PCs acquired will be put into the 3-6 Lab or into the new classrooms.</p>	<p>As advised by DET</p>	<p>RPS global budget</p>	<p>Improved access to computers for 3-6 and teachers.</p>
<p><b>OneNote</b></p> <p>⇒ Implementation of new software <i>OneNote</i></p>	<p>B. Pulley, K. Burns and S. Bashinsky</p>	<p>Tech Team to learn and trial then report to staff using OneNote to collaboratively plan teaching programs and link to SmartBoard files on school network.</p>	<p>Terms 1 - 3 trial</p>	<p>Teacher volunteer time</p>	<p>Software being used by interested teachers especially K-2 to assist with implementation of Best Start program.</p>

**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.

<b>COMMUNICATION</b>
<p><b>Deputy Principal:</b></p> <ul style="list-style-type: none"> <li>• Class Teacher Information Pack               <ul style="list-style-type: none"> <li>- Procedures for Referring Students to LST</li> <li>- Copy of Referral form</li> <li>- Data Base listing students with LST files</li> <li>- Reading Support Program students &amp; timetable</li> <li>- Assessment &amp; Reporting Overview K-6</li> <li>- Term 1's norm referenced assessments</li> </ul> </li> <li>• Student Tracking Sheets / Folders</li> <li>• Liaise with govt HS re Yr 6 students' Tracking Folders</li> <li>• Meetings with individual teachers</li> <li>• Parent Bulletin reports as appropriate</li> <li>• Publish students' reports re their participation in District Workshops, etc</li> <li>• P &amp; C and School Council reports</li> <li>• One-to-one interviews &amp; Case Conferences when appropriate</li> <li>• Chairs weekly meetings Tuesday 8.30-9.10am ensuring meeting structure is maintained, ie ~ review previous minutes; discuss system's issues; feedback; new referrals</li> <li>• Regular reports at K-6 Meetings as approp</li> </ul> <p><b>Assistant Principal:</b></p> <ul style="list-style-type: none"> <li>• Records &amp; disseminates minutes</li> <li>• Letter of response to Referring Teacher</li> <li>• Regular reports at K-6 Meetings as approp</li> </ul>

<b>MONITORING STUDENT ACHIEVEMENT</b>
<p><b>Deputy Principal &amp; Assistant Principal:</b></p> <ul style="list-style-type: none"> <li>• <b>AP:</b> Analysis of results from internal &amp; external assessments including: Term 1 across grade norm referenced tests; UNSW Competitions; NAPLAN; In class work samples, etc.</li> <li>• <b>DP:</b> Compile list of students in need of individual assessment</li> <li>• Identify trends &amp; areas of common need for implementation of preventative or remedial programs &amp; further training &amp; development</li> </ul> <p><b>Specialist Support</b> ~ School Counsellor, Reading Support, ESL etc</p> <ul style="list-style-type: none"> <li>• Responds to teacher referrals or parent concerns of individual students</li> <li>• Assessment by designated team member according to needs of student as determined by LST</li> </ul> <p><b>Assistant Principal:</b></p> <ul style="list-style-type: none"> <li>• Enter new referrals on Data Base, establish &amp; maintain LST files</li> <li>• Liaising with class teacher and other support personnel</li> </ul> <p><b>Class teachers &amp; LST: -</b></p> <ul style="list-style-type: none"> <li>• Use Tracking Folder to monitor individual students as they progress from year to year</li> <li>• Refer students according to teacher or parent concerns</li> </ul>

<b>READING SUPPORT PROGRAM</b>
<p><b>Deputy Principal:</b></p> <ul style="list-style-type: none"> <li>• Timetable in line with P &amp; C's contribution plus allocation from school's flexible staffing allocation</li> <li>• Coordinating the Withdrawal Program Years 1-6 for three 40 min sessions a week using Reciprocal Teaching of Reading &amp; strategies from Reading Recovery; and using Visualising/Verbalising</li> </ul> <p><b>Reading Support Teacher in consultation with DP responsible for:</b></p> <ul style="list-style-type: none"> <li>• Distributing letters to parents prior to students commencing in Program</li> <li>• Organising training session for parents as Reading Tutors &amp; coordinate their use</li> <li>• Publishing updates &amp; thank you in Parent Bulletin</li> <li>• Assessing students using Neale Analysis of Reading, BURT, Educheck, Running Records to ascertain those eligible for inclusion in Prog</li> <li>• Recording these assessment results on Student Tracking Sheets &amp; class overviews</li> <li>• Liaising with teachers</li> <li>• Meeting with parents as required</li> <li>• Providing test results, advice &amp; training for staff as requested or ascertained through survey</li> <li>• Devising Home Programs as required</li> </ul>

## 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** – Jen Stevenson

**Dance Groups** – coordinated by Sarah Bashinsky, Cat Brady, Jane Antrim

**Debating** – coordinated by Margaret Harding

**Mentors in Residence** for Visual Arts and Philosophy – coordinated by Catherine & Deborah

- 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 Gifted & Talented 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 optional opportunity – Gifted & Talented Education Interest Group maintained

## 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 2011 allocation of \$30,370 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	Sports Committee Leader: Allison Cocks	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 I	Teachers volunteering their own time	Reports from the events and program coordinators at the weekly sport committee meetings
Sports Committee leader	Allison Cocks	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 * school contact person for Sport * maintain records for the purpose of school awards * maintain and update files on school network	All year		Evaluation of the event or program by the sports committee  Feedback from students, staff and parents about the events and programs
PSSA Coordinator	D. Brown	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	M. Connolly and M. Ferguson	Responsible for: <ul style="list-style-type: none"> <li>* the overall management of cricket within the school including trials, selections, attending and referring weekly PSSA games</li> <li>* the weekly training of the senior and junior teams</li> <li>* the organisation and management of the state knockout competitions</li> <li>* reporting back to sports committee</li> </ul>	Term 1/Term 4	Teachers volunteering their own time	
PSSA Modball Coordinators	David Brown & Skye Surrest	Responsible for: <ul style="list-style-type: none"> <li>* the overall management of modball within the school including trials, selections, attending and referring weekly PSSA games</li> <li>* the weekly training of the senior and junior teams</li> <li>* the organization and management of the state knockout competitions</li> <li>* reporting back to sports committee</li> </ul>	Term 1/Term 4		
PSSA Soccer Coordinators	Mike Ferguson & Michael Connolly	Responsible for: <ul style="list-style-type: none"> <li>* the overall management of soccer within the school including trials, selections, attending and referring weekly PSSA games</li> <li>* the weekly training of the senior and junior teams</li> <li>* the organisation and management of the state knockout competitions</li> <li>* reporting back to sports committee</li> </ul>	Term 2/Term 3		
PSSA Netball Coordinators	B. Wheeler & S. Surrest	Responsible for: <ul style="list-style-type: none"> <li>* the overall management of netball within the school including trials, selections, attending and referring weekly PSSA games</li> <li>* the weekly training of the senior and junior teams</li> <li>* the organisation and management of the state knockout competitions</li> <li>* reporting back to sports committee</li> </ul>	Term 2/Term 3		

Swimming Carnival Coordinator	Michael Connolly	Responsible for: * the overall preparation, organisation and management of the school swimming carnival * organisation of the zone swimming team * attending zone swimming carnival * communicating with staff, parents and students * reporting back to sports committee	Term 1		
Cross Country Coordinators	Penny Sidwell	Responsible for: * 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	Skye Surrest	Responsible for: * 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	Skye Surrest	Responsible for: * 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	Dave Brown, Mike Ferguson, and Skye Surrest	Responsible for: * the overall preparation, organisation and management of the Highlander Shield * liaising with Lindfield 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	Term 3		
School Sport Coordinator	t.b.a.	Responsible for: * overall organisation and management of the School Sport program on Friday afternoons * booking and liaising with visiting instructors * communicating with staff, parents and students * reporting back to sports committee	All year		
Tennis	Margret Hanson	Responsible for: * overall organisation and management of tennis students as part of Fridays' School Sport program	All year		
PSSA Coordinator Sydney North Trails	David Brown and selected Sports Committee members	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 * forwarding trial information to relevant committee members who will organise the relevant / appropriate students to attend the trials.	Term1/Term2		

School Swimming Coordinator	Justine Tait & Annemaire Higgins	Responsible for: * the overall preparation, organisation and management of the school swimming program * communicating with staff, parents and students	Term 1	Cost recovery re bus fares and pool entry	
House Records	Jen Stevenson	Responsible for: * updating house records at the beginning of the year (3-6) * allocating houses to students in (K-2) using the ERN system * allocating houses to new students throughout the year using the ERN system	Terms 1, 2, 3, 4		
Sports Equipment Storage	Sports Committee	* Organisation of sports equipment across the whole school * Maintaining a borrowing system that is efficient and equitable	Terms 1, 2, 3, 4		
Rebel funds	Sports Committee  B. Wheeler & A.M. Higgins	Determining the best use of funds in regards to equipment purchases.  Coordinate purchasing & collection from Rebel store, Chatswood	All year as funds become available	Credit from Rebel store	

**Priority Area: Community**

**Intended Outcomes:**

- High level of school community involvement to ensure the ‘sense of community’ is maintained and continues to underpin the school’s culture and programs.
- School community cohesion and big picture focus during protracted major building works (funded through the Commonwealth Government’s *Building the Education Revolution* and the NSW Government’s *State Major Capital Works*).

**Target:**

- **To maintain high levels of partnerships and engagement with the parent and wider community to ensure positive and long term focus is maintained throughout the period of major capital works (2010-11), and to promote and maintain the existing culture of volunteering, giving, supporting, involvement and belonging for the benefit of all students and the community at large.**

Indicators	Strategies	Term				Responsibilities	Resources, funding
		1	2	3	4		
<p>Increased levels of engagement between staff &amp; parents</p> <p>Increase in the number of students involved in school service type activities as students perceive ‘volunteering’ / service to community 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>	<ul style="list-style-type: none"> <li>• Regular updates regarding progress of the building in the Parent Bulletin, on the school website and at monthly P &amp; C meetings</li> <li>• Bovis LendLease Project Manager invited to address February P &amp; C meeting and School Council meeting to provide update and answer any questions</li> <li>• Continue the school’s <b>Mentor-in-Residence program</b> which provides opportunities for students from K-6 to participate in enrichment programs lead by professionals / mentors in the field of Visual Arts and Philosophy</li> <li>• <b>Enrichment activities</b> 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 &amp; netball, Highlander Rugby, Tournament of Minds, philosophy, dance, debating, drawing</li> <li>• Create opportunities / organise and promote activities that ‘build community’, eg Term 1 School Community Picnic, Tucker Box, Class Parents, Class Lists, etc</li> </ul>	*	*			Principal	<p>Cost recovery for Artist-in-Classroom program; P &amp; C funded Philosophy</p>
		*				C. Williams to invite Gerard Graham (BLL)	
		*	*	*	*	C. Williams	
		*	*	*	*	Learning Support Team, Sports Committee, Band Committee, Teacher volunteers, Parent volunteers	
		*	*	*	*	P & C Association and its sub-committees	

<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 activities resulting in 'best practices' in classrooms.</p> <p>Teachers, students and the wider community will continue to develop an authentic relationship of Aboriginal and rural communities.</p>	<ul style="list-style-type: none"> <li>Update and maintain the new RPS website to ensure brevity &amp; currency</li> <li>P &amp; C (parents) 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 &amp; C to attend major conferences or courses which support the school's priority target areas that the school or teacher alone could not fund</li> <li>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</li> <li>Plan and organise regular social opportunities for all staff</li> <li>Continue with the current system of assigning corporate roles and responsibilities to all staff members to ensure equitable distribution of workloads</li> <li>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.</li> <li>Continue with recruiting and training volunteers from the wider community and PALS as reading tutors</li> <li>Continue fundraising for charities, including World Vision</li> <li>Continue 'sister school' project with Bourke Public School, including <i>Jump Rope for Heart &amp; Bourke</i></li> </ul>	*	*	*	*	<p>Technology Team (Fiona Elliott &amp; Sarah Bashinsky)</p> <p>P &amp; C's Educational Initiatives</p> <p>All staff</p> <p>Social / Staff Welfare Team</p> <p>C. Williams</p> <p>School Leadership Team</p> <p>D. Lane and Reading Support Teacher, J. Schwass</p> <p>SRC</p> <p>F.Vula, Staff and P&amp; C (Shana Hennessy)</p>	<p>P &amp; C funding (\$5 000 pa)</p>
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