

### Context

Comprehensive 7-12 public high school with 880 students including 7% Aboriginal students and a support unit with 3 classes for intellectual disability and 2 classes for students who are hearing impaired

Areas of socio-economic disadvantage with an ICSEA value of 987 (average 1000)

Strong partnerships with local primary schools through the Kincumba Learning Community (KLC)

Identified strengths in Sport, Music and Visual Arts with Twenty years of participation in Central Coast Dance Festival, involvement in StarStruck and Showcase, annual performances at Lizottes and a long list of CHS Blues

Strong retention to HSC 69% with VOC ED courses

Student leadership, school camps and strong community service / volunteer programs

Active environmental team with sustainability programs in native planting, water gathering and solar power generation

Anti-bullying strategy implemented across the Kincumba Learning Community

Successful involvement in Regional Debating and Public Speaking

Plan-It Youth and other Mentoring programs

Close involvement with the local Aboriginal community through the KLC and the Tjudibaring Local AECG

### Motto

Enabling to achieve

### Vision

To tomorrow

### Core Value

RESPECT

### Ethos

Striving for Personal best

### Enabling strategies

Data analysis

Embedded use of ICT

Teacher Professional Learning

Quality teaching and programming

Focus on writing

Quality Assessment & reporting

Planning

Review / evaluation

Active teams

Strong welfare programs

Support for New Scheme Teachers Focus on numeracy

Commitment to *closing the gap* for Aboriginal students

## Kincumber High School Management Plan 2012 – 2014



### Key Priority Areas

Engagement

Achievement

Writing

Numeracy

### Partnerships with outside agencies

Tjudibaring Local AECG

Police School Liaison officer and PCYC

Kincumber Youth Centre; Kincumber Forum

Premier Reading challenge; Volunteers program, World Vision

Youth Connections; Regional Youth Support Services; ADHC

CHS sport; Premier sporting challenge

Central Coast Dance Festival; Starstruck; Showcase

Kincumba Learning Community

Headspace; Ted Noffs Foundation

## Kincumber High School Plan 2012-2014

### School Priority Area 1 - Student Engagement

#### Intended outcomes:

- Enhanced student engagement reflected in increased retention and attendance rates
- Reduction in After School Detentions, Suspension cautions and Suspensions f
- Parents, teachers and students reporting greater satisfaction with the quality of learning environments and student well being
- Continual celebration of success
- Improved value added data in NAPLAN and HSC results

#### Targets:

- 70% of Stage 6 students complete HSC or enter recognised vocational training or begin full time work
- Increase 6-7 retention from partner Primary schools >80%
- Increase average attendance rates to above 90%
- Greater than 50% of Year 9 students achieve expected growth in reading , writing and numeracy and the school's average scale score growth is at least equal to that of state
- 25% of HSC students in all subjects achieve a band 4 or above.

Strategies	Time frame			Indicators	Responsibility	Resource Allocation & Funding source
	'12	'13	'14			
<i>Quality teaching</i> <ul style="list-style-type: none"> <li>• Teaching Programs to reflect balance between skills and content</li> <li>• Productive use of Laptop technology to improve learning and engagement</li> <li>• Parents better informed of their child's progress through Millennium interface</li> <li>• Assessment tasks taught in achievable 'chunks' which recognise differing ability levels</li> </ul>	Y	Y	Y	Improved classroom behaviour	HTs and CRTs	Faculty budgets
	Y	Y	Y		Computer coord and IT team	
	Y			Student wellbeing reflected in student voice surveys	Millennium coordinator	IT budget
	Y	Y	Y	Parent/Carer feedback and take up of Millennium option	CRT'S	

<p><i>Differentiation</i></p> <ul style="list-style-type: none"> <li>Teaching programs cater for the full range of learners</li> <li>Assessment tasks with accommodations for all learners</li> <li>Detailed feedback after assessment tasks and examinations focussing on specific areas for improvement</li> </ul>	Y	Y	Y	<p>Student achievement and progress</p> <p>Use of marking rubrics</p> <p>Quality of assessment and report comments target achievement and improvement</p> <p>Monitoring folders</p>	<p>HTs and CRTs</p> <p>LAST</p> <p>BLT team</p>	<p>Faculty budgets</p> <p>ESES funding</p>
<p><i>Literacy</i></p> <ul style="list-style-type: none"> <li>Specific literacy practice incorporated into programs – vocabulary, scaffolds, exemplars</li> <li>Time allocated to NAPLAN analysis to allow effective improvement planning</li> <li>PLPs for all Aboriginal students</li> </ul>	Y	Y	Y	<p>NAPLAN data on or above school/state average</p> <p>Staff meeting agendas and individual faculty PL</p> <p>PLP's accessed by all staff</p>	<p>Literacy team</p> <p>Aboriginal team</p> <p>AEW</p>	<p>Faculty budgets</p> <p>Team budgets</p> <p>TPL</p> <p>KLC funding</p>
<p><i>Transition to work</i></p> <ul style="list-style-type: none"> <li>Early intervention by Careers Advisor to ensure students are well informed about options</li> <li>Alternative TTW pathways for non-HSC students returning to Stage 6 because of 17 year old policy</li> </ul>	Y	Y	Y	<p>All students 10-12 to have Semester 1 individual interview with Careers Advisor and Year Advisor</p>	<p>CA, YAs</p> <p>DPs</p>	<p>Partnership with Youth connections and other external providers</p>
<p><i>Classroom management</i></p>						

<ul style="list-style-type: none"> <li>• Electronic marking of class rolls each lesson</li> <li>• A focus on RESPECT – sport’s rep policy, faculty programs, positive reward systems in all faculties</li> <li>• Regular review of <i>Supervision of Students</i> policy</li> <li>• Support for NST in classroom management</li> </ul>	Y Y Y Y	Y Y Y Y	Y Y Y Y	Accurate records shared with parents through Millennium  Calm, friendly, productive classrooms	CRTs  Executive team  Behaviour team  HT Mentor	Team budgets    TPL
<p><i>Gender education</i></p> <ul style="list-style-type: none"> <li>• Boys Education groups established in Years 7 &amp; 8 through LST</li> <li>• <i>Rock and water</i> established through PDHPE</li> <li>• Young Women’s and Young Men’s groups in Year 9</li> <li>• <i>Sista Speak</i> program</li> </ul>	   Y Y	   Y Y	   Y Y	Increased number of boy’s gaining achievement award	Student services team  HT Welfare  AEW	Timetable allocation  PL to increase number of trainers
<p><i>Celebrating success</i></p> <ul style="list-style-type: none"> <li>• Celebration of success from Year 7 to Year 12: tasks and tests to provide opportunities for all to succeed</li> <li>• Sharing effective behaviour reward systems in use in all faculties</li> <li>• School promotion team actively publishes success stories through the newsletter, website, school sign and outside media</li> <li>• School sign is replaced / cleaned up / location reviewed</li> <li>• Positive messages and student compositions are added to phone system by student leaders</li> <li>• Ongoing involvement with the KLC</li> <li>• <i>Student voice</i> surveys</li> </ul>	Y Y Y  Y Y	Y Y Y  Y Y	Y Y Y  Y Y	Faculty letters home pointing out success and areas of concern  Broad contributions to newsletters  Student leaders talk to parents and students in partner primary schools  Increased enrolment in Year 7  Pride in and respect for school demonstrated in uniform and behaviour	School promotion and Behaviour teams  P&C  SAS staff  HTs and CRTs  Senior exec  Student leaders	      Faculty budgets    P&C

## Kincumber High School Plan 2012-2014

### School Priority Area 2 - Achievement

**Intended outcomes:**

- Improved growth rates in literacy and numeracy between Year 7 and Year 9 in NAPLAN testing
- Increased percentage of students in Bands 4 – 6 in each subject in the HSC
- Improved levels of achievement at HSC as reflected in value added data
- Maintain or increase the number of students nominated at the highest level eg Encore, Art Express, In-Tech

**Targets:**

- Greater than 50% of Year 9 students achieve expected growth in reading, writing and numeracy and the school's average scale score growth is at least equal to that of state
- 10% increase in HSC students in Bands 4-6 across all faculties
- Average HSC Z-scores at or above state average across all subjects
- HSC value added data improved by 10% across all faculty areas

Strategies	Time frame			Indicators	Responsibility	Resource Allocation & Funding source
	'12	'13	'14			
<p><i>Data analysis</i></p> <ul style="list-style-type: none"> <li>• Evaluate NAPLAN and HSC data within each faculty/subject</li> <li>• Analysis of BOS examiner's comments for specific subjects</li> <li>• Faculties to participate in evaluation process on a cyclical basis</li> </ul>	Y	Y	Y	Improved HSC results across the school	KLA HTs , CRTs Senior exec	Team budgets
	Y	Y	Y	Improved NAPLAN growth rates		Faculty budgets
<p><i>HSC monitoring</i></p> <ul style="list-style-type: none"> <li>• Regular faculty review meetings</li> <li>• HSC folders including program reviewed</li> <li>• N award warnings monitored</li> <li>• N warning processes reviewed in line with BOS recommendations</li> </ul>	Y	Y	Y	HSC folders checklists completed	Senior exec, HTs and CRTs	Faculty budgets (Global budgets)
	Y	Y	Y	Millennium updating of marks & N awards		
		Y		Constructive feedback from senior executive	HTs, Senior exec, LST	
<p><i>Explicit teaching HSC scaffolds</i></p> <ul style="list-style-type: none"> <li>• Increased use of BOS exemplar Answer Booklets, past HSC exams</li> <li>• Using exemplar answers from student cohorts</li> <li>• Embedding relevant literacy / numeracy tasks into appropriate assessment tasks 7-10</li> </ul>	Y	Y	Y	Improved HSC results across the school	CRTs HTs	Team budgets
	Y	Y	Y	Teaching and learning programmes		Faculty budgets
	Y	Y	Y	Evidence in Millennium Activity criteria for relevant courses		

<p><i>Study skills</i></p> <ul style="list-style-type: none"> <li>Study skills / Thinking skills / SMART goal setting embedded into curriculum and explicitly taught in Year 9 Welfare lessons and Year 11 and 12 Meetings</li> <li>'Independent Learning Hub' for Aboriginal Students</li> <li>Learning support for students in need of support through one on one tutor teacher</li> </ul>	Y	Y	Y	<p>Surveying of student body</p> <p>Increase evidence of engagement</p> <p>Improved literacy/numeracy rates amongst Aboriginal students</p>	<p>HTs and CRTs</p> <p>HT Welfare</p> <p>Careers advisor</p> <p>Student services team</p>	<p>Team budgets</p> <p>NORTA NORTA funding</p> <p>Staffing component .2</p>
<p><i>School culture</i></p> <ul style="list-style-type: none"> <li>Comprehensive pathways for students selecting Stage 6 subjects</li> <li>Investigation of 'Personal Best' program for Stage 6</li> <li>Ongoing recognition of all achievement across all areas of school life including and especially academic achievement</li> <li>Whole school positive rewards and recognition scheme</li> <li>Ongoing participation in a range of academic and leadership opportunities for students. E.g investigate. Duke of Edinburgh</li> </ul>	Y	Y	Y	<p>Less students changing subjects</p> <p>Students selecting appropriate courses</p> <p>Achievement recognised in newsletters, school sign and the Website, Evening of excellence, Parent meetings in partner primary schools through KLC</p> <p>Increased use of faculty and whole school awards including blue recognition slips</p> <p>Students engaged in Max Potential, Lions Youth of the Year, Bendigo Bank Public Speaking, Geography and Science challenges, Volunteering programs, Premier's Reading and Premier's Sport, Debating and a range of CAPA opportunities including CCDance, Showcase, StarStruck, Lizotte's, Sculpture by the Bay, etc</p>	<p>Careers advisor</p> <p>Whole staff</p> <p>School promotion team</p> <p>G&amp;T team, Student leadership team and Faculty staff</p>	<p>Global budget</p> <p>Team budgets</p> <p>Faculty budgets</p> <p>Outside organisations/funding</p>

## Kincumber High School Plan 2012-2014

### School Priority Area 3 - Writing

#### Intended outcomes:

- Improved growth rates in writing between Year 7 and Year 9 in NAPLAN testing
- Increased percentage of students in Bands 4 – 6 in each subject in the HSC
- Improved levels of achievement at HSC as reflected in value added data

#### Targets:

- Greater than 50% of Year 9 students achieve expected growth in writing and the school's average scaled score growth is at least equal to that of state
- Aboriginal students at or above state average for All Students
- HSC value added data improved by 3% per year across all faculty areas

Strategies	Time frame			Indicators	Responsibility	Resource Allocation & Funding source
	'12	'13	'14			
<p><i>Data analysis</i></p> <ul style="list-style-type: none"> <li>• Analysis of NAPLAN data to identify strengths and problem areas by Term 2</li> <li>• TPL in data analysis for all teaching staff</li> <li>• TPL in writing teaching and learning strategies to effectively engage students based on NAPLAN data</li> </ul>	Y	Y	Y	Improved results in NAPLAN for Year 7 and Year 9	Literacy team	Faculty budgets
	Y	Y	Y		Senior exec	
	Y	Y	Y	Whole school TPL	CRTs	Global budget
					KLA HTs	
<p><i>Scaffolds</i></p> <ul style="list-style-type: none"> <li>• Embed a common approach to text type and genre writing scaffolds in each stage of all KLAs</li> <li>• Regular (physical) practise of exam style writing with feedback</li> <li>• Sample scaffolds for text types based on KLA needs (egs Science -Procedures, HSIE- Explanations/Recounts, English – Discussion, Exposition) displayed in classrooms.</li> <li>• 'Linkage units' between KHS English KLA and partner primary schools ensuring consistent approach and shared responsibility</li> <li>• G&amp;T workshops in writing provided for primary schools as part</li> </ul>	Y	Y	Y	Evident in T & L programmes & assessments	Literacy team	Faculty budgets
	Y	Y	Y			
	Y	Y	Y	Assessments	KLA HTs and CRTs	
	y	Y	Y	GATS based programmes		

of transition	Y	Y	Y		KLC, Literacy team, Transition team	
<p><i>Homework</i></p> <ul style="list-style-type: none"> <li>• KLAs implement and publish a working homework policy that focuses on subject metalanguage and outcomes</li> <li>• Selected homework set up in Moodle or on Millennium Portal as appropriate</li> <li>• Homework Help Centre</li> <li>• Support from LAST for staff, for students identified as performing below age appropriate bench marks</li> <li>• Implementation of learning accommodations for students experiencing difficulties or students needing acceleration</li> </ul>	Y	Y	Y	<p>Students and Parents have clear information about expectations for homework</p> <p>Students and Parents able to access copies of homework tasks from home</p> <p>Progress seen in value added NAPLAN data</p>	<p>KLA HTs</p> <p>IT team</p> <p>LAST, CRTs</p> <p>Literacy team</p> <p>BLT</p>	<p>Faculty budgets</p> <p>Global budget</p> <p>Outside funding</p>
<p><i>Assessment</i></p> <ul style="list-style-type: none"> <li>• Assessment tasks for each stage within a KLA focussing on literacy skills such as scaffolds, writing maps, sentence starters and text types</li> <li>• Feedback on explicit criteria</li> <li>• Review and evaluate assessments</li> </ul>	Y	Y	Y	<p>Criteria for literacy outcomes evidenced in Millennium activities where applicable</p>	<p>KLA HTs, CRTs</p>	<p>TPL Funding</p> <p>Faculty budgets</p>
<p><i>Metalanguage</i></p> <ul style="list-style-type: none"> <li>• TPL on the explicit teaching of subject metalanguage</li> <li>• ‘Spelling Bees’ across the school</li> </ul>	Y	Y	Y	<p>Published word lists displayed in classrooms and back of students’ workbooks</p>	<p>Literacy team</p> <p>KLAs</p>	<p>Faculty budgets</p> <p>Team budgets</p>



## Kincumber High School Plan 2012-2014

### School Priority Area 4 - Numeracy

#### Intended outcomes:

- Implementation of numeracy plan across the Kincumba Learning Community
- Improved growth rates in numeracy between Year 7 and Year 9 in NAPLAN testing
- Increased percentage of students in Bands 4 – 6 in HSC subjects with a significant numeracy content
- Increased number of students selecting HSC subjects with significant numeracy content

#### Targets:

- Greater than 50% of Year 9 students achieve expected growth in numeracy and the school's average scaled score growth is at least equal to that of state Year 9 Aboriginal students at or above state average for all students
- 75% of ILNNP target group (Yr 8 identified students) show positive improvement in the place value aspect of the Numeracy Continuum commensurate with student goals in individual numeracy plans

Strategies	Time frame			Indicators	Responsibility	Resource Allocation & Funding source
	'12	'13	'14			
<p><i>Data analysis</i></p> <ul style="list-style-type: none"> <li>• Analysis of NAPLAN results to look for identified strengths and weaknesses shared throughout school</li> <li>• Analysis of trends K-12 with KLC KNIT committee</li> <li>• ILNNP –</li> </ul> <p>Analysis of identified target group base line data using continuum to support development of individual numeracy plans.</p> <p>Analysis of NAPLAN numeracy data for target group in 2014</p>	Y	Y		Numeracy addressed in all Curriculum areas	Numeracy team	Faculty budgets
	Y	Y		Completed Analysis for further action	KLC – KNIT team	Global budgets
	Y	Y	Y	Group of students are identified and plotted against the continuum in place value.(July 2013)	KLA HTs	ILNNP
		Y	Y	Individual numeracy plans developed for targeted yr 8 students in bottom 2 bands in NAPLAN ( term 3)	LAST	(\$1600)
				At least 45% of targeted students achieved minimum expected growth in NAPLAN numeracy in 2014	HT Maths	Teacher relief

<p>Action plan, developed and implemented across the LMG through the KLC Numeracy team (KNIT)</p> <ul style="list-style-type: none"> <li>• Explicit teaching strategies across the school to improve identified areas of concern</li> <li>• Embed KLA specific numeracy skills into T&amp;L programs to support NSW syllabus for the Australian Curriculum for commencement in 2014</li> <li>• KNIT team members to lead review and development of an up to date K-6 Mathematics scope and sequence that emphasises the mathematics continuum as well as the strategic sequencing of learning concepts. Match to the expectations of the national curriculum to be implemented in 2014.</li> <li>• KNIT team to review and update transition assessment in line with the new syllabus to be used across feeder schools to provide data for class placement in high school.</li> <li>• All Stage 3 students access problem solving activities through Edmodo set up by the Head Teacher Mathematics at Kincumber High school. Head Teacher visits K-6 schools to work with identified groups of students on higher order problem solving - activities.</li> </ul> <p>KNIT team reviews and adjusts the units of work from the HCC COW based on the new syllabus and develops a Term 1 resource to support LMG primary schools in 2015. Staff introduced to the adjusted HCC Cow resources.</p>		<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Details in KNIT plan</p> <p>Consistency in scaffolding across faculty areas</p> <p>NSW syllabus for the Australian Curriculum programs ( English, History, Maths, Science) have numeracy components included by January 2014</p> <p>Staff review of K-6 mathematics scope and sequence based on the NSW syllabus for the Australian Curriculum created by the KNIT (Kincumba Numeracy Improvement Team).</p> <p>A revised Year 6 to 7 assessment that is utilised across the LMG schools is in place for students entering Year 7 in 2014.</p> <p>Students are accessing Edmodo and participating in activities as monitored by the Head Teacher Maths at Kincumber HS. (ongoing)</p> <p>Term 1 mathematics program developed for 2015. Staff members are supported in applying new learning in the classroom.</p>	<p>Numeracy team</p> <p>KLA HTs and CRTs</p> <p>HTs</p> <p>Numeracy team</p> <p>KNIT, Mathematics committees, whole Staff</p> <p>KNIT team</p> <p>Whole Staff</p> <p>KHS</p> <p>Head Teacher Mathematics KHS. Stage 3 teachers and students.</p>	<p>Faculty budgets</p> <p>Global funds</p> <p>ILNNP</p> <p>\$5000</p> <p>Teacher relief and TPL</p> <p>Staff meetings and SDD</p> <p>KNIT release as part of programming day. Executive meetings and staff meeting</p> <p>Class time</p> <p>ILNNP teacher release time (\$5000)</p> <p>School budgets</p>
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<p>Units of work are developed by the KNIT team that address the discrepancy in the content between the new syllabus and the current syllabus. (Kincumber High School will be implementing the new syllabus from the start of 2014).</p> <p>KNIT team participates in professional learning for the new syllabus in 2013 to develop a professional learning package for each school in the LMG.</p> <p>Each staff member participates in a professional learning audit from 'Your school and the K-10 mathematics syllabus to identify areas of further development for individual school staff.</p> <p>Staff provided with professional learning in identified areas of need using school, LMG (KNIT team) and available regional personnel.</p> <p>Areas include:</p> <ul style="list-style-type: none"> <li>• Similarities and differences between the current and the new mathematics syllabus.</li> <li>• Implementation requirements of the national curriculum (online course).</li> <li>• Developing a strategic scope and sequence in maths.</li> <li>• Programming for the new syllabus.</li> </ul> <p>Links between the new syllabus and the numeracy continuum.</p>		Y	Y	<p>Teaching programs in 2013 and 2014 include content from new syllabus that is currently not being covered in current syllabus.</p> <p>Professional learning package provided to each LMG school. KNIT members confident to deliver the professional learning for the new syllabus to their school staff in 2014.</p> <p>Professional learning needs are identified and a sequenced professional learning plan developed for each school.</p> <p>Staff in LMG schools are confident and able to implement the new syllabus in 2015 as required.</p>	<p>KNIT team and LMG school staff</p> <p>KNIT team and LMG school staff</p> <p>KNIT team</p> <p>KNIT team and LMG school staff</p> <p>KNIT team, LMG school staff and available regional personnel.</p>	<p>KNIT team, staff and stage meetings</p> <p>2 days per KNIT team member \$1400 – Aust. Curriculum – 465-260</p> <p>KNIT team, staff and stage meetings</p> <p>1 day per KNIT team member \$700 – Helping Hands</p> <p>2 days per KNIT team member \$1400 – Aust. Curriculum – 465-260</p> <p>Staff meetings and SDD</p> <p>Staff meetings and SDD</p>
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<p>ILNNP</p> <ul style="list-style-type: none"> <li>Analysis of Numeracy content in all stage 4 programs across the school</li> <li>Planning and development of a 3 step action plan</li> <li>Access numeracy Toolkit and develop GAP Analysis to inform TPL and school 3 step action plan</li> </ul>		Y		<p>All faculties submit stage 4 program with numeracy content for analysis by numeracy team.(term 3 2013)</p> <p>Numeracy toolkit Gap analysis completed by staff by end of 2013</p>	<p>Numeracy team HT maths LAST</p>	<p>ILNNP (\$2000) teacher relief</p>
<ul style="list-style-type: none"> <li>Tracking of year 8 student in target group on the numeracy continuum</li> </ul>		Y		<p>All identified students plotted on Continuum for problem solving/place value ( July and October 2013 and 2014)</p>	<p>HT maths LAST</p>	<p>ILNNP (\$2000) teacher relief</p>
<ul style="list-style-type: none"> <li>TPL of Maths staff and Numeracy team in the Numeracy Continuum and Counting On where appropriate</li> </ul>		Y	Y	<p>Increased number of staff able to plot using the Continuum and trained in Counting On by December 2013.</p>	<p>HT maths LAST Maths staff</p>	<p>ILNNP (\$15600) Course costs/TPL Teacher relief</p>
<ul style="list-style-type: none"> <li>Development of program and resources and implementation of mathematics specific strategies to support the target group measured on the Numeracy continuum (school designed program).</li> </ul>		Y	Y	<p>Leading to improved performance in testing using the numeracy continuum (July /August 2013)</p>	<p>Maths staff SLSO Casual staff</p>	<p>ILNNP \$44000 SLSO x 2 days week Teacher relief</p>
<ul style="list-style-type: none"> <li>Employment of SLSO/and teaching staff as case managers for target group and staff support of program and work on team teaching to support staff and target group</li> </ul>		Y	Y	<p>Employed SLSO and teacher working in teams to support teaching of school developed program (August 2013 – December 2014)</p>	<p>Maths staff/HT Numeracy Team</p>	<p>ILNNP \$44000 SLSO x 2 days week Teacher relief</p>
<ul style="list-style-type: none"> <li>program of primary school visits by KHS staff to support development of numeracy across LMG</li> </ul>		Y	Y	<p>Increased profile of Numeracy and mathematics across the KLC to support transition to High School (ongoing)</p>	<p>Maths and Numeracy teams</p>	<p>ILNNP \$1600 (teacher relief) Staff meeting time</p>

<ul style="list-style-type: none"> <li>• TPL of all staff in building awareness of the Numeracy Continuum and understanding place value in their subject area</li> <li>• TPL numeracy team members in mentoring whole staff in how to integrate numeracy into programs/lessons ( problem solving/place value focus)</li> <li>• Campaign to ensure a Whole school focus on Numeracy as the responsibility of all through a visible project that supports innovative practices in numeracy across the curriculum.( including SDD focus area)</li> <li>• Investigate and purchase resources that support innovative practice in the classroom and enable staff to support TPL strategies accessed regarding numeracy in the classroom</li> <li>• DATA analysis of NAPLAN and school based assessment to inform teaching of numeracy in all subjects.(whole school and individual)</li> <li>• TPL and Support for staff developing and implementing specific numeracy content into lessons eg. Construction, TAS, CAPA, PDHPE and faculties implementing NSW syllabus for the Australian Curriculum.</li> </ul>		<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Staff have increased awareness and understanding of the continuum (by January 2014)</p> <p>Increased number of staff mentoring other staff and taking on increased leadership responsibilities (June 2014)</p> <p>Increased innovation in classroom practices regarding numeracy across full range of student abilities Whole school has a numeracy component in programs illustrating increased understanding (Feb 2014) Parent body has greater awareness of continuum and numeracy (April 2014)</p> <p>Innovative practices being used to engage students by staff using new resources to demonstrate new skills and understanding developed through TPL.</p> <p>All staff have accessed SMART data and analysed class groups and individuals students in the numeracy aspect (by February 2014)</p> <p>Teaching Programs and ILPs of target students reflect increased staff understanding of data analysis and program development that target specific student needs.(End of 2014)</p>	<p>Staff/HTs</p> <p>Numeracy committee</p> <p>Promotions committee HTs Numeracy committee LAST</p> <p>All staff Senior executive Staff Senior Exec HTs</p>	<p>ILNNP \$12000 (TPL/teacher relief/course costs)</p> <p>ILNNP \$15,000 (Action Research Project) TPL hospitality</p> <p>ILNNP \$32,000 (TPL related resources)</p> <p>ILNNP \$38000 Course costs, TPL, teacher relief hospitality</p>
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The plan has been revised and approved by:

<b>Principal:</b>	<b>Janine Debenham</b>	<b>Date:</b>		<b>Director Public Schools NSW:</b>	<i>Karen Jones</i> Director Public Schools NSW Gosford Principals' Network GOSFORD OFFICE	<b>Date:</b>	<b>16/10/13</b>
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