

**Queanbeyan Public School
Queanbeyan School Plan for 2009 – 2011**

School Context

Queanbeyan Public School is the most historic school in Queanbeyan, having been established in 1877. Enrolment in 2008 is 748 students with 3% Aboriginal and 16% LBOTE. There are 27 mainstream classes catering for a diverse group of learners with differing cultural backgrounds. The school is a distance education and special education provider with IM, IO and IS classes and has a school partnership with a ‘Schools as Community Centres’ facility. The school culture emphasises inclusion, personal excellence, team ethics, self-management and innovation.

Major evaluations indicate a focus on improving literacy and numeracy outcomes for all students and improving levels of student engagement.

School Priority Areas (3 year horizon)

1. Improved numeracy outcomes for all students

Intended Outcomes

- 1.1** Maintain 98% of students achieving above minimum standard in NAPLAN numeracy with lower % of students in lower 2-3 bands
- 1.2** 40% of students achieving in the top two bands in NAPLAN numeracy
- 1.3** 80% of students achieving or exceeding state average growth
- 1.4** 100% of Aboriginal students achieving at or above minimum standard in NAPLAN numeracy

2. Improved literacy outcomes for all students

- 2.1** Maintain 97% of students achieving above minimum standard in NAPLAN literacy with lower % of students in lower 2-3 bands
- 2.2** 40% of students achieving in the top two bands in NAPLAN literacy
- 2.3** 70% of students achieving or exceeding state average growth
- 2.4** 100% of Aboriginal students achieving at or above minimum standards in NAPLAN literacy

3. Improved levels of student engagement

- 3.1** Student attendance rate at or exceeding state average
- 3.2** Positive relationships between all students
- 3.3** High expectations of teaching and learning evident in all classrooms
- 3.4** 100% of teachers and students engaged in information communication technologies to achieve quality teaching and learning
- 3.5** Strengthen teacher and school leader capacity to support school improvement and improve student learning outcomes

The plan has been endorsed and approved by

Principal: Mr Mark Prichard

Date:

School Education Director: Mr Paul Greer

Date:

School Priority Area: Improved levels of student engagement

Intended Outcomes: 3.1 Student attendance rate at or exceeding state average

3.2 Positive relationships between all students

3.3 High expectations of teaching and learning evident in all classrooms

3.4 100% of teachers and students engaged in information communication technologies to achieve quality teaching and learning

3.5 Strengthen teacher and school leader capacity to support school improvement and improve student learning outcomes

Intended Outcomes	Target 2009	Target 2010	Target 2011
3.1 Attendance	<ul style="list-style-type: none"> • Increase in student attendance by 1% 	<ul style="list-style-type: none"> • Increase in student attendance by 2%+ 	<ul style="list-style-type: none"> • Student attendance at or above state average
3.2 Student relationships	<ul style="list-style-type: none"> • Decrease in number of incidents of student bullying by 25% • 75% of students receiving appropriate feedback and recognition for positive behaviours 	<ul style="list-style-type: none"> • Decrease in number of incidents of student bullying by 50% • 80% of students receiving appropriate feedback and recognition for positive behaviours 	<ul style="list-style-type: none"> • Decrease in number of incidents of student bullying by 100% • 90% of students receiving appropriate feedback and recognition for positive behaviours
3.3 High expectations in teaching and learning in all classrooms	<ul style="list-style-type: none"> • T&L informed by aligned, quality criteria assessment tasks in each stage x1 per semester • 50% of all students can identify and articulate the purpose for learning 	<ul style="list-style-type: none"> • T&L informed by aligned, quality criteria assessment tasks in each stage x2 per semester • 75% of all students can identify and articulate the purpose for learning 	<ul style="list-style-type: none"> • T&L informed by aligned, quality criteria assessment tasks in each stage • 95% of all students can identify and articulate the purpose for learning
3.4 Expand the use of information communication technologies to engage all students and teachers in quality teaching and learning	<ul style="list-style-type: none"> • 80% of teachers engaged in information communication technologies to achieve quality teaching and learning • 90% of students engaged in ICT within their learning programs 	<ul style="list-style-type: none"> • 90% of teachers engaged in information communication technologies to achieve quality teaching and learning • 95% of students engaged in ICT within their learning programs 	<ul style="list-style-type: none"> • 100% of teachers engaged in information communication technologies to achieve quality teaching and learning • 100% of students engaged in ICT within their learning programs
3.5 Strengthen teacher and school leader capacity to support school improvement and improve student learning outcomes	<ul style="list-style-type: none"> • All early career teachers & new and returning staff supported through targeted professional learning incorporating mentoring support • 90% teachers engaged in targeted professional learning that build their capacity and the school to improve 	<ul style="list-style-type: none"> • All early career teachers & new and returning staff supported through targeted professional learning incorporating mentoring support • 95% teachers engaged in targeted professional learning that build their capacity and the school to improve 	<ul style="list-style-type: none"> • All early career teachers & new and returning staff supported through targeted professional learning incorporating mentoring support • 100% teachers engaged in targeted professional learning that build their capacity and the school to improve

School Priority Area: Improved literacy outcomes for all students

- Intended Outcomes:**
- 2.1** Maintain 97% students achieving above minimum standard in NAPLAN literacy with lower % students in lower 2-3 bands
 - 2.2** 40% of students achieving in the top two bands in NAPLAN literacy
 - 2.3** 70% of year 5 students achieving or exceeding state average growth
 - 2.4** 100% of Aboriginal students achieving at or above minimum standard in NAPLAN literacy

Intended Outcomes	Target 2009	Target 2010	Target 2011
2.1 Maintain 97% of students achieving above minimum standard in NAPLAN literacy with lower % of students in lower 2-3 bands	<ul style="list-style-type: none"> • Maintain 97% of students achieving above minimum standard in NAPLAN literacy 	<ul style="list-style-type: none"> • Maintain 97% of students achieving above minimum standard in NAPLAN literacy 	<ul style="list-style-type: none"> • 97% of students achieving above minimum standard in NAPLAN literacy with lower % of students in lower 2-3 bands
2.2 40% of students achieving in the top two bands in NAPLAN literacy	<ul style="list-style-type: none"> • At least 30% of students achieving in the top two bands in NAPLAN literacy 	<ul style="list-style-type: none"> • At least 35% of students achieving in the top two bands in NAPLAN literacy 	<ul style="list-style-type: none"> • 40% of students achieving in the top two bands in NAPLAN literacy
2.3 70% of year 5 students achieving or exceeding state average growth in NAPLAN literacy	<ul style="list-style-type: none"> • At least 60% of year 5 students achieving or exceeding state average growth in NAPLAN literacy 	<ul style="list-style-type: none"> • At least 65% of year 5 students achieving or exceeding state average growth in NAPLAN literacy 	<ul style="list-style-type: none"> • At least 70% of year 5 students achieving or exceeding state average growth in NAPLAN literacy
2.4 100% of Aboriginal students achieving at or above minimum standard in NAPLAN literacy	<ul style="list-style-type: none"> • 98% of Aboriginal students achieving at or above minimum standard in NAPLAN literacy 	<ul style="list-style-type: none"> • 99% of Aboriginal students achieving at or above minimum standard in NAPLAN literacy 	<ul style="list-style-type: none"> • 100% of Aboriginal students achieving at or above minimum standard in NAPLAN literacy

School Priority Area: Improved numeracy outcomes for all students

- Intended Outcomes:**
- 1.1** Maintain 98% of students achieving above minimum standard in NAPLAN numeracy with lower % in lower 2-3 bands
 - 1.2** 40% of students achieving in the top two bands in NAPLAN numeracy
 - 1.3** 80% of year 5 students achieving or exceeding state average growth in NAPLAN numeracy
 - 1.4** 100% of Aboriginal students achieving at or above minimum standard in NAPLAN numeracy

Intended Outcomes	Target 2009	Target 2010	Target 2011
1.1 Maintain 98% of students achieving above minimum standard in NAPLAN numeracy with 20% in bands 2-3	• Maintain 98 % of students achieving above minimum standard in NAPLAN numeracy	• Maintain 98 % of students achieving above minimum standard in NAPLAN numeracy	• 98 % of students achieving above minimum standard in NAPLAN numeracy with 20% in bands 2-3
1.2 40% of students achieving in the top two bands in NAPLAN numeracy	• At least 38% of students achieving in the top two bands in NAPLAN numeracy	• At least 39% of students achieving in the top two band in NAPLAN numeracy	• At least 40% of students achieving in the top two bands in NAPLAN numeracy
1.3 80% of year 5 students achieving or exceeding state average growth in NAPLAN numeracy	• At least 76% of year 5 students achieving or exceeding state average growth in NAPLAN numeracy	• At least 78% of year 5 students achieving or exceeding state average growth in NAPLAN numeracy	• 80% of year 5 students achieving or exceeding state average growth in NAPLAN numeracy
1.4 100% of Aboriginal students achieving at or above minimum standards in NAPLAN numeracy	• 96% of Aboriginal students achieving at or above minimum standards in NAPLAN numeracy	• 98% of Aboriginal students achieving at or above minimum standards in NAPLAN numeracy	• 100% of Aboriginal students achieving at or above minimum standards in NAPLAN numeracy

2009 Target:**Improved numeracy outcomes for all students**

1.1 Maintain 98% of students achieving above minimum standard in NAPLAN numeracy

1.1 Lower % of students achieving in bands 2-3 in NAPLAN numeracy

1.2 At least 38% of students achieving in the top two bands in NAPLAN numeracy

1.3 At least 76% of year 5 students achieving or exceeding state average growth in NAPLAN numeracy

1.4 96% of Aboriginal students achieving at or above minimum standards in NAPLAN numeracy

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
<ul style="list-style-type: none"> •Provide teacher professional learning through implementation on-line 'Count Me In Too' module 	<ul style="list-style-type: none"> *Increased teacher confidence in implementing Mathematics program *Improved Numeracy results in the NAPLAN tests 	Executive team	Term 1	\$1000 TPL funds
<ul style="list-style-type: none"> •Extend Aboriginal Tutor program to focus on development of skills in Numeracy. 	<ul style="list-style-type: none"> *Improved levels of numeracy for all Aboriginal students 	Deputy Principal & STLA	Terms 1,2,3,4	\$10000 Aboriginal Tutor grant
<ul style="list-style-type: none"> •Reflect on the language of Mathematics with parents. Highlight the importance of group learning & socio-constructivist theory for students to build mathematical abilities. 	<ul style="list-style-type: none"> *Increased parent understandings *Regular articles in ISA news with supporting student documentation *Homework focus with opportunities for students & parents to work together in problem solving 	Executive team & STLA	Term 1	
<ul style="list-style-type: none"> •Involve parents in information forums to build their understanding of both the NAPLAN tests and the data included in the NAPLAN reports. 	<ul style="list-style-type: none"> *Parent forums are well attended with follow-up conversations between participants supported via website 	Executive team & STLA	Term 1	
<ul style="list-style-type: none"> •Use student work samples to guide and extend parents' understanding of the different approaches students may use to solve mathematical problems. Hold parent/teacher/student conferences & learning exhibition end of Term 1. 	<ul style="list-style-type: none"> *Higher stanine levels in standardised assessment for all students *Increased participation and achievement in Maths competitions and challenges 	Executive team & STLA	Term 1	
<ul style="list-style-type: none"> •Implement Best Start program (see Literacy) 				