

**Lake Munmorah Public School
STRATEGIC PLAN 2009-2011**

School's strategic Priority: To improve literacy outcomes for all students

INTENDED OUTCOMES	TARGETS 2011	STRATEGY	INDICATORS	RESPONSIBILITY	TIME FRAMES	RESOURCE ALLOCATION
Increased levels of literacy achievement for every student	93.8% of Year 3 students achieve Band 2 or higher on NAPLAN literacy	Provide challenging education and training tailored to students' needs setting high expectations for achievement	A greater proportion of students will meet or exceed the expected minimum proficiency in literacy	Principal and all staff	2009 →	Literacy Budget – Global funding
	48.5% of Yr 5 students achieve Bands 5 & 6 in NAPLAN literacy	Implement targeted programs to improve outcomes for all students	Stage based literacy enrichment classes will be established	Identified teachers in each Stage	2008	\$1000 Global Funds
	<i>Interim annual targets nominated in annual management plan</i>	Implement a targeted transition program for students entering Kindergarten whilst further developing the Year 5-7 transition program	Gifted and talented class established in Stage 3	Identified class teacher	2009 →	\$3000 TPL
	75% of students achieve minimum expected growth between Year 3 and Year 5 in literacy	Increase early intervention programs	Best Start Program assessment undertaken for all Kindergarten students	AP Early Childhood and Kindergarten teachers	2009 →	\$3600 TPL
	60% of students achieve minimum expected growth between Year 3 and Year 5 in writing	Implement systematic assessment and data collection	Entry school readiness survey undertaken	AP Early Childhood and Kindergarten teachers	2009 →	\$300 TPL
	<i>Interim annual targets nominated in annual management plan</i>		All students K-2 have undergone a speech assessment Term 1 Identified K-2 students engaged in speech therapy programs	Specialist Speech Therapist Class teachers + TAS	2009 →	\$3150 LAP funds
	All K-2 students have completed a functional speech assessment by 2011.		Regular and systematic assessment of literacy will have been undertaken and recorded.	All staff	2009 →	Literacy budget

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Diminished gap in literacy achievement between Aboriginal students and all students	Growth for Aboriginal students in NAPLAN will reflect regional growth for all students	Increase early identification of Aboriginal students enrolling at LMPS	Literacy gap between Aboriginal students and all students will be narrowed	Principal Deputy Principal Aboriginal Education contact	2009 →	\$1000 Global Funds
	95% of Year 3 Aboriginal students achieve Band 2 or higher	Provide parents with better access to information and materials to support their children's learning	Increased parental engagement in supporting their children's education	All staff	2009 →	
	25% of Year 3 Aboriginal students achieve Band 4 and 5	Establish PLP for all Aboriginal students	Every Aboriginal student will have an effective PLP	Deputy Principal Class teacher	2009 →	\$1500 Aboriginal Student funding
	95.1% of Year 5 Aboriginal students achieve Band 3 or higher	Continuous monitoring of the progress of all Aboriginal students	All Aboriginal students will meet the minimum National Benchmark in NAPLAN overall literacy tests	All staff – Stage coordinators	2009 →	\$1000 TPL
	26.5% of Year 5 Aboriginal students achieve Band 5 and 6	Identify Aboriginal students not meeting expected Stage literacy outcomes	Diagnostic tests indicate Aboriginal student is not meeting Stage expectations in literacy	Support Teacher Learning	2009 →	
		Improve Aboriginal student transition program Year 6-7	All Aboriginal students, parents and carers participate in the Yr 6-7 Aboriginal literacy transition program	Principal Mark MacDonald LMHS	2009 →	\$600 LMG funding
		<i>Interim annual targets nominated in annual management plan</i>				

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Improved state-wide diagnostic assessment of literacy learning in Kindergarten	75% of Kindergarten students achieve independent RR level 6 or equivalent	Implement the Best Start Kindergarten assessment program to identify literacy learning that children bring to school	All students entering Kindergarten assessed in literacy pre-knowledge Teaching programs reflect the application of the data gathered	Assistant Principal Early Childhood Kindergarten teachers	Term 1 2009 →	Best Start Program Initial Funding
Increased levels of literacy achievement for every student	75% of Year 1 students achieve independent RR level 16	Plan and deliver quality early years literacy teaching	STL programs implemented catering for children with lower literacy assessments	STL teacher	Term 2 2009 →	\$750 Global funding
	75% of Year 2 students achieve independent RR level 26	Plan and deliver quality early years literacy teaching	Students identified for Reading Recovery intervention in Year 1	Reading Recovery teacher	2009 →	\$3000 Global Funds establishment of RR
	All students will meet the minimum National Benchmark in NAPLAN overall literacy, unless previously nominated	Plan and deliver quality early years literacy teaching through the introduction of a School Learning Support Coordinator	Students identified with disabilities will be catered for within the classroom through a variety of strategies	Principal School Learning Support Coordinator	2009 →	State Government Funding allocation
		Focus on explicit teaching of literacy: ➤ Spelling ➤ Grammar ➤ Comprehension ➤ Text Types ➤ Guided Reading ➤ Home Reading K-2	A Yr 1-6 Spelling Scope and Sequence will have been implemented A Yr 1-6 Grammar Scope and Sequence will have been implemented	Principal Deputy Principal Stage coordinators All staff	2009 →	\$2500 TPL Funding – Syllabus Development

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Improved Quality Teaching	All teachers trained in QT Framework	Develop capacity of executive to work with staff in implementing QT focus.	Teaching programs reflect the application of elements outlined in <i>Curriculum Planning, Programming, Assessing and Reporting to Principals K-12</i> .	SEO2 Learning and Leadership	Term 1 Week 10 Term 3 Week 1	\$1040 TPL Funding Term 3 SDD
Improved diagnostic analysis of NAPLAN literacy.	All teachers competent in the use of SMART data	Provide professional learning for staff on using SMART package to inform teaching.	Executive trained in the use of the SMART package. Teachers trained in the use of the SMART package by the Principal and executive.	Literacy Consultant K-8 Principal and exec.	Term 1 Week 10 Term 2 SDD & in Stage meetings	
Improved literacy outcomes for all students K-6.	A Talking and Listening scope and sequence will be developed.	Develop a scope and sequence for T&L. Provide professional support for teachers in programming and teaching Talking and Listening.	A Talking and Listening scope and sequence will be developed and implemented K-6. Teaching programs will reflect the school's Talking and Listening scope and sequence.	Literacy Consultant K-8 School literacy team	Terms 2 and 3.	Commitment to be negotiated. (Budget 3 CTs + DP @ \$260) Total = \$780 TPL
Increased levels of literacy achievement in all students.	A Guided Reading scope and sequence will be developed.	Develop a scope and sequence for Guided Reading. Provide professional support for teachers in programming GR.	A Guided Reading scope and sequence will be developed and implemented K-6. Teaching programs will reflect the school's Guided Reading scope and sequence.	Literacy On Track Consultant School literacy team	Term 2, 2009.	Commitment to be negotiated. (Budget 3 CTs+ DP @ \$260) Total = \$780 TPL
	All teachers analyse NAPLAN writing data	Provide professional learning to support the analysis of writing data and strategies for programming and teaching writing	Teachers using SMART data to inform teaching. Teaching strategies evident in class programs.	Literacy Consultant K-8 School literacy team	Term 3 SDD	
	All teachers analyse NAPLAN reading data	Provide professional learning to support the teaching of comprehension.	Teachers using SMART data to inform teaching of comprehension.	Literacy Consultant K-8 School literacy team	Term 3, 2009	Commitment to be negotiated

