

## AVOCA BEACH SCHOOL PLAN 2006—2008

**School's Strategic Priority:**

Improve Literacy outcomes for all students

**Outcome Statements:**

By the end of 2008

1. Quality teaching and learning programs for Reading exist in all classrooms.
- 2 Teaching and learning programs and practice reflect a thorough understanding by staff of text types.
- 3 90% of students in year 5 will show growth of one skill band or more in Literacy.

Outcome Statements	Key Implementation and Evaluation Strategies (in chronological order)	200 6	200 7	200 8	Responsible	Funding and Resource Allocation (incl. TPL)	DET & H/CC Priority				
1. Quality teaching and learning programs for Reading exist in all classrooms.	<ul style="list-style-type: none"> <li>• Implement Teacher Professional Learning (TPL) so that Literacy sessions are fully aligned with syllabus requirements and differentiate for student learning needs.</li> </ul>				Principal, Executive, Literacy Committee, STLA, Class teachers	Global budget, TPL, Staff and stage meeting times, SDD, Identified external expertise, P & C, Community sources	DET 1,2,4 H/CC 1,2				
	⇒ All teachers will have a deep understanding of English syllabus requirements and develop a common format for programming to cover needs of students. Link to QTF.										
	⇒ All teachers will have a deep understanding of requirements to meet a variety of learning styles.										
	⇒ All teachers able to modify their teaching/learning programs in relation to changes in students needs.										
	2. Teaching and learning programs and practice reflect a thorough understanding by staff of text types.	<ul style="list-style-type: none"> <li>• Determine areas of professional learning so staff are fully confident in their teaching and understanding of all text types.</li> </ul>							Principal, Executive, Literacy Committee, STLA, Class teachers	Global budget, TPL, Staff and stage meeting times, SDD, Identified external expertise P & C, Community sources	DET 1,4 H/CC 1,2
		⇒ All teachers have thorough understanding of syllabus requirements for each text type.									
		⇒ All teachers have deep understanding of criteria relevant to each text type.									
		⇒ All teachers explicitly teach criteria of each text type.									
		⇒ All teachers are able to modify their teaching/learning programs in relation to specific learning needs.									
		⇒ All teachers participate in professional learning, reflection, analysis, planning and re-designing activities for increasing student engagement.									

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Outcome Statements	Key Implementation and Evaluation Strategies (in chronological order)	2006	2007	2008	Responsible	Funding and Resource Allocation (incl. TPL)	DET & H/CC Priority
3. 90% of students will show growth of one skill band or more in Literacy.	<ul style="list-style-type: none"> <li>● Implement teaching and learning strategies that will develop a deep understanding of aspects of literacy and improve their skills.</li> </ul>				Principal, Executive, Literacy Committee, class teachers, STLA	Global budget, TPL, Staff and stage meeting times, SDD, Identified external expertise P & C, Community sources	DET 1 H/CC 1,2,3
	⇒ All school and DET data is analysed by K-6 staff and used as a focus to direct teaching and learning programs.						
	⇒ In 2006 80% of students in Reading will achieve growth one band or greater.	→					
	⇒ In 2006 60% of students in Writing will achieve growth one band or greater.	→					
	⇒ In 2007 85% of students in Reading will achieve growth one band or greater.		→				
	⇒ In 2007 65% of students in Writing will achieve growth one band or greater.		→				
	⇒ In 2008 90% of students in Reading will achieve growth one band or greater.			→			
	⇒ In 2008 70% of students in Writing will achieve growth one band or greater.			→			
	⇒ 55% of year 3 students will score in bands 4 and 5 in Writing in 2006.	→					
	⇒ 65% of year 3 students will score in bands 4 and 5 in Reading in 2006.	→					
	⇒ 60% of year 3 students will score in bands 4 and 5 in Writing in 2007.			→			
	⇒ 70% of year 3 students will score in bands 4 and 5 in Reading in 2007.			→			

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- 3 90% of students will show growth of one skill band or more in Literacy.

Outcome Statements	Key Implementation and Evaluation Strategies (in chronological order)	2006	2007	2008	Responsible	Funding and Resource Allocation (incl. TPL)	DET & H/CC Priority
	<p>⇒ 65% of year 3 students will score in bands 4 and 5 in Writing in 2008.</p> <p>⇒ 75% of year 3 students will score in bands 4 and 5 in Reading in 2008.</p> <p><b>Key Evaluation</b></p> <ul style="list-style-type: none"> <li>• Analysis of - BST data               <ul style="list-style-type: none"> <li>- School-based assessment data</li> <li>- Norm referenced, criterion-based Assessment</li> </ul> </li> <li>• Documentation and anecdotal feedback through the TARS process (ie evidence of QTF and syllabus understanding, implementation, analysis and strategies to meet student needs).</li> <li>• Analysis of benchmarking data.</li> <li>• Monitoring sequential development of the teaching and learning cycle through professional learning and Consistent Teacher Judgement.</li> </ul>	→					

## AVOCA BEACH SCHOOL PLAN 2006—2008

**School's Strategic Priority:** Improve Numeracy outcomes for all students.

**Outcome Statements:** By the end of 2008  
 1. High quality numeracy teaching and learning programs exist in all classes.  
 2 Teaching and learning practice reflect a thorough understanding by staff of the working mathematically strand of the syllabus.  
 3 85% of students in year 5 will show growth of one skill band or more in Numeracy.

Outcome Statements	Key Implementation and Evaluation Strategies (in chronological order)	2006	2007	2008	Responsible	Funding and Resource Allocation (incl. TPL)	DET & H/CC Priority
1. High quality numeracy teaching and learning programs exist in all classes.	<ul style="list-style-type: none"> <li>• Implement Teacher Professional Learning (TPL) so that Numeracy sessions are fully aligned with syllabus requirements and differentiate for student learning needs.</li> <li>⇒ All teachers will have a deep understanding of Mathematics syllabus requirements and develop a format for programming with common elements to cover needs of students. Link to QTF.</li> <li>⇒ All teachers will have a deep understanding of requirements to meet a variety of learning styles.</li> <li>⇒ All teachers able to modify their teaching/learning programs in relation to changes in students needs.</li> <li>⇒ Teachers systematically compare student work samples across year groups and stages to moderate and develop consistent “on balance” judgements within the standards framework.</li> </ul>				Principal, Executive, Literacy Committee, STLA, Class teachers	Global budget, TPL, Staff and stage meeting times, SDD, Identified external expertise P & C, Community sources	DET 1,2,4 H/CC 1,2
2. Teaching and learning practice reflect a thorough understanding by staff of the working mathematically strand of the syllabus.	<ul style="list-style-type: none"> <li>• All staff evaluate their teaching and learning programs to incorporate the elements of the Working Mathematically strand in the syllabus.</li> <li>⇒ All teachers explicitly teach problem solving skills.</li> <li>⇒ All teachers incorporate use of “hands on” materials in lessons.</li> <li>⇒ All teachers provide opportunities to verbalise, reflect and describe strategies using metalanguage in mathematics lessons.</li> <li>⇒ Monitoring sequential development of assessment tasks through a K-6 planned professional learning program.</li> </ul>				Principal, Executive, Literacy Committee, STLA, Class teachers	Global budget, TPL, Staff and stage meeting times, SDD, Identified external expertise P & C, Community sources	DET 1,2,4 H/CC 1,2

## AVOCA BEACH SCHOOL PLAN 2006—2008

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**Outcome Statements:**

By the end of 2008

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- 2 Teaching and learning practice reflect a thorough understanding by staff of the working mathematical strand of the syllabus.
- 3 85% of students in year 5 will show growth of one skill band or more in Numeracy.

Outcome Statements	Key Implementation and Evaluation Strategies (in chronological order)	2006	2007	2008	Responsible	Funding and Resource Allocation (incl. TPL)	DET & H/CC Priority
<p>3. 85% of students in year 5 will show growth of one skill band or more in Numeracy.</p>	<ul style="list-style-type: none"> <li>• Implement teaching and learning strategies that will develop a deep understanding of aspects of numeracy and improve their skills.</li> <li>⇒ All school and DET data is analysed by K-6 staff and used as a focus to direct teaching and learning programs.</li> <li>⇒ In 2006 75% of students in Numeracy will achieve growth one band or greater.</li> <li>⇒ In 2007 80% of students in Numeracy will achieve growth one band or greater.</li> <li>⇒ In 2008 85% of students in Numeracy will achieve growth one band or greater.</li> <li>⇒ 55% of year 3 students will score in bands 4 and 5 in Numeracy in 2006.</li> <li>⇒ 60% of year 3 students will score in bands 4 and 5 in Numeracy in 2007.</li> <li>⇒ 65% of year 3 students will score in bands 4 and 5 in Numeracy in 2008.</li> </ul> <p><b>Key Evaluation</b></p> <ul style="list-style-type: none"> <li>• Analysis of - BST data                             <ul style="list-style-type: none"> <li>- School-based assessment data</li> <li>- Norm referenced, criterion-based Assessment</li> </ul> </li> <li>• Documentation and anecdotal feedback through the TARS process (ie evidence of QTF and syllabus understanding, implementation, analysis and strategies to meet student needs).</li> <li>• Analysis of SENA testing.</li> <li>• Monitoring sequential development of assessment tasks the teaching and learning cycle through professional learning and Consistent Teacher Judgement.</li> </ul>	→	→	→	<p>Principal, Executive, Literacy Committee, STLA, Class teachers</p>	<p>Global budget, TPL, Staff and stage meeting times, SDD, Identified external expertise P &amp; C, Community sources</p>	<p>DET 1,2,4 H/CC 1,2</p>

## AVOCA BEACH SCHOOL PLAN 2006—2008

**School's Strategic Priority:** Improve Technology outcomes for all students and staff.

By the end of 2008

**Outcome Statements:**

1. All teachers use ICT to support and enhance learning in the classroom.
2. All teachers use ITC to record, monitor and assess student progress.
3. 95% of students score above 70% in the Year 6 practical Paper and Pencil Computer Skills Assessment.

Outcome Statements	Key Implementation and Evaluation Strategies (in chronological order)	2006	2007	2008	Responsible	Funding and Resource Allocation (incl. TPL)	DET & H/CC Priority
1. All teachers use ICT to support and enhance learning in the classroom.	<ul style="list-style-type: none"> <li>● Implement teacher professional learning opportunities to meet the needs identified by staff.</li> </ul>				Principal, Executive, Class teachers, Computer co-ordinator	Global budget, TPL, Staff and stage meeting times, SDD, Identified external expertise P & C, Community sources, DET	DET 1,2,4 H/CC 1,2
	⇒ Continued staff skill development through at least 2 workshops a term.	→		→			
	⇒ Continued class computer sessions once a fortnight, led by IT specialist.	→		→			
2. All teachers use ICT to record, monitor and assess student progress.	<ul style="list-style-type: none"> <li>⇒ Computer skills are evident in all teaching and learning programs</li> </ul>				Principal, Executive, Class teachers, Computer co-ordinator	Global budget, TPL, Staff and stage meeting times, SDD, Identified external expertise P & C, Community sources, DET	DET 1,2,4 H/CC 1,2
	● All teachers are provided with opportunities to develop skills and understanding with the use of software related to the new student reporting model.						
	⇒ Key personnel attend DET training in the use of software.	→					
3. 95% of students score above 70% in the Year 6 practical Paper and Pencil Computer Skills Assessment.	⇒ Trained staff workshop within the school community using "Train The Trainer" model.			→	Principal, Executive, Class teachers, Computer co-ordinator	Global budget, TPL, Staff and stage meeting times, SDD, Identified external expertise P & C, Community sources, DET	DET 1 H/CC 1,2,3
	● To provide opportunities for students to develop skills in computer-based technologies.						
	⇒ In 2006 85% of students score above 70%.	→					
	⇒ In 2007 90% of students score above 70%.	→	→				
	⇒ In 2008 95% of students score above 70%			→			

## AVOCA BEACH SCHOOL PLAN 2006—2008

**School's Strategic Priority:** Improve Technology outcomes for all students and staff

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**Outcome Statements:**

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Outcome Statements	Key Implementation and Evaluation Strategies (in chronological order)	200 6	200 7	200 8	Responsible	Funding and Resource Allocation (incl. TPL)	DET & H/CC Priority
	<p><b>Key Evaluation</b></p> <ul style="list-style-type: none"> <li>• Analysis of :               <ul style="list-style-type: none"> <li>- BST data</li> <li>- School-based assessment data</li> <li>- Norm referenced, criterion-based Assessment</li> <li>- NSW University Pen and Paper Computer Assessment—tracking year 3 2005 through to 2006.</li> </ul> </li> <li>• Documentation and anecdotal feedback through the TARS process (ie evidence of QTF and syllabus understanding, implementation, analysis and strategies to meet student needs).</li> </ul>						

## AVOCA BEACH SCHOOL PLAN 2006—2008

**School's Strategic Priority:**

**Outcome Statements:**

By the end of 2008

- 1.
- 2.
- 3.

Outcome Statements	Key Implementation and Evaluation Strategies (in chronological order)	200 6	200 7	200 8	Responsible	Funding and Resource Allocation (incl. TPL)	DET & H/CC Priority

**AVOCA BEACH SCHOOL PLAN 2006—2008**

**School's Strategic Priority:**

**Outcome Statements:**

- By the end of 2008
- 1.
- 2.
- 3.

Outcome Statements	Key Implementation and Evaluation Strategies (in chronological order)	2006	2007	2008	Responsible	Funding and Resource Allocation (incl. TPL)	DET & H/CC Priority

**AVOCA BEACH SCHOOL PLAN 2006—2008**

**School Evaluation:**

**School's Strategic Priority:**

**School's Strategic Priority:**

**School's Strategic Priority:**

Principal's Signature \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_ School Education Director's approval \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_

# AVOCA BEACH ANNUAL ACTION PLAN—2006

## *School's Strategic Priority:*

Outcome Statements	Key Implementation Strategies	2006 Action	Sem 1	Sem 2	Success Indicators	Funding Resource & Allocations (incl. TPL)	Responsible	DET & H/CC Priority
<p>1. Quality teaching and learning programs for Reading exist in all classrooms.</p>	<ul style="list-style-type: none"> <li>• Implement Teacher Professional Learning (TPL) so that Literacy sessions are fully aligned with syllabus requirements and differentiate for student learning needs.</li> <li>⇒ All teachers will have a deep understanding of English syllabus requirements and develop a common format for programming to cover needs of students. Link to QTF.</li> <li>⇒ All teachers will have a deep understanding of requirements to meet a variety of learning styles.</li> <li>⇒ All teachers able to modify their teaching/learning programs in relation to changes in students needs.</li> </ul>	<ul style="list-style-type: none"> <li>* K-6 use of proformas for planning guided reading.</li> <li>* Continue TPL in the teaching of guided reading so that the needs of all learners are met.</li> <li>* Include the collegial analysis of BST data with reference to support documents that will guide in the teaching and learning program. Teaching and learning programs will include BST data and relevant pages from linking documents.</li> <li>* Continue TPL in the analysis of running records. This analysis will further guide the teaching and learning program.</li> <li>* Increase the level of collegial planning and reporting within and across stages.</li> <li>* Allow opportunities for teachers to observe others in guided reading sessions.</li> <li>* Utilise STLA as a resource and role model within classrooms in the improvement of teaching strategies.</li> <li>* Continue to increase and improve the number and organisation of resources.</li> </ul>	<p style="text-align: center;">✓    ✓</p> <p style="text-align: center;">✓    ✓</p> <p style="text-align: center;">✓    ✓</p> <p style="text-align: center;">✓    ✓</p>	<p style="text-align: center;">✓    ✓</p> <p style="text-align: center;">✓    ✓</p> <p style="text-align: center;">✓    ✓</p> <p style="text-align: center;">✓    ✓</p>	<ul style="list-style-type: none"> <li>* All staff utilising proformas for planning guided reading.</li> <li>* TARS meetings, staff and stage meetings plus students outcomes data indicate staff have an understanding of best practice catering for all learners needs.</li> <li>* Teachers are mostly satisfied with the level and organisation of resources.</li> </ul>	<p>Global budget, TPL, Staff and stage meeting times, SDD, Identified external expertise, P &amp; C, Community sources</p>	<p>Principal Executive Literacy Committee Class teachers STLA</p>	<p>DET 1,2,4 H/CC 1,2</p>



## AVOCA BEACH ANNUAL ACTION PLAN—2006

### *School's Strategic Priority:*

Outcome Statements	Key Implementation Strategies	2006 Action	Sem 1	Sem 2	Success Indicators	Funding Resource & Allocations (incl. TPL)	Responsible	DET & H/CC Priority	
3. 90% of students will show growth of one skill band or more in Literacy.	<ul style="list-style-type: none"> <li>● Implement teaching and learning strategies that will develop a deep understanding of aspects of literacy and improve their skills.</li> <li>⇒ All school and DET data is analysed by K-6 staff and used as a focus to direct teaching and learning programs.</li> <li>⇒ In 2006 80% of students in Reading will achieve growth one band or greater.</li> <li>⇒ In 2006 60% of students in Writing will achieve growth one band or greater.</li> <li>⇒ In 2007 85% of students in Reading will achieve growth one band or greater.</li> <li>⇒ In 2007 65% of students in Writing will achieve growth one band or greater.</li> <li>⇒ In 2008 90% of students in Reading will achieve growth one band or greater.</li> </ul>	* Continue to analyse school and DET literacy data and determine areas of strength and concern	✓	✓	* 80% of year 5 students in Reading will achieve growth of one band or greater.	Global budget, TPL, Staff and stage meeting times, SDD, Identified external expertise, P & C, Community sources	Principal, Executive, Literacy Committee, STLA, Class teachers	DET 1 H/CC 1,2,3	
		* Utilise data to plan for learning programs.	✓	✓	* 65% of year 3 students will score in bands 4 and 5 in Reading in 2006.				
		* Implement programs to raise student achievement levels.	✓	✓	.				
		* STLA provide support for students scoring in the lower two bands of the BST in literacy and writing	✓	✓	* 60% of year 5 students in Writing will achieve growth of one band or greater.				Class teachers STLA Learning Support Team
					* 55% of year 3 students will score in bands 4 and 5 in Writing.				

**AVOCA BEACH ANNUAL ACTION PLAN—2006**

*School's Strategic Priority:*

<b>Outcome Statements</b>	<b>Key Implementation Strategies</b>	<b>2006 Action</b>	<b>Sem 1</b>	<b>Sem 2</b>	<b>Success Indicators</b>	<b>Funding Resource &amp; Allocations (incl. TPL)</b>	<b>Responsible</b>	<b>DET &amp; H/CC Priority</b>
	<p>⇒ In 2008 70% of students in Writing will achieve growth one band or greater.</p> <p>⇒ 55% of year 3 students will score in bands 4 and 5 in Writing in 2006.</p> <p>⇒ 65% of year 3 students will score in bands 4 and 5 in Reading in 2006.</p> <p>⇒ 60% of year 3 students will score in bands 4 and 5 in Writing in 2007.</p> <p>⇒ 70% of year 3 students will score in bands 4 and 5 in Reading in 2007.</p> <p>⇒ 65% of year 3 students will score in bands 4 and 5 in Writing in 2008.</p> <p>⇒ 75% of year 3 students will score in bands 4 and 5 in Reading in 2008.</p>							

## AVOCA BEACH ANNUAL ACTION PLAN—2006

### *School's Strategic Priority:*

Outcome Statements	Key Implementation Strategies	2006 Action	Sem 1	Sem 2	Success Indicators	Funding Resource & Allocations (incl. TPL)	Responsible	DET & H/CC Priority
<p>1. High quality numeracy teaching and learning programs exist in all classes.</p>	<ul style="list-style-type: none"> <li>• Implement Teacher Professional Learning (TPL) so that Numeracy sessions are fully aligned with syllabus requirements and differentiate for student learning needs.</li> <li>⇒ All teachers will have a deep understanding of Mathematics syllabus requirements and develop a format for programming with common elements to cover needs of students. Link to QTF.</li> <li>⇒ All teachers will have a deep understanding of requirements to meet a variety of learning styles.</li> <li>⇒ All teachers able to modify their teaching/learning programs in relation to changes in students needs.</li> <li>⇒ Teachers systematically compare student work samples across year groups and stages to moderate and develop consistent “on balance” judgements within the standards framework.</li> </ul>	<ul style="list-style-type: none"> <li>* Stage supervisor to ensure programming of teaching and learning activities include:-               <ul style="list-style-type: none"> <li>- Outcomes</li> <li>- Strategies/skills to be taught</li> <li>- Assessment strategies</li> </ul> </li> <li>* All class teachers to include IEP's for students working well above or below the standard expected.</li> <li>* Development of open-ended problem solving tasks.</li> <li>* K-6 development of assessment strategies for specific outcomes. Reflection and analysis of the assessment strategies to ensure Quality Teaching elements are embedded in the teaching and learning</li> </ul>			<ul style="list-style-type: none"> <li>* All Mathematics teaching and learning programs include common elements.</li> <li>* CTJ between staff in analysis of assessment tasks.</li> <li>* All mathematics teaching and learning programs include differentiation for variety of students.</li> <li>* Students demonstrating knowledge of Working Mathematically outcomes.</li> <li>* Staff making greater use of practical equipment.</li> <li>* Staff working collaboratively to plan assessment strategies.</li> <li>* CTJ between staff in analysis of assessment tasks.</li> </ul>		<p>Stage Supervisors Class Teachers</p>	<p>DET 1,2,4 H/CC 1,2</p>

**AVOCA BEACH ANNUAL ACTION PLAN—2006**

*School's Strategic Priority:*

Outcome Statements	Key Implementation Strategies	2006 Action	Sem 1	Sem 2	Success Indicators	Funding Resource & Allocations (incl. TPL)	Responsible	DET & H/CC Priority
<p>2. Teaching and learning practice reflect a thorough understanding by staff of the working mathematically strand of the syllabus.</p>	<ul style="list-style-type: none"> <li>● All staff evaluate their teaching and learning programs to incorporate the elements of the Working Mathematically strand in the syllabus.</li> <li>⇒ All teachers explicitly teach problem solving skills.</li> <li>⇒ All teachers incorporate use of “hands on” materials in lessons.</li> <li>⇒ All teachers provide opportunities to verbalise, reflect and describe strategies using metalanguage in mathematics lessons.</li> <li>⇒ Monitoring sequential development of assessment tasks through a K-6 planned professional learning program.</li> </ul>	<ul style="list-style-type: none"> <li>* All stages to develop practical problem solving resources.</li> <li>* Teachers trial and share lesson ideas from syllabus work sample booklets.</li> <li>* Visit to Brisbania P.S. to see how “Counting On” resources are used.</li> <li>* Purchase more ‘hands-on’ resources as per needs for each stage.</li> <li>* Collaboration of teachers in each stage to develop assessment tasks.</li> <li>* Collaboration of staff across K-6 to analyse and reflect on sequence of assessment tasks.</li> </ul>	<p>✓</p>		<ul style="list-style-type: none"> <li>* Students demonstrating knowledge of Working Mathematically.</li> <li>* Efficient, relevant bank of problem solving materials for each stage.</li> <li>* Appropriate amount of equipment available for practical work.</li> <li>* Students are able to verbalise, reflect and describe strategies used.</li> <li>* Bank of assessment tasks developed for each stage.</li> <li>* Staff making greater use of resources eg. Trundle wheels, stopwatches, etc.</li> <li>* Greater understanding of exit outcomes expected for each grade.</li> </ul>		<p>Stage Supervisors Class Teachers Maths Consultant Maths Committee</p>	<p>DET 1,2,4 H/CC 1,2</p>

## AVOCA BEACH ANNUAL ACTION PLAN—2006

### *School's Strategic Priority:*

Outcome Statements	Key Implementation Strategies	2006 Action	Sem 1	Sem 2	Success Indicators	Funding Resource & Allocations (incl. TPL)	Responsible	DET & H/CC Priority
<p>3. 85% of students in year 5 will show growth of one skill band or more in Numeracy.</p>	<ul style="list-style-type: none"> <li>● Implement teaching and learning strategies that will develop a deep understanding of aspects of numeracy and improve their skills.</li> <li>⇒ All school and DET data is analysed by K-6 staff and used as a focus to direct teaching and learning programs.</li> <li>⇒ In 2006 75% of students in Numeracy will achieve growth one band or greater.</li> <li>⇒ In 2007 80% of students in Numeracy will achieve growth one band or greater.</li> <li>⇒ In 2008 85% of students in Numeracy will achieve growth one band or greater.</li> <li>⇒ 55% of year 3 students will score in bands 4 and 5 in Numeracy in 2006.</li> <li>⇒ 60% of year 3 students will score in bands 4 and 5 in Numeracy in 2007.</li> <li>⇒ 65% of year 3 students will score in bands 4 and 5 in Numeracy in 2008.</li> </ul>	<ul style="list-style-type: none"> <li>* Stage teachers and co-ordinators develop BST improvement program based on data analysis from term 4 2005.</li> <li>* BST linking support material used for programs.</li> <li>* Identified specific skills are taught K-6.</li> <li>* Registration of when BST improvement plan has been taught.</li> <li>* Analysis of SENA Testing and school-based assessment tasks.</li> <li>* Sharing of information on "Tracking Sheets" for each child to ensure continuity of expectations from one grade to the next.</li> </ul>	<p style="text-align: center;">✓</p>	<p style="text-align: center;">.</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>	<ul style="list-style-type: none"> <li>* BST data.</li> <li>* Improved knowledge of entry points for individual children when entering a new grade/stage.</li> <li>* Common understanding by staff, of what skills comprise mastery of a specific outcome.</li> <li>* All K-6 staff display responsibility for results in BST data.</li> </ul>		<p>Stage Supervisors Class Teachers</p>	<p>DET 1,2,4 H/CC 1,2</p>

## AVOCA BEACH ANNUAL ACTION PLAN—2006

### *School's Strategic Priority:*

Outcome Statements	Key Implementation Strategies	2006 Action	Sem 1	Sem 2	Success Indicators	Funding Resource & Allocations (incl. TPL)	Responsible	DET & H/CC Priority
1. All teachers use ICT to support and enhance learning in the classroom.	<ul style="list-style-type: none"> <li>● Implement teacher professional learning opportunities to meet the needs identified by staff.</li> <li>⇒ Continued staff skill development through at least 2 workshops a term.</li> <li>⇒ Continued class computer sessions once a fortnight, led by IT specialist.</li> <li>⇒ Computer skills are evident in all teaching and learning programs</li> </ul>	* Staff surveyed to identify needs.	✓	.	* Checklist completed by all staff.	TPL	ICT Leader Executive	DET 1,2,4 H/CC 1,2
		* All teachers who don't have to have a new computer to receive one.	✓	.	* Staff needs being met.			
		* Needs prioritised and scheduled into staff meeting times.	✓	✓	* All classes and their teachers regularly attending ICT sessions in the computer room.			
		* Classes timetabled into whole school RFF timetable	✓	✓	* Trialling of new software.			
		* Content taught is aligned with syllabus and DET support documents	✓	✓	* K-6 scope and sequence of skill development in ICT. Eg word processing/ research skills/ data and spreadsheet.skills.			
		* Computer-based activities to be integrated into English, Mathematics and HSIE content.	✓	✓	* Evidence of ICT across English, Maths and HSIE teaching and learning programs.			
		* Development of user-friendly checklists to record and assess skill development.	✓	✓	* TARS meetings indicate staff have greater skills.			
		* Representatives from each Stage and computer coordinator attend training workshops.	✓	✓	* School reports generated by new DET Reporting Software.			
		* Staff representatives communicate changes of reporting process to parents.	✓	✓				
		* Trained staff to in-service in the use of software.	✓	✓				
2. All teachers use ICT to record, monitor and assess student progress.	<ul style="list-style-type: none"> <li>● All teachers are provided with opportunities to develop skills and understanding with the use of software related to the new student reporting model.</li> <li>⇒ Key personnel attend DET training in the use of software.</li> <li>⇒ Trained staff workshop within the school community using "Train The Trainer" model.</li> </ul>	* Key personnel attend DET training in the use of software.	✓	✓		TPL	ICT Leader Stage supervisors	DET 1,2,4 H/CC 1,2
		* Trained staff workshop within the school community using "Train The Trainer" model.	✓	✓				
			✓	✓				
			✓	✓				
							Stage supervisors	
							Principal	

**AVOCA BEACH ANNUAL ACTION PLAN—2006**

*School's Strategic Priority:*

Outcome Statements	Key Implementation Strategies	2006 Action	Sem 1	Sem 2	Success Indicators	Funding Resource & Allocations (incl. TPL)	Responsible	DET & H/CC Priority
<p>3. 95% of students score above 70% in the Year 6 practical Paper and Pencil Computer Skills Assessment.</p>	<ul style="list-style-type: none"> <li>● To provide opportunities for students to develop skills in computer-based technologies.</li> <li>⇒ In 2006 85% of students score above 70%.</li> <li>⇒ In 2007 90% of students score above 70%.</li> <li>⇒ In 2008 95% of students score above 70%</li> </ul>	<ul style="list-style-type: none"> <li>* Provide regular opportunities for staff to discuss and use software.</li> <li>* Analyse school and DET computer data and determine areas of strength and concern.</li> <li>* Prepare programs to meet learning styles and syllabus requirements.</li> <li>* Implement programs to raise student achievement levels.</li> </ul>		<p align="center">✓</p> <p align="center">✓</p>	<ul style="list-style-type: none"> <li>* All staff confidently and efficiently using DET software to compile student reports.</li> <li>* All year 4 children complete University of NSW Computer Skills test.</li> <li>* Results of year 6 children in DET Practical Paper and Pencil test improved from 2005.</li> <li>* Computer skills programs directly linked to units of work across KLA's</li> </ul>		<p>All teachers ICT Leader Assessment and Reporting Committee leader Principal</p> <p>ICT Leader</p> <p>ICT Leader Class Teachers</p>	<p align="center">DET 1 H/CC 1,2,3</p>