



***Georges River College –
PENSHURST GIRLS CAMPUS***



SCHOOL PLAN

2009 – 2011

Extract from School plan for 2009 – 2011

School context

Penshurst Girls Campus, a middle school for girls, is part of Georges River College (GRC). The college is a four campus secondary college comprising three middle school campuses catering for years 7-10: Hurstville Boys Campus, Peakhurst Campus and Penshurst Girls Campus, and Oatley Senior Campus which caters for years 11-12. The college is committed to the development of strong effective middle schools articulating to a flexible, innovation senior campus.

GRC Penshurst Girls Campus harmoniously accommodates a multicultural community of 44 different nationalities and 62% language background other than English.

We value a safe learning community which promotes a passion for self-directed learning; develops ethical students committed to an environmentally sustainable future, nurtures and respects the individual and rewards excellence, fosters staff welfare and expertise in teaching and learning; builds the partnership between school and community in policy making.

Priority Areas and Targets

Priority Area:

Numeracy

Intended Outcomes:

To improve student performance in measurement, data, space and geometry for Year 7 and 9 towards state mean
To readdress numeracy trend data in 2009 results

Targets: 2011 –

Explicit teaching of data representation including databases, spreadsheets and graphs
Shift from lower order questions to higher order thinking questions

Priority Area:

Literacy

Intended Outcomes:

To improve school reading levels for Year 7 and Year 9 to state mean
To improve writing performance on selected marking criteria related to the persuasive text: spelling, punctuation, and paragraphing and sentence structure.

Targets: 2011 –

Students reading appropriate texts suitable to their ability level
Focus on comprehension skills and making links within a text
Students in Year 7 and 9 to be able to write confidently in the style of a persuasive text in Term 1 2011
Focus on literacy skills in the functions of grammar

Extract from School plan for 2009 – 2011 (con't)

Priority Area:	Retention and Engagement
Intended Outcomes:	Student engagement is enhanced and reflected in increased attendance Continuum of learning for Year 7-10 which provides for every student particularly at transition points 6/7 and 10/11 Student engagement is enhanced by quality teaching and a positive school culture that responds to every student's aspiration, culture, gender and learning potential
Targets: 2011 –	Decrease percentage of students under 85% attendance in Years 9 and 10 Transition programs extended for 6/7 to 10/11 and the establishment of a school transition officer for a 3 year cycle Increased participation in co-curricular activities Improved use of student welfare monitoring procedures and practices
Priority Area:	Connected Learning
Intended Outcomes:	Innovation in the use of interactive technologies for learning, teaching and for teacher professional learning
Targets: 2011 –	Integration of ICT strategies across all KLAs Implementation of interactive classroom technologies in every subject area Extension of interactive technologies from Campus to College
Priority Area:	Teacher Quality / Quality Teaching
Intended Outcomes:	Enhanced school leadership capacity for school improvement Strengthened teacher capacity to improve student learning outcomes
Targets: 2011 –	Develop leadership teams to lead and manage the school Align professional learning experiences to individual staff needs and develop individual learning plans Refocus teaching and learning around the Quality Teaching framework

The plan has been endorsed and approved by:							
Principal:		Date:		School Education Director:		Date:	

Principal's initials: _____

School Education Director's Initials _____

School Plan

Priority Area:

Numeracy

Intended Outcomes:

To improve student performance in measurement, data, space and geometry for Year 7 and 9 towards state mean
To readdress numeracy trend data in 2009 results

Targets: 2009 – 2011

Explicit teaching of data representation including databases, spreadsheets and graphs
Shift from lower order questions to higher order thinking questions

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source
		09	10	11		
➤ Numeracy strategies adopted by a range of subjects across the curriculum.	<ul style="list-style-type: none"> Form a Numeracy Team with representatives from a range of subject areas. Write a Numeracy First Aid Kit and / or booklet of Numeracy Keywords. Reinforce key words- explain, list, compare etc. Key words defined on assessment task sheets (small box/ footnote) to reinforce what the question is asking of the student. Shift from questions that ask students to answer/list/define/repeat to interpret/analyse/explain. Increase HOT tasks in all activities and assessment tasks. Integrate numeracy concepts into all programs. 			<ul style="list-style-type: none"> → → → → → → → 	Numeracy Team All KLAs	
➤ Improved results in measurement, data, space and geometry in NAPLAN 2011 Year 7 and Year 9.	<ul style="list-style-type: none"> Familiarise students with the NAPLAN test by completing sample questions/tests. Communicate with primary schools regarding numeracy programs. Track student performance in NAPLAN numeracy skills by primary school. 			<ul style="list-style-type: none"> → → → 	Maths faculty	Faculty time

School Plan

Priority Area:

Numeracy (con't)

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source
		09	10	11		
➤ Improved results in data in NAPLAN 2011 Year 7 and Year 9.	<ul style="list-style-type: none"> Spreadsheet skills to be explicitly taught in Term 1 2011 to Year 7. Rewrite Spreadsheet booklet for Year 7 2011 to include: different types of graphs, analysis work of graphs, past graph questions from NAPLAN tests. Reorganise the Year 7 computer skill period to refocus on data representation. 			<ul style="list-style-type: none"> → Maths, TAS faculties to coordinate unit → Maths, TAS faculties → TAS 	Days to rewrite Spreadsheet booklet (5 days) TAS and Maths	
➤ Improved results in measurement in NAPLAN 2011 Year 7 and Year 9.	<ul style="list-style-type: none"> Maths will teach fractions, decimals and percentages in term1 2011 to Year 7. Subjects will apply measuring activities to units of work. 			<ul style="list-style-type: none"> → Maths faculty → TAS, Science, PDHPE 		
➤ Improved results in space and geometry in NAPLAN 2011 Year 7 and Year 9.	<ul style="list-style-type: none"> Incorporate shapes, rendering, sketching into drawing units of work. Use Google sketch up to show faces of shapes. Create a tutorial (video) on how to use Google sketchup. Review trigonometry- compass and true-bearings in Years 7 and 8. Map work and orienteering to be applied to Geography skills and PDHPE in Year 9. Review mean, mode, median as part of Year 9 Science topic Term 1 2011. 			<ul style="list-style-type: none"> → Maths, CAPA → Maths, TAS M Treacy → Maths → HSIE, PDHPE → Science 		

School Plan

Priority Area: Literacy

Intended Outcomes: To improve school reading levels for Year 7 and Year 9 to state mean
To improve writing performance on selected marking criteria related to the persuasive text: spelling, punctuation, and paragraphing and sentence structure.

Targets: 2009 – 2011 Students reading appropriate texts suitable to their ability level
Focus on comprehension skills and making links within a text
Students in Year 7 and 9 to be able to write confidently in the style of a persuasive text in Term 1 2011
Focus on literacy skills in the functions of grammar

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source
		09	10	11		
<p>➤ Decrease proportion of Year 7 and Year 9 students achieving below state mean in reading.</p>	<ul style="list-style-type: none"> • Use PAT test data for Year 7 students to rank student reading abilities. • Investigate resources for a range of reading abilities, both within the classroom and in DEAR. • Grade / code reading materials to suit student reading levels for Year 7 and Year 9. • Create a suggested reading list for students, reading box, Friday Book Club. • Survey students for peer recommended reading texts. • Design a more rigorous program for reading in DEAR with rewards for student improvement. • Book reports in the School Newsletter to encourage student engagement in reading. • Plan reading activities within class time across English, HSIE, PDHPE and CAPA for Years 7 to Year 9. 			<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>Literacy/reading team: Teacher Librarian, Learning Support staff, HT T/L, English faculty, ESL teachers.</p> <p>HT English, HSIE, PDHPE and CAPA</p>	

School Plan

Priority Area: Literacy (con't)

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source
		09	10	11		
➤ Decrease proportion of Year 7 and Year 9 students achieving below state mean in reading. (con't)	<ul style="list-style-type: none"> In Years 8 and 9 reading, comprehension skills to be a focus in HSIE: literal, interpretative and applied. In Years 8 and 9 a focus on making links within a text (inference) in English. 			<ul style="list-style-type: none"> → HSIE faculty with HT T/L → English faculty 		
➤ Evidence of students' ability in writing in the style of persuasive text.	<ul style="list-style-type: none"> Students taught how to write in the style of the persuasive text type. Students in Year 7 and 9 apply the text type persuasive text in HSIE, PDHPE and CAPA. 			<ul style="list-style-type: none"> → English faculty → HSIE, PDHPE and CAPA faculties 	<p>TPL for English faculty</p> <p>TPL</p>	
➤ Improved writing results in the 2011 NAPLAN test for Year 9 students in the higher bands.	<ul style="list-style-type: none"> In assessment tasks the criteria for marking to include functions of grammar including spelling, paragraphing, punctuation and sentence structure. Literacy skills to be taught in English linked to the Literacy First Aid Kit, and then integrated into other subjects where appropriate. 			<ul style="list-style-type: none"> → English faculty → HSIE, PDHPE, CAPA 	<p>N Broady, L Meogrossi, J Sutton to assist team</p>	
➤ Improved literacy outcomes for ESL students in NAPLAN, ESSA and School Certificate	<ul style="list-style-type: none"> Formation of a Literacy Team to facilitate literacy strategies. Continue to evaluate NAPLAN and SC data for individual students in all years and develop literacy strategies to meet needs. Professional learning in ESL strategies for all teachers. TELL (ESL in the mainstream) program to be implemented across KLAs. 			<ul style="list-style-type: none"> → A representative of each faculty: English, HSIE, PDHPE and CAPA → Executive and Staff → All staff → Representatives from each KLA 	<p>Executive Conference/faculty/SDD</p> <p>TPL, faculty</p> <p>National Partnerships</p>	

School Plan

Priority Area: Retention and Engagement

Intended Outcomes: Student engagement is enhanced and reflected in increased attendance
 Continuum of learning for Year 7-10 which provides for every student particularly at transition points 6/7 and 10/11
 Student engagement is enhanced by quality teaching and a positive school culture that responds to every student's aspiration, culture, gender and learning potential

Targets: 2009 – 2011 Decrease percentage of students under 85% attendance in Years 9 and 10
 Transition programs extended for 6/7 to 10/11 and the establishment of a school transition officer for a 3 year cycle
 Increased participation in co-curricular activities
 Improved use of student welfare monitoring procedures and practices

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source
		09	10	11		
➤ Improved attendance rates increase engagement in student learning.	• School day restructured with separate roll call and one teacher to track student attendance.	→			All staff	Technology budget / P&C School teams
	• Attendance policy, roll marking procedures and processes clarified.		→		Principal, Deputy Principals, HT Admin	
	• Implementation of SMS system.	→			Deputy Principal, Office	
	• Evaluation of attendance data through RISC.	→			Deputy Principals	
	• Increase communication with parents regarding student poor attendance, less than 85% letters and RISC entries.			→	HT Admin, HT Welfare	
	• RISC data system updated to cater for tracking student attendance.		→		Deputy Principals, Year Advisers, HT Welfare	
	• Teacher professional learning of RISC system.			→	Deputy Principals, executive	
	• Develop student achievement letters on RISC.			→	Deputy Principal, executive	

School Plan

Priority Area: **Retention and Engagement (con't)**

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source
		09	10	11		
➤ Effective and well recognised transition programs extended from 6/7 to 10/11.	• Clarify role statement of campus transition coordinator.			→	Principal, Transition Coordinator	Transition funding
	• Integrate role of College Transition Coordinator into campus welfare and career programs.		→		Principal, Deputy Principal, HT Welfare and Transition Team	Transition budget
	• Develop resources to support transition programs for Year 6/7 and Year 10/11.			→	Transition Team, Learning Support Team, Welfare Team	Transition budget
	• Develop GAT program with feeder primary schools.			→	Principal, Deputy Principal, Transition coordinator	
	• Explicit tracking of new enrolments and develop mentoring program for these students.			→	Deputy Principal, HT Welfare, Learning Support Team	
	• Review retention and destination data across college.			→	College Principal, Campus Principals, Transition Team	Transition funding, College "HSC" days
➤ Increased level of student directed learning strategies in all classrooms.	• Positive and constructive feedback in response to student learning including self evaluation and reflection.			→	All Staff	
	• Recognition of improved academic performance.			→	Principal, Deputy Principal, Staff Mentors	
	• Supported career pathway programs for disengaged students.			→	Career Advisors	

School Plan

Priority Area: **Retention and Engagement (con't)**

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source
		09	10	11		
➤ Increased level of student directed learning strategies in all classrooms. (con't)	• Professional learning in “assessment for learning” strategies.			→	STLA and Learning Support Team, ESL	
	• Develop individual learning plans for students in Years 7 and 8.			→	STLA and Learning Support Team	
➤ Identification of students at risk of non-completion of the School Certificate.	• Track student academic performance from Semester 1 to 2 through reports.			→	Principal, Year Advisers	Learning Assistance tied fund Integration funding
	• Track student N awards across all subjects.			→	Deputy Principal, HT Admin	
	• Learning support programs and strategies for students spiralling downwards, negotiated with student/ parents.			→	Learning Support Team and staff	
	• “Operation Lifeline” extended from Year 10 to Year 9.			→	Learning Support Team	
➤ Enhance consistency of staff management of student behaviour.	• Rewrite the Student Welfare Policy for our campus		→		Deputy Principal, HT Welfare, Year Advisers	
	• Improve communication to staff about student welfare programs. Restructure welfare meetings to coordinate student monitoring and tracking.		→		Senior Management Team, Welfare Team	
	• Coordinate student welfare policies across all campuses of Georges River College.			→	Senior Management Team, Welfare Team	

School Plan

Priority Area: Connected Learning

Intended Outcomes: Innovation in the use of interactive technologies for learning, teaching and for teacher professional learning

Targets: 2009 – 2011 Integration of ICT strategies across all KLAs
Implementation of interactive classroom technologies in every subject area
Extension of interactive technologies from Campus to College

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source
		09	10	11		
➤ Effective use of interactive classroom technologies on campus and across college.	<ul style="list-style-type: none"> Installation of interactive whiteboards in each KLA. Evaluate current ICT usage and utilise a more effective booking system. 			→	HT TAS Technology Team Library booking HT to monitor usage	P & C Funding Global Funds
➤ Increased teacher participation in professional learning in information communication technologies.	<ul style="list-style-type: none"> Individualised professional learning plans in ICT for all staff. 			→	Deputy Principals, Head Teachers, Technology Team	TPL
	<ul style="list-style-type: none"> Audit of teacher ICT skills. 			→	Deputy Principal, HT TAS	School Teams
	<ul style="list-style-type: none"> Coordinate professional learning programs for staff to develop ICT competencies: <ul style="list-style-type: none"> – SDD – teams meetings – faculty groups – assessed through TARS 			→	HT TAS, Deputy Principal, ICT Team	TPL
	<ul style="list-style-type: none"> Build resources in appropriate software and licences and provide professional development in its use. 			→	ICT Team, Staff who attend courses	TPL

School Plan

Priority Area: **Connected Learning (con't)**

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source
		09	10	11		
➤ Increased integration of ICT into teaching and learning programs across the curriculum in Years 7-10.	<ul style="list-style-type: none"> • Embed ICT into teaching and learning programs, articulating explicit skills through subject assessment tasks. • Curriculum mapping of ICT skills across KLA's to meet computer skill competencies for the School Certificate. • Evaluate ICT skills in Faculty areas. 			→	All Staff	TPL (programming days)
				→	Staff, Technology coordinator	KLA time
				→	All Head Teachers	Faculty time
➤ Interactive classrooms technology used to enhance gifted and talented student learning outcomes across the college and community of schools.	<ul style="list-style-type: none"> • Pre test student knowledge of ICT skills. • Access by all KLA's to interactive classroom technology for all students (including GAT Selective Class 2009). • Student participation in external computing competitions. • GAT students develop multi-media presentations for school events and promotion. 			→	Year 7 Classroom Teachers	Class time
				→	Classroom Teachers	Booking System (Bookit)
				→	TAS faculty	
				→	J Dempsey, TAS, SRC, CAPA club groups	Class Time Faculty Programming TPL
➤ Use technology to enhance all student learning styles.	<ul style="list-style-type: none"> • Developing rich tasks. • Learning support. 			→	KLAs	Faculty Meeting, TPL, Staff Dev Days, STLA funding
				→	STLA's, Librarian	

School Plan

Priority Area: Teacher Quality / Quality Teaching

Intended Outcomes: Enhanced school leadership capacity for school improvement
Strengthened teacher capacity to improve student learning outcomes

Targets: 2009 – 2011 Develop leadership teams to lead and manage the school
Align professional learning experiences to individual staff needs and develop individual learning plans
Refocus teaching and learning around the Quality Teaching framework

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source
		09	10	11		
➤ Teacher learning to improve student learning.	<ul style="list-style-type: none"> • Support new teachers and executive through quality induction programs. • Provide relevant and individualised professional learning for executive and staff. • Support new career and aspiring teacher's in the NSW Institute's accreditation and competency processes. 		→		Deputy Principal Principal	Lunchtime meetings
			→		Principal Deputy Principal Executive	Executive and staff meetings, School teams
			→		Principal, HT Teaching & Learning, Learning Support Team	Principal meetings, Faculty
➤ Embedding QT framework into teaching learning programs for students.	<ul style="list-style-type: none"> • Strengthen implementation of the NSW Quality Teaching Model into classroom practice, curriculum programs and assessment tasks. 		→		Principal Deputy Principal Executive, Staff	Executive and Faculty meetings, School teams, TPL
➤ Teachers adopt higher expectations of student learning outcomes.	<ul style="list-style-type: none"> • Teachers evaluate teaching and learning programs or units of work in terms of intellectual quality. 			→	Principal Deputy Principal, Executive , Staff	Executive and Faculty meetings, School teams, TPL

School Plan

Priority Area: **Teacher Quality / Quality Teaching (con't)**

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source
		09	10	11		
➤ Professional learning in Aboriginal education updated.	<ul style="list-style-type: none"> • Develop resources and programs with Aboriginal perspectives through professional learning. • Aboriginal content embedded across all KLAs. 			→	ARCO, Executive Staff	Faculty
				→	Executive Staff	Faculty
➤ Leadership skills of executive and aspiring executive are enhanced.	<ul style="list-style-type: none"> • Teach professional learning in curriculum vitae and EOI applications. Professional learning and portfolios. • Develop opportunities for executive shadowing for senior management roles. 			→	Principal , Deputy Principal, Executive	Workshops
				→	Principal, Deputy Principal, Executive	
➤ Provide leadership opportunities for all staff.	<ul style="list-style-type: none"> • Leadership roles and responsibilities are clearly articulated for the whole school community. • Develop shared leadership through the establishment of teams, committees and working parties. • Encourage professional learning mentors or academic partners for staff. • Further develop the TARS process for all staff. 			→	Principal , Deputy Principal, Executive	Executive meetings
				→	Principal, Deputy Principal, Executive	
				→	Deputy Principal, Executive	Sydney University Mentor program
				→	Principal, Deputy Principal, Executive	Executive and Faculty meetings