



Education &  
Communities

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



**SCHOOL PLAN**

**2012 – 2014**

# SCHOOL PLAN 2012 -2014

## SCHOOL CONTEXT

Georges River College Penshurst Girls Campus (enrolment 705 students including 64% from a non-English speaking background) is a comprehensive school for girls Years 7-10. One of three middle school campuses within a college, that has a strong commitment to excellent academic results, student welfare, the creative and performing arts, sporting and student leadership programs. Penshurst Girls Campus has a focus on quality teaching, gifted and talented education and learning support within an educational environment embedded with technology. The school has an experienced and committed staff and values its partnership with the community. This School Plan sits under the umbrella of Georges River College Strategic Plan 2012-2014.

## SCHOOL IDENTIFIED PRIORITY AREA/S

## INTENDED OUTCOME/S

### Literacy

### Numeracy

### Resilience and wellbeing

### Engagement

### Curriculum and assessment

- To improve Year 9 student performance in reading focusing on interpretative and applied comprehension.
- To improve Year 9 student performance in numeracy focusing on Space, Geometry, Measurement and Number/ Fractions and Decimals.
- To improve student engagement in numeracy in a culturally diverse environment through a focus on numerical literacy.
- To enhance the resilience and wellbeing of Year 8 female students
- To enhance the engagement in learning for Year 8 female students
- To implement the Australian Curriculum for Years 7 to 10 by 2013 in English, Mathematics, Science and History
- To embed quality teaching into programs, units of work, assessment tasks and classroom practice, with meaningful feedback to enhance student learning outcomes
- To promote differentiation in teaching to meet the needs of learner diversity

## TARGET/S

### Literacy

Increase the percentage of Year 9 students in the proficient standard band for reading in NAPLAN by 2012

Increase the percentage of correct responses to interpretative and applied comprehension questions in the reading component of Year 9 NAPLAN 2012 by 10%

### Numeracy

Improve Year 9 students' performance in the test aspect of numeracy in NAPLAN compared to 2011 results to be at state average.

Increase the percentage of correct responses to space visualisation, properties of the geometric figure, fractions and decimals and time questions in the numeracy component of Year 9 NAPLAN 2012 by 10%

Enhance numerical literacy strategies for all students, especially 65% LBOTE students

### Resilience and wellbeing

Improve students' sense of self-worth and confidence to enhance engagement in learning

Increase student participation in community based initiatives

Enhance and educate whole school community on parenting skills of adolescent girls

### Engagement

Increase the personal profile data for students to a drift upwards with more students achieving consistently across all criteria with improved academic performance.

Improve Literacy and Numeracy results in Year 9 NAPLAN 2013

Increase Year 8 student responsibility as a learner

### Curriculum and assessment

Develop teaching and learning programs through quality professional learning, related to the new Australian Curriculum for mandatory subjects Years 7-10.

Increase the consistency of assessment task requirements and meaningful teacher feedback to across the curriculum

Increase the percentage of assessment tasks and units of work coded and redesigned utilising the QT framework from 25% in 2011 to 100% in 2014

Increase the number of tasks differentiated collaboratively by staff with STLA support compared to 2011

PRINCIPAL'S SIGNATURE

SED ENDORSEMENT

DATE: March 2012

**SCHOOL IDENTIFIED PRIORITY  
NUMERACY**

<b>OUTCOME/S</b>	<p>To improve Year 9 student performance in numeracy focusing on Space, Geometry, Measurement and Number/ Fractions and Decimals. To improve student engagement in numeracy in a culturally diverse environment through a focus on numerical literacy.</p>	<b>TARGET/S</b>	<ul style="list-style-type: none"> <li>• Improve Year 9 students' performance in the test aspect of numeracy in NAPLAN compared to 2011 results to be at state average.</li> <li>• Increase the percentage of correct responses to space visualisation, properties of the geometric figure, fractions and decimals and time questions in the numeracy component of Year 9 NAPLAN 2012 by 10%</li> <li>• Enhance numerical literacy strategies for all students, especially 65% LBOTE students</li> </ul>
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STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET	
		2012	2013	2014			
<p>Evaluate and redesign current Mathematics teaching and learning programs in Years 7, 8 and 9 to revise/ include units on Space, Geometry, Fractions and Decimals and Measurement.</p> <p>Numerical literacy strategies for teaching and learning in all subject areas in Years 7 and 8:</p> <ul style="list-style-type: none"> <li>• Form a Numeracy Team with representatives from a range of subject areas</li> <li>• Write a Numeracy First Aid Kit and/or booklet of Numeracy Keywords.</li> <li>• Reinforce key words – explain, list, compare</li> <li>• Key words defined on assessment task sheets (small box/footnote) to reinforce what the question is asking of the student</li> <li>• Shift from questions that ask students to answer/list/define/repeat to interpret/analyse/explain</li> </ul> <p>Professional learning for all staff in literacy strategies related to numeracy.</p>	<p>Improve Year 9 numeracy results in NAPLAN by:</p> <ul style="list-style-type: none"> <li>• Increased number of Year 9 students in Bands 7,8 and 9 on NAPLAN numeracy test 2012 from</li> <li>• Reduced number of Year 9 students in Bands 4 and 5 on NAPLAN numeracy test 2012 from</li> <li>• Improved overall Year 9 results in the test aspect of Numeracy in 2012 by 11 scale points compared to 2011</li> </ul>	→			DP, HT Administration, HT Mathematics and faculty staff	TPL funds Professional learning days	
			→			DP, HT Mathematics, executive, STLA, staff	SDD Staff meetings
		<p>A cross-faculty Numeracy team formed in Term 1 2012.</p>	→			Staff representatives from all faculties and facilitator	Executive and faculty meetings
		<p>A Numeracy First Aid Kit written and distributed to staff and students with associated classroom strategies across a range of subjects.</p>	→				
		<p>Staff complete mandatory professional learning ( 2 hours) in literacy strategies for numeracy</p>	→			Senior executive and all staff	SDD

**SCHOOL IDENTIFIED PRIORITY  
LITERACY**

OUTCOME/S	To improve Year 9 student performance in reading focusing on interpretative and applied comprehension.	TARGET/S	<ul style="list-style-type: none"> <li>• Increase the percentage of Year 9 students in the proficient standard band for reading in NAPLAN by 20%</li> <li>• Increase the percentage of correct responses to interpretative and applied comprehension questions in the reading component of Year 9 NAPLAN 2012 by 10%</li> </ul>			STRATEGIES	INDICATORS	TIMEFRAME	RESPONSIBILITY	FUNDING SOURCE/BUDGET								
					<p>Explicit professional learning for all staff in literacy strategies for reading</p> <p>Redesign a reading program for students in Year 7 2012 with elements of DEAR, wide reading, Library and English involvement.</p> <ul style="list-style-type: none"> <li>• Year 7 reading book lists</li> <li>• Book Review each term/ semester within English classes</li> <li>• Premier’s Reading Challenge</li> <li>• English teachers as DEAR supervisors</li> <li>• Recognition and reward system.</li> </ul> <p>Literacy strategies for teaching and learning in all subject areas:</p> <ul style="list-style-type: none"> <li>• comprehension (literal, interpretative, applied)</li> <li>• vocabulary and meta-language</li> <li>• sentence structure ( simple, compound, complex)</li> <li>• paragraph structure</li> </ul>		<p>Staff complete mandatory professional learning (2 hours) in literacy strategies for reading.</p> <p>Increased borrowing patterns for Year 7 from 60% in 2011 to 75% in 2012</p> <p>Increased student participation in the Premier’s Reading Challenge for Year 7 , from 40% in 2011 to 60% in 2012</p> <p>English teachers supervising DEAR/ roll call</p> <p>Implementation of Reading Award system in 2012</p> <p>Improve Year 9 reading results in NAPLAN by:</p> <p>2% (2012)</p> <p>5% (2013)</p> <p>10% (2014)</p> <p>Improve Year 8 ESSA literacy results:</p> <p>5% (2012)</p> <p>10% (2013)</p> <p>15% (2014)</p>			<p>2012    2013    2014</p> <p>→        →        →</p> <p>→        →        →</p> <p>→        →        →</p> <p>→        →        →</p> <p>→        →        →</p> <p>→        →        →</p> <p>→        →        →</p> <p>→        →        →</p>			<p>Regional and College expertise</p> <p>Senior management</p> <p>Teacher Librarian</p> <p>HT English</p> <p>English faculty staff</p> <p>HT English</p> <p>Teacher Librarian</p> <p>HT Welfare</p> <p>Executive and all staff</p> <p>All faculties</p>			<p>TPL funds</p> <p>Professional learning days</p> <p>Staff meetings</p> <p>Library Budget + P&amp;C Funds + School Finances</p> <p>Executive and faculty meeting time</p>		

**SCHOOL IDENTIFIED PRIORITY  
RESILIENCE AND WELLBEING**

OUTCOME	To enhance the resilience and wellbeing of Year 8 female students	TARGET/S	<ul style="list-style-type: none"> <li>• Improve students' sense of self-worth and confidence to enhance engagement in learning</li> <li>• Increase student participation in community based initiatives</li> <li>• Enhance and educate whole school community on parenting skills of adolescent girls</li> </ul>				
STRATEGIES		INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<p>Monitor and track student well-being, academic progress and engagement through STAR SEARCH, attendance readouts and assessment and report data. Provide additional support structures for identified students at risk. Implement Digital Citizenship course for Year 8 students and raise awareness of appropriate use of digital technology</p> <p>Develop activities and workshops around student participation in community and social justice initiatives</p> <p>Facilitate opportunities to participate in student resilience programs and develop skills to strengthen group harmony and tolerance</p> <p>Encourage students to examine daily routines which impact on learning ability and personal academic success.</p> <p>Improve parent access to information and programs which support parenting skills and advice on raising adolescent girls.</p> <p>Compare Year 8 entry and exit survey which monitors aspects of self-efficacy and measures levels of student wellbeing. Acknowledge and celebrate student success and achievement</p>		Decrease negative STAR SEARCH RISC entries from semester one to semester two by 25%	2012	2013	2014	Principal, DPs, HT Welfare, Year Advisors, School Councillors	Faculty/ staff meeting time
		Decrease the number of Year 8 students with attendance below 85% by 20%				TAS faculty Technology team DPs and all staff	Budget
		Linking identified students to suitable external programs					
		Decrease cyber bullying incidents in Year 8 by 10%. Increased appropriate use of technology				Careers Advisor, Year Advisors	TPL days
		Student participation in structured community projects to be tracked					
		Decrease the incidents of student conflict as recorded on RISC by 15% in 2012				Welfare team	Meeting time
		Increase utilisation of peer mediation in Year 8					
		Decreased reports of lateness, punctuality, uniform etc. infringements by 20%				Welfare and Learning Support teams DPs, executive, staff	Meeting time
		Increased attendance at parent meetings					
		Track student responses to wellbeing survey over 3 years.				Principal and P&C Welfare team	Meeting time
Increase student recognition within merit system by 30%							
				Principal, Year Advisors, staff	P&C meetings		
Increase the number of students attending the 'Improvement Morning Tea' from 47 to 60 students							

**SCHOOL IDENTIFIED PRIORITY  
ENGAGEMENT**

OUTCOME/S	To enhance the engagement in learning for Year 8 female students	TARGET/S	<ul style="list-style-type: none"> <li>• Increase the personal profile data for students to a drift upwards with more students achieving consistently across all criteria, with improved academic performance.</li> <li>• Improve Literacy and Numeracy results in Year 9 NAPLAN 2013</li> <li>• Increase Year 8 student responsibility as a learner</li> </ul>				
STRATEGIES		INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<ul style="list-style-type: none"> <li>• Create an extra class in Year 8 mandatory subjects</li> <li>• Organise a learning support group within an English class structure for withdrawal and group work</li> <li>• Design a parallel ESL class for personalised intensive guidance with teacher expertise.</li> <li>• Strengthen curriculum planning and consistency across the middle years, especially in Year 8</li> <li>• Increase personalised learning plans</li> <li>• Promote student centred learning or student directed learning</li> <li>• Further develop enriched learning activities for the gifted and talented students</li> <li>• Acknowledge and celebrate student success and achievement</li> </ul>		Subject grades of Year 8 students move upwards from B-A, C-B, D-C in 30% of students by the yearly report	2012	2013	2014	Timetable team + Principal	Faculty time Executive meeting Faculty time Professional learning days
		Decrease the number of students ( 10 %) in the lower bands of Literacy NAPLAN Year 9 2013	→	→		HT English and STLA staff	
		Decrease the number of students ( 10%) in the lower bands for Year 8 ESSA	→			HT English and ESL teachers	
		Decrease in number of students with less than 85% attendance in Year 8	→			Executive	
		Decrease the Year 8 lateness data by 20%	→			Learning support team and classroom teachers	
		Increase engagement in learning for GAT students	→			Classroom teachers	
		Increase student recognition within merit system by 30%	→			All teachers and executive	
		Increase the percentage of students invited to the Most Improved Morning Tea in Term 4 2012	→			Welfare team Principal, Year Advisors, staff	

**SCHOOL IDENTIFIED PRIORITY CURRICULUM AND ASSESSMENT**

OUTCOME/S	<p>To implement the Australian Curriculum for Years 7 to 10 by 2013 in English, Mathematics, Science and History To embed quality teaching into programs, units of work, assessment tasks and classroom practice, with meaningful feedback to enhance student learning outcomes To promote differentiation in teaching to meet the needs of learner diversity</p>	TARGET/S	<ul style="list-style-type: none"> <li>• Develop teaching and learning programs through quality professional learning, related to the new Australian Curriculum for mandatory subjects Years 7-10.</li> <li>• Increase the consistency of assessment task requirements and meaningful teacher feedback to across the curriculum</li> <li>• Increase the percentage of assessment tasks and units of work coded and redesigned utilising the QT framework from 25% in 2011 to 100% in 2014</li> <li>• Increase the number of tasks differentiated collaboratively by staff with STLA support compared to 2011</li> </ul>				
STRATEGIES		INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<ul style="list-style-type: none"> <li>• Facilitate college, campus and faculty workshops on the Australian Curriculum for all staff</li> <li>• Professional development time provided to develop new courses</li> <li>• Setting up of an online access to tasks and marking criteria</li> <li>• Constructive feedback to students provided as appropriate to the task in a timely manner</li> <li>• Use the QT framework to redesign programs, units of work, evaluate assessment tasks, develop explicit marking criteria and classroom strategy</li> <li>• Support teachers to lead task differentiation to enhance student learning including GAT, LBOTE, Aboriginal education and learning support.</li> <li>• Develop a variety of resources catering to different student learning needs and create a bank for all staff to access</li> </ul>		<p>All staff engaged in a range of professional learning workshops across college linked to the Australian Curriculum. Spread sheet record kept of teacher involvement (DP professional record folder)</p>	2012	2013	2014	Experts within campus, college, DEC and external provider	Faculty days, campus and college teams, assembly time for faculties, SDD
		<p>All staff engaged in curriculum development throughout 2012-2013.</p>				All staff DP	TPL professional learning funds
		<p>Access to tasks is online and in one specific location</p>				All staff Technology team and executive	Faculty meeting
		<p>Consistency of assessment tasks, marking criteria and rubrics monitored</p>				Computer Coordinator DP to pass on to upload	Faculty meeting
		<p>Units of work presented at faculty and staff meeting through professional dialogue</p>				Executive and senior management team	Staff meetings Faculty meeting
		<p>An increase the percentage of students with identified learning needs being able to access assessment tasks from 40% to 80%</p>				Head teachers and DP HT Welfare HT Teaching and Learning	Staff
		<p>Professional sharing regarding of resources at school teams meetings in cross faculty groups.</p>				Staff DP TARS & EARS conversations	School teams College teams