

## School Plan 2013

### School Context

Rissalah College is located at 54-72 Hampden Rd, Lakemba, New South Wales. There are 491 students, with about 98% of students from LBOTE (Language Background Other Than English).. The high quality of education, which is reflected in the level of student achievement, demonstrates the dedicated staff's commitment to the students' development in the acquisition of the skills across the school curriculum, with the major focus on Literacy and Numeracy. Based on 2012 NAPLAN results, Rissalah College is very pleased with the majority of students achieving or exceeding the national minimum standard in Literacy and Numeracy. In 2013, Rissalah College will build on the teachers' and students' successes to ensure the good Literacy and Numeracy results are sustained. Although NAPLAN results show that the school performed well, surveys (to staff, parents and students) indicated that reading and writing needs to remain an area for further development. In addition there will be an emerging focus on Numeracy in 2013 to ensure standards remain as high as previous years. The mentoring system whereby three experienced teachers have supported and developed New Scheme Teachers has been a huge success. The New Scheme Teachers have developed a range of quality teaching methods to excel students' progress and are beginning to use these with good effect. Our motto of 'Knowledge, Faith and Discipline' provides a supportive environment for a child's spiritual, social, emotional and academic development in a setting that strives for excellence from teachers and students.

### Priority areas

#### 1. Literacy

### Targets

- 1.1** Increase the percentage of Year 5 students achieving the top two bands in reading and writing from 18.35% in 2012 to 30% in 2013.
- 1.2** Increase the percentage of Year 3 students achieving the top two bands in reading and writing from 39.55% in 2012 to 50% in 2013.
- 1.3** Increase library borrowing from a total of 1381 books borrowed in 2012 to at least 17,000 borrowed in 2013 (at least one book a week per student)

<p><b>2. Teacher Quality</b></p>	<p>throughout the year)</p> <p><b>2.1</b> Four New Scheme Teachers to achieve Professional Competence by 2013.</p> <p><b>2.2</b> Teachers that attend Professional Development will demonstrate different forms of new pedagogy in 2013 and share best practice with colleagues.</p>
<p><b>Intended Outcomes:</b></p> <p><b>1. Literacy</b></p> <ul style="list-style-type: none"> <li>• Significant improvement in all NAPLAN data reflected in reading and writing strands.</li> <li>• A range of quality levelled texts provided to address the reading needs of all students.</li> </ul> <p><b>2. Teacher Quality</b></p> <ul style="list-style-type: none"> <li>• Teacher standards raised to improve student learning outcomes.</li> <li>• Professional learning undertaken by all teachers and applied in classroom practice.</li> <li>• Cohort data (especially NAPLAN) analysed to inform teaching practices.</li> </ul>	

**Priority Area 1: Literacy**

<b>Line No.</b>	<b>Reform</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2013</b>	<b>Responsibility</b>	<b>Resource Allocation and Funding Structure</b>
<b>1</b>	<b>R4</b>	<p>All teachers routinely access NAPLAN and other relevant data when evaluating and preparing class programs.</p> <p>Individual/group analysis and planning using SMART to inform Literacy teaching strategies are evident in the classroom teacher's program.</p>	<p>Continue professional development on how to use SMART package and teaching strategies to analyse and respond to NAPLAN data</p> <p>Maintain a practice in the regular use in term 1 and term 3 of the analysis of NAPLAN data at whole school, year group and class levels to identify strengths and weaknesses with alignment to syllabus outcomes.</p>	Term 1	Deputy Principal	<p><b>PD:</b></p> <p>1 full day workshop on our PD day</p> <p>= <b>\$470</b></p> <p>Total = <b><u>\$470</u></b></p>
<b>2</b>	<b>R4</b>	<p>Students are assessed and evaluated using diagnostic assessments correctly.</p>	<p>Introduce 'Dibels' through professional development as a tool for diagnosing and responding to student needs.</p> <p>Provide professional development to new and existing staff members to assess student literacy skills using class assessments and</p>	Term 1	Deputy Principal	<p>- PD AIS consultant -DIBELS</p> <p>Full day PD \$1300x4 <b><u>\$5200</u></b></p>

			checklist data including formal exam data.			
3	R4	Students' literacy skills are increased through the use of technology	<p>Use Interactive White Boards to allow teachers to access and share resources through fortnightly staff development, demonstration lessons and observations.</p> <p>Provide structured professional learning opportunities to better equip teachers to teach literacy effectively through the use of interactive whiteboards and maximise learning opportunities.</p> <p>Purchase and share amongst all staff a range of academic software packages/resources available on teacher websites which will be used through interactive whiteboard technology. This purchase will enable both whole class and small groups to work on reading activities collaboratively.</p>	Term 1	Deputy Principal	<p>4 x 2Touch Interactive Whiteboards =</p> <p><b><u>\$28,400</u></b></p> <p>Purchase of 4 laptops</p> <p>\$1000 x 4=</p> <p><u>\$4000</u></p> <p><i>(School Contribution)</i></p> <p>Interactive Whiteboard teacher resources</p> <p><u>\$4000</u></p> <p><i>(School Contribution)</i></p>

4	R1	Interactive and innovative lessons will be taught as a result of staff networking, sharing ideas and demonstrating lessons	Staff sharing will be done fortnightly after school.  Mentor/model/observe teachers' use of (and student engagement) interactive whiteboards during literacy lessons by professionally competent teachers.			
5	R1	Increased student borrowing from the school library.	Employ full time teacher-librarian to increase student engagement and enthusiasm in reading. This teacher-librarian will also provide on site professional development opportunities with a focus on reading classroom practice. This will include mentoring teachers in differentiation of teaching strategies with a special focus on guided reading and also the dispatch of appropriate levelled home readers to children.	Term 1	Principal	Full time librarian - 3 days per week <b><u>\$53,156.39</u></b>  2 days per week <b><u>\$35437.67</u></b>  (School contribution)
6	R4	Students achieve better results in the reading strand of the English syllabus.	Further develop school wide home reading scheme (with an emphasis on years 3-6) by purchasing school readers so as to update/complete	Term 1	Deputy Principal	Pearson Sailing Solo Home Readers

			the reading schemes currently being used in the school.			<u>\$6111.81</u> <i>\$8,000 for library books</i> <i>(School contribution)</i>
7	<b>R2</b>	Targeted students in K-6 increase their reading skills.	<p>Mentor classroom teachers in extending students in reading k-6 using two experienced teachers.</p> <p>Teachers collaboratively plan across grades a unit of work in Literacy.</p>	Term 1-4	Deputy Principal	<p>Casual teacher 0.5 x5 (half a day, 5 days a week, 40 weeks)</p> <p>\$174.90 x5x40=</p> <p><b><u>\$34,980</u></b></p>
8	<b>R4</b>	Targeted students in K-6 increase their reading skills.	Purchase and implement the use of laptops to support targeted students' literacy outcomes.	Term 1	Principal	<p>10 laptops x \$650 = \$6500</p> <p><i>(School contribution)</i></p>
9	<b>R6</b>	Parents increase their awareness of, and ability to use, techniques to support and improve their child's decoding, fluency and comprehension skills.	Separate (K-2 and 3-6) parent workshops, led by Deputy Principal and Highly Accomplished Teachers, to provide parents with strategies, skills and information to support their child when reading at home.	Term 1	Deputy Principal	<p>Casual relief</p> <p>2x half days</p> <p>\$174.90x2=</p> <p><b><u>\$349.80</u></b></p>

**Priority Area 2: Teacher Quality**

<b>Line No.</b>	<b>Reform</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Timeframe 2013</b>	<b>Responsibility</b>	<b>Resource Allocation and Funding Structure</b>
10	<b>R5</b>	A documented Situational Analysis is available for discussion.	Gathering and analysing data to develop a school situational analysis and plan	Term 3, 2013	Deputy Principal	\$349.80 x 4 teachers x 2 days  <b><u>\$2798.40</u></b>
11	<b>R1</b>	Plan and monitoring mechanisms are being developed.	Provide professional development for school leaders in leading, managing school change and monitoring school improvement initiatives  ISLC Leadership Course	Term 3, 2013	Principal	Course = <b>\$1000</b>  Relief for teachers: \$349.80 x 4 teachers x 2 days= <b>\$2798.40</b>  Total= <b><u>\$3798.40</u></b>
12	<b>R3</b>	Targeted students have increased achievement of literacy outcomes	Trained paraprofessionals to deliver one to one literacy support to targeted students  Employ three paraprofessionals to implement, the MULTILIT program to	Term 1	Principal	<b>-Employment:</b>  3 paraprofessionals  <b>\$57,215.19</b> (including Superannuation) x 3

			targeted students across K-6.  Train paraprofessionals and two teachers to implement MULTILIT Extension program to targeted students across K-6 who have completed MULTILIT Reading Tutor Program but still need reading support.			<p><b>= \$171, 645.57</b></p> <p><b>MULTILIT EXTENSION</b> Training workshop (1 day) plus starter kit x1 = <b>\$652.25</b></p> <p>Workshop (1 day) x3 = \$440.25x3 = <b>\$1320.75</b></p> <p>Casual Teachers x2</p> <p><b>\$699.60</b></p> <p><b>Grand Total =</b></p> <p><b><u>\$174, 318.17</u></b></p>
13	<b>R4</b>	Targeted students have increased achievement of literacy outcomes	Continue to further develop students with an intensive, structured, systematic program of instruction and related skills carried out within a positive, one to one, teaching environment.	Term 1 until the end of the year	Deputy Principal	<p><b>MULTILIT Student Resources</b> (to build on what we currently have for new students on the program)</p> <p><b><u>= \$391.50</u></b></p>
14	<b>R2</b>	Teaching practice by New Scheme Teachers will be enhanced due to regular reflection times by	a) Mentoring by supervisors (3): 3 times per term x 10 new scheme teachers (Newly Graduates) = 30	Term 1= K-	Deputy	Relief time for mentoring teachers -1 hour per



		coordinators	<p>times per term. Supervisors will do 3 observation lessons and 3 follow up in class support.</p> <p>b) Feedback after consultation with the Deputy Principal regarding mentoring new scheme teachers, and appraising teachers K-6. The Deputy Principal will then evaluate supervisors' analytical assessment/evaluation</p>	<p>2</p> <p>Term 2= Stage 2</p> <p>Term 3= Stage 3</p> <p>Term 4 = K-6</p>	Principal	<p>week for each mentor</p> <p>– Casual teacher (0.5x40)</p> <p>\$174.90x40</p> <p><b><u>=\$6996</u></b></p>
15	<b>R1</b>	<p>Individual Learning Programs (ILPs) are implemented for targeted students in grades 1, 2 and 4.</p> <p>Teachers are using explicit strategies to develop students' literacy.</p>	<p>Continue to employ a highly experienced teacher to support and mentor stages (Early Stage 1, Stages 1, 2, 3) in professional learning at the school. Through this mentoring, the teacher will develop Individual Learning Programs (ILPs) for targeted students (in Grades 1, 2 and 4) with a view to raising standards in accuracy, fluency and comprehension. In addition, the teacher will be classroom based, assisting targeted groups of students during literacy sessions collaborating, mentoring and supporting classroom teachers.</p> <p>This teacher will also assess targeted</p>	Term 1	Principal	<p><b>Employment:</b></p> <p>Experienced Literacy support teacher</p> <p><b><u>= \$77, 703.92</u></b> (including superannuation)</p>

			students. They will develop, plan, and implement specific learning plans for targeted students. In addition the teacher will be classroom based to demonstrate reading and writing strategies			
16	<b>R1</b>	Students are achieving improved writing outcomes	<p>'In house' professional development to be provided to target identified areas of weakness in writing.</p> <p>Follow-up meetings to discuss success of implementation of new initiatives/strategies. Stage supervisors to mentor teachers to ensure implementation of each writing initiative is successful.</p> <p>Teachers go in pairs to visit 'partner schools' to observe and share best practice.</p> <p>Discuss findings and feed back with whole staff during staff meetings.</p>	On going	All staff	<p>Petrol</p> <p><b><u>\$125.61</u></b></p> <p><i>Casual teachers for relief</i></p> <p><i>2x \$349.80</i></p> <p><i>= \$699.60</i></p> <p><i>(School Contribution)</i></p>
17	<b>R4</b>	Teachers regularly use SMART data to inform teaching.	<p>Train targeted teachers to navigate SMART data website, including recommended teaching activities.</p> <p>All teachers attend follow up (once a</p>	Ongoing	Mentors	School contribution

			term)  Identify and program strategies using NAPLAN teaching strategies to develop areas of weakness in identified students in Literacy			
18	<b>R4</b>	Teachers use a range of classroom management and differentiation strategies effectively to optimise student learning.	Provide Professional Development for all teachers to develop a range of skills and strategies to effectively differentiate and manage their classroom.  Each PD to be followed up with a meeting to discuss what has been successful in classrooms.  Teachers to be observed using differentiation and classroom management techniques in class.	Term 1 and ongoing	Deputy Principal.  Tiffany Roos (AIS Consultant)  Mentors	PD x 4 by AIS consultant <b>=<u>\$5200</u></b>  <i>PD x 1 by AIS consultant</i> <i>=<u>\$1300 (School Contribution)</u></i>  Relief for Mentors  (Accounted for in line 14)