Ambarvale Public School

School Plan

2012-2014
### School Context
Ambarvale Public School is situated in the Campbelltown School Education Area. The school has an enrolment of 257 students K-6 (including 36 students in the 4 class support unit) with a 35% NESB population (representing 24 different languages) and 6% Aboriginal/Torres Strait Islander background. The school successfully caters for students from diverse language, cultural and socio-economic backgrounds. Ambarvale PS has been a participant in the Priority Schools Funding Program (PSP) and National Partnerships Program (NP) 2009-2011, and continues to build on quality teaching, learning and leadership practices, with a focus on improving student results in literacy and numeracy. Spanish, as a Community language, continues to be taught across K-6. Ambarvale Public school’s mission is to provide excellence in education, empowering students to achieve their potential within an engaging, caring and inclusive environment.

Ambarvale PS aims to develop the whole child and cater for individual differences, providing many programs to support specific needs. Student engagement continues to be a focus, with particular emphasis on building on recent success with student attendance rates. Ambarvale Public School embraces the community as partners in education and will continue in its pursuit of parent involvement and community links, including the broader community and Community of Schools.

### School Priority Area (3 year horizon) | Intended Outcomes
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**Numeracy** | • Increased levels of numeracy achievement for every student consistent with national, state and regional directions.
• Diminished gap in numeracy achievement between Aboriginal students and all students.
• Strengthened numeracy learning through the effective use of diagnostic and ongoing assessment data that identifies individual student needs.
• Improved outcomes through targeted strategic early intervention for students experiencing difficulty in numeracy.
• Students on Individual Learning Plans make progress against individual targets.
• Quality teaching is evident in all teaching programs with a particular focus on Numeracy.
• Enhanced partnerships with parents/carers to support student progress in Numeracy.

**Literacy** | • Increased levels of literacy achievement for every student consistent with national, state and regional directions.
• Diminished gap in literacy achievement between Aboriginal students and all students.
• Strengthened literacy learning through the effective use of diagnostic and ongoing assessment data that identifies individual student needs.
• Improved outcomes through targeted strategic early intervention for students experiencing difficulty in literacy.
• Students on Individual Learning Plans make progress against individual targets.
• Quality teaching is evident in all teaching programs with a particular focus on Reading and Writing.
• Enhanced partnerships with parents/carers to support student progress in Literacy.

**Student Engagement and Attainment** | • The school structures and practices respect and respond to the diverse needs and unique characteristics of every student.
• Students experience challenging, flexible personalised, safe and engaging learning environments.
• Enhanced well-being of students.
• The school environment enables students to experience success and received recognition for their attainments.
• Enhanced use of technology as a tool for teaching, learning and communication.
• Enhanced opportunities for students to participate in areas of the Creative Arts.

**Leadership and Management** | • Strengthened leadership capacity at all levels.
• Increased school leadership capacity to lead evidenced based strategic planning.
• Strong leadership and management practices, resulting in whole school improvements as measured against best practice statements.
• Enhanced student leadership opportunities and recognition.
• The implementation of a broad, inclusive and relevant curriculum with quality assessment and reporting practices.
• Clear alignment between the implementation of curriculum, professional learning and student learning needs.

**Aboriginal Education** | • Effective implementation of the Aboriginal Education and Training Policy and the Aboriginal Education and Training Strategy.
• Aboriginal students are supported by all staff to become successful learners, confident and creative individuals who are active and informed citizens.
• Aboriginal student learning outcomes will match or better the outcomes of the broader student population.
• Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education.

*In referring to Aboriginal people, this document refers inclusively to all Aboriginal Australians and Torres Strait Islander people.*
Targets (2012-2014)

NUMERACY – Focus targets from 2012
- To increase the proportion of students in Year 3 above minimum standard (Bands 3-6) from 80% in 2011 to a minimum of 81.5% in 2012, 83% in 2013 and 84.5% in 2014, a minimum of 1.5% yearly increase based on 2011 NAPLAN data.
- To increase the proportion of Year 3 students at proficiency (Bands 5 & 6) in NAPLAN testing from 9% in 2011 to a minimum of 10.5% in 2012, 12% in 2013 and 13.5% in 2014, a minimum of 1.5% yearly increase on 2011 data.
- To increase the proportion of students in Year 5 above minimum standard (Bands 5-8) from 60% in 2011 to a minimum of 61.5% in 2012, 63% in 2013 and 64.5% in 2014, a minimum of 1.5% yearly increase based on 2011 NAPLAN data.
- To increase the proportion of Year 5 students at proficiency (Bands 7 & 8) in NAPLAN testing from 11% in 2011 to a minimum of 12.5% in 2012, 14% in 2013 and 15.5% in 2014, a minimum of 1.5% yearly increase on 2011 data.
- To increase the proportion of Year 5 students achieving expected minimum growth from 57.5% in 2011 to 62.5% in 2012, 67.5% in 2013 and 72.5% in 2014, a minimum of 5% yearly increase based on 2011 NAPLAN data.
- To increase the number of students achieving or above expected grade benchmarks by 3% in Number as measured by school based data. Targets: K = 70%, Yr 1 = 81%, Yr 2 = 66%, Yr 3 = 53%, Yr 4 = 69%, Yr 5 = 60%, Yr 6 = 65%
- To increase the percentage of students achieving expected level on the Early Numeracy Continuum for Best Start in early arithmetical strategies as measured by Best Start data and/or Sena testing.
- Targets: for Kinder = 70% (Perceptual), Year 1 = 80% (Figurative) NB: Year 1 targets are a 3% increase on 2011 results.
- All students on IEPs achieve minimum of 80% of individual target in Numeracy.

LITERACY- READING – Focus targets from 2012
- To increase the proportion of students in Year 3 above minimum standard (Bands 3-6) from 68% in 2011 to a minimum of 69.5% in 2012, 71% in 2013 and 72.5% in 2014 - a minimum of a 1.5% yearly increase on 2011 NAPLAN data.
- To increase the proportion of students in Year 3 at proficiency (Bands 5 and 6) from 39% in 2011 to a minimum of 41.5% in 2012, 43% in 2013 and 44.5% in 2014 - a minimum of a 1.5% yearly increase on 2011 NAPLAN data.
- To increase the proportion of students in Year 5 above minimum standard (Band 5-8) from 67% in 2011 to a minimum of 68.5% in 2012, 70% in 2013 and 71.5% in 2014 - a minimum of a 1.5% yearly increase on 2011 NAPLAN data.
- To increase the proportion of students in Year 5 at proficiency standard (Bands 7 & 8) from 18% in 2011 to a minimum of 19.5% in 2012, 21% in 2013 and 22.5% in 2014 - a minimum of a 1.5% yearly increase on 2011 NAPLAN data.
- To increase the proportion of Year 5 students achieving expected minimum growth from 61.9% in 2011 NAPLAN data to 67% in 2012, 72% in 2013 and 77% based on yearly 5% increase on 2011 NAPLAN data.
- To increase the number of students achieving at or above expected grade benchmarks by 3% in reading as measured by school based data Targets: K = 70%, Yr 1 = 73%, Yr 2 = 84%, Yr 3 = 77%, Yr 4 = 65%, Yr 5 = 70%, Yr 6 = 62%
- To increase the percentage of students attaining expected level (Cluster 4) on the Early Literacy Continuum for Best Start in Comprehension as measured by Best Start data.
- Targets : Kinder = 70% (Cluster 4) Year 1 = 30% attaining Cluster 6 (NB: Year 1 target is a 3% increase on 2011 results.)
- All students on IEPs achieve minimum of 80% of individual target in Reading.

LITERACY- WRITING – Focus targets from 2013
- To increase the proportion of students in Year 3 above minimum standard (Bands 3-6) from 81% in 2011 to a minimum of 82.5% in 2012, 84% in 2013 and 85.5% in 2014 - a minimum of a 1.5% yearly increase on 2011 NAPLAN data.
- To increase the proportion of students in Year 3 at proficiency (Bands 5 and 6) from 40% in 2011 to a minimum of 41.5% in 2012, 43% in 2013 and 44.5% in 2014 - a minimum of a 1.5% yearly increase on 2011 NAPLAN data.
- To increase the proportion of students in Year 5 above minimum standard (Band 5-8) from 67% in 2011 to a minimum of 68.5% in 2012, 70% in 2013 and 71.5% in 2014 - a minimum of a 1.5% yearly increase on 2011 NAPLAN data.
- To increase the proportion of students in Year 5 at proficiency standard (Bands 7 & 8) from 9% in 2011 to a minimum of 10.5% in 2012, 12% in 2013 and 13.5% in 2014 - a minimum of a 1.5% yearly increase on 2011 NAPLAN data.
- To increase the proportion of Year 5 students achieving expected minimum growth from 61.9% in 2011 NAPLAN data to 67% in 2012, 72% in 2013 and 77% based on yearly 5% increase on 2011 NAPLAN data.
- To increase the number of students achieving at or above expected grade benchmarks by 3% in writing as measured by school based data Targets: K = 70%, Yr 1 = 70%, Yr 2 = 62%, Yr 3 = 66%, Yr 4 = 76%, Yr 5 = 64%, Yr 6 = 62%
- To increase the percentage of students achieving expected level (Cluster 4) on the Early Literacy Continuum for Best Start in Aspects of Writing as measured by Best Start data. Targets: Kinder = 70% (Cluster 4) Year 1 = 27% attaining Cluster 6 (NB: Year 1 target is a 3% increase on 2011 results.)
- All students on IEPs achieve minimum of 80% of individual target in Writing.

STUDENT ENGAGEMENT & ATTAINMENT – Focus targets from 2012
- To increase the school’s attendance rate from 92.5% (2011) to 93.5% (2012), 94.5% (2013) and (95.5%) in 2014 - based on 1% increase on 2011 data.
- To increase the school’s percentage of justified absences from 75% (2011) to 77.5% (2012), 80% (2013) and 82.5% (2014) - based on yearly 2.5% increase on 2011 data.
- To decrease the school’s suspension rate from (30) suspensions in 2011 to a maximum of (27) in 2012, (24) in 2013 and (21) in 2014, based on yearly 10% decrease on 2011 data.
- At least 75% of students achieving basic literacy in technology in 2012, with an increase of 2.5% per year, based on 2012 data.

ABORIGINAL EDUCATION – Focus targets from 2012
- To increase the Aboriginal student attendance rate from 92.8% in 2011 to 93.8% in 2012, based on yearly 1% increase on 2011 data. (Target to be updated annually).
- 100% of Aboriginal students engaged in the Personalised Learning Plan process.
- 100% of staff embedding ‘8 Ways of Learning’ into their teaching programs.
- 100% of Aboriginal students achieve expected minimum growth in NAPLAN results in Literacy and Numeracy.
- 100% of Aboriginal students achieve 80% of expected individual literacy and numeracy targets set in Personalised Learning Plans.

LEADERSHIP & MANAGEMENT – Focus targets from 2012
- To implement the SRC meetings on a minimum of 6 occasions annually, providing increased student participation in decision making and leadership opportunities.
- To increase the percentage of professional learning stage meetings occurring in the year from 10% in 2011 to 25% in 2012.
- 100% of teachers achieve progress on 70% of professional goals on individual professional learning plan to support enhanced teaching and learning practices and/or acquisition of leadership skills.
## Yearly Curriculum Focus

### 2012
- **Main focus** – Reading
- **Consolidation of Numeracy**
- **Sub focus areas** – Writing/Spelling

### 2013
- **Main focus** – Reading
- **Continue focus of Numeracy**
- **Sub focus areas** Writing/Spelling

### 2014
- **Main focus** – Writing
- **Consolidation of Reading**
- **Continue focus of Numeracy**

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### The plan has been endorsed and approved by:

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<th>Principal:</th>
<th>Date:</th>
<th>School Education Director:</th>
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<tbody>
<tr>
<td>Lisa Porter</td>
<td>20-12-11</td>
<td>Marianne Carahalios</td>
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**Principal's Initials:** _____________________________  

**School Education Director's Initials:** _______________