Salt Ash Public School is a small school serving a rural area bounded by Raymond Terrace, Tanilba Bay and Nelson Bay. Our motto is ‘Quality Education in a unique caring environment.’ The school promotes quality teaching and learning with an experienced staff who continually strive for improvement. The school is supported by a committed community with high expectations. The school aims to provide quality curriculum opportunities within a safe and happy environment. Salt Ash Public School offers its' students the opportunity to develop positive self-esteem, self-motivation and self-discipline within a caring environment. The goal is to assist each of the students to realise their own potential and prepare for the challenges of the future. The School Welfare program is based on developing and using respect, consideration and co-operation across the school environs. The School also implements the Aussie Fair Rules Program.

The school participates in State based Literacy and Numeracy Programs and has established partnerships with local schools and the wider community.

### SCHOOL IDENTIFIED PRIORITY AREAS

<table>
<thead>
<tr>
<th><strong>1. Literacy</strong></th>
<th><strong>INTENDED OUTCOMES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Numeracy</td>
<td></td>
</tr>
<tr>
<td>3. Information and Communication Technology</td>
<td></td>
</tr>
<tr>
<td>4. Student Engagement</td>
<td></td>
</tr>
</tbody>
</table>

- Levels of literacy and Numeracy achievement for every student is improved K-6.
- Quality Teaching and Learning Programs for literacy that integrate ICT and Aboriginal Education perspectives are provided by every teacher.
- Whole school strategies for teaching, learning and assessment in literacy are implemented across all stages.
- Quality assessment strategies inform teaching and learning and are evident in Teaching and Learning Programs.
- Students achieving lower bands in Literacy and Numeracy are supported to achieve relevant stage outcomes through school and regional based programs.
- Students achieving higher bands are supported to reach their full potential in Literacy and Numeracy.
- Consistency in Teacher Judgement in assessment and reporting is evident.
- Student engagement in ICT leads to achievement of relevant stage outcomes.
- Professional learning supports staff in delivering quality teaching in ICT.
- The school community is more engaged and aware of the role of ICT in teaching and learning programs.
- Differentiated Quality Teaching programs are planned and implemented to meet individual student needs.
- Class Teachers effectively meet the individual academic, behaviour, social and physical needs of students.

### TARGETS

- Increase the proportion of students in Year 3 and Year 5 who achieve at the higher skills bands in NAPLAN in all aspects of literacy.
- By 2014, the percentage of students in higher bands of NAPLAN will equal or better the state average in all aspects of literacy.
- By the end of 2014, 85% of all students will achieve stage appropriate outcomes or higher according to school data.
- Staff will assess and place students on the K-6 Literacy continuum with planned differentiated learning activities.
- Increase the proportion of Yr.3 and Yr. 5 students Salt Ash Public School who achieve at the higher skill bands in NAPLAN in all aspects of Numeracy.
- By the end of 2014 85% of all students will achieve stage appropriate outcomes or higher according to school data.
- All students will be placed on the K-6 Numeracy continuum with planned differentiated learning activities.
- Develop in 2013 and then implement in 2014 a K-6 continuum for ICT K-6.
- Increase the use of ICT to engage students in becoming active learners.
- Demonstrate the importance and use of ICT to the school community to increase their awareness of ICT in the education of students at Salt Ash Public School.
- Evidence in all teaching/learning programs and practices of a differentiated curriculum and provision of activities catering to individual learning styles.

<table>
<thead>
<tr>
<th>PRINCIPAL’S SIGNATURE</th>
<th>SED ENDORSEMENT</th>
<th>DATE</th>
</tr>
</thead>
</table>
### SCHOOL IDENTIFIED PRIORITY - Literacy

#### OUTCOMES
- Levels of literacy achievement for every student is improved K-6.
- Quality Teaching and Learning Programs for Literacy that integrate ICT and Aboriginal Education perspectives are provided by every teacher.
- Whole school strategies for teaching, learning and assessment in literacy are implemented across all stages.
- Quality assessment strategies inform teaching and learning and are evident in Teaching and Learning Programs

#### TARGETS
- Increase the proportion of students in Year 3 and Year 5 who achieve at the higher skills bands in NAPLAN in all aspects of literacy.
- By 2014, the percentage of students in higher bands of NAPLAN will equal or better the state average in all aspects of literacy.
- By the end of 2014, 85% of all students will achieve stage appropriate outcomes or higher according to school data.
- Staff will assess and place students on the K-6 Literacy continuum with planned differentiated learning activities.

#### STRATEGIES
- Provide professional learning on the K-6 continuum and ongoing support for implementation, including programming using DEC Resources.
- Continue with analysis of Smart data to inform best teaching practice.
- Extend tracking of students on the continuum across K-6.
- ESL1 and ST 1 teachers to continue to use L3 Practices for Literacy Teaching.
- Use PLAN Resources across K-2 for T/L Programming.
- Use NAPLAN Resources for Programming.
- Provide support to identified students with specific literacy needs using Multilit.
- Investigate providing consistency across stages in specific aspects of literacy – eg. Spelling and grammar/punctuation.
- Facilitate sharing of good practice in the teaching of literacy and provide opportunities for moderation of work samples to ensure consistency of CTJ
- Prepare Staff for implementation of the Australian Curriculum.
- Trial and implement BOS programming resources for Teaching and Learning Programs

#### TIMEFRAME
- 2012
- 2013
- 2014

#### RESPONSIBILITY
- Principal
- K-6 Staff
- K-2 Staff
- K-2 CT’s
- CT’s and STL
- All Staff

#### FUNDING SOURCE/BUDGET
- TPL funds
- Stage/ Staff meetings
<table>
<thead>
<tr>
<th>INDICATORS OF ACHIEVEMENT</th>
<th>HOW WILL THEY BE MEASURED</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increased proportion of students in Year 3 and Year 5 who achieve at the higher skills bands in NAPLAN in all aspects of literacy. &lt;br&gt;• By the end of 2014, 85% of all students will achieve stage appropriate outcomes or higher according to school data. &lt;br&gt;• Every student K-6 will be placed on the continuum and this information passed on every year. &lt;br&gt;• Evidence of differentiated learning activities &lt;br&gt;• By 2014, the percentage of students in higher bands of NAPLAN will equal or better the state average in all aspects of literacy.</td>
<td>• NAPLAN/Best Start data analysis on Term basis to ensure that T/L programs meet student needs and are based on NAPLAN Data and Best Start/PLAN Data. &lt;br&gt;• Supervision of CT Programs including collection of student workbook on a regular basis. &lt;br&gt;• Analysis of student work samples in relation to Spelling knowledge and Grammar/Punctuation skill development. &lt;br&gt;• Best Start and L3 Data...analysis and use of Teaching Resources evident in CT Programs &lt;br&gt;• School Data monitored and assessed by staff and Principal &lt;br&gt;• Evidence of students plotted on the continuum.</td>
</tr>
</tbody>
</table>
## SCHOOL IDENTIFIED PRIORITY - Numeracy

### OUTCOMES
- Students achieving lower bands in Numeracy are supported to achieve relevant stage outcomes through school and regional based programs.
- Students achieving higher bands are supported to reach their full potential in Numeracy.
- Consistency in Teacher Judgement in assessment and reporting is evident in Numeracy Programs.

### TARGETS
- Increase the proportion of Yr3 and Yr. 5 students Salt Ash Public School who achieve at the higher skill bands in NAPLAN in all aspects of Numeracy.
- By the end of 2014 85% of all students will achieve stage appropriate outcomes or higher according to school data.
- All students will be placed on the K-6 Numeracy continuum with planned differentiated learning activities.
- Staff participation in CMIT Training leading to improved outcomes for all students.

### STRATEGIES
- Facilitate sharing good practice in the teaching of numeracy using TEN and CMIT resources and strategies.
- Ensure teachers have access to Training and Development to enable them to meet the needs their students.
- Prepare teachers for the implementation of the Australian Curriculum.
- Develop individual numeracy plans for those students identified as achieving at or below minimum standard.
- Tracking of students’ progress on the K-6 Numeracy continuum using data from Best Start and TEN.
- All Staff to participate in CMIT online in 2013
- Implement CMIT Maths Groups across the School
- K-3 Programs reflect the use of Hunter Central Coast COW for programming for Numeracy.
- Investigate BOS Program Builder Resource.

### TIMEFRAME

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Staff</td>
<td>Principal</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>CTs</td>
<td>CTs</td>
<td>All Staff</td>
<td></td>
</tr>
<tr>
<td>K-3 Staff</td>
<td>All Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### RESPONSIBILITY

- 2012: All Staff
- 2013: Principal, CTs
- 2014: All Staff

### FUNDING SOURCE/BUDGET
- TPL Funds
- DEC online Training
- SSD
- TEN Co-ordinator
<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>HOW WILL THEY BE MEASURED</th>
</tr>
</thead>
</table>
| • Increased proportion of lower bands in Numeracy in NAPLAN meeting minimum numeracy standards in numeracy.  
• CTJ used to monitor and track student progress.  
• Increased proportion of higher performing students in Years 3 and 5 achieving upper 2 bands in NAPLAN numeracy.  
• Hunter Central Coast COW and BOS Program Builder investigated for tracking and programming purposes.  
• Staff have participated in CMIT online and students are tracked using the Continuum.  
• CMIT maths groups operate across the school on a weekly basis targeting lower achieving students.  
• T/L Programs are differentiated to meet all student needs.  
• Relevant, quality, rich assessment tasks for numeracy developed and implemented.  
• Increased engagement of students in numeracy lessons is evident.  
• Increased proportion of students achieving stage outcomes evident from school based data. | • Analysis of NAPLAN numeracy and analysis of trend data.  
• Supervision of CT programs.  
• Comparison of CMIT and Best Start Data throughout the year.  
• Tracking of class achievements in Numeracy against Syllabus Outcomes via the Continuum  
• Analysis of students’ achievement of stage outcomes in Semester 1 and Semester 2 reporting each year. |
## OUTCOMES
- Student engagement in ICT leads to achievement of relevant stage outcomes.
- Professional learning supports staff in delivering quality teaching in ICT.
- The school community is more engaged and aware of the role of ICT in teaching and learning programs.

## TARGETS
- Develop in 2013 and then implement in 2014 a K-6 continuum for ICT K-6.
- Increase the use of ICT to engage students in becoming active learners.
- Demonstrate the importance and use of ICT to the school community to increase their awareness of ICT in the education of students at Salt Ash Public School.

## STRATEGIES

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>TIMEFRAME</th>
<th>RESPONSIBILITY</th>
<th>FUNDING SOURCE/BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review ICT policy and develop K-6 Continuum in Stages.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All Staff</td>
<td>SSD</td>
</tr>
<tr>
<td>Incorporate ICT into assessment tasks for Stage Three and Stage Two</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All Staff</td>
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</tr>
<tr>
<td>Use ICT to engage and encourage students to become active learners.</td>
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<td></td>
<td></td>
<td></td>
<td>All Staff</td>
<td></td>
</tr>
<tr>
<td>Provide ICT learning opportunities for students to demonstrate, exhibit and communicate their learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All Staff</td>
<td></td>
</tr>
<tr>
<td>Use ICT to support student learning in key learning areas by linking to existing school initiatives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All Staff</td>
<td></td>
</tr>
<tr>
<td>Develop teaching/learning programs that include ICT skills and resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All Staff</td>
<td></td>
</tr>
<tr>
<td>ICT to be used to support different learning styles and meet the needs of all learners i.e differentiated learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All Staff</td>
<td></td>
</tr>
<tr>
<td>Provide time for professional learning and collegial sharing through Staff meetings and SDDs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Provide opportunities to display ICT learning experiences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All Staff</td>
<td>$ 1000 per annum (School Funds)</td>
</tr>
<tr>
<td>Implement ‘Skoolbo’ K-6 as an aspect of student homework.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Commence school communication via ‘Sentral’ resource.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Principal and Office Staff</td>
<td></td>
</tr>
<tr>
<td>Implement laptop ‘classroom’ for Stage 3 by 2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Principal and P and C Funds</td>
<td></td>
</tr>
<tr>
<td>Investigate DEC ICT Framework Map.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Principal</td>
<td></td>
</tr>
</tbody>
</table>

## FUNDING SOURCE/BUDGET
- SSD
- School and P and C Funds $ 15 000
<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>HOW WILL THEY BE MEASURED</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Existing ICT Policy reviewed and new policy developed in Stages.</td>
<td>• Data collected on student achievement in ES1 and Stage 1 against new Policy and continuum.</td>
</tr>
<tr>
<td>• ICT incorporated into assessment tasks evident in Stages 2 and 3.</td>
<td>• Survey of viability of ‘Skoolbo’ as ICT Homework Tool.</td>
</tr>
<tr>
<td>• Increased student engagement in learning evident.</td>
<td>• Evidence of ICT across KLA’s in class programs K-6 and assessment tasks in Stage 3 in 2012, Stage 2 in 2013 and across all Stages in 2014.</td>
</tr>
<tr>
<td>• Evidence of learning opportunities for all students K-6 in ICT.</td>
<td>• Supervision of T/L Programs for ICT focus.</td>
</tr>
<tr>
<td>• T/L Programs show use of ICT in daily practice in all classrooms</td>
<td>• Staff use of ‘Sentral’ resource monitored by Principal</td>
</tr>
<tr>
<td>• Evidence of the needs of individual student needs being met through ICT.</td>
<td></td>
</tr>
<tr>
<td>• Increased staff knowledge and competence with ICT from their professional learning and collegial sharing.</td>
<td></td>
</tr>
<tr>
<td>• Increased opportunities for students and staff to demonstrate their learning in ICT.</td>
<td></td>
</tr>
<tr>
<td>• ‘Skoolbo’ implemented K-6.</td>
<td></td>
</tr>
<tr>
<td>• DEC ICT Framework Map Investigated for implementation in 2014.</td>
<td></td>
</tr>
<tr>
<td>• ‘Sentral’ resource implemented and utilised across the school.</td>
<td></td>
</tr>
<tr>
<td>• Consultation with P and C and financial plan established and agreed to by all stakeholders.</td>
<td></td>
</tr>
</tbody>
</table>
### SCHOOL IDENTIFIED PRIORITY - Student Welfare and Engagement

#### OUTCOME/S
- Differentiated Quality Teaching programs are planned and implemented to meet individual student needs
- Class Teachers effectively meet the individual academic, behaviour, social and physical needs of students.

#### TARGET
- Evidence in all teaching/learning programs and practices of a differentiated curriculum and provision of activities catering to individual learning styles.

#### STRATEGIES
- Professional learning opportunities provided for staff on a range of appropriate topics relevant to student welfare and student engagement.
- Ensure sharing of good practice in curriculum differentiation and catering for different learning styles via staff meetings.
- Provide appropriate support to students to ensure their wellbeing.
- Monitor IEP’s for students with needs to ensure they are supporting students to achieve their academic, social and emotional potential.
- Monitor existing student welfare programs to ensure their continued success.
- Increase staff awareness of support structures, staff and programs available to ensure student wellbeing.
- Review and modify the system for tracking and recording OOHC and Aboriginal students requiring g IEP’s
- LAST Team support differentiated programs for identified students.
- All staff to participate in Training and Development in relation to Anti-Racism
- School to participate in NCCD Data Collection in 2014
- Anti-Bullying Policy implemented across the school and strategies taught on continuing basis K-6
- Aussie Fair Rules Program implemented and reviewed yearly.

#### TIMEFRAME
<table>
<thead>
<tr>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
</table>

#### RESPONSIBILITY
- Principal
- Principal and Staff
- Principal
- All Staff
- Relevant Staff and Principal.
- Principal
- Principal
- LAST Team
- All Staff
- All Staff

#### FUNDING SOURCE/BUDGET
- Principal
- Principal and Staff
- Principal
- All Staff
- Relevant Staff and Principal.
- Principal
- Principal
- LAST Team
- All Staff
- All Staff
<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>HOW WILL THEY BE MEASURED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of curriculum differentiation in class programs and in classrooms.</td>
<td>Class programs and classroom observations.</td>
</tr>
<tr>
<td>IEPs/PLP’s meeting student needs.</td>
<td>Review Meetings for Students on Integration Support.</td>
</tr>
<tr>
<td>Improved outcomes and levels of engagement for all students.</td>
<td>Anecdotal evidence from class teachers and supervisors</td>
</tr>
<tr>
<td>Increase in teacher involvement in the management of student welfare.</td>
<td>School and class data (tracking sheets)</td>
</tr>
<tr>
<td>Regular time in staff meetings for sharing of resources and strategies</td>
<td>NAPLAN</td>
</tr>
<tr>
<td>Increase in staff using a variety of support to scaffold and build their capacity to cater for students with a variety of individual needs</td>
<td>Classroom behaviour management records via Sentral</td>
</tr>
<tr>
<td>All staff has participated in Anti-Racism Training from DEC Consultant.</td>
<td>Staff meeting minutes.</td>
</tr>
<tr>
<td>Anti-bullying Policy implemented and reviewed each year by staff and P and C</td>
<td>Parent surveys and feedback</td>
</tr>
<tr>
<td>Aussie Five Fair Rules implemented.</td>
<td></td>
</tr>
</tbody>
</table>

