The school plan articulates what the school community will do to ensure success for every learner at Picnic Point Public School. This plan demonstrates the school's commitment to continuous improvement in teaching and learning.
Contents
Picnic Point Public School Plan 2009-2011

Section One: Introduction

Section Two: Three Year Strategic Plan 2009-2011

Section Three: One Year Management Plan 2011
Section One: Introduction
Picnic Point Public School Plan 2009-2011

School Context

The Picnic Point Public School community is committed to an inclusive, innovative curriculum engendering high morale, high expectations and achievement of success by endeavouring to meet the personal, social and learning needs of all students.

We aim to develop happy, self-disciplined learners, empowered to take part in shaping their world. Students are encouraged to value their achievements, to ‘strive to excel’ in all endeavours.

Picnic Point Public School is noted for the diverse range of experiences offered to its students. Highly valued contributions of a caring, committed, professional staff together with an informed, involved parent body underpin the work of the school.

Our school’s long term goals, developed in consultation with the community, continue to endeavour:

- to give every child the opportunity to experience success, to value learning and to strive to achieve their personal best
- to provide a safe and harmonious, stimulating and challenging learning environment
- to develop the qualities of independence, confidence and initiative
- to promote tolerance of and respect for others, to practise high standards of self discipline, to develop pride in oneself and our school; and
- to value the community in which we live and foster strong partnerships in achieving excellence.
Three Year Strategic Plan ~ Priority Areas

The school plan for 2009-2011 has been developed in collaboration with staff and the community. It includes identified school priorities for improvement and aligns with priorities from the South Western Sydney Region Plan and Department of Education Office of Schools Plan for the same period. Specific priority areas for the three year period have been identified through evaluations and surveys involving students, staff and parents. Staff forums were held to discuss directions and priorities were refined by the school leadership team. The strategic priority areas for the next three years are:

- **Priority 1:** Improve **Literacy** outcomes for all students.
- **Priority 2:** Improve **Numeracy** outcomes for all students.
- **Priority 3:** Improve **ICT** learning outcomes for all students and staff.
- **Priority 4:** Strengthen cohesive **School Culture** and **Civic Responsibility**

One Year Management Plan ~ Priority Areas

Annual school improvement targets are identified as a result of school evaluations and in the context of the longer term priorities. These targets provide staff and the community with more specific goals and implementation strategies to be achieved within a one year time frame. The 2011 school targets focus on the following broad goals:

- To improve student learning outcomes in the area of critical literacy.
- To improve student learning outcomes in numeracy through a focus on the Working Mathematically processes in the K-6 Mathematics syllabus.
- To maximise student engagement through the implementation of innovative teaching and learning strategies in ICT.
- To strengthen student understanding of sustainable environmental issues.
- To enhance levels of social and emotional well being for all students and foster a sense of responsibility.
- To provide effective teacher professional learning programs and build leadership capacity.

Principal's Signature ________________________ Date __/ __/ ___

School Education Director's approval ________________________ Date __/ __/ ___
Section Two
Three Year Strategic Plan
Picnic Point Public School Plan 2009-2011

Priority 1: Improve **Literacy** outcomes for all students.
Priority 2: Improve **Numeracy** outcomes for all students.
Priority 3: Improve **ICT** learning outcomes for all students and staff.
Priority 4: Strengthen cohesive **School Culture** and **Civic Responsibility**.
Creating a Quality Learning Environment ~ 3 Year Strategic Plan

Related Office of School Plan Priority Areas

- Literacy
- Numeracy
- Student Engagement and Retention
- Aboriginal Education and Training
- Teacher Quality
- Connected Learning

Related South Western Sydney Region Plan Priority Areas

- Literacy
- Numeracy
- Student Engagement and Retention
- Teacher Quality
  - Aboriginal Education
  - Connected Learning
  - Young Learners
  - Middle Years

School Based Priorities

- Improve Literacy outcomes for all students.
- Improve Numeracy outcomes for all students.
- Improve ICT learning outcomes for all students and staff
- Strengthen cohesive School Culture and Civic Responsibility
<table>
<thead>
<tr>
<th>School Based Outcomes</th>
<th>Timeframe</th>
<th>Strategies</th>
<th>Indicators of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved teaching practices, assessment and student engagement in Literacy</td>
<td>2009 ~ 2011</td>
<td>• Provide teacher professional learning in literacy on an ongoing basis, including school based and external training. &lt;br&gt; • Teachers to evaluate literacy programs and strengthen best practice through alignment with the Quality Teaching Framework.</td>
<td>• Teacher capacity in literacy is enhanced leading to improved teaching and learning outcomes.</td>
</tr>
<tr>
<td>Improved Literacy standards for all students</td>
<td>2009 ~ 2011</td>
<td>• Implementation of Kindergarten Best Start initiative. &lt;br&gt; • Focus on students in lower three bands in NAPLAN Literacy to improve results in Year 3 and Year 5. &lt;br&gt; • Implementation on off level NAPLAN testing.</td>
<td>• Levels of student achievement are improved as shown by external and internal assessment data. &lt;br&gt; • Best Start and NAPLAN assessment data informs planning and improves student outcomes.</td>
</tr>
<tr>
<td>Reverse the downward trend for boys' outcomes in Writing</td>
<td>2009 ~ 2011</td>
<td>• Implement differentiated literacy programs to cater for all students, with a special focus on boys and students with diverse learning needs.</td>
<td>• Improved results in boys' writing. &lt;br&gt; • Literacy outcomes are maximised for students with diverse learning needs.</td>
</tr>
<tr>
<td>Increased use of quality literature-based language learning, promoting higher order thinking skills and deeper understanding</td>
<td>2009 ~ 2011</td>
<td>• Review school based scope and sequence plans and develop resources for each stage. &lt;br&gt; • Working with academic partners to develop higher order thinking skills and develop reading for deeper understanding skills.</td>
<td>• Updated scope and sequence plans are used to provide continuity in literacy learning. &lt;br&gt; • Explicit teaching of literature based programs.</td>
</tr>
</tbody>
</table>
## Create a Quality Learning Environment ~ 3 Year Strategic Plan

### Improve Numeracy Outcomes for All Students

<table>
<thead>
<tr>
<th>School Based Outcomes</th>
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</thead>
</table>
| Improved teaching practices, assessment and student engagement in Numeracy | 2009 ~ 2011 | - Provide teacher professional learning in numeracy on an ongoing basis, including school based and external training.  
- Teachers to evaluate numeracy programs and strengthen best practice through alignment with the Quality Teaching Framework. | - Teacher capacity in numeracy is enhanced leading to improved teaching and learning outcomes. |
| Improved Numeracy standards for all students | 2009 ~ 2011 | - Implementation of Kindergarten Best Start initiative.  
- Focus on students in lower three bands in NAPLAN Numeracy to improve results in Year 3 and Year 5.  
- Implementation on off level NAPLAN testing. | - Levels of student achievement are improved as shown by external and internal assessment data.  
- Best Start and NAPLAN assessment data informs planning and improves student outcomes. |
| Reverse the downward trend for boys' outcomes in Numeracy | 2009 ~ 2011 | - Focus on engaging boys in numeracy.  
- Professional development focused on boys' education.  
- Encourage more boys to engage in enrichment activities such a Maths Olympiad and East Hills Boys problem solving competitions. | - Improved results in NAPLAN trend data.  
- Evidence of explicit teaching in the area of problem solving with a focus on boys' education.  
- Increased participation in enrichment activities. |
| Evaluate and increase technology and hands on materials used to improve student outcomes in Working Mathematically strands | 2009 ~ 2011 | - Analyse classroom programs for evidence of specific Working Mathematically activities.  
- Continue to implement Count Me In across ES1/1 and working mathematically across the school.  
- Use technologies and software to support numeracy programs.  
- Increased use of hands on materials and IWBs to support Maths concepts.  
- Support the use of current technologies and source new resources to support teaching and learning in numeracy. | - Evidence in teacher programs of explicit teaching of working mathematically strand through the use of technology.  
- Data from programs such as Count Me In Too, Counting On and Maths Olympiad show an increase in understanding of working mathematically. |
## Creating a Quality Learning Environment ~ 3 Year Strategic Plan
### Improve ICT Outcomes for All Students and Staff

<table>
<thead>
<tr>
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<th>Indicators of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved teaching practices, assessment and student engagement with the use of Interactive Whiteboards</td>
<td>2009 ~ 2011</td>
<td>- School ICT scope and sequence reviewed and updated for all stages.</td>
<td>- Interactive whiteboards and classroom equipment used effectively for all classes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Staff work collaboratively to ensure implementation of the school ICT skills scope and sequence.</td>
<td>- Greater use by all students of interactive technologies and learning tools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Professional learning workshops and activities conducted to support teachers in embedding ICT Skills across all KLAs.</td>
<td>- Classroom practice demonstrates focus on Quality Teaching dimensions with ICT embedded in programs and delivery.</td>
</tr>
<tr>
<td>Enhanced access to interactive classroom technologies and digital education resources</td>
<td>2009 ~ 2011</td>
<td>- School 3 year technology plan reviewed and updated.</td>
<td>- Increased focus and participation in professional learning for improved student outcomes in ICT.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Interactive whiteboards to be installed to give all students ongoing access.</td>
<td>- Up to date resources used in all classrooms.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Interactive Whiteboards will be used to enhance quality teaching and learning in every classroom.</td>
<td>- Greater use by teachers of interactive technologies and learning tools.</td>
</tr>
<tr>
<td>Innovative use of interactive technologies for teaching and learning.</td>
<td>2009 ~ 2011</td>
<td>- A broad range of new and innovative learning opportunities provided to students in response to consistently changing needs in the area of ICT.</td>
<td>- Increased competency levels and confidence in ICT will be demonstrated by staff in the area of interactive technology as shown in classroom practice and individual ICT professional learning plans.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Investigate newly available technologies and evaluate their application in the classroom on an ongoing basis.</td>
<td></td>
</tr>
<tr>
<td>Increase community use of the school's web site.</td>
<td>2009 ~ 2011</td>
<td>- Evaluation and redevelopment of the school web site to promote increased community usage.</td>
<td>- Positive feedback from the community.</td>
</tr>
</tbody>
</table>
### School Based Outcomes

<table>
<thead>
<tr>
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</table>
| High levels of social and emotional well being for all students and a fostering of self responsibility | 2009 ~ 2011 | - Participation in Positive Behaviour Support Program (PBS).  
- Review and evaluation of the management and participation of students in sport, music and enrichment programs. | - Consistency in understanding and implementation of rules and consequences in the classroom and playground.  
- Increased student participation in drama performances, Public Speaking and Debating and sporting events. |
| Evidence in school of sustainable environmental measures and student awareness. | 2009 ~ 2011 | - Maintain an emphasis on whole school commitment and action to improve the environment.  
- Explicitly teach students to be environmentally conscious. | - Development of waste sorting and vegetable and herb gardens and leamscape areas.  
- Improved students awareness on environmental issues. |
| Improved understanding of leadership roles and opportunities across the school. | 2009 ~ 2011 | - Review and update of current student leadership policy.  
- Raise the profile of the SRC.  
- Leadership opportunities to be offered to a wider range of students.  
- Raise awareness of the community’s understanding of the school leadership policy and procedures. | - Implementation of updated leadership policy.  
- Greater SRC involvement in school decision making.  
- Increased community understanding of the leadership policy and procedures. |
| Increased community engagement in supporting student learning | 2009 ~ 2011 | - Communication systems with parents consistently enhanced.  
- Involve parent community in whole school decision making process through P & C.  
- Utilising community expertise in supporting student learning outcomes. | - Parents report satisfaction with communication systems.  
- Increased numbers of parents and community members are involved in classroom activities and other school initiatives resulting in improved opportunities and learning outcomes for students. |
Section Three
One Year Management Plan
Picnic Point Public School Plan 2011

Priority 1: Improve **Literacy** outcomes for all students.
Priority 2: Improve **Numeracy** outcomes for all students.
Priority 3: Improve **ICT** learning outcomes for all students and staff
Priority 4: Strengthen cohesive **School Culture** and **Civic Responsibility**
## Improve Literacy Outcomes For All Students
### ~ 1 Year Management Plan 2011

**Outcome:** By the end of 2011:

1. Staff will continue to implement the English Syllabus and Quality Teaching model to strengthen effective teaching practices, assessment and student engagement.
2. 100% of students to achieve in top 4 bands in NAPLAN Literacy in years 3 and 5.
3. Reverse the downward trend for Writing outcomes.
4. Increased use of quality literature-based language learning, promoting higher order thinking skills

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Indicators of Success</th>
<th>Responsibility</th>
<th>Time Frame</th>
<th>Resource Allocation and Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue application of QTF to assessments, programming and Literacy curriculum delivery.</td>
<td>Teachers will design and implement lesson sequences using knowledge of the QTF and syllabus and improve teaching pedagogies.</td>
<td>All teaching staff</td>
<td>✓ ✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Use of school based assessment, Best Start and NAPLAN data to inform and improve teaching practices in Literacy.</td>
<td>Implement quality programs informed by the data to achieve Literacy targets as measured by the 2011 NAPLAN results.</td>
<td>All teaching staff</td>
<td>✓ ✓ ✓ ✓</td>
<td>TPL Funds (474-260) 6 Teacher Relief</td>
</tr>
<tr>
<td>Implement Writing rubrics for all independently constructed text types in line with NAPLAN Writing criteria, to improve editing skills.</td>
<td>Consistent teacher judgment in lesson planning and assessment.</td>
<td>All teaching staff</td>
<td>✓ ✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Develop and implement an editing skills scope and sequence.</td>
<td>Development of a standard set of editing symbols and criteria for each stage.</td>
<td>All teaching staff</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Staff to continue focus on quality modelled reading and guided writing.</td>
<td>More explicit teaching evident in classroom resulting in improved outcomes.</td>
<td>All teaching staff</td>
<td>✓ ✓ ✓ ✓</td>
<td>Resources (101-810) $2000</td>
</tr>
<tr>
<td>All Stage 2 students to participate in ICAS English competition.</td>
<td>100% students participate</td>
<td>Stage 2 Teachers</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
**Improve Numeracy Outcomes For All Students**  
~ 1 Year Management Plan 2011

Outcome: By the end of 2011:

1. Staff understandings of the Quality Teaching model and its application in classroom practices will be strengthened, resulting in increased student engagement.
2. 100% of students to achieve in top 4 bands in NAPLAN in Numeracy years 3 and 5
3. Reverse the downward trend for Numeracy outcomes.
4. Evaluate and increase technology and hands on materials used to improve student outcomes in Working Mathematically strands

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<th>Time Frame</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Continue application of QTF to assessments, programming and Numeracy curriculum delivery.</td>
<td>Teachers will design and implement lesson sequences using knowledge of the QTF and syllabus and improve teaching practices.</td>
<td>All teaching staff</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Use of school based assessment, Best Start and NAPLAN data to inform and improve teaching practices in Numeracy.</td>
<td>Implement quality programs according to the data. Achievement of Numeracy targets as measured by the 2011 NAPLAN results.</td>
<td>All teaching staff</td>
<td>1 2 3 4</td>
<td>As per literacy targets</td>
</tr>
<tr>
<td>Increase profile of Count Me in Too in Stage 2.</td>
<td>Improved student engagement and outcomes in Numeracy in Stage 2.</td>
<td>Stage 2 Teachers</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Increase use of hands on materials and Interactive Whiteboards to support working mathematically.</td>
<td>Improved student engagement and outcomes in Numeracy.</td>
<td>All teaching staff</td>
<td>1 2 3 4</td>
<td>Resources (172-690) $1000</td>
</tr>
<tr>
<td>Continue to provide extension for students with diverse learning needs, e.g. Peer mentoring, grade acceleration, competitions such as Maths Olympiad.</td>
<td>Improved engagement of all students.</td>
<td>All teaching staff</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>All Stage 2 students to participate in ICAS Maths competition.</td>
<td>100% students participate.</td>
<td>Stage 2 Teachers</td>
<td>1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>
### Improve ICT Outcomes For All Students and Staff

**~ 1 Year Management Plan 2011**

#### Outcome: By the end of 2011:
1. Interactive Whiteboards will be used to enhance quality teaching and learning in every classroom.
2. Access to digital educational resources for student and teacher learning will be enhanced.
3. Innovative use of interactive technologies for teaching and learning and teacher professional development will be practised.
4. Community engagement in and understanding of technology will be increased.

<table>
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</thead>
<tbody>
<tr>
<td>Continue application of QTF to assessments, programming and ICT skills delivery.</td>
<td>Teachers will design and implement lesson sequences using knowledge of the QTF and syllabus and improve teaching practices.</td>
<td>All teaching staff</td>
<td>✓ ✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Continued professional development of all teachers in the use of interactive whiteboards (IWB) and related resources.</td>
<td>Increased use of IWB in all classrooms. Increased development of list of quality web sites for use with IWBs.</td>
<td>All teaching staff</td>
<td>✓ ✓ ✓ ✓</td>
<td>TPL Funds (473-250) Course fees $500 (473-260) 4 Teacher Relief Days</td>
</tr>
<tr>
<td>Continued support for teachers through mentoring and collaborative planning.</td>
<td>Increased participation at “Get Tech” sessions.</td>
<td>All teaching staff</td>
<td>✓ ✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Review and implementation of K-6 ICT scope &amp; sequence with focus on explicit integration of ICT across all key learning areas.</td>
<td>Greater use of interactive technology is evident in teaching and learning programs and a broader range of software and web sites are utilised.</td>
<td>All teaching staff</td>
<td>✓ ✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Increased use of Blog Ed, Connected Classroom video conferencing facilities and virtual excursions to support units of work.</td>
<td>Students K-6 have a greater access to and experience with video conferencing facilities blogging and virtual excursions.</td>
<td>All teaching staff</td>
<td>✓ ✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Evaluation, redevelopment and promotion of the school web site to cater for student, staff and community needs and following the DET guidelines.</td>
<td>New web site developed and regularly updated. Positive feedback and regular access of school web site by students, staff and community.</td>
<td>Computer Coordinator, ICT Team &amp; SAS/SAO</td>
<td>✓ ✓ ✓ ✓</td>
<td>Comp Coord (462-690) Course fees $500 (462-690) 4 Teacher Relief Days Website ~$440</td>
</tr>
</tbody>
</table>
### Strengthen Cohesive School Culture & Civic Responsibility

**~ 1 Year Management Plan 2011**

**Outcome:** By the end of 2011:
1. Consistency in understanding and implementation of PBS rules
2. Evidence in school of sustainable environmental measures and student awareness
3. Broadening and utilisation of Learnscapes
4. Continued explicit teaching of leadership skills and review of students leadership models
5. Increased community engagement in supporting student learning

<table>
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</thead>
<tbody>
<tr>
<td>Continued participation in Module Two Positive Behaviour Support (PBS).</td>
<td>Consistency in understanding and implementation of rules and consequences in all school settings, including excursions.</td>
<td>PBIS Team</td>
<td>2</td>
<td>TPL Funds (342-250) Course fees $500 (342-260) 4 Teacher Relief Days</td>
</tr>
<tr>
<td>Implementation and evaluation of the modified school discipline policy.</td>
<td>Implementation of updated discipline policy.</td>
<td>Principal &amp; PBIS team</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Encourage more students to participate in environmental projects.</td>
<td>Active student participation in grounds/garden care.</td>
<td>All teaching staff</td>
<td>2 3 4</td>
<td>Resources (132-130) $200</td>
</tr>
<tr>
<td>Continued Learnscapes development.</td>
<td>Old canteen development into cooking/math measurement area Cooking Up Strategies Towards Arithmetic Resources Development (CUSTARD).</td>
<td>Principal &amp; Exec</td>
<td>2</td>
<td>Resources (121-130) $500 Also as per Numeracy Target</td>
</tr>
<tr>
<td>Development of whole school plan for the utilisation of Learnscapes.</td>
<td>Explicit lesson planning in teacher programs to utilise Learnscapes.</td>
<td>All teaching staff</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Implementation and evaluation of new student leadership model and Student Representative Council (SRC) program.</td>
<td>Implementation of revised student leadership model, and more enthusiastic participation in SRC programs.</td>
<td>Principal &amp; Stage 3 Rep</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Parent involvement in a broad range of programs.</td>
<td>Increased parent support and participation in school programs e.g. TLC, MILITLIT, P &amp; C and sharing of expertise.</td>
<td>Principal &amp; Literacy Committee, P &amp; C Exec</td>
<td>2 3 4</td>
<td></td>
</tr>
</tbody>
</table>