

2009 Target:

3.1 School attendance rate at or exceeding State average providing meaningful statistics are provided that do not include Suspension data for both long and short term suspensions.

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
<p>Ensure regular attendance checks with every 5 weeks students below 85% (excluding suspension data) being targeted. List compiled for Welfare team and HT Administration.</p>	<p>Decrease in numbers of students exceeding 15% absentee rate. Significant decrease in absenteeism of targeted students</p>	<p>HT Administration HT Welfare to oversee. SASS support to above</p>	<p>Ongoing throughout 2009</p>	<p>Global Budget Sub dissection Welfare & Administration</p>
<p>Parent and students be contacted and interviewed.</p>	<p>Decrease in HSLO referrals</p>	<p>0.1 Learning support co-ordinator enabling weekly monitoring</p>	<p>Ongoing throughout 2009</p>	
<p>Support provided for students to improve their attendance rates.</p>	<p>Documentation regarding attendance. Evaluation of the effectiveness of various support strategies provided to students.</p>	<p>Student Advisers</p>	<p>Ongoing throughout 2009</p>	

2009 Target:

3.2 80% of students progress from Year 10 to Year 12 or enter recognised vocational training.

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
Ensure years 9,10,11 & 12 students given regular access to careers opportunities including online opportunities.	Documentation by careers adviser Increase in the number of students receiving advice from the careers adviser.	Careers Adviser	Ongoing throughout 2009	Career Funds from Global budget
Provide motivational speakers	Number of students attending motivational talks	Careers Adviser HT Welfare Welfare Team	Ongoing throughout 2009	"School to Work" funds
Careers Adviser to in-service staff on "significance" in QTP and how KLA's relate to work force requirements to heighten relevance for students.	Evidence from staff meetings and professional learning logs of staff training.	Careers Adviser	Once in Semester 1 & 2	No Cost
Monitor students at risk progress	Documentation by student adviser & HT Welfare	Welfare Team	Ongoing throughout 2009	No Cost
Create database to accurately track post school Yr 9,10 & 11 training to provide accurate statistics.	Creation of database linked to our intranet.	Careers Adviser	Ongoing throughout 2009	No Cost

2009 Target:**3.3 High expectations of teaching and learning evident in all classrooms**

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
Faculty monitoring to ensure QTP, literacy, numeracy and other skills provided in the context of challenging lessons linked to Quality learning environment & significance.	Documentation for monitoring process. Program & Assessment evidence	HT's Principal	Term 1 2009	No Cost
Wall charts re: QTP practices	Evidence of wall charts in classroom.	HT's Teaching Learning if appointed	Semester 1	Global
Monitoring of student workbooks to ensure high expectations being maintained	Evidence provided at monitoring sessions.	HT's Principal	Semester 1	No Cost
Differentiating curriculum to cater for different learning styles & disabilities	Evidence provided in faculty monitoring.	HT's Principal	Semester 1	No Cost
Part of Faculty Monitoring & TARS includes Professional learning plans for all staff.	Plans completed & copies to principal	HT's Principal	Semester 1	No Cost
Evaluation of teaching & learning practices	Survey completed & collated and evidence to staff	HT Teaching & Learning	Term 4 2009	No Cost
Ensuring increasing use of ICT all curriculums	Student class work and assignments. Use of library & other technological resources.	All Teachers	Ongoing throughout 2009	Computer Co-ordinator budget
Lesson observations	Documentation	HT of each faculty	Ongoing throughout 2009	No Cost
Continued development of current selective classes in Years 8 & 9	Evidence from faculty monitoring	HT's Principal	Term 1	No Cost
High expectations with respect to behaviour standards to create ideal climate for teaching and learning	Positive evaluation of PBIS initiatives. Positive evaluation of anti-bullying strategies Positive evaluation of peer support Evidence of Harmony Days etc.	HT Welfare	Ongoing throughout 2009	Global

2009 Target:

3.4 A strong transition program across our Community of 8 schools.

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
Share approach to numeracy and literacy initiatives	Results in NAPLAN School based evidence of improvements	All teachers in all schools. 0.4 Learning support x 4 co-ordinators in each school	Ongoing throughout 2009	1.6 Learning support provided by tied funds 2009-2012
Shared approach to attendance and retention with special focus on students at risk	Improved attendance statistics	Learning Support co-ordinator	Ongoing throughout 2009	1.6 Learning support provided by tied funds 2009-2012
Maintain current links with respect to orientation processes	% of students selecting CHS Evaluation of students experiences No. of parents attending information sessions	Principals. Deputy Principals Transition Co-ordinators Year 7 SA & ASA	Term 1 2009 Terms 3 & 4 2009	Global & any linkages funds we are able to obtain.
New Initiatives or continuation of previously successful ones such as the gifted & Talented workshops in August.	Participation numbers Evaluation of the activities	Transition Team	Ongoing throughout 2009	Global Budget

2009 Target:**3.5** A.T.S.I. students' attendance rate and retention rate to be on the state average

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
Targeted monitoring of our ATSI students' attendance rates	Improvements in attendance rates	Learning support co-ordinator	Ongoing throughout 2009	Tied funds
Targeted monitoring of our ATSI students retention rates	Improvements in retention rates	Careers adviser	Ongoing throughout 2009	No Cost
Individual learning plans for all ATSI students.	Evidence of learning plans	STLA with all teachers HT Teaching & Learning	Term 1	No Cost
Accessing programs, funding and initiatives that specifically support A.T.S.I. students	Documentation of programs, funding support and initiatives	HT Welfare	Ongoing throughout 2009	External funding where applicable

2009 Intended Outcomes: Increased parental engagement in support their adolescents learning.

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
Create a Year 8 booklet for parents following the format of the Year 7 partnership in learning booklet.	Level of feedback from parents.	STLA, HT's of Faculty areas	Semester 1, 2009	Global
Items of high interest selected by parents for seminars or forums at our Parents & Citizen Meetings.	Numbers attending P & C Meetings. Responses from those attending those meetings.	Principal , Deputy Principal, P & C President	Ongoing 2009	Global
Promoting Parent – Teacher Nights and other evenings such as elective selections.	Number of parents attending such meetings.	Parent - Teacher Night Coordinator, Welfare team, Careers Adviser	2009	Global

2009 Intended Outcomes: Enhances School leadership capacity for school improvement

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
All staff members to have Professional Development plans.	Documentation available during monitoring	All teachers, All executive staff	Semester 1 2009	No Cost
Certification of all professional learning activities.	Records of certification	Executive staff	2009	No Cost
Targeting staff using their PDPs for various professional learning opportunities.	Number of staff involved in such professional learning activities	All staff	2009	TPL or for SASS Global funding
Regional project development re: reading	Evaluation of project	STLA & HT's	Semester 1 2009	Global
School project development aspects from school plan.	Evaluation of project.	Staff involved in projects	2009	Global

2009 Intended Outcomes: Strengthened teacher capacity to improve student learning outcomes.

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
Activities for staff using the QTP package emphasising the 3 dimensions.	Increasing Evidence of QTP being embedded in classroom practices.	HT Teaching & Learning	2009	Global
Backward mapping processes connected to assessment practices.	Evidence during faculty monitoring	Principals & HT's	2009	Faculty budgets
Differentiation of the curriculum.	Evidence during faculty monitoring	Principals & HT's	2009	Faculty budgets
Using NAPLAN data to modify teaching & learning programs with respect to literacy and numeracy	Evidence that such programs in place via student work samples	All teachers	2009	No cost

School Priority Area: Improved literacy outcomes for all students

- Intended Outcomes:**
- 1.1** 95% of students achieving at or above minimum standard in NAPLAN literacy
 - 1.2** 20% of students achieving in the proficient bands in NAPLAN literacy
 - 1.3** 70% of students achieving or exceeding state average growth
 - 1.4** 6% students achieving in band 1 and 13% of students achieving bands 5 and 6 in School Certificate English literacy
 - 1.5** 6% students achieving in band 1 and 8% of students achieving band 5 in Higher School Certificate English courses
 - 1.6** 90% of ATSI students achieving at or above minimum standard in NAPLAN literacy in Year 9

Intended Outcomes	Target 2009	Target 2010	Target 2011
1.1 95% of students achieving at or above minimum standard in NAPLAN literacy in Year 9	At least 93% of students achieving at or above minimum standard in NAPLAN literacy	At least 94% of students achieving at or above minimum standard in NAPLAN literacy	95% of students achieving at or above minimum standard in NAPLAN literacy
1.2 20% of students achieving in the proficient bands in NAPLAN literacy	At least 14% of students achieving in the proficient bands in NAPLAN literacy	At least 17% of students achieving in the proficient bands in NAPLAN literacy	20% of students achieving in the proficient bands in NAPLAN literacy
1.3 70% of students achieving or exceeding state average growth	At least 60% of students achieving or exceeding state average growth	At least 65% of students achieving or exceeding state average growth	70% of students achieving or exceeding state average growth
1.4 At least 13% of students achieving bands 5 and 6 in School Certificate English literacy	At least 10% of student achieving bands 5 and 6 in School Certificate English literacy	At least 12% of student achieving bands 5 and 6 in School Certificate English literacy	13% of student achieving bands 5 and 6 in School Certificate English literacy
6% students achieving in band 1	8% students achieving in band 1	7% students achieving in band 1	6% students achieving in band 1
1.5 5% students achieving in band 5 in Higher School Certificate English standard and advanced	At least 5% of students achieving band 5 in HSC English standard	At least 5% of students achieving band 5 in HSC English standard	At least 5% of students achieving band 5 in HSC English standard
6% students achieving in band 1	8% students achieving in band 1	7% students achieving in band 1	6% students achieving in band 1
1.6 90% of ATSI students achieving at or above minimum standard in NAPLAN in Year 9	80% of ATSI students achieving at or above minimum standard in NAPLAN in Year 9	85% of ATSI students achieving at or above minimum standard in NAPLAN in Year 9	90% of ATSI students achieving at or above minimum standard in NAPLAN in Year 9

2009 Target:

1.1 At least 93% of students achieving at or above minimum standard in NAPLAN literacy

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
Provide professional learning in the use of SMART Data package for Learning Support staff and class teachers.	Percentage of staff indicating confidence in use of SMART Data package	STLA Principal LST	Started 2008 ongoing 2009	No cost
To provide ready access to SMART Data for all staff.	Number of computers with SMART Data and number of staff readily accessing the package	Computer coordinator	Completed in 2008	ICT technician c. \$500
Staff use NAPLAN/SMART data to: <ul style="list-style-type: none"> • Identify underperforming students • Explicitly teach literacy skills 	Evidence of staff targeting these students and using appropriate literacy teaching strategies	All staff STLA	2009	No cost
Timetabled meetings for appropriate staff to monitor student progress.	Meeting minutes	Welfare + LST committees	2009	No cost
Target students below minimum standard in NAPLAN literacy for additional support.	Improved NAPLAN literacy results Improved school data	STLA and class teachers	2009	State Govt costs and external funds Special Needs Budget

2009 Target :

1.2 At least 14% of students achieving in the proficient bands in NAPLAN literacy

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
Provide professional learning in the use of SMART Data package for all class teachers.	Percentage of staff indicating confidence in use of SMART Data package with respect to literacy	LST, STLA, HTs.	From late 2008 to early 2009	Global
Provide ready access to SMART Data for all staff.	Number of computers with SMART Data and number of staff readily accessing the package	Computer coordinator	Ongoing from 2008 to early 2009	Computer Co-ordinator fund c. \$500
Staff use NAPLAN/SMART data to identify areas of focus in high skills bands to develop criteria based assessment tasks	Explicit quality criteria evident in assessment tasks and teaching programs	LST + all teachers	2009	Faculty budgets & TPL
Provide professional learning time for staff to share and enhance successful teaching strategies that extend students skill development.	Bank of teaching strategies and resources available to all staff in shared folder on school network Staff use of the NAPLAN resources available.	HT + STLA	2009	Global
Focused faculty meetings to monitor assessment outcomes and student progress linked to proficient bands	Student achievement records Meeting minutes	All faculty areas	2009	Faculty budgets
Reinvigorate D.E.A.R. system being the focus of our Middle Years Regional Reading Program	Improved reading results in NAPLAN and in school data	All roll teachers HT Teaching and Learning	Term 1 2009 then ongoing	\$2000 TPL \$3000 Global

2009 Target**1.3** At least 60% of students achieving or exceeding state average growth

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
Provide professional learning in the use of SMART Data package for Learning Support staff and identified class teachers.	Percentage of staff indicating confidence in use of SMART Data package	STLA & LST All teachers	Early 2009	No cost
Staff use NAPLAN/SMART data to complete and Item Analysis	Item Analysis completed and communicated	All teachers	Early 2009	No cost
Provide planning time for appropriate staff to develop a whole school approach to address areas of focus based on Item Analysis	Planning completed with documented evidence	LST & STLA	Early 2009	TPL
Consistently implement and monitor agreed whole school approach	Agreed strategies evidenced in teaching programs, assessment tasks and student work samples Analysis of results in term 3 to see the effectiveness of our programs in relation to % target	HT's & Teachers & Principal	Throughout 2009	No cost

2009 Target:

1.4 5% students achieving in band 1 and at least 20% of students achieving bands 5 and 6 in School Certificate English literacy

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
<p>Staff use NAPLAN/SMART data to</p> <ul style="list-style-type: none"> • Identify areas of focus in high skills bands to design criteria based assessment tasks • Identify underperforming students 	<p>Explicit quality criteria evident in assessment tasks and teaching programs</p>	<p>LST & all teachers</p>	<p>2009</p>	<p>Faculty budgets & TPL</p>
<p>Each faculty has specific literacy targets included in faculty management plan</p>	<p>Documented faculty plans with explicit literacy targets</p>	<p>All faculties with support from STLA</p>	<p>2009</p>	<p>Faculty budgets Global literacy budget</p>
<p>Faculty teams embed literacy strategies in one program, per stage, per semester</p>				
<p>Identify appropriate additional professional learning to enable the development of accelerative/differentiated programs with literacy focus for students in Stage 4</p>	<p>Evidence of differentiation in teaching programs for Stage 4</p>	<p>G & T committee HT T & L</p>	<p>2009</p>	<p>G & T budget</p>

2009 Target:**1.5** 6% students achieving in band 1 and at least 8% of students achieving bands 5 and 6 in School Certificate English courses

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
Staff use data from 2008 School Certificate to identify underperforming students	Explicit quality criteria evident in assessment tasks and teaching programs	LST & all teachers	2009	Faculty budgets & TPL
Each faculty has specific literacy targets included in faculty management plan for higher school certificate students.	Documented faculty plans with explicit literacy targets for Year 12 students	All faculties with support from STLA	2009	Faculty budgets Global literacy budget

2009 Target:

1.6 80% of students achieving at or above minimum standard in NAPLAN literacy in Year 9

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
Staff use data from 2008 NAPLAN to ensure individual ATSI students have suitable programs to address their specific weaknesses as identified	Explicit quality criteria evident in assessment tasks and teaching programs	STLA, LST & all teachers of these ATSI students	2009	Faculty budgets & TPL
Each faculty can show evidence that they are meeting the literacy needs of their ATSI students in their particular subjects	Documented faculty plans with explicit literacy targets for ATSI students	All faculties with support from STLA	2009	Faculty budgets Global literacy budget

TOTAL COST FOR LITERACY PROGRAMS FOR 2009 WILL BE \$5,000 TPL. \$2,500 FOCUSED GLOBAL BUDGET \$10,000 FACULTIES

School Priority Area: Improved numeracy outcomes for all students

- Intended Outcomes:**
- 2.1** 94% of students achieving at or above minimum standard in NAPLAN numeracy
 - 2.2** 20% of students achieving in the proficient bands in NAPLAN numeracy
 - 2.3** 70% of students achieving or exceeding state average growth
 - 2.4** 6% students achieving in band 1 and 70% of students achieving band 3 or higher in School Certificate Mathematics - numeracy
 - 2.5** 6% students achieving in band 1 and 13% of students achieving band 5 or higher in Higher School Certificate Mathematics - numeracy
 - 2.6** 80% of ATSI students achieving at or above minimum standard in NAPLAN numeracy in Year 9

Intended Outcomes	Target 2009	Target 2010	Target 2011
2.1 94% of students achieving at or above minimum standard in NAPLAN numeracy in Year 9	At least 94% of students achieving at or above minimum standard in NAPLAN numeracy	At least 94% of students achieving at or above minimum standard in NAPLAN numeracy	94% of students achieving at or above minimum standard in NAPLAN numeracy
2.2 20% of students achieving in the proficient bands in NAPLAN numeracy	At least 16% of students achieving in the proficient bands in NAPLAN numeracy	At least 18% of students achieving in the proficient bands in NAPLAN numeracy	20% of students achieving in the proficient bands in NAPLAN numeracy
2.3 70% of students achieving or exceeding state average growth in NAPLAN	At least 60% of students achieving or exceeding state average growth	At least 65% of students achieving or exceeding state average growth	70% of students achieving or exceeding state average growth
2.4 70% of students achieving band 3 or higher in School Certificate Mathematics - numeracy 6% students achieving in band 1	At least 60% of student achieving band 3 or higher in School Certificate Mathematics - numeracy 8% students achieving in band 1	At least 65% of student achieving band 3 or higher in School Certificate Mathematics - numeracy 7% students achieving in band 1	70% of student achieving band 3 or higher in School Certificate Mathematics - numeracy 6% students achieving in band 1
2.5 13% of students achieving band 5 in Higher School Certificate Mathematics or higher 6% students achieving in band 1	At least 12% of students achieving band 5 in HSC Mathematics or higher 6% students achieving in band 1	At least 12% of students achieving band 5 in HSC Mathematics or higher 6% students achieving in band 1	At least 13% of students achieving band 5 in HSC Mathematics or higher 6% students achieving in band 1
2.6 80% of ATSI students achieving at or above minimum standard in NAPLAN numeracy in Year 9	70% of ATSI students achieving at or above minimum standard in NAPLAN numeracy in Year 9	75% of ATSI students achieving at or above minimum standard in NAPLAN numeracy in Year 9	80% of ATSI students achieving at or above minimum standard in NAPLAN numeracy in Year 9

2009 Target:

2.1 75% of students achieving at or above minimum standard in NAPLAN numeracy

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
Provide professional learning in the use of SMART Data package for Learning Support staff and identified class teachers.	Percentage of staff indicating confidence in use of SMART Data package	STLA Principal LST	2009	No cost
To provide ready access to SMART Data for all staff.	Number of computers with SMART Data and number of staff readily accessing the package	Computer coordinator	2009	No cost
Staff use NAPLAN/SMART data to: <ul style="list-style-type: none"> • Identify underperforming students • Explicitly teach literacy skills 	Staff will target these students and use appropriate literacy teaching strategies	All staff STLA	2009	No cost
Timetabled meetings for appropriate staff to monitor student progress.	Meeting minutes	Welfare + LST committees	2009	No cost
Target students below minimum standard in NAPLAN numeracy for additional support.	Improved NAPLAN numeracy results Improved school data	STLA Class teachers and learning support co-ordinators	2009	Special Needs Budget Tied funds and external funds

2009 Target :**2.2** At least 12% of students achieving in the proficient bands in NAPLAN numeracy

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
Provide professional learning in the use of SMART Data package for all class teachers.	Percentage of staff indicating confidence in use of SMART Data package	LST STLA All teachers	From late 2008 to early 2009	Global
Provide ready access to SMART Data for all staff.	Number of computers with SMART Data and number of staff readily accessing the package	Computer coordinator	From late 2008 to early 2009	Computer co-ordinator's fund c. \$500
Staff use NAPLAN/SMART data to identify areas of focus in high skills bands to develop criteria based assessment tasks	Explicit quality criteria evident in assessment tasks and teaching programs	LST + all teachers	2009	Faculty budgets & TPL
Provide professional learning time for staff to share and enhance successful teaching strategies that extend students skill development.	Bank of teaching strategies and resources available to all staff in shared folder on intranet. Staff use of the NAPLAN resources available online & at school	HT + STLA + Learning support coordinator	2009	Global
Focused faculty meetings to monitor assessment outcomes and student progress	Student achievements recorded and monitored in relation to proficient band expectations	All teachers	2009	Faculty budgets

2009 Target

2.3 At least 60% of students achieving or exceeding state average growth in NAPLAN numeracy skills

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
Provide professional learning to staff in the use of SMART Data package	Percentage of staff indicating confidence in use of SMART Data re numeracy	STLA ,LST All teachers, Learning Co-ordinator	Early 2009	Tied funds
Staff use NAPLAN/SMART data to complete and Item Analysis	Item Analysis completed and communicated	All teachers, Learning Co-ordinator	Early 2009	Tied funds
Provide planning time for appropriate staff to develop a whole school approach to address areas of focus based on Item Analysis	Planning completed with documented evidence	LST Team, STLA, LS Co-ordinator	Early 2009	TPL
Consistently implement and monitor agreed whole school approach with Numeracy focus week	Evidence in teaching programs, assessment tasks and work samples	HT's & Teachers & Principal LS Co-ordinator	Throughout 2009 to determine numeracy week	Global to Tied Funds

2009 Target:

2.4 Only 8 % students achieving in band 1 and at least 60% of students achieving bands 3 or higher in School Certificate English Numeracy

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
<p>Staff use NAPLAN/SMART data from 2008 Year 9 to</p> <ul style="list-style-type: none"> • Identify areas of focus in high skills bands to design criteria based assessment tasks • Identify underperforming students 	<p>Explicit quality criteria evident in assessment tasks and teaching programs</p>	<p>LST & all teachers LS Co-ordinator</p>	<p>2009</p>	<p>Faculty budgets & TPL</p>
<p>Each faculty has specific numeracy targets included in faculty management plan for their School Certificate students</p>	<p>Documented faculty plans with explicit numeracy targets for Year 10 students in terms of specific course materials & teaching strategies.</p>	<p>Documented faculty plans with explicit numeracy targets for Year 10 students</p>	<p>2009</p>	<p>Faculty budgets Global numeracy budget</p>
<p>Faculty teams ensure they have embed numeracy strategies in one program for Years 10 per semester</p>	<p>Documented faculty plans with explicit numeracy “targets” for Year 10 students Programming contains clear numeracy content relevant to KLA curriculum.</p>	<p>Documented faculty plans with explicit numeracy targets for Year 10 students</p>	<p>2009</p>	<p>Faculty budgets Global numeracy budget</p>
<p>Identify appropriate additional professional learning to enable the development of accelerative/differentiated programs with numeracy focus for students in Stage 5 for High Achievers</p>	<p>Evidence of differentiation in teaching programs for Stage 5</p>	<p>G & T committee HT Teaching & Learning 2009</p>		<p>G & T budget, TPL</p>

2009 Target:

2.5 Only 6 % students achieving in band 1 and at least 12% of students achieving band 5 or higher in School Certificate Mathematics - Numeracy

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
Staff use NAPLAN/SMART data from 2008 School Certificate to identify underperforming students in Mathematics	Explicit quality criteria evident in assessment tasks and teaching programs	LST & all teachers	2009 Terms 1-3	Faculty budgets
Faculties have specific numeracy targets included in faculty management plan for their Higher School Certificate students	Documented faculty management plans for KLA's with explicit numeracy targets for Year 12 students	LST & all teachers	2009 Terms 1-3	Faculty budgets

2009 Target:

2.6 70% of ATSI students achieving at or above minimum standard in NAPLAN Numeracy in Year 9

Strategies	Indicators	Responsibility	Time Frame	Resource Allocation and Funding Source
Staff use data from 2008 NAPLAN to ensure individual ATSI students have suitable programs to address their specific numeracy weaknesses as identified.	Explicit quality criteria evident in assessment tasks and teaching programs for numeracy	LST & all teachers STLA, LS Co-ordinator, HT Welfare	2009	Faculty budgets TPL
Seek additional fund for ATSI numeracy support e.g. In class Tutoring to continue	Successful evidence of such requests.	HT Welfare	2009	Faculty budgets
Each faculty can show evidence that they are meeting numeracy needs of their ATSI students in their particular subjects.	<p>Documented faculty records to show explicit numeracy targets for ATSI students related to subject content.</p> <p>Faculties encompass numeracy within their curriculum materials.</p> <p>Numeracy skills examined in semester examinations.</p>	LST & all teachers STLA, LS Co-ordinator, HT Welfare	2009	TPL

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