SCHOOL IDENTIFIED PRIORITY: Student Engagement

**Outcome/S: To Improve Student Engagement in Learning.**

**Target/S:**
- Improved Student Attendance rate to Regional Percentages or better.
- Use of Quality Teaching practices for every student with particular attention to Personalised Learning.
- Improved social and emotional wellbeing and ‘Skills for Life’ for every student.
- Increased percentage of students consistently demonstrating positive behaviour and citizenship skills.
- Increase student ‘on-task’ learning time.
- Utilisation of a variety of technology in teaching and learning to prepare students to be effective and responsible digital users in the 21st century.
- Increased parental engagement (including Aboriginal parent engagement) in supporting their child’s learning.
- Reduce Planning Room attendance and reduce number of Suspensions by 20%.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Indicators</th>
<th>Timeframe</th>
<th>Responsibility</th>
<th>Funding Source/Budget</th>
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</thead>
</table>
| Attendance                                    | • Greater consistency in implementation of Attendance Policy  
• Decrease in % of partial absences.  
• Increase overall attendance  
• Student absences explained.  
• Parents applying for exemptions for long term absences | 2012: ✓  
2013: ✓  
2014: ✓ | Home School Liaison Officer (HSLO)/Staff | Global budget |
|                                               | • Quality teaching evident in classrooms and class programs  
• Decrease in % of student behaviour referrals for inappropriate classroom behaviour  
• Active use of PLPs  
• Increase in % of students accessing GATS programs | 2012: ✓  
2013: ✓  
2014: ✓ | Staff/Parents | Global budget |
| Engagement in Teaching and Learning          | • Professional learning to identify successful and engaging activities using the quality teaching framework;  
• Greater use of the TALE site by the staff  
• Regular schedule team meetings focusing on QT framework and building resources that are engaging and reflective of varying learning styles, and cooperatively plan and share ideas to ensure consistency in curriculum delivery and assessment.  
• All Aboriginal students in Kindergarten to Year 6 will have Personalised Learning Plans.  
• Ongoing and Increased opportunities for GAT students | 2012: ✓  
2013: ✓  
2014: ✓ | Executive  
All staff | Staff |
| Welfare                                       | • Establish clear, fair and consistent rules in each classroom and across the school | 2012: ✓  
2013: ✓  
2014: ✓ | Staff | Staff |
and ensure that all staff implement them and students follow them.

- Revise and update Student Welfare Policy as the needs arise.
- Support from trained staff in the Friendly Schools & Families Program.
- Examine and compare “You Can Do It” Program to existing structures to best promote anti-bullying and improving Students’ resiliency.
- Use and refine SENTRAL to track student welfare and achievement across the school;
- Collect and analyse individual, class, grade, stage & school data to focus on identification of individuals having problems and on correction of problem trends.
- Students at risk will have individualised education plans.
- Continued use of effective Learning Support Team.
- Increased links with Police Youth Liaison Officer, Red Cross and other relevant agencies to utilise community programs in assisting students and their families.

**Life Skills**
- Teaching safe and protective practices and strategies – personal safety, stranger danger, bike safety, road safety, drug education, first aid, swimming, water safety;
- Teaching healthy lifestyle habits – active lifestyle, sport, personal hygiene and healthy eating through programs such as Q4H2O.
- Child Protection needs to be taught explicitly as it is not adequately covered in COGs.
- Teach Crime Prevention Workshops.
- Life skills will be integrated through the implementation of COGs.
- Specific and explicit teaching of Values Education.
- Specific and explicit teaching of Social Skills.

**Transition**
- Kindergarten Transition.
- Primary Year 6 to High School Year 7 Transition.
- Increased links with High School for Year 6 students.
- Involvement in LMG Programs such as ‘Scientist on the Run’.

**Sport and Fitness**
- Develop an explicit fitness programs for all classes Kindergarten to Year 6 to actively engage students in fitness programs and to build skill development.
- Develop a structured sport program to teach sporting skills and minor games.
- Utilise sporting development officers to impart expertise to all student in a variety of activities.

**Performing Arts**
- Continue with the senior & junior School Choir, Aboriginal Dance & Music groups.
- Whole school musical every two years
- Central Coast Choral Festival every second year.
- Starstruck, Central Coast Dance Festival participation in identified years.

**Structured Playground**
- Develop and implement a structured playground program so students have

| All classes have management plans | ✓ | ✓ | ✓ |
| Reduction in the % of referrals to Planning Room. | ✓ | ✓ | ✓ |
| Data will show an improvement in student behaviour | ✓ | ✓ | ✓ |
| Welfare Committee & Staff | ✓ | ✓ | ✓ |
| All student welfare is entered on SENTRAL. | ✓ | ✓ | ✓ |
| SENTRAL reports for data analysis | ✓ | ✓ | ✓ |
| Effective learning support team in operation ensuring identified students have individual plans and support is accessed if needed. | ✓ | ✓ | ✓ |
| Support from the wider community utilised. | ✓ | ✓ | ✓ |
| Surveys indicate a greater percentage of students feel safe at school | ✓ | ✓ | ✓ |
| Surveys indicate a decrease in bullying | ✓ | ✓ | ✓ |
| Class programs show that safe and protective strategies, healthy lifestyle habits, Child Protection, social skills and values has been explicitly taught | ✓ | ✓ | ✓ |
| Satisfaction surveys indicate that students are demonstrating skills taught. | ✓ | ✓ | ✓ |
| Attendance at transition programs | ✓ | ✓ | ✓ |
| Students’ participation & parents’ involvement in Sport in Schools Program | ✓ | ✓ | ✓ |
| Fitness programs implemented K – 6 | ✓ | ✓ | ✓ |
| Improved fitness of students | ✓ | ✓ | ✓ |
- Utilise sport and fitness skills to actively direct students play in the playground at break times.
- Utilise & expand on playground markings and games to actively engage students in constructive play.

**Student Leadership**
- Establish a prefect system for Year 6 (2 X School Captains & 10 X Prefects)
- Participation in Student Leadership conferences and courses.
- Student leaders to be involved in or lead daily assemblies and the like.
- Provision of opportunities for leadership in all classes
- Expansion of Class Captain policy to include all classes Kindergarten to Year 6.
- Re-introduction of Peer Support Program

**Respect and Responsibility**
- Consistently reinforce the concepts of responsibility, respect, accountability and consequences
- Teaching students to care for the environment – reduce, reuse and recycle.
- Maintain & extend gardening program – Landcare.

**Community**
- Provide Parent Workshops on Life Skills, Technology and specific Curriculum areas.
- Kindergarten Transition
- Student and Parent participation in Mothers day, Fathers day, Grandparents day.
- Student and parent participation in Sport and Creative Arts programs in the school and classrooms.
- Inform parents about Welfare, Bullying, Road safety, etc, through Newsletter
- Provide parent workshops on technology
- Student and Parent participation in technology programs in the school and classrooms
- Inform parents about Technology developments through newsletter
- Parent participation in National Programs including: Walk Safely to School and Ride Safely to School

**Connected Learning**
- Develop teacher capacity in the use of information communication technologies to improve learning and teaching through enhanced quality professional learning and access to curriculum resources.
- Use whole-school planning processes to expand the use of information communication technologies to engage all students and teachers in quality teaching and learning.
- Conduct a skills audit for staff and provide training where needed.
- Mentoring by staff and demonstrating the use of information communication technologies in classrooms to other staff members, eg. Class Bloggs

**Creative Arts**
- Increased student involvement in Creative Arts programs
- Students actively engaged in the playground
- Less playground problems reported
- Fewer referrals to the Discussion Room
- Greater demonstration of leadership skills by students
- All students involved in special celebrations to show respect
- Improved look of school grounds
- Greater number of parents attending courses
- Parent involvement in classrooms
- Parent involvement at P&C meetings and sharing decision making
- Parents actively supporting the school and what it does.
- Parent surveys identify increased satisfaction with school life and enhanced ability to support students’ life skill development.
- Parent involvement in school activities
- Teacher evaluations identify enhanced skills and knowledge
- Skills audit conducted
- New scope and sequences produced for skill development
- Lesson observations identify increasing incidence of ICT in classrooms
- Student work samples demonstrate increased use of technology in assessment

**Welfare Committee**
- PDHPE committee
- Executive SLSOs
- Year 6 teachers
- All staff

**Environment Committee**
- Aboriginal Parents
- Executive Welfare committee
- Technology committee
- All staff

**Global budget**
- Community grants
- Global budget
- P&C funds
- Global budget
- Community grants
- Global budget

**Global budget**
- Community grants
Technology team form a plan for the direction of technology in the school over the next three years.
- Revise Technology Scope & Sequence.
- Integrate ICT into all KLAs.
- Extend learning opportunities for students and teachers across communities of schools using technology.
- Effectively use technology already available in the school such as Interactive Whiteboards, Connected Classroom & SENTRAL.
- Improve student access and capacity to use information and communication technologies to enhance their learning.
- Upgrading present technology as new technologies emerge.
- Establish a Data Base of useful websites to enhance teaching and learning.
- Establish a more effective school intranet system.
- Design our own website to incorporate interactive activities.
- Teachers trial the use of Moodles and Wikis.
- Utilise Copacabana Public School website and other internet based free software or programs to use with interactive whiteboards.

**Environmental Education**
- Revise and update SEMP including specific targets to reduce water, electricity and paper wastage.
- Expand Landcare Program.
- Expand Clean-up Australia Day to occur each term.
- Increased partnership with Rumbalara.

**Resourcing**
- Additional resources purchased where deemed necessary to support identified programs.
- School Environment Management Plan updated showing a plan for reduction of water, paper and electricity usage which is reflected in schools utility bills.
- Improved school grounds
- Vegetable garden producing vegetables for sale and use in the canteen.
- Satisfaction surveys show teachers, students and parents believe that the school is well resourced.

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<tr>
<th>Task</th>
<th>Technology Tied Gant</th>
<th>Teacher Professional Learning Tied grant</th>
<th>Staff/Parents</th>
<th>Environment committee</th>
<th>Community Grants</th>
<th>Committees Executive</th>
<th>All budget sources mentioned above</th>
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<tbody>
<tr>
<td>TARS meetings indicate staff have implemented ICT in classrooms and into teaching programs and lessons.</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Students engaged in learning by using technology</td>
<td>✓</td>
<td>✓</td>
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<td>Improved student tracking of behaviour and academic progress.</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Interactive whiteboards will be utilised by classes for the majority of the teaching day</td>
<td>✓</td>
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<td>Technology already in the school utilised effectively.</td>
<td>✓</td>
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