

School Plan 2010 - 2011

School Context

Green Valley Islamic College is an independent co-educational school. The school was founded to provide opportunities to students to acquire knowledge and education of Australian Islamic ethical values through the provision of a wide range of learning experiences in a supportive, caring and intellectually stimulating environment. The school commenced in 2002 with 40 students from Kindergarten to Year 2 and with two teachers. Since then, the school has grown at a tremendous rate. Currently the school has over 700 students from kindergarten to Year 10 and 49 staff.

The school is located 7km from Liverpool in Sydney's South Western Suburbs in a low socio-economic area with a SES score of 88. All students attending Green Valley Islamic College are English as Second Language students with 74% of the students of Arabic descent.

Previously, the school was restricted to demountable classrooms with insufficient space and resources which limited teaching strategies to traditional "chalk and talk", teacher-centric approach. With the construction of spacious, modern classrooms, the school is embracing the opportunities to incorporate contemporary learner driven and interactive approaches to teaching, and enhance learning environment that the school has, in the past, been unable to develop.

In the current stages of development, the school has received an overwhelming level of parent and community support for all planned initiatives such as the proposed Learning Centre, enabling students with classroom difficulties to have extra opportunities available to them.

The school aims to have enrolments from Kindergarten to Year 12 by 2012. Construction work for the high school section is due to commence by April 2010. This will hopefully be ready to be utilised in 2011.

Priority areas

1. Teacher Quality

- ESL teachers
- Executive Mentor
- Professional Development
- Expert Consultants

2. Language Development and Literacy

- Development of Reading Programme
- Development of Formal English Skills
- Development of Writing Programme

Targets

1.1. Teachers should be able to provide a quality learning atmosphere drawn from the skills and knowledge acquired in Professional Development workshops and shared expertise from learning professionals.

1.2. Teachers should be able to demonstrate the confidence to pursue quality teaching fostered and supported by an Executive Mentor.

2.1. Decrease the percentage of students in the bottom two literacy bands in Years 3, 5, 7, and 9 by 1% in 2011 from the 2009 results. (7% - Year 3, 12% - Year 5, 16% - Year 7, 29% - Year 9).

2.2. Increase the percentage of students in the top two literacy bands in Years 3, 5, 7, and 9 by 1% in 2011 from 2009 results. (53% - Year 3, 27% - Year 5, 14% -Year 7, 16% - Year 9).

2.3 Decrease the percentage of students achieving below expected reading level in Years K – 2 by 1.5%

<ul style="list-style-type: none"> Implementation of Contemporary and Interactive Learning Strategies. <p>3. School Readiness</p> <ul style="list-style-type: none"> Creating community awareness about the needs of beginner learners. Pre-engagement of parents and students to create awareness of school requirements. 	<p>from 2009 results. (43% - Kindergarten, 43% - Year 1, 33% - Year 2).</p> <p>2.4. Students should demonstrate competency in oral interaction, reading, writing, talking and listening in the English Language through a variety of strategies.</p> <p>3.1 Students and community should be able to meet the school pre-requisites for learning.</p> <p>3.2 Teachers should be well equipped with information to tailor unique and fulfilling learning experiences for each student.</p>
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Intended Outcomes:

- 1. Develop a deeper understanding of a variety of methods to be utilised with confidence in each classroom when dealing with ESL learners.**
- 2. Increase students' overall achievement in literacy through interactive and contemporary approaches to learning and access to formal written and spoken English texts.**
- 3. Implement Bloom's Taxonomy and Higher Order Thinking Skills.**
- 4. Improve competency and understanding of the English Language utilising the whole language approach.**
- 5. Enhance teacher pedagogy through Professional Development, Learning Experts and Executive Mentor.**

Priority Area One: Teacher Quality.

Reform	Indicators	Strategies	Timeframe 2010-11	Responsibility	Resource Allocation and Funding Structure
R1	<ul style="list-style-type: none"> Teachers will be aware of data-driven literacy programmes and the responsibility of their leadership role, directing fellow teachers towards quality teaching practices. 	<ul style="list-style-type: none"> 3 day Low SES National Partnership Leadership Programme in Sydney. Teacher Relief (2 x 4@ \$350 (Includes school plan preparation time) 2-day Low SES National Partnership Leadership Programme . Teacher Relief 2days x 1@ \$350) 	<p>15 – 17/02</p> <p>14 – 15/10</p>	Principal	<p>\$1350 + \$60 travel expenses \$1410</p> <p>\$2800</p> <p>\$900 + \$60 travel expenses \$960</p> <p>\$700</p>

Priority Area Two: Language Development and Literacy

<p>R4</p>	<ul style="list-style-type: none"> Students will develop and consolidate reading skills through a variety of techniques, strategies and programmes and the use of traditional and interactive methods. Students will begin to read a wider range of texts through exposure to a variety of written texts, such as those endorsed by the Premier’s Reading Challenge. Students will also show confidence in their reading and an increased appreciation for literature. 	<ul style="list-style-type: none"> Acquisition books for the library in a variety of genres and reading levels. (e.g. picture books, non-fiction books, fiction books, serials, books for reluctant readers, books for the Premier’s Reading Challenge, etc.) The school has already implemented two programmes; 15 minutes of Drop Everything and Read each morning and the Premier’s Reading Challenge in which all students from Kindergarten to Year 9 participate. 	<p>Ongoing</p>	<p>Librarian</p>	<p>K – 2: \$3000 (picture books, big books, non-fiction books.) 3 – 6: \$5000 (chapter books, reluctant reader books, non-fiction books, series of books) 7 – 10: \$32 000 (Premier’s Reading Challenge books, books for reluctant readers, books targeted to boys, books for advanced readers, series, biographies, autobiographies, genre novels.) \$40 000</p> <p>School Contribution</p>
<p>R4</p>	<ul style="list-style-type: none"> Teachers will have the skills to foster and support students developing reading and writing skills in class regardless of subject area and student ability. 	<ul style="list-style-type: none"> Professional Development Workshop “Reading to Learn” 	<p>Ongoing</p> <p>5th/6th July, 29th/30th September 14th/15th Dec</p>	<p>Reading Challenge Coordinator</p> <p>Representatives from years K – 9.</p>	<p>10 teachers × \$720 (course fee & materials) \$7200</p>

R4	<ul style="list-style-type: none"> Students will have enhanced vocabulary and concrete knowledge of basic grammatical concepts through interactive learning opportunities. 	<ul style="list-style-type: none"> Students moving to higher grades will be given explicit teaching of spelling, language conventions, and writing skills. Students will be given access to electronic dictionaries to give them the opportunity to explore language in a self-directed way. Access to the dictionaries will allow the students the opportunity to expand their vocabularies and provide unique learning opportunities. 	<p>Week 1, Term 2.</p> <p>Week 4, Term 2.</p>	<p>Class Teachers and English Teachers</p> <p>Year 6 Teacher</p>	<p>\$30 x 5 grammar and spelling books. \$150</p> <p>\$40 x 180 electronic dictionaries \$7200</p>
R4	<ul style="list-style-type: none"> Students will develop confidence in using formal spoken English through exposure to native English speakers. 	<ul style="list-style-type: none"> Through the use of listening posts and audio books in the classroom, students will be exposed to native English speakers, allowing students to develop listening and speaking skills. 	<p>Week 4, Term 3.</p>	<p>High School English Teacher</p>	<p>30 level texts @ \$55 \$1650</p> <p>6 listening posts @ \$370 \$2220</p>
R4	<ul style="list-style-type: none"> Students will develop skills that will enhance their writing ability. 	<ul style="list-style-type: none"> English teachers implement the Drop Everything and Write programme to provide opportunities for students' self-expression and to build confidence in writing tasks. 	<p>Week 1, Term 2.</p>	<p>Class Teachers and English Teachers.</p>	<p>School Contribution</p>
R3	<ul style="list-style-type: none"> To empower teachers and learners, promote change and 21st century skills in the classroom. Learners will be allowed to develop their creativity, problem solving abilities, communication skills and higher order thinking. 	<ul style="list-style-type: none"> Learners will be exposed to innovative and technological based learning strategies that are meaningful and aid in students' engagement with the English language. 	<p>Week 1, Term 3.</p>	<p>Principal</p>	<p>28 Computers @ \$1500 (1 per class) (56 (2 per class) to be contributed by school) \$42 000</p> <p>4 Interactive White Boards @ \$7000 \$28 000 (1 each Stages 1-4)</p>
R3	<ul style="list-style-type: none"> Students will enhance their literacy skills through additional formal one to one support. 	<ul style="list-style-type: none"> Establishment of Literacy Centre (after school support) for 1 ½ hours per session, to be supervised and administered by ESL teachers. 	<p>Week 1 Term 3</p>	<p>Principal</p>	<p>(Funding is already included in the ESL teachers salary)</p>

Priority Area Three: School Readiness

R6	<ul style="list-style-type: none"> Students will exhibit behaviour consistent with school's prerequisites for readiness for a formal learning environment. Parents will demonstrate awareness of the requirements of the schools admission requirements. 	<ul style="list-style-type: none"> Diagnostic tests, school readiness tests and interviews will be used to develop learning programs to cater for students' needs at the various entry points to the college. Information sessions with parents will be conducted to create awareness of how to prepare their children for Kindergarten. 	Week 2, Term 3.	Primary and High School Representatives	Teacher Release \$350 per day x 2 teachers x 3days \$2100
R1	<ul style="list-style-type: none"> Students with special needs will be able to perform in the main stream classrooms. 	<ul style="list-style-type: none"> A special needs teacher will be employed to target the needs of students with severe learning difficulties. 	Week 5 Term 2	Principal	Special Needs Teacher Salary \$80 000