

# MT PRITCHARD PUBLIC SCHOOL

## SCHOOL PLAN 2012 -2014

### SCHOOL CONTEXT

Mount Pritchard Public School is situated in South Western Sydney Region and is part of the Liverpool School Education Group (SEG). It is equipped with a library, hall and interactive whiteboards in all classrooms. Many families in the local area have both parents employed. Mount Pritchard Public School has a diverse school community with 75% of students coming from a language background other than English. In 2012 there are 434 students (including 12 Aboriginal students and 2 students who are refugees from Iraq) enrolled into 18 mainstream classes. The school has students from 27 different cultural backgrounds with the predominant backgrounds being Australian (26.5%), Vietnamese (26%), Arabic (8.5%), Serbian (8%) and Samoan (5%).

Mt Pritchard Public School has 29 teaching staff of which 46% are Early Career Teachers (ECT) and the other 54% are experienced teachers with a range of 4-30yrs experience.

The school is involved in the following programs: Reading Recovery, Positive Behavioural Interventions and Support (PBIS) and GO Maths. Our school's behaviour management policy is based around the three basic values of being safe, being respectful and being a learner. Students have access to a range of extra-curricular activities. The school's core focus is on the development of literacy and numeracy skills.

### SCHOOL IDENTIFIED PRIORITY AREAS

### INTENDED OUTCOMES

Numeracy	<ul style="list-style-type: none"> <li>Improved outcomes for all students through quality Numeracy programs.</li> <li>Increased levels of Numeracy achievement for every student consistent with national, state and regional directions.</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>Improved outcomes for all students through quality Literacy programs.</li> <li>Increased levels of Literacy achievement for every student consistent with national, state and regional directions.</li> </ul>
Student Engagement and Attainment	<ul style="list-style-type: none"> <li>School structures and practices respect and respond to the diverse needs and unique characteristics of every student.</li> <li>Strengthen implementation of proactive student well- being approaches.</li> </ul>
Leadership and Management	<ul style="list-style-type: none"> <li>Strengthened leadership and management capacity of school staff and executive to drive school improvement.</li> <li>Implement innovative leadership practices to improve student outcomes.</li> </ul>
Curriculum and Assessment	<ul style="list-style-type: none"> <li>Appropriate assessment and reporting practices are embedded in all teaching and learning programs.</li> <li>The implementation of a broad, inclusive and relevant curriculum.</li> </ul>

## TARGETS

### **2012**

#### **Numeracy**

- 1.1 - 97% of year 3 and 97% of year 5 students achieving at or above minimum standard in NAPLAN Numeracy.
- 1.2 - 33% of Year 3 and 20% of Year 5 students achieving in the highest 2 bands in NAPLAN Numeracy.
- 1.3 - 70% of students achieving grade appropriate outcomes in Numeracy.
- 1.4 - 49% of students achieving or exceeding state growth in Numeracy.

#### **Literacy**

- 2.1 - 98% of Year 3 and 95% of Year 5 students achieving at or above minimum standard in NAPLAN Reading.
- 2.2 - 37% of Year 3 and 15% of Year 5 students achieving in the highest 2 bands in NAPLAN Reading.
- 2.2 - 70% of students achieving grade appropriate outcomes in Literacy.
- 2.3 - 66% of students achieving or exceeding state growth in Literacy.

#### **Student Engagement and Attainment**

- 3.1 – 93% of students at or exceeding state average for attendance.
- 3.2 - A consistent approach to the management of student behaviour.
- 3.3 - 90% of students meeting school wide expectations of behaviour as measured by PBIS data.

#### **Leadership and Management**

- 4.1 - To increase to 100% the number of staff with a professional learning plan linked to career planning, professional learning, performance and student outcomes.

#### **Curriculum and Assessment**

- 5.1 - To increase to 100%, the number of teachers using Quality Teaching Framework as part of their day to day teaching practices.
- 5.2 - All staff to effectively implement the Creative Arts syllabus.
- 5.3 - 50% of staff skilled in using Interactive Whiteboards (IWBs) effectively.
- 5.4 - 75% of students meeting stage expectations in Technology.

### **2013**

#### **Numeracy**

- 1.1 - To increase by 2.5% the number of Year 3 students achieving at or above minimum standard in NAPLAN Numeracy from a 3 year average of 93% to 95.5%.
- 1.2 - To increase by 2.5% the number of Year 5 students achieving at or above minimum standard in NAPLAN Numeracy from a 3 year average of 95% to 97.5%.

1.3 - To increase by 5% the number of Year 3 students achieving in the highest 2 bands in NAPLAN Numeracy from a 3 year average of 26% to 31%.

1.4 - To increase by 5% the number Year 5 students achieving in the highest 2 bands in NAPLAN Numeracy from a 3 year average of 22% to 27%.

### **Literacy**

2.1 – To increase by 3% the number of Year 3 students achieving at or above minimum standard in NAPLAN Reading from a 3 year average of 93% to 96%.

2.2 – To increase by 3% the number of Year 5 students achieving at or above minimum standard in NAPLAN Reading from a 3 year average of and 91% to 94%.

2.3 – To increase by 5% the number of Year 3 students achieving in the highest 2 bands in NAPLAN Reading from a 3 year average of 27% to 32%.

2.4 - To increase by 5% the number of Year 5 students achieving in the highest 2 bands in NAPLAN Reading from a 3 year average of 11% to 16%.

### **Student Engagement and Attainment**

3.1 – 98% of students at or exceeding state average for attendance.

3.2 - 95% of students meeting school wide expectations of behaviour as measured by PBIS data.

### **Leadership and Management**

4.1 – To increase leadership roles and responsibilities across the school by 20% (this represents approximately 6 staff members).

### **Curriculum and Assessment**

5.1 - 75% of students meeting stage expectations in Technology.

5.2 - To increase by 5% the number of students achieving or exceeding state growth in Numeracy from a 3 year average of 57% to 62%.

5.3 - To increase by 5% the number of students achieving or exceeding state growth in Reading from a 3 year average of 61% to 66%.

## **2014**

### **Numeracy**

1.5 - To increase by 2.5% the number of Year 3 students achieving at or above minimum standard in NAPLAN Numeracy from a 3 year average of 95.5% to 98%.

1.6 - To increase by 2.5% the number of Year 5 students achieving at or above minimum standard in NAPLAN Numeracy from a 3 year average of 97.5% to 100%.

1.7 - To increase by 5% the number of Year 3 students achieving in the highest 2 bands in NAPLAN Numeracy from a 3 year average of 31% to 36%.

1.8 - To increase by 5% the number Year 5 students achieving in the highest 2 bands in NAPLAN Numeracy from a 3 year average of 27% to 32%.

### **Literacy**

2.1 – To increase by 3% the number of Year 3 students achieving at or above minimum standard in NAPLAN Reading from a 3 year average of 96% to 99%.

2.2 – To increase by 3% the number of Year 5 students achieving at or above minimum standard in NAPLAN Reading from a 3 year average of and 94% to 97%.

2.3 – To increase by 5% the number of Year 3 students achieving in the highest 2 bands in NAPLAN Reading from a 3 year average of 32% to 37%.

2.4 - To increase by 5% the number of Year 5 students achieving in the highest 2 bands in NAPLAN Reading from a 3 year average of 16% to 21%.

**Student Engagement and Attainment**

3.3 - 98% of students at or exceeding state average for attendance.

3.4 - 95% of students meeting school wide expectations of behaviour as measured by PBIS data.

**Leadership and Management**

4.1 – To increase leadership roles and responsibilities across the school by 20% (this represents approximately 6 staff members).

**Curriculum and Assessment**

5.4 - 75% of students meeting stage expectations in Technology.

5.5 - To increase by 5% the number of students achieving or exceeding state growth in Numeracy from a 3 year average of 62% to 67%.

5.6 - To increase by 5% the number of students achieving or exceeding state growth in Reading from a 3 year average of 61% to 66%.

PRINCIPAL'S SIGNATURE



SED ENDORSEMENT



DATE 10 December 2012

SCHOOL IDENTIFIED PRIORITY: NUMERACY

OUTCOME/S	<p>Improved outcomes for all students through quality Numeracy programs.</p> <p>Increased levels of Numeracy achievement for every student consistent with national, state and regional directions.</p>	TARGET/S	<p>2013 Target :</p> <ul style="list-style-type: none"> <li>• To increase by 2.5% the number of Year 3 students achieving at or above minimum standard in NAPLAN Numeracy from a 3 year average of 93% to 95.5%.</li> <li>• To increase by 2.5% the number of Year 5 students achieving at or above minimum standard in NAPLAN Numeracy from a 3 year average of 95% to 97.5%.</li> <li>• To increase by 5% the number of Year 3 students achieving in the highest 2 bands in NAPLAN Numeracy from a 3 year average of 26% to 31%.</li> <li>• To increase by 5% the number Year 5 students achieving in the highest 2 bands in NAPLAN Numeracy from a 3 year average of 22% to 27%.</li> </ul>
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STRATEGIES	INDICATORS	TIMEFRAME		RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
Maintain a position for an Assessment and Data Coach to be responsible for training stage teams in how to access and use Best Start / NAPLAN data to create meaningful teaching programs.	<ul style="list-style-type: none"> <li>• Increased number of staff members using Smart Data as an analysis tool to develop programs.</li> <li>• Evidence that data is being used consistently to drive future planning and programming.</li> </ul>	2013	2014	Principal	1	NP – NIL
Support staff in developing meaningful assessment tasks in Literacy and Numeracy that will provide useful data to inform teaching programs	<ul style="list-style-type: none"> <li>• Improved teaching strategies addressing areas of focus in programs, as a result of NAPLAN / Best Start analysis.</li> </ul>	→		Assessment and Data Coach	5	NP – NIL
Develop a tracking system to monitor student progress K-6.	<ul style="list-style-type: none"> <li>• Evidence that data and learning continuums are being used to inform and improve student numeracy outcomes.</li> <li>• Improved numeracy skills of</li> </ul>	→		Assessment and Data Coach	3	NP – 5 x Casual Release Days (CRD) (approx. \$2000)

<p>Continue and review the Go Maths Program K-6.</p>	<p><b>students K-6.</b></p> <ul style="list-style-type: none"> <li>Evidence of student progress is shown through Best Start, NAPLAN and school assessment data.</li> </ul>	<p>→</p>		<p>Assessment and Data Coach</p>	<p>3</p>	<p>NIL</p>
<p>Release current Aboriginal Education Co-ordinator for 4 days at the end of every term to provide support to classroom teachers during planning days to develop personalised learning plans (PLPs) and teaching programs.</p>	<ul style="list-style-type: none"> <li>Decrease in numeracy achievement gap between Aboriginal students and all students.</li> <li>Development of personalised learning plans in Numeracy.</li> </ul>	<p>→</p>		<p>Executive</p>		<p>NP – 16x CRD (approx. \$6000)</p>
<p>Continued professional learning for all staff in the explicit teaching of the GO Maths program.</p>	<ul style="list-style-type: none"> <li>Increased proportion of staff explicitly teaching students using the Go Maths program.</li> </ul>	<p>→</p>		<p>Maths Committee</p>		<p>NIL</p>
<p>Integration of technology strategies for numeracy initiatives.</p>	<ul style="list-style-type: none"> <li>Increase in the number of staff that consistently use IWBs to improve student learning outcomes.</li> </ul>	<p>→</p>		<p>Technology Coach / All Staff</p>	<p>6</p>	<p>NIL</p>
<p>Deliver parent workshops relevant to coaches' portfolio (Release coaches from class when necessary).</p>	<ul style="list-style-type: none"> <li>Increased community awareness and participation.</li> </ul>	<p>→</p>		<p>Executive</p>		<p>NP - \$1000 (Consumables)</p>

SCHOOL IDENTIFIED PRIORITY: LITERACY

OUTCOME/S	<p>Improved outcomes for all students through quality Literacy programs.</p> <p>Increased levels of Literacy achievement for every student consistent with national, state and regional directions.</p>	TARGET/S	<p>2013 Target :</p> <ul style="list-style-type: none"> <li>• To increase by 3% the number of Year 3 students achieving at or above minimum standard in NAPLAN Reading from a 3 year average of 93% to 96%.</li> <li>• To increase by 3% the number of Year 5 students achieving at or above minimum standard in NAPLAN Reading from a 3 year average of and 91% to 94%.</li> <li>• To increase by 5% the number of Year 3 students achieving in the highest 2 bands in NAPLAN Reading from a 3 year average of 27% to 32%.</li> <li>• To increase by 5% the number of Year 5 students achieving in the highest 2 bands in NAPLAN Reading from a 3 year average of 11% to 16%.</li> </ul>
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STRATEGIES	INDICATORS	TIMEFRAME		RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
Maintain 2 Literacy Coach positions to run TPL with K-6 staff. This will be done using a lesson study approach to focus on the English Syllabus in conjunction with the Quality Teaching Framework. This will be carried out at a team and individual level.	<ul style="list-style-type: none"> <li>• Evidence of individual professional learning plans that reflect professional teaching standards.</li> <li>• Improved teaching standards K-6.</li> <li>• Increased number of classes implementing a systematic literacy program.</li> </ul>	2013 →	2014	Principal	1	NP – 2x Classroom Teacher (CRT) to backfill \$158,724
In-class demonstration lessons and TPL on the Reading and Writing cycle.	<ul style="list-style-type: none"> <li>• Improved teaching standards K-6 with elements of the Quality Teaching Framework included in weekly plans.</li> </ul>	→		Literacy Coaches	4	NP – 68x CRD (approx \$26,000)
Develop individual professional learning plans for all teachers with support from coaches and grade supervisors.	<ul style="list-style-type: none"> <li>• Increased number of staff participating in professional development.</li> <li>• Increased teacher capacity to lead school curriculum.</li> </ul>	→		Executive	2	NP – NIL

<p>Maintain a position for an Assessment and Data Coach to be responsible for training stage teams in how to access and use Best Start / NAPLAN data to create meaningful teaching programs.</p>	<ul style="list-style-type: none"> <li>• Increased number of staff members using Smart Data as an analysis tool to develop programs.</li> <li>• Evidence from data used consistently to drive future planning and programming.</li> </ul>		Principal	1	NP – NIL
<p>Support staff in developing meaningful assessment tasks in Literacy that will provide useful data to inform teaching programs.</p>	<ul style="list-style-type: none"> <li>• Improved teaching strategies addressing areas of focus in programs, as a result of NAPLAN / Best Start analysis.</li> </ul>		Assessment & Data Coach / Literacy Coaches	5	NP – NIL
<p>Develop a tracking system to monitor student progress K-6.</p>	<ul style="list-style-type: none"> <li>• Evidence that data and learning continuums are being used to inform and improve student literacy outcomes.</li> <li>• Improved literacy skills of students K-6.</li> </ul>		Assessment & Data Coach	3	NP – 5x CRD (approx \$2000)
<p>Release current Aboriginal Education Co-ordinator for 4 days at the end of every term to provide support to classroom teachers during planning days to develop PLPs and teaching programs.</p>	<ul style="list-style-type: none"> <li>• Decrease in literacy achievement gap between Aboriginal students and all students.</li> <li>• Development of personalised learning plans in literacy.</li> </ul>		Executive	3	NP – NIL (Previously accounted for)
<p>Integration of technology strategies for literacy initiatives.</p>	<ul style="list-style-type: none"> <li>• Increased number of staff that consistently use the interactive whiteboard to improve student learning outcomes.</li> </ul>		All Staff		NIL





<p>Release of school executive from part of their face to face teaching load to enable all staff to receive a more concise and individualised TPL program.</p>	<ul style="list-style-type: none"> <li>Increased number of teachers implementing a systematic literacy program K-6.</li> <li>Development and implementation of a new model of teaching and assessing literacy K-6.</li> </ul>	<p>→</p>		<p>Principal</p>		<p>TPL Budget</p>
<p>Employ 3x Student Learning Support Officers (SLSOs) to support classroom teachers during Literacy lessons to implement the lesson study model.</p>	<ul style="list-style-type: none"> <li>Increased student support.</li> </ul>	<p>→</p>		<p>Principal</p>	<p>3</p>	<p>NP – 1x SLSO (1.0) \$57,163 2x SLSOs (0.65) Equity - \$24,000 Flexible Funding - \$26,000</p>
<p>Stage teams given opportunity to have training relevant to grade levels.</p>	<ul style="list-style-type: none"> <li>Improved teacher knowledge of curriculum.</li> <li>Improved student outcomes.</li> <li>Evidence of transferred knowledge from training to classroom practice.</li> </ul>	<p>→</p>		<p>Literacy Coaches</p>	<p>3</p>	<p>NP – 32x CRD (approx. \$12,000)</p>
<p>Establish an in-school 'Reading Rescue' program to support students that are reading and comprehending at a level well below stage expectations. Program will be directed by Literacy Coaches..</p>	<ul style="list-style-type: none"> <li>Increased student support.</li> <li>Improved student outcomes.</li> </ul>	<p>→</p>		<p>Literacy Coaches</p>	<p>4</p>	<p>NP – NIL</p>
<p>Purchase of 30 iPads to support the implementation of the 'Reading Rescue' program.</p>	<ul style="list-style-type: none"> <li>Increased student support.</li> <li>Improved student outcomes.</li> </ul>	<p>→</p>		<p>Literacy Coaches</p>	<p>4</p>	<p>NP - \$10,000 (Technology Hardware)</p>

SCHOOL IDENTIFIED PRIORITY: STUDENT ENGAGEMENT AND ATTAINMENT

OUTCOME/S	<p>School structures and practices respect and respond to the diverse needs and unique characteristics of every student.</p> <p>Enhanced wellbeing of our students.</p>	TARGET/S	<p>2013Target :</p> <ul style="list-style-type: none"> <li>• 98% of students at or exceeding state average for attendance.</li> <li>• 95% of students meeting school wide expectations of behaviour as measured by PBIS data.</li> </ul>			
STRATEGIES	INDICATORS	TIMEFRAME		RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
<p>Maintain a Wellbeing Coach position (off class 0.6) to monitor student attendance and work with classroom teachers in implementing behaviour management strategies and resources in line with PBIS.</p>	<ul style="list-style-type: none"> <li>• Improvement in teacher classroom management skills.</li> <li>• Improved student achievement and self esteem within classrooms.</li> <li>• Increased student attendance.</li> </ul>	2013 →	2014	Principal		0.6 Equity Staffing
<p>Identify, track and monitor targeted students. PBIS Leader/Wellbeing Coach to develop a way to identify, monitor and track these students.</p>	<ul style="list-style-type: none"> <li>• Training and development on the system for referring and tracking students with management concerns.</li> </ul>	→		Wellbeing Coach / PBIS Leader		Equity – NIL
<p>Wellbeing Coach to monitor student attendance and put in place reward systems for those students with good, or improving, attendance at school.</p>	<ul style="list-style-type: none"> <li>• Increased student attendance.</li> </ul>	→		Wellbeing Coach	3	NP - \$500 (Consumables)
<p>Engage a behaviour consultant (0.4 Terms 1 &amp; 2) (0.2 Terms 3 &amp; 4) to provide training and ongoing support to existing and new staff around the PBIS model through staff meetings, individual teacher sessions and</p>	<ul style="list-style-type: none"> <li>• Consistency in PBIS language used by both teachers and students.</li> <li>• Decreased number of students being referred.</li> </ul>	→		Principal Wellbeing Coach / PBIS Leader	4	Equity - \$32,000 NP - \$17,000

<p>team teaching (Supported by Wellbeing Coach and PBIS Leader).</p> <p>Develop consistent expectations and approaches to dealing with the management of student behaviour.</p>	<ul style="list-style-type: none"> <li>• Consistency in PBIS language used by both teachers and students.</li> <li>• Decreased number of students being referred.</li> <li>• Improvement in teacher classroom management skills.</li> </ul>	<p>→</p>		<p>Behaviour Consultant/ Wellbeing Coach</p>		<p>NIL</p>
<p>Release stage teams / individual teachers to attend stage relevant training with Behaviour Consultant</p>	<ul style="list-style-type: none"> <li>• Consistency in PBIS language used by both teachers and students.</li> <li>• Decreased number of students being referred.</li> </ul>	<p>→</p>		<p>Executive</p>	<p>3</p>	<p>NP - 25x CRD (approx \$10,000)</p>
<p>Development of resources to support in class behaviour programs.</p>	<ul style="list-style-type: none"> <li>• Consistency in PBIS language used by both teachers and students.</li> <li>• Decreased number of students being referred</li> </ul>	<p>→</p>		<p>Wellbeing Coach</p>		<p>NIL</p>
<p>Communicate with the community in regards to PBIS (Wellbeing Coach /PBIS Leader).</p>	<ul style="list-style-type: none"> <li>• Parents and students are informed about school rules, expectations and procedures.</li> <li>• PBIS is part of the school culture.</li> </ul>	<p>→</p>		<p>PBIS Leader</p>		<p>NIL</p>
<p>Maintain employment of an Assistant Principal (AP) Learning Support to establish, implement and provide ongoing training to staff in a tracking system to monitor students that are referred through Learning Support Team (LST).</p> <p>Review the process currently used to refer</p>	<ul style="list-style-type: none"> <li>• Training and development on the system for referring and tracking students with behaviour and/or learning difficulties.</li> <li>• Improved student well being and learning outcomes.</li> <li>• Development of an informative</li> </ul>	<p>→</p>	<p>→</p>	<p>Principal</p>	<p>2</p>	<p>NP - \$13,585</p>
	<ul style="list-style-type: none"> <li>• Development of an informative</li> </ul>	<p>→</p>		<p>AP</p>	<p>5</p>	<p>NP – NIL</p>

<p>students to LST. This will be modified as necessary and AP Learning Support will then provide ongoing support to staff around this process.</p>	<p>and systematic system for referrals to the Learning Support Team.</p> <ul style="list-style-type: none"> <li>Improved teacher knowledge on the process of referring to the Learning Support Team.</li> </ul>			(Learning Support)		
<p>Recognise and/or celebrate community diversity through community events including :</p> <ul style="list-style-type: none"> <li>NAIDOC Week</li> <li>Harmony Day</li> <li>Mothers / Fathers Day</li> <li>Parents Meet and Greet</li> <li>Book Week</li> <li>Education Week</li> <li>Literacy / Numeracy Week</li> <li>School Assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Increased participation of parents and community in school events.</li> <li>Improved student learning programs.</li> </ul>			All Staff		NIL
<p>AP Learning Support to assist teachers in identifying Gifted and Talented (GAT) students and support teachers in modifying teaching programs to meet the needs of these students.</p>	<ul style="list-style-type: none"> <li>Development of a process to identify GAT students.</li> <li>GAT students are regularly identified by classroom teachers.</li> </ul>			AP (Learning Support)	5	NP – 5x CRD (approx. \$2000)

SCHOOL IDENTIFIED PRIORITY: CURRICULUM AND ASSESSMENT

OUTCOME/S	<p>Implementation of a broad, inclusive and relevant curriculum.</p> <p>Appropriate assessment and reporting practices are embedded into all teaching and learning programs.</p>	TARGET/S	<p>2013 Target :</p> <ul style="list-style-type: none"> <li>• 75% of students meeting stage expectations in Technology.</li> <li>• To increase by 5% the number of students achieving or exceeding state growth in Numeracy from a 3 year average of 57% to 62%.</li> <li>• To increase by 5% the number of students achieving or exceeding state growth in Reading from a 3 year average of 61% to 66%.</li> </ul>				
STRATEGIES		INDICATORS	TIMEFRAME		RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
<p>Develop a tracking system to monitor student progress K-6.</p> <p>Maintain a position for an Assessment and Data Coach to be responsible for training stage teams in how to access and use Best Start / NAPLAN data to create meaningful teaching programs.</p> <p>Release Assessment and Data coach 4 days at the end of every term to work with stage teams during planning days to analyse term data and support teachers to use this when developing the following terms' programs.</p>		<ul style="list-style-type: none"> <li>• Evidence that data and learning continuums are being used to inform and improve student literacy and numeracy outcomes.</li> </ul>	2013	2014	Assessment and Data Coach	3	NP – 5x CRD (approx. \$2000)
		<ul style="list-style-type: none"> <li>• Increased number of staff members using NAPLAN / Best Start data as an analysis tool to develop programs.</li> <li>• Mandated assessment and reporting timeline implemented K-6.</li> </ul>			Principal	1	NP – NIL
		<ul style="list-style-type: none"> <li>• Improved teaching strategies addressing areas of focus in programs, as a result of NAPLAN / Best Start analysis.</li> </ul>			Executive	5	NP – 16x CRD (approx. \$6000)

<p>Release current Aboriginal Education Co-ordinator for 4 days at the end of every term to provide support to classroom teachers during planning days to develop PLPs and teaching programs.</p>	<ul style="list-style-type: none"> <li>• Development of PLPs for Aboriginal students.</li> <li>• Integration of an Aboriginal perspective into teaching programs.</li> </ul>	<p>→</p>		<p>Executive</p>	<p>3</p>	<p>NP – NIL (previously accounted for)</p>
<p>Provide in-class support to teachers in developing a range of assessment strategies and helping to place students on a continuum of learning.</p>	<ul style="list-style-type: none"> <li>• Increased evidence of a wider range of assessment strategies being used to track student progress.</li> </ul>	<p>→</p>		<p>Assessment and Data Coach</p>	<p>4</p>	<p>NP – 5x CRD (approx. \$2000)</p>
<p>Maintain Technology Coach position to coach staff in the use of IWBs as a quality teaching practice.</p>	<ul style="list-style-type: none"> <li>• Increased teacher knowledge and skill in using IWBs.</li> <li>• Increased knowledge in Notebook software.</li> <li>• Evidence of technology integrated into Literacy/Numeracy programs.</li> </ul>	<p>→</p>		<p>Principal</p>	<p>1</p>	<p>NP – 1x CRT to backfill \$79,362</p>
<p>Implement a K-6 Scope and Sequence for Technology.</p>	<ul style="list-style-type: none"> <li>• Implement a program across each stage of achievable knowledge, skills and outcomes for students.</li> <li>• Evidence of student growth.</li> </ul>	<p>→</p>		<p>Technology Coach</p>	<p>5</p>	<p>NP – NIL</p>
<p>Support staff in developing an individual plan for technology professional learning and discuss ways to meet goals/targets.</p>	<ul style="list-style-type: none"> <li>• Professional learning time with technology coach.</li> <li>• Increased number of staff participating in professional development programs.</li> </ul>	<p>→</p>		<p>Technology Coach</p>	<p>2</p>	<p>NP – NIL</p>

Provide team teaching and demonstration lessons to classroom teachers.	<ul style="list-style-type: none"> <li>Increased staff confidence in using IWBs.</li> </ul>	→	Technology Committee	4	NP – 5x CRD (approx. \$2000)
Organise ongoing workshops and in class tuition on resource development and implementation of Scope and Sequence.	<ul style="list-style-type: none"> <li>Increased number of IWB resources.</li> </ul>	→	Technology Committee	4	NP – 5x CRD (approx. \$2000)
Support stage teams during planning days to help find ways to integrate technology effectively into class programs.	<ul style="list-style-type: none"> <li>Increased number of teachers using Technology Scope and Sequence.</li> <li>Increased integration of technology into class programs.</li> </ul>	→	Technology Coach	4	NP - \$5,000 (Technology software)
Support teachers to engage in reflective practices and professional dialogue regarding best practice and student growth.	<ul style="list-style-type: none"> <li>Professional learning time with coaches and executive to improve student outcomes.</li> </ul>	→	All Staff		NIL
Enhance the use of evidence based data to inform continuous school improvement.	<ul style="list-style-type: none"> <li>Analytical comparison of student growth driving teacher programs.</li> </ul>	→	Assessment and Data Coach		NIL
Establish a Curriculum Leader to implement the National Curriculum as it is released.	<ul style="list-style-type: none"> <li>Increased teacher knowledge of the National Curriculum.</li> </ul>	→	Principal		NIL
Staff training and development in the implementation of the National Curriculum.	<ul style="list-style-type: none"> <li>Increased teacher knowledge of the National Curriculum.</li> </ul>	→	Curriculum Leader	5	NP - \$20,000 (Literacy & Numeracy Resources)

SCHOOL IDENTIFIED PRIORITY: LEADERSHIP AND MANAGEMENT

<b>OUTCOME/S</b>	<p>Strengthened leadership and management capacity of school staff and executive to drive school improvement.</p> <p>Implement innovative leadership practices to improve student outcomes.</p>	<b>TARGET/S</b>	<p>2013 Target :</p> <ul style="list-style-type: none"> <li>To increase leadership roles and responsibilities across the school by 20% (this represents approximately 6 staff members).</li> </ul>
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STRATEGIES	INDICATORS	TIMEFRAME		RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
<p>Develop individual learning plans for all teachers with support from coaches and grade supervisors.</p>	<ul style="list-style-type: none"> <li>Increased number of staff participating in professional development.</li> </ul>	2013	2014 →	Executive	2	NP – 5x CRD (approx. \$2000)
<p>Release current Aboriginal Education Co-ordinator for 4 days at the end of every term to provide support to classroom teachers during planning days to develop PLPs and teaching programs.</p>	<ul style="list-style-type: none"> <li>Increased teacher knowledge of Aboriginal students and their needs in learning.</li> <li>Improved student learning in all KLAS.</li> <li>Reduced Literacy and Numeracy achievement gap between Aboriginal and all students.</li> </ul>	→		Executive	3	NP – NIL (previously accounted for)
<p>Provide training and ongoing support to new staff and new scheme teachers with whole school programs and processes.</p>	<ul style="list-style-type: none"> <li>Development and implementation of a school induction program.</li> </ul>	→		Beginning Teacher Mentor		12 x CRD (approx. \$5000)



<p>Maintain a community room using existing space.</p> <p>Release of school executive from part of their face to face teaching load to enable all staff to receive a more concise and individualised TPL program.</p>	<ul style="list-style-type: none"> <li>Increased community participation in classroom, P&amp;C and school events.</li> <li>Increased number of teachers implementing a systematic literacy program K-6.</li> <li>Development and implementation of a new model of teaching and assessing Literacy and Numeracy K-6.</li> </ul>	<p>→</p> <p>→</p>		<p>Wellbeing Coach</p> <p>Principal</p>	<p>6</p>	<p>NP – \$1000 (Consumables)</p> <p>TPL Budget</p>
<p>Revise school events and plan for some events to be held out of school hours – data will show if this results in greater parent participation.</p>	<ul style="list-style-type: none"> <li>Provision of out of school hour events for working parents.</li> <li>Increased community participation in classroom, P&amp;C and school events.</li> </ul>	<p>→</p>		<p>Executive</p>	<p>6</p>	<p>NP - \$1000 (Consumables)</p>
<p>All stage teams to receive 1 day of TPL per term to attend stage identified training which will support career planning, performance and student outcomes.</p>	<ul style="list-style-type: none"> <li>Increased number of staff participating in professional development.</li> </ul>	<p>→</p>		<p>Principal / Executive</p>	<p>1</p>	<p>NP – 68 x CRD (approx. \$26,000) \$25,000 (Professional Learning Programs)</p>