Delegate Public School
School Code: 1745

2009 – 2011 School Plan

A focus on 2011
1st Year National Partnerships Low SES Communities
SCHOOL CONTEXT
Delegate Public School is a small rural school located since 1871 in a remote geographical area of the Far South Eastern NSW and Victorian border. It has expansive playing fields, an attractive heritage building for administration and library and contemporary classrooms with Connected Classroom facilities installed in 2010. Also this year the school established kitchen and garden facilities funded by the Stephanie Alexander Kitchen Garden Foundation. It provides an exceptional base for establishing an environment conducive to learning and for the development of pride in the school. The school has a small, but highly committed, P & C Association whose members are actively involved in school decision-making inclusive of the school’s self evaluation processes, broad financial management decisions, decisions relating to capital improvements and school policy decisions.
Delegate Public School has faced falling numbers over the past years. The area remains drought affected and the school receives funding from the Commonwealth Government under the Drought Relief program. The community is identified as a low socio economic status population. Students are placed across two multi-stage classes. The teaching principal is supported by one full-time classroom teacher, two permanent teacher s who support learning assistance and who fill the part-time positions of school librarian, release from face-to-face and executive release. Also, a temporary part-time teacher is employed through PSP funding to support Stage 2 students and technology. A part-time School Administration Manager, two School Learning Support Officers, Garden Specialist and Kitchen Specialist (Stephanie Alexander Kitchen Garden Program -SAKGP) and a General Assistant who maintains grounds and facilities (one day per week) support the teaching staff and students of Delegate Primary School. The dedicated, highly motivated staff is committed to providing high quality teaching and learning programs relevant to the needs of all students, in a caring, supportive environment. We aim to develop an inclusive school which fosters a love of learning; a respect for self and others; and an acquisition of knowledge which will enable them to take their rightful place within their own community, as well as within the wider global community. We want children and parents to value learning, to see it as a life skill and to make the most of the opportunities provided. Students are demonstrating an understanding of the necessity to accept responsibility for their own learning, and are experiencing success in a range of endeavours. We pride ourselves on being a school that cares.

The Country Areas Program, The Priority Schools Funding Program and National Partnerships 2011(Low SES School Communities funding) currently supports the school’s teaching and learning programs.

SCHOOL PURPOSE
The school is committed to Quality Teaching practice and to providing a meaningful total school curriculum, based on the NSW syllabus documents and enhanced with a commitment to using technology in learning. We have high expectations for all our students. We aim to give all students the opportunity to reach their potential in a caring, sharing, supportive learning environment.

The school’s emphasis on student leadership and development is valued and supported by the wider school community. Delegate Public School is actively seeking ways to improve the learning outcomes for the children we serve.

School Priority Area

- Literacy
- Numeracy

Overall Intended Outcomes

- Increase proportion of highest performing students and decrease proportion of lowest performing students in line with State Plan targets for literacy and numeracy

- To develop a deep understanding of Aboriginal cultural and reflect it through interactions, educational programs and partnerships

- To maintain and improve every student’s engagement and satisfaction through various innovative programs including interactive technology, Live Life Well and the Stephanie Alexander Kitchen Garden Program.

- Students will demonstrate a positive attitude to good nutrition and physical fitness.

- Maintain and grow a positive, consistent school climate for the entire school community

- Strengthen teacher and leadership capacity to improve student learning outcomes.

- Increased levels of staff competency and confidence in the regular use of available multi-media technology and in integrating the use of technology into quality teaching.

- Improve student access and capacity to use information and communication technologies to enhance their learning

TARGETS 2011

- Raise the number of students from 0 to at least level 1 on data collected through Best Start ~ levels from 0 to at least level 1 and other school based assessments

- All teachers complete an individual professional learning plan by Term 1 that supports their development and the school targets which will be reviewed through ongoing annual TARS process.

- 2011 Kindergarten class will outperform previous classes on data collected through Best Start ~ levels from 0 to at least level 1 and other school based assessments

- Involve all students in opportunities to develop deeper understandings of Aboriginal histories, cultures and language cross-curriculum content in teaching and learning activities.

- 80% of Stage 3 students are competent ICT (Information Communication Technology) users and digital communicators by end of Semester Two

- Involve all students in opportunities to develop deeper understandings of Aboriginal histories, cultures and language cross-curriculum content in teaching and learning activities.

- Strengthen parent and community engagement and work toward a more informed and productive family-school partnership evident by focus groups, survey and feedback data.

The plan has been endorsed and approved by:

Principal's Signature: Date: School Education Director: Date: 13 November 2010
<table>
<thead>
<tr>
<th>Intended Outcomes</th>
<th>3 years</th>
<th>Strategic Actions</th>
<th>Reform</th>
<th>$</th>
<th>Indicators</th>
</tr>
</thead>
</table>

- **National Partnership Funding**
- **Priority Schools Program**
- **Country Areas Program**

**2009**
**2010**
**2009 - 2011**
**2011**
**2012**
Increased levels of literacy achievement for every student aligned with school targets.

Increased proportion of students meeting or exceeding literacy proficiency standards in accordance with the State Plan targets.

Shared understanding and commitment to consistent quality pedagogical practice by all teacher.

Strengthened teacher capacity to improve student learning outcomes.

Kinder Transition Program to enhance Best Start Assessment levels from 0 to at least level 1.

Improved diagnostic assessment in Kindergarten.

Ongoing improvement of spelling, spelling rules and spelling in context.

Parents better informed of child’s achievement and how to support their child’s literacy development.

School Learning Support Team ensures specific needs of students experiencing difficulties in learning are met.

School Learning Support Teacher (SLST) ensure specific needs of students experiencing difficulties in learning are met.

Analyse NAPLAN data and local school data to determine specific areas in literacy for classroom focus.

Professional Learning for Staff to analyse NAPLAN data & enable them to access teaching strategies and support materials from SMART 2.

Kinder Transition Program (KTP) funded enhanced to 10 weeks: 5 half days and 5 full days with School Learning Support officer (SLSO) having a focus on students’ activities around Level 1 in Best Start Assessment eg Writing – clear attempt to write name; Phonemic awareness – identifies rhyming words on some occasions; Numerical Identification – identifies all numerals 1-10.

Professional Learning “Focus on Reading” - expand professional learning program to support the explicit teaching of the key aspects of reading in the middle and upper primary years, namely comprehension, vocabulary and reading text fluency. Access to learning made available to Bombala Learning Community of Schools.

“Focus on Reading 3-6” trained teacher to train SLSO in effective strategies and programs to support 3-6 children.

Practice past and sample NAPLAN (infrence) questions.

Class programs support the development of inferential comprehension through the use of quality teaching elements and strategies.

SLST to train SLSO in effective strategies and programs to support K-2 children.

Release time for data analysis, cooperative programming and accelerated literacy meetings.

School Learning Support Officer as Literacy Tutor plus Home Reading Program (HRP) funding for all students. The program provides a daily, one-to-one, half-hour literacy tutorial program for students over a 10-15 week period. The School Learning Support Officer’s program session is broken into three segments: sound recognition, syllable recognition, nonsense words;

reading, comprehension questions, writing and spelling;

Oral Reading Fluency (ORF).

Ongoing provisions for quality resources to support best classroom practice.

Benchmarking of students in reading in Term 1 and re-assessment at the end of Semester One and Two.

Teachers continue to implement sound assessment and planning strategies as per the Literacy on Track course such as consistent tracking of student progress through the use of consistent and reliable data.

Teacher planning and assessment days.

Develop and implement Scope and Sequence of Spelling (four spelling knowledges; identifying and proofreading skills; Grammar; to ensure explicit teaching. Scope and Sequence would include content (NAPLAN based questions), lesson proforma, assessment plus suggested strategies including ICT and games. Purchase resources to complement Scope and Sequence.

Spelling in context – authentic writing tasks K-6.

Train parents in being able to support Spelling at home.

Implement Stephanie Alexander Kitchen Garden Program (SAKGPG) in Literacy (CAP and PSP funding).

Implement DET initiatives in literacy including:

- Best Start – Kindergarten assessment – Implement and review
- Accelerated Literacy – PSP Professional Development – Implement and review
- Utilise PSP funding to allow for small group tuition/extension to support students in Years 3 to 5 to move from middle bands (3 and 4) to bands 6 to 8.

Parent training and raise awareness of Spelling and Grammar Programs and Comprehension through workshops and newsletter.

SLST plan and implement how support will be organised.

Literacy

<table>
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<th>NAPLAN Overall Literacy data</th>
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<tr>
<td><strong>Achieved</strong></td>
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<tr>
<td>Year 3</td>
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<tr>
<td>Reading</td>
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<td>Writing</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation &amp; Grammar</td>
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<tr>
<td>Year 4</td>
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<td>Year 5</td>
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| Year 3 will attain Reading Recovery Level 30

- 70% of students (achieved 100%)
- 80% of students
- 90% of students

School based data reflects that students are achieving stage appropriate outcomes.

Best Start implemented in 2009/2010/2011

Kindergarten students 2011/2012 assessed using Best Start indicate that most students scored Level 1 overall in all aspects of Literacy and Numeracy.

Accelerated Literacy – professional development in 2009/2010 through PSP

Professional dialogue and shared assessment strategies resulting in increased confidence and professional learning of teachers.

Explicit Scope and Sequence for teaching (ICT dimensions framework), standardising spelling rules and strategies; and assessing Spelling and Grammar across K-6. Resource manual has been collated and implemented.

Classroom lessons/programs reflect knowledge, strategies and student outcomes assessed and a balance of modelled, guided and independent strategies.

Tracking of student work samples for evidence of improved Spelling and Grammar

Demonstrated progress validated by assessment data e.g. South Australian Spelling Test, Salisbury Words

Improved results in writing assessments and NAPLAN data

Student assessments show improvement in inferential comprehension questions (PROBE, NAPLAN)

Improvement in Spelling in criterion based writing – rubrics

Dictionaries/Spell Check used to support spelling and writing

Effective partnerships between teachers and parents.

SLSO has a clear understanding of how to support individual children K-2 and how to support individual children 3-6.

Learning Support Team documentation demonstrates effective support eg student outcomes show improvement.
### Intended Outcomes 3 years
- Increased levels of numeracy achievement for every student
- Increased proportion of students meeting or exceeding literacy proficiency standards in accordance with the State Plan targets.
- Shared understanding and commitment to consistent quality pedagogical practice by all teachers
- Strengthened teacher capacity to improve student learning outcomes
- Improved diagnostic assessment in Kindergarten and all stages.
- Parents better informed on child's achievement and how to support their child's numeracy development
- To improve numeracy outcomes of every student focusing on explicit teaching within a balanced numeracy session. All staff will deliver Count Me In Too and Counting On.
- Increased Numeracy standards across the whole school that engage all students in Mathematics particularly as they move through years 4 – 7.

### Strategic Actions
- Analyze NAPLAN data and school data to determine specific areas in Numeracy for classroom focus.
- Best Start – Kindergarten assessment
- Assess all students using Australian Council for Educational Research (ACER) Progressive Achievement Test
- Adapt and implement North Coast Scope and Sequence K-6 Maths
- Stocktake maths resources in a central location; employ SLSO to produce resources and purchase mathematical resources to support class programs – *Sustainable funding*
- Utilise PSP funding to allow for small group tuition/extracurricular to support students in Years 3 to 5 to move from middle bands (3 and 4) to bands 6 to 8
- A School Learning Support Officer (NSP Funding) to provide explicit, individualised tutorial support to students in Numeracy. Using ‘Count Me In Too/CMT’/ ‘Counting On’ to explicitly teach strategies to students in Stage 2/3 who have not achieved all level of SENA 2.
- Implement Stephanie Alexander Kitchen Garden Program in Numeracy
- Teachers attend training in the use of technology to enhance and revise skills in numeracy. i.e. interactive whiteboard, curriculum support website, etc.
- Continue Parent training and raise awareness of Maths Programs and Learning Outcomes so there is increased understanding and ability to support Maths by home community.
- Continue to inform parents of appropriate ways to support your child’s numeracy development through tips and hints published regularly in the newsletter.
- Initiate and execute maths days across whole school
- School Learning Support Team plan and implement how support is organised.
- Focus on the literacy of mathematics when working mathematically and problem solving.
- Whole school teacher professional learning workshops to address ‘Counting On’. NSP funding Access to learning made available to Bombala Learning Community of Schools.
- Full implementation of Newman’s Error Analysis strategies Stages 1 – 3
- Consolidate Early/Stage 1 teacher’s knowledge regarding grouping of children within the Learning Framework in Number (LFIN) and use of the Early Learning Continuum
- Build familiarity with the mathematics syllabus and how it links with CMT.
- Analyse the Schedule for Early Number Assessment SENA results in terms of the LFIN and identification of suitable teaching and learning activities
- Maintenance of CMT resources.
- Purchasing mathematics equipment in targeted areas and reorganising current resources.
- Topic Boxes developed for each stage.
- Collaborate with Numeralla (another NP and SAKGP school) to enhance and develop specific Mathematics curriculum with a focus on Volume and Capacity, Fractions and Decimals and other nominated topics.

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### Reform and $ indicators
- NAPLAN Overall Numeracy data
- ACER PAT MATHS implemented
- Improvement in raw score and percentile rankings to be determined by results in 2010
- 75% of students achieving stage appropriate levels (Grade C) as measure of success using Tracking and Monitoring Sheets.
- Best Start implemented in 2009/2010
- Commitment to quality assessment of student learning and tracking of individual levels of attainment
- Use of CMT strategies and resources in classroom and programming
- Teachers program for student needs using syllabus and North Coast Scope and Sequence
- Delivery of Parent workshops
- Maths days planned and implemented
- Effective partnerships between teachers and parents
- Learning Support Team documentation demonstrates effective support eg student outcomes show improvement
- TARS process, in class support and staff meetings will indicate the level of implementation of Newman's analysis strategy
- Evidence of literacy of Mathematics in teaching program
- SENA: Data indicates growth
- Resources – Numeracy resources are purchased and organised to support teaching and learning programs.

### Connected Learning
- Connected Learning effectively increased in our classrooms
- Enhanced access to digital educational resources for learning and teaching and for teacher professional learning
- Innovation in the use of interactive technologies for learning, teaching and for teacher professional learning
- Expand the use of information communication technologies to engage all students and teachers in quality teaching and learning.
- Implement interactive classrooms to better meet the learning needs of 21st century students.
- 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.
- Staff will demonstrate increased levels of competency with ICT
- School hardware supports school programs and purchase new server
- Implement the Connected Classroom Project in the school – 2011
- Staff engages in training and support to build confidence and embed ICT in their planning so quality teaching is used to achieve learning outcomes for students
- Develop and implement new Scope and Sequence incorporating ICT skills and competencies checklist for each stage.
- Ensure integration and explicit teaching of ICT across all KLA’s to promote intellectual quality and higher order thinking
- Students utilizing interactive whiteboards to share presentations with peers.
- Increased integration of information communication technologies into the teaching and learning programs
- Students to produce 2011 Memories DVD
- Mentor with High School teachers – SMART Notebook and Video Conferencing. High School Staff released two days to provide school based professional development NP funding
- Develop skills in students’ use of school's resources: scanner, digital cameras, video camera and associated editing/finishing software
- School Web page redesigned and operational using DET resources
- Integration of Technology and Learning into the Classroom utilising specialised teacher funded by CAP
- Establish VC network within Community of Small Schools promoting:
  - Professional Learning
  - ICT strategies

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### Reform and $ indicators
- School Web page current, effective and informative
- Greater student input to Web page
- 2011 Memories DVD completed by students and distributed to families
- Digital Photo Frames on display and current
- School hardware (server) supports school programs
- Professional Development ongoing for staff to demonstrate growth within the ICT Capabilities Framework
- Connected classroom in operation
- ICT evident in classroom programs and presentations
- Learning opportunities for teachers and students across the small schools community are evident in professional learning logs
Innovative teaching practices
Virtual excursions
### Intended Outcomes 3 years

#### Teacher Quality
- Teachers will improve student engagement through innovative ICT use and by embedding of the quality teaching framework in their planning and teaching of literacy and numeracy.
- Staff receiving ongoing professional support and training that is aligned with school targets and individual aspirations.
- Increase staff expertise in all areas for the benefit of increased student outcomes.

#### Student Engagement and Retention
- To improve overall fitness levels of all students K-6.
- Students and teachers knowledge of strategies to improve fitness are evident in teaching and learning activities.
- Children make healthy eating and lifestyle choices and develop awareness of the means to a healthy body.
- Student welfare practices, improved proactive social and emotional wellbeing and skills for life for every student:
  - FISH philosophy
  - anti bullying
  - Live Life Well
  - Stephanie Alexander Kitchen Garden Program
- Closer relationships developed between school and community
- Effective partnerships with families are established to support the learning of each child.

#### Community Partnerships
- To strengthen the identity
- Closer relationships developed between school and community
- Effective partnerships with families are established to support the learning of each child.

#### Aboriginal Education and Training
- Improving knowledge and understanding of Aboriginal Australia
- Students will have a better understanding of Aboriginal Culture.
- Local community are aware of educational programs and provide feedback on progress.
- To strengthen the identity.

#### School Self Evaluation and Reporting Cycle
- Educational and management practice
  - Leadership
  - Curriculum
  - Welfare

### Strategic Actions

#### Teacher Quality
- Nominated staff will participate in Team Leadership for School Improvement Program.
- Build and maintain high performing teams with a shared focus and responsibility for improving student learning outcomes in literacy and numeracy.
- Identify and focus on what teachers do has the greatest effect on student learning.
- Plan, implement and evaluate strategies to target improvement in class practice to improve student literacy and numeracy.
- Develop skills in research, structured reflection, giving pertinent feedback and team learning.
- Form meaningful local learning communities to ensure sustainability.
- Develop leadership capabilities that support ongoing system improvement in the future.
- 100% of classroom teaching staff access professional learning in the use of interactive technologies and digital education resources.
- The School Plan is displayed and regularly revisited at Staff Meetings to monitor progress towards achievement of targets and ensure ownership by all.
- Provide additional clerical support 1 day per fortnight to support all programs.
- Professional Learning Logs to be reviewed at TARS interviews.
- Principal to lead whole school professional learning through mentoring 1 day per fortnight.

#### Student Engagement and Retention
- Enhance implementation of Fundamental Movement Skills Program K-6.
- Daily Fitness program for all students K-6.
- Development of and implementation of regular assessment schedule for Fundamental Movement Skills.
- Individuals and teams to participate in Public Schools Sport Association (PSSA) competitions.
- Implementation of Crunch and Sip Daily.
- Development of Crunch and Sip policy.
- Continued implementation of safety initiatives:
  - Child Protection
  - Drug Education
  - Road Safety
  - Water Safety
- Extend Peer Support Program to provide opportunities to explicitly teach interpersonal relationship skills.
- Implement Stephanie Alexander Kitchen Garden Program to highlight teamwork, cooperation, leadership and life long skills of sustainability.
- Begin a peer support communications box encouraging inclusive and supportive behaviour.
- Employ a male mentor NFP funding for students especially boys to interact through SportProject 2 afternoons a week.
- Employ a Community/School Liaison officer NFP funding 1/2 day a week.
- Ensure all parents are aware of work-shops to be held.
- Establishing an after school tutoring centre NFP funding for students and parents.
- Conduct surveys and focus group interviews with students/parents to obtain feedback on their perceptions of the school.
- The School Plan is displayed and regularly revisited at P&C meetings to monitor progress towards achievement of targets and ensure ownership by all.

#### Aboriginal Education and Training
- Enable all staff to complete “cultural competency” training in relation to Aboriginal Education and Training Strategy 2009-2012.
- Recognise and celebrate Aboriginal Culture in School.
- Organise and hold NAIDOC Day celebrations annually.
- Local History Project including Bundian Way Project funded by CAP.
- Visual symbols, artwork and flagpoles in school.
- Whole school recognition of and respect for Aboriginal Australia through Welcome to Acknowledgement of Country continued at assemblies, sporting events and special occasions.

#### School Self Evaluation and Reporting Cycle
- 2009
  - Educational and management practice
  - Leadership
  - Curriculum
  - Welfare
- 2010
  - Educational and management practice
  - Planning
  - Curriculum
  - Environmental
- 2011
  - Educational and management practice
  - Management
  - Curriculum
  - COG’s (Connected Outcomes Groups)

### Indicators

#### Teacher Quality
- The Team Leadership for School Improvement Program provides professional learning to support effective and sustained implementation of the identified literacy / numeracy strategies.
- Raise the CLAS phase level by 1 phase, from those recorded in 2010, in 4 of the 8 elements for teachers, by December 2011.
- Professional Learning Logs complement school management plan and learning evident in class programs and growth in student outcomes.

#### Student Engagement and Retention
- SASS receives support and professional development.

#### Aboriginal Education and Training
- Parents knowledge of physical education sport program in school is increased.
- Level of physical activity students are involved in each day is increased.
- Fruit, vegetable and water consumption at school is increased.
- Demonstrated improvements in students’ fundamental movement skills.
- Children participate in individual and team PSSA sport (Swimming, Athletics, Cross Country, etc.)
- Students can articulate and demonstrate safe behaviours.

#### School Self Evaluation and Reporting Cycle
- Attendance is improved and student surveys indicate improved engagement.
- Focus Group findings, survey results and monthly feedback sheets are made available and acted on in a collaborative manner at staff and P&C meetings.
- After school tutoring is supported and greater understanding is displayed in student surveys and outcomes.
Responsibility, Resources and Allocation $50500

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<tr>
<th>Who</th>
<th>PSP approx $15200</th>
<th>Who</th>
<th>CAP approx $14060</th>
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<td>Additional Principal Release time 1 day per fortnight $2500</td>
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Note: if a hardcopy is required this document needs to be scaled to 70%.

- School Magazine Subscription $500
- Garden Specialist Semester 2 $3000
- Mathematics resources $1500
- Purchase PROBE $500
- Collaborate with Numeralla (another NP and SAKGP school) $650
- Purchase resources to complement Scope and Sequence $500.

Teacher Professional Learning (TPL) ($3536)
- SMART 2 training
- 2 x Teacher Release days for classroom teachers to develop Scope and Sequence of Spelling $1200

- Explicitly Targeting Stage 2 Literacy and Numeracy Outcomes
  - Literacy and Numeracy Program utilising an additional staff member for explicit skill building of students capable of Stage 2 outcomes
  - Casual teacher 0.3 (PSP 0.1 allocation + allocation + Global) Funding: $7400
  - Stephanie Alexander Kitchen Garden Program
    - In Semesters 1& 2 employ a Kitchen Specialist to engage students in Literacy, Numeracy and other KLA's ($6480)
  - Administration Package
    - Co ordinator Days $600
    - SASS days ~ $400
    - PSP Home/School Partnerships ~ $300

- Integration of Technology and Learning into the Classroom
  - 20 weeks x 1 day technology program supported by CAP $4100

- Expanding the Curriculum ~ $2000
- DABBS Community of Schools ~ $1500
- Co ordinator's Allocation ~ $1250
- Equity Conference ~ $1500

- Teaching for Learning ~ $1000
- Local History eg "The Bundian Way" ~ $500
- Stephanie Alexander Kitchen Garden Program
  - In Semester 1 employ a Garden Specialist to engage students in Literacy, Numeracy and other KLA's ($2200)

- Expanding the Curriculum ~ $2000
- DABBS Community of Schools ~ $1500
- Co ordinator's Allocation ~ $1250
- Equity Conference ~ $1500

- 'Focus on Reading' $7000 2011 + $7000 (2012)
- 'Counting On' $1500 2011
- School Learning Support Officer as Numeracy/Literacy Tutor plus Home Reading Program Coordinator $14300
- Team Leadership for School Improvement Program $1600
- Kinder Transition Program enhanced to 10 weeks- 5 half days and 5 full days with SLSO $1500
- Mentor with High School teachers – SMART Notebook, One Note and Video Conferencing. High School Staff released 3 days to provide school based professional development $1300
- Employ a male mentor for students especially boys to interact through Sport/Project 2 afternoons a week $3000
- Establishing an after school tutoring centre for students and parents $3600
- Provide additional clerical support 1 day per fortnight to support all programs. $7000
- Additional Principal Release time 1 day per fortnight $2500