DELEGATE PUBLIC SCHOOL

2012 – 2014 SCHOOL PLAN

3rd Year National Partnerships Low SES Communities 2013
SCHOOL CONTEXT

Delegate Public School is a small rural school located since 1871 in a remote geographical area near 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. We have established our 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.

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 teachers 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 Equity 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 Public 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.

In 2013 Equity (Rural and Isolation) and National Partnerships (Low SES School Communities funding) will support 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 Profile: Delegate Public School

### Outcomes

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Aboriginal Education</th>
<th>Curriculum and Assessment</th>
<th>Leadership and Management</th>
<th>Literacy and Numeracy</th>
<th>Engagement and Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership at all levels</td>
<td>Improving knowledge and understanding of Aboriginal Australia.</td>
<td>Targeted professional learning programs built to develop teacher capacity to meet the needs of all students incorporating the Australian curriculum.</td>
<td>School management systems in place to ensure introduction and implementation of Local Schools, Local Decisions procedures to ensure quality teaching and improved students outcomes remain the core focus at Delegate P.S. Clearly defined role statements and operational plans will build the leadership capacity of principal and teaching staff and the management capacity of administration staff.</td>
<td>All students demonstrate an increased level of achievement in literacy and numeracy 2012-2014 through the development of quality teaching programs, targeted professional learning and the implementation of effective assessment practices.</td>
<td>To improve and promote parent and community engagement to improve student literacy and numeracy outcomes</td>
</tr>
<tr>
<td>Moving the middle to the top</td>
<td>Aboriginal student outcomes match or better outcomes of the broader student population.</td>
<td>To continue the implementation of quality teaching practices to ensure continuity of growth in literacy and numeracy for all students. Staff trained in the new SENTRAL tools and practices to identify and improve student outcomes.</td>
<td></td>
<td>Improved student learning outcomes in literacy and numeracy. Implement reading, comprehension and vocabulary K-6 through teacher professional learning and explicit teaching practices. Improved student performance in numeracy. Extension of explicit quality K-6 teaching practices in numeracy.</td>
<td>Expand the use of information communication technologies to engage all students and teachers in quality teaching and learning.</td>
</tr>
<tr>
<td>Student engagement</td>
<td>To strengthen the identity of the Aboriginal culture so students will have a better understanding of Aboriginal culture.</td>
<td></td>
<td></td>
<td></td>
<td>The Stephanie Alexander Kitchen Garden Program to be integrated into the curriculum to reinforce literacy, numeracy, science, cultural studies and aspects of environmental sustainability.</td>
</tr>
</tbody>
</table>

### School Planning Team:

<table>
<thead>
<tr>
<th>Principal:</th>
<th>SED Endorsement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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1745 Delegate Public School
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Strategies</th>
<th>Responsibility</th>
<th>Indicators</th>
<th>Targets</th>
<th>Reform</th>
<th>Resourcing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving knowledge and understanding of Aboriginal Australia</td>
<td>• Continuing Teacher Professional Learning: NO GAP: NO EXCUSE • Integrate Aboriginal Education across all KLA's.</td>
<td>Principal Staff</td>
<td>• 100% attendance at professional learning • School programs reflect Aboriginal Education perspectives.</td>
<td>4 5 6</td>
<td>$12</td>
<td>$13 $14</td>
</tr>
<tr>
<td>To strengthen the identity of the Aboriginal culture so students will have a better understanding of Aboriginal culture.</td>
<td>• Recognise and celebrate Aboriginal Culture in School by organising and holding NAIDOC Day celebrations annually. • Establish bush tucker garden and produce used in Stephanie Alexander Kitchen Garden Program. • Continued whole school recognition of and respect for Aboriginal Australia through Welcome to/ Acknowledgement of Country • Assist in Local History Project including ‘Bundian Way’ Project.</td>
<td>Principal Staff, Classroom Teachers, Principal Garden and Kitchen Specialists, Whole School</td>
<td>• Students demonstrate respect and increasing knowledge of our local history including an aboriginal perspective. • Bush Tucker garden established with signage. • Produce being used in the Stephanie Alexander Kitchen Garden Program. • All students have an understanding of Aboriginal cultural heritage.</td>
<td>3 4 5 6</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Aboriginal student outcomes match or better outcomes of the broader student population.</td>
<td>• Personalised Learning Plans negotiated with parent/student input.</td>
<td>Principal Classroom Teachers SLST Parents/Carers Students</td>
<td>• Continue to ensure that 100% of Aboriginal students have a Personalised Learning Plan</td>
<td>4 5 6</td>
<td></td>
<td>$12 $13 $14</td>
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</tbody>
</table>

$500 Equity
## Curriculum and Assessment

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Strategies</th>
<th>Responsibility</th>
<th>Indicators</th>
<th>Targets</th>
<th>Reform</th>
<th>Resourcing</th>
</tr>
</thead>
<tbody>
<tr>
<td>To continue the implementation of quality teaching practices to ensure continuity of growth in literacy and numeracy for all students.</td>
<td>• Teacher planning days for Quality Teaching practices to be embedded in classroom using the 'Closing the Gap' Action Research project. Implement across whole school.</td>
<td>Principal</td>
<td>• Consistency of understanding of the elements of a balanced literacy and numeracy session, incorporating the Quality Teaching framework.</td>
<td></td>
<td></td>
<td>$2000 National Partnerships</td>
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<td></td>
<td></td>
<td>Classroom Teachers Librarian</td>
<td>• Evidence in classroom practice and programs including assessment.</td>
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<tr>
<td></td>
<td></td>
<td>Principal</td>
<td>• All teaching practice and planning is based within the Quality Teaching framework.</td>
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<td></td>
<td>Targeted professional learning programs built to develop teacher capacity to meet the needs of all students incorporating the Australian curriculum.</td>
<td>Principal</td>
<td>• School meets the implementation targets for the new syllabus documents.</td>
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<td></td>
<td>$3000 National Partnerships plus TPL</td>
</tr>
<tr>
<td></td>
<td>• Participate in regional and Community of Schools’ PL modules.</td>
<td>Classroom Teachers Librarian</td>
<td>• Staff access, engage in flexible and differentiated professional learning modules that explore the new NSW syllabuses</td>
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<td></td>
<td>• Develop a school scope and continuum based on the Australian curriculum new syllabuses with multi-age classes.</td>
<td>Classroom Teachers Librarian</td>
<td>• New resources developed for effective teaching/learning</td>
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<tr>
<td></td>
<td>• DABBS Australian curriculum teams develop and present sessions to support staff knowledge in English, Maths, History and Science.</td>
<td>Principal</td>
<td>• Scope and continuums, assessment and student reports embody Australian Curriculum.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Classroom Teachers Librarian</td>
<td>• All staff use SENTRAL data for assessment and student welfare to identify students' outcomes, needs and achievements.</td>
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<tr>
<td></td>
<td></td>
<td>All Staff</td>
<td>• Students demonstrate growth along literacy and numeracy continuums. Progress monitored each term.</td>
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<tr>
<td></td>
<td>Staff trained in the new SENTRAL tools and practices to identify and improve student outcomes.</td>
<td>Principal</td>
<td>• Class programs and teaching observations informed by student learning data.</td>
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<td></td>
<td>$500 (installation) Global</td>
</tr>
<tr>
<td></td>
<td>• Use technology to manage assessment data and inform - teaching and learning</td>
<td>Classroom Teachers Librarian</td>
<td>• School performance data is tracked K-6 each Semester in both literacy and numeracy and used to inform teaching programs for improved student outcomes.</td>
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<tr>
<td></td>
<td>• Use technology to manage student welfare data.</td>
<td>All Staff</td>
<td>• All staff useSENTRAL data for assessment and student welfare to identify students' outcomes, needs and achievements.</td>
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</tr>
<tr>
<td></td>
<td>• A review of assessment tasks is undertaken and a scope and sequence of tasks is developed and aligned to Australian curriculum.</td>
<td></td>
<td>• Students demonstrate growth along literacy and numeracy continuums. Progress monitored each term.</td>
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### Notes:
- **Curriculum and Assessment**
- **Outcome**: The specific goal or result that is intended to be achieved.
- **Strategies**: The actions or methods used to achieve the outcome.
- **Responsibility**: The role or party responsible for implementing the strategies.
- **Indicators**: The evidence or measures used to determine if the outcome has been achieved.
- **Targets**: The expected results or desired outcomes.
- **Reform**: The level of change or improvement targeted.
- **Resourcing**: The financial or resource commitments required to support the strategies.

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### Additional Resources:
- [Closing the Gap Action Research project](http://www.sydneyr.det.nsw.edu.au/Equity/professional-programs.html)
- [Australian curriculum new syllabuses with multi-age classes](#)
- [DABBS Australian curriculum teams](#)
### Leadership and Management

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<thead>
<tr>
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<th>Responsibility</th>
<th>Indicators</th>
<th>Targets</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>Reform</th>
<th>Resourcing</th>
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</thead>
</table>
| School management systems in place to ensure introduction and implementation of Local Schools, Local Decisions procedures to ensure quality teaching and improved student outcomes remain the core focus at Delegate P.S. | • Local Schools, Local Decisions: implementation plan established. Staff participation in information sessions.  
• LMBR: Implementation plan established. Staff participation in information and training sessions  
• Awareness raising of National Teacher and Principal standards through collegial discussion in staff meetings and individual goal setting meetings as part of the TARS process.  
• Formal Kindergarten and new enrolment interviews  
• Systems in place to support changes Wi Fi, updated communication (telephone system)  
• Provide additional clerical support 1 day per fortnight to support all programs. | Principal Staff | • Staff informed and prepared for the next steps in Local Schools, Local Decisions  
• Staff informed and prepared for the next steps in LMBR  
• Staff aware of National Teacher Standards  
• Enrollment information is accurate for harvesting necessary data.  
• Staff meetings planned to focus on Local Schools, Local Decisions, LMBR, National Teacher Standards,  
• A structured timetable is developed to give Staff Meetings a strong TPL focus. | • Systems in place to support technology. | 36 |    |    |  | $4000 Global |
| Clearly defined role statements and operational plans will build the leadership capacity of principal and teaching staff and the management capacity of administration staff. | • Provide release time for teachers to discuss programming and classroom practice with principal  
• Conduct an annual review of roles and responsibilities  
• Weekly dissemination of school information by email  
• Continued professional learning for staff in email applications | All Staff | • Formal role statements for all positions implemented. As a result work load is equitable, streamlined and responsive to school needs  
• All school meeting minutes, staff bulletins, professional readings etc. are emailed  
• “Read Receipts” tests show that staff are accessing these emails  
• 100% of teachers completing Personal Professional Learning Plans (PPLPs) linked to school targets, professional performance, student outcomes and career planning by 2014.  
• Strengthen performance management, planning and development processes for all staff, including school administration and support staff. | 125 |    |    |  | $1500 Professional Learning ~ National Partnerships |

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## Literacy and Numeracy

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Strategies</th>
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<th>Resourcing</th>
</tr>
</thead>
</table>
| Improved student learning outcomes in literacy and numeracy. | • Annually analyse NAPLAN data and focus on the school’s identified weakest areas to develop a culture of continuous improvement.  
• School-wide flagging of any student not achieving at stage/grade expectations  
• Implement **Scope and Sequence of Spelling, Grammar and Punctuation**  
• Reviewing of the whole school editing code  
• Encourage self and peer editing strategies  
• Effective feedback on student writing - rubrics  
• Use words in context  
• **A School Learning Support Officer** to provide explicit, individualised tutorial support to students in literacy and numeracy. | Principal Classroom Teachers Librarian SLST SLSOs | • Whole-school focus on utilising data (including SMART and school-based data) to inform whole school planning and individual teaching and learning programs.  
• All students are supported in their learning  
• Improved student understanding of sentence structure, grammar and punctuation. | • All Year 5 and Year 7 students who were enrolled at Delegate P. S. in Year 3 **achieve at or above the state and region growth rates in 2013 NAPLAN reading test.**  
• In Spelling and Grammar and Punctuation, all Year 5 and Year 7 students who were enrolled at Delegate P. S. in Year 3 meet the expected growth in NAPLAN between Years 3 and 5, and Years 5 and 7 in 2013. | 12 | 13 | 14 | Reform | $15000 National Partnerships |
| Implement reading, comprehension and vocabulary K-6 through teacher professional learning and explicit teaching practices. | • Classroom teachers implement L3 and Focus on Reading strategies  
• Museum in a Box, Study Ladder, Reading Eggs, School Magazines, Performances and Virtual Excursions to enhance curriculum.  
• Using the Stephanie Alexander Kitchen Garden Program to extend reading and vocabulary usage knowledge. | Classroom Teachers Librarian SLST SLSOs Garden and Kitchen Specialists | • Increased student knowledge and engagement in content area.  
• Fully implement **Focus on Reading** strategies, continue to implement **Accelerated Literacy** and find a balance of quality teaching reading practice - modelled, guided and independent reading tasks. Explicit teaching of connecting information | • Maintain the percentage of students achieving above National Minimum Standard (NMS) in NAPLAN Reading from *100% (Year 3 2011) to 100% (Year 5 2013).*  
** 100% (Year 5 2011) to 100% (Year 7 2013)** | 2 | 3 | 4 | 6 | $1000 Global | $500 Equity |
All students demonstrate an increased level of achievement in literacy and numeracy 2012-2014 through the development of quality teaching programs, targeted professional learning and the implementation of effective assessment practices.

### Principal
- Ensure literacy/numeracy teaching K-6 is informed by data such as Best Start, SMART data and SBSR data.
- Purchase another bank of 4 ipads and associated applications, for students with low achievement levels in reading.
- Kindergarten teacher implements new learning from L3 about the explicit teaching of comprehension, reading texts and vocabulary into their classrooms.
- Purchase and create additional technology resources to engage the 21st century learner.

### Principal ICT Teacher
- Classes K-6 with a focus on Patterns and Algebra; ‘word problems’ and the application of Mathematical knowledge to solve problems.
- Embed Count Me In and Counting On strategies to enhance maths program.
- Staff develops appropriate resources and resources/consumables purchased.
- Students show movement and growth along numeracy continuum.
- Progress monitored each term.

### Teachers
- Class programs reflect L3 processes.
- Students demonstrate greater engagement in reading and writing activities.
- Regular class reading assessment informs programming.
- 100% of K-6 students access the Internet maths programs (Mathletics, Studyladder) and ipad applications to reinforce numeracy concepts.
- ES1 and S1 classes will use CMIT strategies and S2 and S3 will incorporate Counting On strategies.

### Librarian
- TEN strategies firmly embedded in teaching Programs.
- Pre and post assessment data.
- Teachers use the results of Newman’s Analysis / Counting On assessments to identify student’s difficulties when solving word problems.

### SLST
- 2013 Kindergarten class will demonstrate growth from initial Literacy Best Start Assessment to Cluster 3 on the K to 6 Literacy Continuum.
- Maintain the percentage of Year 3 students below National Minimum Standards (0% in 2012).
- All Year 5 and Year 7 students who were enrolled at Delegate P. S. in Year 3 achieve at or above the state and region growth rates in 2013 NAPLAN reading test.

### SLSOs
- 2013 Kindergarten class will demonstrate growth from initial Numeracy Best Start Assessment to having achieved Early Stage One outcomes.
- Maintain the number of students achieving above the NMS bands in NAPLAN Numeracy from *100% (Year 3 2011) to 100% (Year 5 in 2013). ** 100% (Year 5 2011) to 100% (Year 7 2013).
- In Numeracy, all Year 5 and Year 7 students who were enrolled at Delegate P. S. in Year 3 meet the expected growth in NAPLAN between Years 3 and 5, and Years 5 and 7 in 2013.

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<table>
<thead>
<tr>
<th>Improved student performance in numeracy. Extension of explicit quality K-6 teaching practices in numeracy.</th>
<th>Improved student performance in numeracy. Extension of explicit quality K-6 teaching practices in numeracy.</th>
<th></th>
<th></th>
<th></th>
<th>3 4 5</th>
<th>$4500 (ipads plus technology) National Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes K-6 with a focus on Patterns and Algebra; ‘word problems’ and the application of Mathematical knowledge to solve problems.</td>
<td>Class programs reflect L3 processes.</td>
<td>Students demonstrate greater engagement in reading and writing activities.</td>
<td>Students demonstrate greater engagement in reading and writing activities.</td>
<td>Regular class reading assessment informs programming.</td>
<td>100% of K-6 students access the Internet maths programs (Mathletics, Studyladder) and ipad applications to reinforce numeracy concepts.</td>
<td>2013 Kindergarten class will demonstrate growth from initial Literacy Best Start Assessment to Cluster 3 on the K to 6 Literacy Continuum.</td>
</tr>
</tbody>
</table>
### Engagement and Achievement

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Strategies</th>
<th>Responsibility</th>
<th>Indicators</th>
<th>Targets</th>
<th>Reform</th>
<th>Resourcing</th>
</tr>
</thead>
</table>
| **Expand the use of information communication technologies to engage all students and teachers in quality teaching and learning.** | • ICT Teacher explicitly teaches all students appropriate usage and skills necessary to participate positively in our global world.  
• Purchase and create additional technology resources to engage the 21st century learner.  
• Purchase another bank of 4 iPads and associated applications. (as above) | ICT Teacher  
Principal | • 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  
• School web page is current, effective and informative. | Continue to build teacher capacity to improve student outcomes and provide access to digital education resources for teaching, learning and professional development. | 12 13 14 | Reform | $2000  
Equity |
| **The Stephanie Alexander Kitchen Garden Program to be integrated into the curriculum to reinforce literacy, numeracy, science, cultural studies and aspects of environmental sustainability.** | • Continue to implement Stephanie Alexander Kitchen Garden Program in literacy and numeracy  
• Expand bush Tucker garden. Plant mid and under storey shrubs to encourage small birds to the environment. | Principal  
Garden and Kitchen Specialists  
Classroom Teachers | • Programming includes the identified outcomes. Students engaged in purposeful and practical activities to reinforce their learning.  
• Native habitat in place. Mid and understorey shrubs for birds planted. | Stephanie Alexander Kitchen Garden program is integrated into teaching programs to support student engagement. | 3 4 6 | National Partnerships  
$8100  
(Garden Specialist)  
National Partnerships  
$5880  
(Kitchen Specialist)  
Equity  
$1000  
Global |
| **To improve and promote parent and community engagement to improve student literacy and numeracy outcomes** | • To build the capacity of our school community through the implementation of parent information sessions on the teaching of literacy and numeracy and promote ways of helping at home through the school newsletter  
• All staff to be pro-active in strengthening communication with student families  
• Employ Community Liaison Officer 1 day per fortnight to promote all programs. | All Staff | • Increased parent participation in all classrooms with a particular focus on group work in literacy and numeracy.  
• Increased parent helpers across the school | Strengthened engagement of all key stakeholders in learning. | 3 4 6 | National Partnerships  
$6000  
National Partnerships |
## Resourcing

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Total Cost</th>
<th>Resource Description</th>
<th>Funding Source</th>
<th>Funding Expended in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist in Local History Project including ‘Bundian Way’ Project.</td>
<td>$500</td>
<td>Teacher time and concrete resources.</td>
<td>EQUITY 2013 $13516</td>
<td>✓</td>
</tr>
<tr>
<td>Teacher planning days for <strong>Quality Teaching</strong> practices to be embedded in classroom using the ‘Closing the Gap’ Action Research project Implement across whole school.</td>
<td>$2000</td>
<td>Professional Development</td>
<td>PL</td>
<td>✓</td>
</tr>
<tr>
<td>• Participate in regional and Community of Schools’ PL modules.</td>
<td>$3000</td>
<td>Professional Development Teacher time</td>
<td>Global</td>
<td>✓</td>
</tr>
<tr>
<td>• Develop a school scope and continuum based on the Australian Curriculum new syllabuses with multi-age classes.</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>• <strong>DABBS</strong> Australian curriculum teams develop and present sessions to support staff knowledge in English, Maths, History and Science.</td>
<td>$2000</td>
<td>Professional Development Teacher time</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>• Use technology to manage assessment data and inform - teaching and learning</td>
<td>$500</td>
<td>SENTRAL installation</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>• Use technology to manage student welfare data.</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>• A review of assessment tasks is undertaken and a scope and sequence of tasks is developed and aligned to Australian curriculum.</td>
<td>$1500</td>
<td>Professional Development Teacher time</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Description</td>
<td>Cost</td>
<td>Notes</td>
<td></td>
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<tr>
<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>Local Schools, Local Decisions: implementation plan established. Staff participation in information sessions.</td>
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<tr>
<td>LMBR: Implementation plan established. Staff participation in information and training sessions</td>
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<tr>
<td>Awareness raising of National Teacher and Principal standards through collegial discussion in staff meetings and individual goal setting meetings as part of the TARS process.</td>
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<td>Formal Kindergarten and new enrolment interviews</td>
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<tr>
<td>Systems in place to support changes Wi Fi, updated communication (telephone system)</td>
<td>$4000</td>
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</tr>
<tr>
<td>Provide release time for teachers to discuss programming and classroom practice with principal</td>
<td>$1500</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Classroom teachers implement L3 and Focus on Reading strategies</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Museum in a Box, Study Ladder, Reading Eggs, School Magazines, Performances and Virtual Excursions to enhance curriculum.</td>
<td>$500</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the Stephanie Alexander Kitchen Garden Program to extend reading and vocabulary usage knowledge.</td>
<td>$8100</td>
<td>✓</td>
<td></td>
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</tr>
<tr>
<td>Continue to implement Stephanie Alexander Kitchen Garden Program in literacy and numeracy</td>
<td>$5880</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expand bush tucker garden. Plant mid and under storey shrubs to encourage small birds to the environment.</td>
<td>$1000</td>
<td>✓</td>
<td></td>
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</tr>
<tr>
<td>Description</td>
<td>Cost</td>
<td>Resource</td>
<td>Status</td>
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<td>-----------------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Purchase another bank of 4 iPads and associated applications, for students with low achievement levels in reading.</td>
<td>$4500</td>
<td>Purchase iPads</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Staff develops appropriate resources and resources/consumables purchased</td>
<td>$1000</td>
<td>Teacher time and resources</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Purchase and create additional technology resources to engage the 21st century learner.</td>
<td>$2000</td>
<td>Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide additional clerical support 1 day per fortnight to support all programs.</td>
<td>$6000</td>
<td>Additional administration</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td><strong>A School Learning Support Officer</strong> to provide explicit, individualised tutorial support to students in literacy and numeracy.</td>
<td>$15000</td>
<td>Teacher and student support</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Employ Community Liaison 1 day per fortnight to promote all programs.</td>
<td>$6000</td>
<td>Promotion and parent support</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

**Low Socio-Economic Reforms**

- **Reform 1**: Incentives to attract high performing principals and teachers.
- **Reform 2**: Adoption of best-practice performance measurement and staffing arrangement that articulates a clear role for principals.
- **Reform 3**: School operational arrangements that encourage innovation and flexibility.
- **Reform 4**: Provision of innovative and tailored learning opportunities.
- **Reform 5**: Strengthen school accountability.
- **Reform 6**: External partnership with parents, other schools, businesses and communities and the provision of access to extend services.
Terminology

Priorities – Systemic and school identified imperatives

Focus Areas – areas of endeavour

Outcome – intended consequence, what the school would like to achieve

Strategies – specific actions that are designed to achieve the outcomes and targets for each school identified priority area.

Indicators - provide a pathway and standards against which progress towards targets and intended outcomes can be assessed. They indicate if the strategies are working.

Targets – quantitative measures. One outcome may have multiple targets. Literacy and numeracy targets are mandatory. Targets should be:

- Specific
- Measurable and manageable
- Achievable, appropriate and agreed
- Relevant, realistic and recorded
- Time-related

Timeframes - provide an indication of the period over which strategies will be implemented. The timeframes should not exceed three years.

Reform – National Partnership areas of reform

NP – National Partnership

NP – National Partnership

CAP – Country Area Program

PL – Professional learning funds

Global – general school funds

Responsibility - key staff members (title only) or teams who have been identified as responsible for leading, implementing and monitoring each strategy. Individual names are not to be recorded on the plan.

Resourcing – the human, financial and program requirements to implement a strategy. There should be a strategic alignment between available resources (human and financial) and priorities. School planning processes will be strategically aligned with school budgeting procedures.

ATSI – Aboriginal and Torres Strait Islander

A/BNMS – at or below national benchmark standards or the bottom band of performance in NAPLAN testing

A/ANMS – at or above national benchmark standards or the bottom band of performance in NAPLAN testing

P – Proficient or the top two bands of performance in NAPLAN testing

G – growth as measured through NAPLAN Testing

Band 5 or 6 – top two bands of performance in the HSC

Cert II – Certificate II of the Australian Qualification Framework

VET – vocational education and training

SBATs – School based apprenticeship and traineeship