School plan 2015-2017

Banksia Road Public School 4217

School background 2015–2017

School vision statement

Embrace the individuality of each student by ensuring they feel safe, secure and respected. Develop and nurture students to become active, informed global citizens.

Provide ongoing, differentiated staff professional learning to support 21st century teaching and leadership development.

Foster productive school, community and global partnerships.

School context

Banksia Road Public School, established in 1959, is located in Greenacre and is part of the Canterbury Network. It serves a diverse population with a FOEI of 138 . There are currently 546 students who attend the school representing 24 nationalities. The school's population is 95% NESB (Non EnglishSpeaking Background).

Our school is staffed by one Principal, three Instructional Leaders, four Assistant Principals and 39 teachers who deliver programs to 22 classes in either full–time or part–time capacity. Eighteen of our teachers are currently employed in temporary engagement positions.

The school is part of the Early Action for Success Phase 1 and 2. The school receives equity funding to support students from:

Low Socio Economic Backgrounds as well as an Additional Language or Dialect and students requiring Low Level Adjustments to support learning. We currently have 11 New Arrivals.

The school has a Community Hub Coordinator who works cooperatively with staff, students and the greater school community to build parents capacity to support student learning. The school has a close collegial and professional working relationship with Mt. Lewis Infants School, whose students enter our Year Three classes.

School planning process

A shared vision for the future direction of the school was created to develop this school plan.

Key stakeholders were informed of new frameworks and procedures that would direct and influence our decision making. The new school planning model, the school excellence framework, Public Schools NSW strategicdirections and priorities and the movement towards a teacher performance and development framework influenced our approach.

The strategic directions and desired products and practices were developed following a rigorous process of evaluation and consultation between teachers, parents and the wider community.

A situational analysis across the domains of student learning, teacher learning and school learning, gathered information to guide the direction of the school plan. Information was sourced through the analysis of student achievement data, surveys, interviews, observations and discussions.

The processes and milestones to achieve the desired products and embedded practices were collaboratively developed by planning committees, refined by key stakeholders and shared across the community.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1
Facilitating high quality student learning.

Purpose:

To equip students with the skills required in the 21st century through explicit assessment driven teaching practices. To maximise success for all students through the development of programs to meet the academic,social and welfare needs of every student.

STRATEGIC DIRECTION 2
Producing outstanding teachers & educational leaders.

Purpose:

To embed a culture where teachers share expertise and take responsibility for their own learning. Teachers develop innovative ways to teach and assess 21st century capabilities and collaborate with educators locally and globally.

STRATEGIC DIRECTION 3
Fostering productive, supportive professional partnerships.

Purpose:

To maximise student success through building strong, supportive, collaborative relationships with parents, outside agencies.

Strategic Direction 1: Facilitating high quality student learning.

Purpose

To equip students with the skills required in the 21st century through explicit assessment driven teaching practices. To maximise success for all students through the development of programs to meet the academic,social and welfare needs of every student.

Improvement Measures

* Changes in school culture and wellbeing gathered from:

PBL SET Tool

Welfare data (reduction in suspensions and thinking rooms)

Positive behaviour levels (% Good as Gold)

The Nett Promoter Survey

The Tell Them From Me survey

People

Students

*Students are empowered and engaged learners as they plan their own learning goals. They articulate the learning intention and self–regulate their own success.

Staff

*Teachers are committed to preparing our students with the skills required in the 21st global workforce, such as, communication, collaboration, critical thinking and creativity.

*Teachers are committed to providing a range of extra curricula activities to engage students.

*Build staff capacity to collaboratively plan and differentiate the curriculum.

Parents/Carers

*Empower parents to access and understand the curriculum and use this knowledge to prepare their children for the 21st global workforce.

Leaders

*The leadership team are the lead learners and regularly promote evidenced based teaching practices.

Processes

Student Wellbeing

*Driven by the values and practices of PBL and recorded in ebs:ontrack.

*Teachers negotiate proactive solutions with parents. Teachers also follow the referral process through the LST and develop Individual plans for the NCCD adjustments.

Pedagogy

* Collaboration and Instructional Leadership

* Formative assessment (embedded in data conversations, in–class support and collaboration)

ICT

*Explicit delivery of 21st Century learning embedding ICT skills through problem based learning and BYOD.

Evaluation Plan

* Wellbeing data

* PLAN Data Analysis.

* Students learning logs and goals.

* Student participation in extra–curricula activities.

Practices and Products

Practices

*Parents, teachers & students embrace the values and practices of PBL.

*Teachers incorporate data analysis in their planning for learning.

*The school leadership team regularly uses data to inform key decisions.

*Students and teachers negotiate assessment criteria and learning intentions providing reciprocal feedback to improve outcomes.

*Students reflect and are empowered to take ownership for their learning.

*Students involved in authentic project based learning which facilitates 4C learning (communication, creativity, critical thinking and collaboration.

As part of the NCCD, adjustments are evaluated every ten weeks.

Products

*Student growth is evident in internal and external data.

*Teachers implement a range of formative assessment strategies which facilitate opportunities for students to self–regulate their learning.

* Instructional Leaders work with each grade to develop an Action Plan based on student data.

Strategic Direction 1: Facilitating high quality student learning.

Improvement Measures	People	Processes	Practices and Products

Banksia Road Public School 4217 (2015-2017)

Strategic Direction 2: Producing outstanding teachers & educational leaders.

Purpose

To embed a culture where teachers share expertise and take responsibility for their own learning. Teachers develop innovative ways to teach and assess 21st century capabilities and collaborate with educators locally and globally.

Improvement Measures

*All students showing evidence of academic growth as indicated by internal and external data sources

* Academic growth in:

– PLAN continuum and A to E reporting data (greater than 75% of students achive expected benchmark.

– NAPLAN (Growth rates in Literacy and Numeracy 15% points above state average

* Teachers are using the National teaching Standards to guide practice and ultimately, achieve higher levels of accreditation.

*Changes in school culture and staff capacity captured from:

– The Focus on Learning survey

People

Students

Build on foundational knowledge, think deeply and critically and also provide feedback on teaching practice.

Staff

Teachers work collaboratively on evidenced based curriculum change which embeds current pedagogical research and the Australian Professional Standards focussing on best practice.

Will identify their learning needs to address the transition to LMBR.

Parents/Carers

Understand the importance of the crucial contribution they make towards their child's education whilst also providing informative feedback about the quality of teaching and learning in our school.

Leaders

Current and aspiring leaders will refine their skills in leadership.

Processes

Performance and Development

* Provide opportunities, support and resources to empower teachers to be responsible for their own professional learning needs, including:

– utilising the Performance & Development Framework.

– Evidenced Based Action Plans (from 5 weeks up to 20 weeks)

* Cater for individual teacher professional growth through the provision of:

– Instructional Leadership.

– Collaboration model.

– Coaching/Mentoring support for all teachers through Data Conversations.

– Leadership opportunities for aspiring leaders.

Evaluation Plan

– Survey teachers

– Analyse school data from the review of the Performance and Development Framework

– Review induction procedures for newly appointed teachers and leaders

Practices and Products

Practices

*Teachers sharing expertise in workshops, team teaching, lesson observations, resource sharing, mentoring and collaborative planning.

*Teachers involved in collaborative 'Evidenced Based Action Plans which empowers ownership of the data, sharing of best practice and utilising the the Australian Professional Standards as a tool to initiate feedback and refinement of teaching practice.

* Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.

*A Distributive Leadership model which expands the leadership team and builds capacity of all leaders through clearly defined roles and responsibilities.

*Teachers seeking accreditation at higher levels, HAT and LEAD.

Products

* All staff sharing expertise and engaging in professional dialogue to refine practice.

* All staff have a performance development plan aligning to the Australian professional Standards for teachers which are designed collaboratively and supported by Executive.

Strategic Direction 3: Fostering productive, supportive professional partnerships.

Purpose

To maximise student success through building strong, supportive, collaborative relationships with parents, outside agencies.

Improvement Measures

A positive increase in community involvement in identified school based initiatives such as:

– Community Hub Workshops and programs

– Partners in Learning survey

– The Nett Promoter Survey

Success of communication forums such as the app and Facebook

People

Students

Empower students to engage with organisations locally and globally whilst also providing feedback on school programs and future planning.

Staff

*Empower teachers to facilitate parent involvement in all aspects of school

*Facilitate opportunities for teachers to develop authentic and relevant learning opportunities for students.

Parents/Carers

* Empower the P & C and greater parent body to be representative of community needs, support school endeavours and be positive advocates for Banksia Road Public School.

Community Partners

*Support our Community Hub Coordinator to involve parents and community organisations to enhance our school.

Leaders

Publicise and market our school as the focal point of the community.

Processes

Productive Community Partnerships

*Community Hub Leader (supported by staff) engages with the community to strengthen partnerships and to develop parent capacity within the school and at home.

Communication

*Refine and update communication such as: the school website, newsletter, school app, and Facebook.

*Raise the school's profile within the community through local media, involvement in community events and visiting local aged facilities and businesses.

*Clearly communicate individual

Evaluation Plan

*Survey students, staff and parents

*Collate school based and external data

*Conduct focussed feedback sessions with the P&C and its sub committee.

Practices and Products

Practices

*The Community Hub coordinator runs parent workshops to address parent needs.

* The Community Hub Coordinator in partnership with teachers coordinate major school initiatives that promotes productive partnerships

*Develop global connections and student awareness through project based learning which utilise ICT.

*Transparent consultation and open lines of communication on a range of school issues

Products

*Increased publicity for Banksia Road through a variety of mediums.

*Greater involvement of parents in school based initiatives. Strengthened P & C who apply for grant and fundraise for the school

* Semester reports reflect content taught and provide a basis for parent discussion.

Strategic Direction 1: Facilitating high quality student learning.

2017	Project Leader/s: Brian Perrett, Lana Williams and Bahia Almir	Off track ○	Implementation Delayed ○	On track ○

Process 1: Student Wellbeing

*Driven by the values and practices of PBL and recorded in ebs:ontrack.

*Teachers   negotiate   proactive   solutions with parents. Teachers also follow the referral process through the LST and develop Individual plans for the NCCD adjustments.

Milestone		Activities	Resources	Evaluation
●○○	MID TERM 1	Stage meetings re: document NCCD data PBL induction Assess new students Update Health Care Plans Use of ebs: ontrack+ to record behaviour Clubs established based on student interest	Improation software $5 000 Awards printing etc $8 000 • Socio–economic background ($0.00) • Socio–economic background ($0.00)	Number of students on NCCD
●○○	END TERM 1	Transfer IBP/ILP to Synergy re: NCCD 162 students in 2016 Attendance (focus on extended leave–raffle tickets partials) Updated anti bullying policy and share with staff PBL meet wk 4 – 8 National Anti–bullying Day (Bullying Referral Form)	$4 000 to subsidise Good as Gold Day Blaxland Reserve • Socio–economic background ($0.00)	Attendance data Good as Gold data
●○○	MID TERM 2	Update/review IBP/ILPs to Synergy where necessary PBIS lessons taught to class/school need Review & reflect on ebs: ontrack data	$3 000 Staff jumpers,shirts & badges • Socio–economic background ($0.00)	ebs:ontrack data
○○○	END TERM 2 **MID–YEAR REFLECTION**	Send home positive postcards to parents Capture data: –Thinking Room – Suspension data – Good as Gold Organise Good as Gold reward Day	$4 000 to subsidise Good as Gold reward day – movies • Low level adjustment for disability ($0.00) • Integration funding support ($0.00) • Socio–economic background ($0.00)	ebs:ontrack welfare data
○○○	MID TERM 3	TTFM Survey–focussing on data re: bullying Staff track class on merit system Install running track on oval	$29 000 for running track $16 000 for drainage • Socio–economic background ($0.00) • Socio–economic background ($0.00)	See TTFM survey data Nett Promoter survey
○○○	END TERM 3	Capture data: –Thinking Room – Suspension data – Good as Gold	• Socio–economic background ($0.00)	Positive feedback from community.

Strategic Direction 1: Facilitating high quality student learning.

| 2017 | Project Leader/s: Brian Perrett, Lana Williams and Bahia Almir | | Off track ⭕ | Implementation Delayed ⭕ | On track ⭕ |

⭕⭕⭕	MID TERM 4	Review PBIS 'Expectation Matrix' Review attendance data Transition programs commence– Bunnies & Mt Lewis Transition Yr 6 Collate ebs ontrack+ data on NCCD/ Suspension Staff track class on merit system Send home positive postcards to parents		Feedback from parents re: transition for Kindy and Year 3 EV feedback re: Wellbeing and Learning Culture
⭕⭕⭕	END TERM 4 **ANNUAL MILESTONE**	Student Nett Promoter Thinking Rooms Suspensions Gold / Medallion data All Learning Bar surveys % attending Good as Gold	• Tied Technology ($0.00) • Socio–economic background ($0.00)	Future directions determined through analysis of all data and extensive consultation with community re: Whole School Evaluation. Planning for 2018–20 School Plan.

Process 2: Pedagogy

* Collaboration and Instructional Leadership

* Formative assessment (embedded in data conversations, in–class support and collaboration)

ICT

*Explicit delivery of 21st Century learning embedding ICT skills through problem based learning and BYOD.

Milestone		Activities	Resources	Evaluation
🟢⭕⭕	MID TERM 1	Collaboration commences (3–6) 3 times a term. Term 1: Weeks 3/6/9 1:1 Data Conversations to commence with Instructional Leader/s fortnightly (3–6). Week 4 commence. In–class shoulder to shoulder support commences (3–6) PLAN data entry – Week 10 Purchase K–2 multiple copies (L 3 – 8) – PRC books for Yr 3 Promote PRC through library – Paul Bump it up support in Yr 4 to 6	For the year: Data Conversations 3–6 – $18 000 Collaboration K/2 $27 000 & 3–6 $32 400 Bump it up – $60 000 • Tied Teacher Professional learning ($0.00) • Early Action for Success ($0.00)	Instructional Leadership survey PLAN Data
🟢⭕⭕	END TERM 1	Technology committee to distribute roles and clarify priorities (Facebook, website, Ipads 9 people needed) LMBR (Roll marking, Synergy IBP & ILP) Skoolbag app set up Set up ICT in new classrooms	Skoolbag – $1 300 New classroom IWB, connections $8 000 I–Pads $5 000 • Tied Technology ($0.00)	Technology survey of need. Outcome more devices needed. ICT tto devise deployment plan.

Strategic Direction 1: Facilitating high quality student learning.

2017	Project Leader/s: Brian Perrett, Lana Williams and Bahia Almir			Off track ⭕ Implementation Delayed ⭕ On track ⭕
🟢⭕⭕	MID TERM 2	PLAN data entry & teachers update data wall K to 6 – Week 10 Week 6 K–6 ILs meet with Principal (data talks and pl needs/directions) Stocktake numeracy resources – Bahia Yr 3 to 6 Taking the Lead in Numeracy initiative –	Resources $10 000 (Calculators, Age appropriate books, Quality Literature Yr 3 – 6) • Socio–economic background ($0.00)	Positive feedback from teachers.
🟢⭕⭕	END TERM 2 **MID–YEAR REFLECTION**	PLAN data entry & teachers update data wall K to 3 – Week 5 Week 1 K–6 ILs meet with Principal Sharing Sessions of quality teaching practice in literacy and/or numeracy: K–6 (SDD) Stage teams collate scope of ICT skills taught Explore BYOD for Yr 4 Survey for Ipad apps St 3 Maket Makey x 10 (Nasser) St 2 Lego Robotics x16 (Ang G)	Grant from P & C covers resources $5 000 • Socio–economic background ($0.00)	EAfS survey
🟢⭕⭕	MID TERM 3	2018 Rollout Update Ipads St 1 Beebots class et Animation set and a 3D printer	$5 000 ICT resources	
⭕⭕⭕	END TERM 3	PLAN data entry & teachers update data wall K to 6 –Week 10 Week 6 K–6 ILs meet with Principal	• Tied Teacher Professional learning ($0.00)	EAfS survey
⭕⭕⭕	MID TERM 4	EV data 17th October PLAN data entry & teachers update data wall K to 3 – Week 5 Week 1 K–6 ILs meet with Principal Sharing Sessions of quality teaching practice in literacy and/or numeracy: staff meeting		EV report
⭕⭕⭕	END TERM 4 **ANNUAL MILESTONE**	PLAN data entry & teachers update data wall K to 6 – Week 10 Week 6 K–6 ILs meet with Principal NAPLAN analysis TTFM Install New t4L updates Collect Ipads week		Whole School Evaluaton and consultation with all stakeholders

Strategic Direction 2: Producing outstanding teachers & educational leaders.

Project Leader/s: Melinda Shipley and Bahia Almir   Off track ⬤   Implementation Delayed ⬤   On track ⬤

Process 1: Performance and Development

* Provide opportunities, support and resources to empower teachers to be responsible for their own professional learning needs, including:

– utilising the Performance & Development Framework.

– Evidenced Based Action Plans (from 5 weeks up to 20 weeks)

* Cater for individual teacher professional growth through the provision of:

– Instructional Leadership.

– Collaboration model.

– Coaching/Mentoring support for all teachers through Data Conversations.

– Leadership opportunities for aspiring leaders.

Milestone		Activities	Resources	Evaluation
⬤〇〇	MID TERM 1	Utilise QTSSto establish timetable for individual data conversations (fortnightly) & collaboration (every 3 weeks) established Instructional leaders & interventionist timetables established GTIL and Beginning teacher timetables established re: extra RFF / TPL focus and mentor Clarify Supervision teams & leadership team roles Leadership Team expanded	QTSS FTE BT funding • Socio–economic background ($0.00)	Review Milestones
⬤〇〇	END TERM 1	Teams finalise assessment schedule for reporting process Teachers finalise PDP via MyPL & discuss with supervisor 1/ Goals 2/ TPL 3/ Evidence Completion of Mandatory training maintained through MyPL		Supervisors have met with team members re: PDP and mentoring/coaching
⬤〇〇	MID TERM 2	Data Conversations and Collaboration maintained Accreditation documentation managed through MyPL Reciprocal collaboration and sharing of expertise with other EAfS schools Instructional Leaders join a network Planning for Country School Alliance Taking the Lead in Numeracy Network established	Dubbo trip $5 000 • Quality Teaching, Successful Students (QTSS) ($0.00)	Review milestones
〇〇〇	END TERM 2 **MID–YEAR REFLECTION**	Merit Selection for 2 permanent staff, 1 central appointment CTJ for reporting process & P/T Interviews Live Life Well TPL Completion of mandatory training ie; Anaphylaxis, 1st aid, Code of Conduct PDP for SASS training	• Socio–economic background ($0.00)	Review milestones

Strategic Direction 2: Producing outstanding teachers & educational leaders.

2017	Project Leader/s: Melinda Shipley and Bahia Almir		Off track ○	Implementation Delayed ○	On track ○

○ ○ ○	MID TERM 3	All staff collect evidence for school evaluation & reviewing strategic directions in the school plan Use School Excellence Framework to self–assess and set priorities	• Quality Teaching, Successful Students (QTSS) ($0.00)	
○ ○ ○	END TERM 3	Leadership team gather data re: Numeracy focus. Where are the gap? What does current research & pedagogy look like. Finalise SEF elements (analysis, evidence and future directions) re: Teaching Domain		
○ ○ ○	MID TERM 4	PDP annual review Focus on Learning survey CTJ for reporting process Consultation with community re: school strategic directions using evidence to initiate dialogue.		
○ ○ ○	END TERM 4 **ANNUAL MILESTONE**	Staffing plans for 2018		Focus on Learning survey PLAN data >75% meeting benchmarks (K–6) A to E report data >75% at or above C NAPLAN growth Year 3 to 5 / Year 5 to 7 The number of teachers achieving: – Proficient / HAT / LEAD – Permanency – Promotion

Strategic Direction 3: Fostering productive, supportive professional partnerships.

Project Leader/s: Hamish Woudsma, Kassandra Christodoulos and Marina Boutros   Off track ⭕   Implementation Delayed ⭕   On track ⭕

Process 1: Productive Community Partnerships

*Community Hub Leader (supported by staff) engages with the community to strengthen partnerships and to develop parent capacity within the school and at home.

Milestone		Activities	Resources	Evaluation
⭕⭕⭕	MID TERM 1	Homework Club established – students referred by teacher Breakfast Club – referred by staff Playgroup established		Attendance numbers
⭕⭕⭕	END TERM 1	Expand the P & C Harmony Day Construction of Community Room for Uniform Shop Survey parents, audit of courses/ workshops they would like (include local excursions)		
⭕⭕⭕	MID TERM 2	Parent community selection panel for 2 permanent positions P & C meetings see increasing numbers (separate meetings for fundraising committee which includes many grant applications).		31 parents attended previous P & C meeting
⭕⭕⭕	END TERM 2 **MID–YEAR REFLECTION**	Review of P & C fundraising P & C delegates attend community of school P & C meeting Certificate 4 graduations Partnership established with Mwamba Academy in Kenya Three way P/T interviews		Mwamba Academy $2000, Prostate Cancer $500, Cake Stall $700, Krispy Kreme $1000, Mother's Day Stall $1700 P/T Interview attendence
⭕⭕⭕	MID TERM 3	Grandparents Day Book Week		
⭕⭕⭕	END TERM 3	Partners in Learning survey & Nett Promoter		
⭕⭕⭕	MID TERM 4	School Self Evaluation process and development of School Plan 2018–20		Number of parents attending
⭕⭕⭕	END TERM 4 **ANNUAL MILESTONE**	Presentation Day		Nett Promoter comments

Process 2: Communication

*Refine and update communication such as: the school website, newsletter, school app, and Facebook.

*Raise the school's profile within the community through local media, involvement in community events and visiting local aged facilities and businesses.

*Clearly communicate individual

Strategic Direction 3: Fostering productive, supportive professional partnerships.

| 2017 | Project Leader/s: Hamish Woudsma, Kassandra Christodoulos and Marina Boutros | | Off track ⭕ | Implementation Delayed ⭕ | On track ⭕ |

Milestone		Activities	Resources	Evaluation
⭕⭕⭕	MID TERM 1	Re–establish School Facebook connection with community (expansion of administrators) to promote our school Consultation through class formation and Meet the Teacher		
🟢⭕⭕	END TERM 1	Introduce Skoolbag app as a means of communication Sharing NAPLAN results with P & C (comparing BRPS with local schools and all state)		
⭕⭕⭕	MID TERM 2	Extensive consultation with community regarding solutions to traffic congestion. Trial 1 starts. Extensive consultation with P & C regarding spending of RAM funding		Facebook and app usage
⭕⭕⭕	END TERM 2 **MID–YEAR REFLECTION**	Extensive consultation with community regarding solutions to traffic congestion. Trial 2starts. Update curb appeal Boronia Rd		Survey sent out to the community
⭕⭕⭕	MID TERM 3	Beginning of alternative school times (K–2 start 9am and finish at 2:45)		Continue to seek feedback
⭕⭕⭕	END TERM 3	Revamp Newsletter with more info re: upcoming dates Revamp website with photos		
⭕⭕⭕	MID TERM 4	Communicate results of EV process Communicate NAPLAN results		
⭕⭕⭕	END TERM 4 **ANNUAL MILESTONE**	Whole School Self evaluation		

Banksia Road Public School 4217 (2015-2017)

Printed on: 9 September, 2017

Key funding initiatives: progress monitoring of initiatives, resources and impact

2017	Off track ○	Implementation Delayed ○	On track ○

1. Aboriginal background loading

Milestone		Activities	Resources ($ value)	Evaluation processes and impact assessment
● ○ ○	MID TERM 1	PDP (Professional Development Pathways) for our Indigenous students in collaboration with parents		
● ○ ○	END TERM 1	Purchase of resources to support core curriculum priority – Indigenous education	• Aboriginal background loading ($0.00)	
● ○ ○	MID TERM 2	Parent workshops through community hub Maintain partnership with AECG officer		
● ○ ○	END TERM 2 **MID–YEAR REFLECTION**	Indigenous education embedded in all KLAs		
● ○ ○	MID TERM 3	Review – PDP for our Indigenous students in collaboration with parents NAIDOC week		
● ○ ○	END TERM 3		• Aboriginal background loading ($0.00)	
○ ○ ○	MID TERM 4	Finalise PLP and pass on to 2018 techer		
○ ○ ○	END TERM 4 **ANNUAL MILESTONE**			

2. English language proficiency

Milestone		Activities	Resources ($ value)	Evaluation processes and impact assessment
● ○ ○	MID TERM 1	School Adminstrative Officer (SAO) to review LBOTE information on enrolment form. Review effective use of EAL/D support K–6. Targeted support for New arrivals/Refugees.	Interventionists, EAL/D specialists	EAL/D timetable established. EAL/D teacher has been appointed and will commence 2018.
● ○ ○	END TERM 1	Track EAL/D students who are below benchmark according to PLAN data. Focus on developing their literacy skills. Use ESL scales to assess EAL/D learning progression. EAL/D teachers to collaboratively plan with classroom teacher. Teacher Professional Learning (TPL) to inform and upskill classroom teachers on the EAL/D learning progression.	Interventionists, classroom teachers, EAL/D specialists, ESL scales, PLAN data	Students were assessed against the EAL/D learning progression and PLAN data. Focus groups are flexible and fluid based on PLAN data. EAL/D teachers collaboratively planned with classroom teachers to cater for EAL/D students' needs. TPL was delivered to staff to inform student placement according to the EAL/D progression.

Key funding initiatives: progress monitoring of initiatives, resources and impact

2017 | Off track ⭕ Implementation Delayed ⭕ On track ⭕

Status	Milestone	Activities	Resources ($ value)	Evaluation processes and impact assessment
🟢⭕⭕	MID TERM 2	Gather EAL/D data in prepartion for the Maintain EAL/D survey in correlation to classroom teacher information and EAL/D specialists. Ensure student enrolment reflects EAL/D & Family Occupation and Education Index (FOEI).	URN, ESL scales, literacy and numeracy continuum, student work samples.	Students placements were reviewed and adjustments were made where necessary.
🟢⭕⭕	END TERM 2 **MID–YEAR REFLECTION**	Complete the Maintain EAL/D survey. Reports and interviews. EAL/D teachers to collaborate with classroom teacher.	Reports	The Maintain EAL/D Survey feedback was successful. No further adjustments were necessary. Reports were issued and parents attended interviews with positive feedback.
🟢⭕⭕	MID TERM 3	Explicit focus on oral communication for students to develop their confidence to participate in discussions in formal and informal contexts. This will enhance their writing abilities and important aspects within writing.	ESL scales, EAL/D learning progressions, literacy and numeracy continuum, student work samples.	Placing students in mixed ability groups that were fluid and flexible enhanced their vocabulary which further developed their writing skills.
🟢⭕⭕	END TERM 3	Follow the teaching and learning cycle, focusing on modelled and structured writing.	PM writing, templates/scaffolds, sentence starters. • English language proficiency ($0.00)	Plan data and NAPLAN results indicated an impressive growth in vocabulary and writing aspects.
⭕⭕⭕	MID TERM 4			
⭕⭕⭕	END TERM 4 **ANNUAL MILESTONE**	Review and evaluate students' progress in accordance to the EAL/D progression. Plan for future professional learning for all staff in regards to the needs of EAL/D students and knowledge of EAL/D documents.		

3. Low level adjustment for disability

Status	Milestone	Activities	Resources ($ value)	Evaluation processes and impact assessment
🟢⭕⭕	MID TERM 1	Establish a relevant timetable in regards to students' needs and their placement on the Nationally Consistent Collection of Data (NCCD). Professional learning for all staff on how to use Synergy to upload Individual Educational Plans (IEP) and Behaviour Support Plans (BSP). Use NCCD to determine needs of students across the school and relevant timetable	Adjustment table, NCCD documentation	Specialists support teachers collaborated with classroom teachers in regards to placing students on the NCCD adjustments.
🟢⭕⭕	END TERM 1	Classroom teachers to upload IEPs and BSPs on Synergy.	• Low level adjustment for disability ($0.00) • Socio–economic background ($0.00)	Stage Assistant Principals with Learning Support Coordinators reviewed the IEPs and BSPs. Parents were notified about the plans and meetings were conducted via phone or face to face.
🟢⭕⭕	MID TERM 2	Teachers to review IEP's and IBP's, instructional leaders to look over the plans and suggest target groups. SLSO to work with students in accordance to needs		Group targetting has been more beneficial with support staff and SLSO targetting the same students.

Key funding initiatives: progress monitoring of initiatives, resources and impact

2017			Off track ○	Implementation Delayed ○	On track ○

● ○ ○	END TERM 2 **MID–YEAR REFLECTION**	Ensure that parents are kept updated with their child's progress during reporting and interviews.		Teachers and parents feedback was positive in that they could see their child's progress, teachers also provided parents with PLAN Data feedback.
● ○ ○	MID TERM 3	Check Ern and make adjustments where necessary review students with classroom teachers and AP		Teachers knew exactly who their students were and what their needs were as well as where to next.
○ ○ ○	END TERM 3			
○ ○ ○	MID TERM 4			
○ ○ ○	END TERM 4 **ANNUAL MILESTONE**			Our SLSOs are valued members of staff

4. Quality Teaching, Successful Students (QTSS)

Milestone		Activities	Resources ($ value)	Evaluation processes and impact assessment
○ ○ ○	MID TERM 1	Establish T/T for collaboration every 3 weeks 1/2 day and data conversations 1hr fortnightly Establish mentor and PDP	• Quality Teaching, Successful Students (QTSS) ($0.00)	
○ ○ ○	END TERM 1	Average FTE allocation for the year		
○ ○ ○	MID TERM 2	Instructional leaders and APs support colleagues with planning and implementation and feedback		
○ ○ ○	END TERM 2 **MID–YEAR REFLECTION**	Seek feedback from teachers ie; mentor/coach model		
○ ○ ○	MID TERM 3	Collaboration and Data conversations continue		
○ ○ ○	END TERM 3			
○ ○ ○	MID TERM 4			
○ ○ ○	END TERM 4 **ANNUAL MILESTONE**			

5. Socio–economic background

Milestone		Activities	Resources ($ value)	Evaluation processes and impact assessment
○ ○ ○	MID TERM 1	T/T of SLSO support across the school Clearly defined roles & T/T for LST team		

Key funding initiatives: progress monitoring of initiatives, resources and impact

2017				Off track ○ Implementation Delayed ○ On track ○
○ ○ ○	END TERM 1	Building of Community Room Upgrades to fencing, pathways and school entrance	• Socio–economic background ($0.00)	
○ ○ ○	MID TERM 2	Establish procedures to ensure new enrolments are assessed (FIA) and needs identified.		
○ ○ ○	END TERM 2 **MID–YEAR REFLECTION**	Review students that receive support ensuring appropriate school reports for IM or IO / Phase 1 EAL/D students		
○ ○ ○	MID TERM 3	Review progress of students and Individual learning or behaviour plans (ILP or IBP)		
○ ○ ○	END TERM 3			
○ ○ ○	MID TERM 4	Flag students for transition		
○ ○ ○	END TERM 4 **ANNUAL MILESTONE**	Do reduced class sizes make a difference? How do we measure? Academic or welfare? Year 6?		

6. Support for beginning teachers

Milestone		Activities	Resources ($ value)	Evaluation processes and impact assessment
○ ○ ○	MID TERM 1	GTIL & Beginning teacher funding reflected in the timetable Mentor identified	• Support for beginning teachers ($0.00)	
○ ○ ○	END TERM 1	L3 TPL for K–2 (use $ to provide time for between session tasks)		
○ ○ ○	MID TERM 2	TPL aligned to individual staff needs and PDP (Performance Development Plan)		
○ ○ ○	END TERM 2 **MID–YEAR REFLECTION**			
○ ○ ○	MID TERM 3	Beginning teacher support through QTSS funded collaboration & data conversations		
○ ○ ○	END TERM 3			
○ ○ ○	MID TERM 4			
○ ○ ○	END TERM 4 **ANNUAL MILESTONE**	Annual Milestone Number of teachers achieving proficient or permanency		

Key funding initiatives: progress monitoring of initiatives, resources and impact

| 2017 | | Off track ○ | Implementation Delayed ○ | On track ○ |

7. Targeted student support for refugees and new arrivals

Milestone		Activities	Resources ($ value)	Evaluation processes and impact assessment
● ○ ○	MID TERM 1	Two days per week, a SLSO will work with children at a social and academic level	SLSO (0.4), EAL/D specialists, BrainPop and Starfall subscriptions, Springboard, Study ladder • Targeted student support for refugees and new arrivals ($0.00)	Students communicate at an emerging level. They have developed their confidence in talking and listening with their peers and with their teachers.
● ○ ○	END TERM 1	EAL/D programs to be implemented and students work towards their goals. Parents to be informed about their child's progress.	SLSO (0.4), EAL/D specialists, BrainPop and Starfall subscriptions, Springboard, Studyladder • Targeted student support for refugees and new arrivals ($0.00)	Due to student's progress there was a need to change their groups. In accordance to their progression there is now two groups that consists of K–3 and 4–6.
● ○ ○	MID TERM 2	Revisit and evaluate the EAL/D progressions to assess students' performance in preparation for mid year reports.	SLSO (0.4), EAL/D specialists BrainPop and Starfall subscriptions, Springboard, Studyladder • Targeted student support for refugees and new arrivals ($0.00)	Due to the arrival of two new students in stage 3, there was a need to alter the EAL/D support timetable to meet students' needs.
● ○ ○	END TERM 2 **MID–YEAR REFLECTION**	Reports to be reviewed by EAL/D coordinator to ensure outcomes have been met. Discussions will focus on future directions.	SLSO (0.4), EAL/D specialists, BrainPop and Starfall subscriptions, Springboard, Studyladder $40 000	In regards to interviews, parents were pleased with their child's progress and contributed towards their child's future goals.
● ○ ○	MID TERM 3	Explicit focus on oral communication for students to develop their confidence to participate in discussions.	EAL/D teachers, Brain Pop, New arrival book sets, SLSOs	Collegial discussions during stage collaborations as well as data conversations has indicated that a more explicit focus on oral communication has allowed students to progress on the literacy continuum. Future directions: more opportunities for students to discuss concepts and learning intentions across all key learning areas prior to beginning independent tasks.
○ ○ ○	END TERM 3	Working with classroom teachers to update plan data and plan for future learning goals.		
○ ○ ○	MID TERM 4			
○ ○ ○	END TERM 4 **ANNUAL MILESTONE**			

Key funding initiatives: progress monitoring of initiatives, resources and impact

Off track ◯ Implementation Delayed ◯ On track ◯

8. Early Action for Success

Milestone		Activities	Resources ($ value)	Evaluation processes and impact assessment
● ◯ ◯	MID TERM 1	Collaboration commences (K–2) 3 times a term. Term 1: Weeks 3/6/9 1:1 Data Conversations to commence with Instructional Leaders fortnightly (K–2). Week 4 commence. In–class shoulder to shoulder support commences (K–2) PLAN data entry & teachers update data wall K to 3 – Week 5 Purchase K–2 multiple copies (L 3 – 8) – PRC books for Yr 3 Promote PRC through library – Paul L3 Stage 1 OPL x 6; L3 ES1 1st yr x 2 L3 S1 1st yr x 3	For the year: L3 – $18 000 Data Conversations K–2 – $18 000 Collaboration K– 2 $27 000 • Tied Professional Learning ($0.00) • Early Action for Success ($0.00)	EAfS Instructional Leadership survey PLAN data analysis
● ◯ ◯	END TERM 1	As above – ongoing		
● ◯ ◯	MID TERM 2	As Above – ongoing Trial 3 way intervention (IL/CRT/Interventionist/s) – 100% of students K–2 have personalised learning goals SLSO – strategic utilisation of 'at risk' students based on data Integrated Literacy Planning – K–3 Multiplication & Division Professional Learning Tier 3 Intervention – Year 1 'at risk' students	As per Data Conversation – additional casual 1 x $450 PL via Collaboration model funding • Tiered Professional Learning ($0.00) • Early Action for Success ($0.00)	EAfS Instructional Leadership Survey Ongoing Formative Assessment
● ◯ ◯	END TERM 2 **MID–YEAR REFLECTION**	As above – ongoing PLAN data Analysis		Positive academic results K – 6
● ◯ ◯	MID TERM 3	3 Way Data Conversations (Weeks 1 & 6) – IL/CRT/Interventionist/s SLSO strategic resourcing Pattern & Number Structure PL and Assessment CTJ writing Ongoing Integrated Literacy Planning – short cycles Instructional Leaders trialling Learning Progressions in Literacy – Creating Texts & Spelling focus	3 Way casual – $900	EAfS Instructional Leadership Survey PLAN Data Analysis
◯ ◯ ◯	END TERM 3	Ongoing – as above IL NAPLAN Analysis to inform 2018–2020 School Plan	As per Collaboration & Data Conversation budgets	
◯ ● ◯	MID TERM 4	Numeracy PL – K–2 – Number Sense – Positive Norms in Maths – Effective Questioning	As per Collaboration budget	EAfS Instructional Leadership Survey PLAN Data Analysis
◯ ◯ ◯	END TERM 4 **ANNUAL MILESTONE**			End of Year EAfS Survey – changes in practice PLAN data Analysis – compare 2016/2017 75% of students at expectations in literacy and numeracy