



**Kurri Kurri Public School
School Plan
2012 2013 2014
Revised 12 November 2013**

This plan has been endorsed and approved by:

Principal:

Date :

Signature:

Director:

Date:

Signature:

**2014
School
Context**

Kurri Kurri Public School provides quality outcomes with an emphasis on best practice in a caring learning environment within the context of supportive and proactive student welfare policies, programs and procedures. The school strongly pursues academic excellence and values individual and team achievement in sporting, cultural and personal endeavours.

Kurri Kurri Public School is a large regional primary school with an enrolment of 630 (440 families), which services a diverse community, qualifying for Low SES National Partnerships funding from 2011-2014. There are 27 classes including two special education (IO/IS) classes for students with special needs and a flexible learning IM class. Boys make up 53% of the student population, girls 47% and 13% of the student population identify as Aboriginal and Torres Strait Islanders. The school has a small enthusiastic Parents' and Citizens' Association and a large group of parent volunteers. School learning, welfare and cultural programs are also supported by the local AECG committee.

The school is an active member of the Kurri Kurri Learning Community (KKLC) which includes Kurri Kurri High School and its partner schools (Stanford Merthyr, Pelaw Main, Weston, Mulbring, and Kurri Public School). The schools work together to promote a comprehensive education from K-12 in the Kurri Kurri area. In 2011 and 2012 the KKLC continued its implementation of the Kick Starting Careers Program, for which it received a Director General award in 2010.

In 2013 the staff consisted of a Principal, Deputy Principal, HAT, 5 Assistant Principals and 2 LAST teachers (learning assistance). There are 30 classroom teachers, 4 RFF teachers, and 2 Reading Recovery teachers. Kurri PS is staffed by an equal number of permanent and temporary teachers, with 18 teaching staff being members of the NSW Institute of Teachers. The school has a Chaplain, Community Liaison Officer and 16 School Learning Support Officers.

Specialised programs operating across the school in Literacy include: Stage 1 Intensive Reading, Language, Literacy & Learning (L3) and Best Start. L3 and the Intensive Reading program have resulted in significant improvement in Early Stage 1 and Stage 1 reading level data. The school has also focussed professional learning on Literacy Years 3 – 6. Comprehension has been an area for development with professional learning based on the Super Six Strategies. In the area of Numeracy, the Quicksmart program has continued to operate in Stage 3, and the Lesson Study model which was introduced (Yrs 1 – 6) in 2012 continued for all classroom teachers in 2013, improving teacher practice and student outcomes. Teacher Professional learning has focussed on numeracy by differentiating the curriculum and teaching thinking skills to increase student performance in the higher NAPLAN skill bands. Teaching staff have also received a high level of training in Quality Teaching by participating in Lesson Study, attending workshops run by the University of Newcastle and through regular professional learning during staff development days (SDD) and staff meetings (TPL). Support programs for parents are provided through the school's Vodcasting program which demonstrates reading, and the teaching of Numeracy in order to help parents support their child with homework. Our Aboriginal students are supported in literacy and numeracy as well as through Personalised Learning Plans. This year's NAPLAN data indicated that although average literacy and numeracy achievements are consistently below state averages in all areas, there has been growth for students in the lower bands. Students are underrepresented in the top bands in all areas. However student growth from years 3 to 5 meets State averages. There has been continued consolidation of programming and support in literacy during 2013. The school has been exceeding set targets in NAPLAN reading for Year 7 over the last years.

The use of technology to support teaching and learning programs has been enhanced through staff team teaching with a more experienced staff member. Film and media studies have also been further expanded this year. The introduction of a play group in 2011 has eased transition to school and provided family support. The number of children participating in the play group has increased by 50% in a twelve month period. An effective Speech Articulation program has been implemented as an early intervention tool for Kindergarten students. The program is coordinated and overseen by a professional speech pathologist and has proven highly beneficial. A behaviour mentoring program has also been established to improve student social skills and classroom engagement. In alignment with us, a morning Breakfast Club has been continued to support students nutritionally and socially to further improve engagement. During 2014, the school took part in the Songroom program, which involved an teacher with expertise in performing arts working with classes to build teacher capacity in teaching in creative arts. An enrichment class for Years 5 and 6 has continued to operate in 2013. The school's commitment to gifted and talented education, combined with current research on engagement, has resulted in participation in an action research project aimed at identifying how to improve the school's identification process of gifted and talented students and how best to cater for their needs.

In 2014 the School will continue its focus on Quality Teaching, Differentiation and Student Engagement. Key strategies will be the continuation of Lesson Study and the introduction of Instructional Rounds; provision of time to support Consistency of Teacher Judgement through tracking on the continuums,

refinement of Scope and Sequences across KLAs in line with the implementation of the new NSW Syllabus and the implementation of Positive Behaviour for Learning.

Priority Area 1

LITERACY

Intended outcomes

- Increased number of students achieving results in the top two bands in NAPLAN in Year 3 and 5
- Increased number of students achieve stage outcomes at a high or outstanding level
- Improved literacy skills across the curriculum

Targets

- Increase the number of students achieving results in the proficiency bands in NAPLAN Reading for Year 3 by 5% from 17% in 2013 to 22% in 2014.
- Increase the number of students achieving results in the proficiency bands in NAPLAN Writing for Year 3 by 2% from 31% in 2013 to 33% to 2014
- Increase the number of students achieving results in the proficiency bands in NAPLAN Reading for Year 5 by 3% from 22% in 2013 to 25% in 2014.
- Increase the number of students achieving results in the proficiency bands in NAPLAN Writing for Year 5 by 5% from 6% in 2013 to 11% in 2014.
- Increase the number of students achieving results in the proficiency bands in NAPLAN Reading for Year 7 from 9% in 2013 to 18% in 2014.
- Increase the number of students achieving results in the proficiency bands in NAPLAN Writing for Year 7 by 2% from 12% in 2013 to 14% in 2014.
- 72% of Aboriginal students in Year 5 achieve expected growth or more in NAPLAN reading
- 60% of Aboriginal students are assessed as reaching Year appropriate clusters on the PLAN literacy continuum
- Average growth between Year 3 and Year 5 for NAPLAN reading is at or above state average
- Increase the percentage of all students achieving at or above their year specific clusters on the Best Start literacy continuum from 60% at the end of 2013 to 65% by the end of 2014
- Increase the number of Kinder, Year 1 and Year 2 students achieving regional reading benchmarks (K – Level 6, Y1 – Level 16, Y2 – Level 26)
 - Kindergarten – from 70% in 2012 to 73% in 2013 to 75% in 2014
 - Year 1- from 72% in 2012 to 75% in 2013 to 77% in 2014
 - Year 2 – from 62% in 2012 to 65% in 2013 to 70% in 2014

Integrated Areas:

Leadership & Management, Curriculum & Assessment, Student Engagement & Attainment, Aboriginal Education, Organisational Effectiveness,

FOCUS	INDICATORS	STRATEGIES	Timeframe			Responsibility	Resource Allocation	Reform Area
			12	13	14			
L1 Quality assessment and feedback are used to improve learning and reporting student progress to parents	PLAN Assessment data is collected with personalised learning programs developed.	L1.a Implement effective early years assessment tasks – L3, PLAN, Reading Assessment	✓	✓	✓	ES1 and Stage 1 APs		2 3 4 5
	Expert teachers provide timely feedback and support to staff, and model best practice	L1b.Expert teachers on staff to be released to support teachers in class in implementation of programs in literacy			✓	Principal DP curriculum	.6 release of ES1 AP \$77000 \$20 000 Casual SalariesRAM	
		L1c.In 2014 the school will employ a DP curriculum to provide ongoing support in literacy including writing, and in the implementation of the new NSW English syllabus.			✓	DP Curriculum	\$180000 RAM	
	Assessment drives teaching and learning programs.	L1.d NAPLAN & K-6 assessment strategies implemented & analysed. Staff giving students effective feedback. All teachers plot student achievement using CTJ on PLAN	✓	✓	✓	NP Deputy responsible for Curriculum Executive staff Identified staff mentors		2 4 5
	CTJ strategies will operate across the grades	L1.e Provide professional learning days for staff to collaborate on assessment, planning and programming within grade and stage levels.	✓	✓	✓	NP DP curriculum K-6 Staff	\$25000 Casual Salaries RAM	2 4
	Students self-reflect, plan and take an active role in their learning process.	L1.f Achievement of learning goals and student progress reported to parents and is shared during 3 way conferences	✓	✓	✓	K-6 Staff		3 4 6
L2 Literacy programs are relevant and focussed	Students achieving required benchmarks	L2.a Implement early years literacy programs – L3, Best Start, Speech, Reading Recovery	✓	✓	✓	L3 Coord. / Sp Path. SLSO 3 x 0.3	Literacy and Numeracy allocation \$22109 TPL \$4000	2 3 4 6

		L2 b. Increase the number of days of employment for speech pathologist for assessment, and to work with most severe students, with SLSOs continuing to provide support to identified groups of children, and support staff through PL	✓	✓	✓	DP Curriculum ES1/Stage 1 Aps LST coordinator	\$35000 contracted for speech pathology services 3 x .6 SLSO \$120000 RAM	
	Focussed programs teaching explicit skills	L2.c Implement literacy programs from analysis of NAPLAN & school assessment with activities enabling students to achieve high or outstanding reporting levels L2.d Implement Ann Morrice literacy cycle in years 3-6	✓	✓	✓	DP curriculum External expert – Ann Morrice	Consultant fee - \$24000 Casual salaries \$6000 RAM	2 3 4
	Understanding of syllabus	L2.d Professional Learning on literacy strategies, National Curriculum understanding and NSW syllabus implementation	✓	✓	✓	Principal NP DP curriculum Specialist consultants	LMG PL funds \$4000 TPL funds \$4000	2 3 4
L3 Implement literacy programs to cater for the diverse needs of all of our learners	LAST programs are meeting all students learning needs	L3.a Develop case allocations for LASTS based on educational and behavioural needs as identified through LST meetings	✓	✓	✓	LST coordinator LASTs Executive Principal		2 5
	Movement from the bottom two NAPLAN bands	L3.b . Implement Intensive Reading program to targeted students S1, S2 ES1(T4) Implement point of need programs – eg phonic awareness LAST to work with targeted students	✓	✓	✓	Additional LAST support	\$10000 (Term 1 Weeks 1-5 intensive support) LAST support .3	2 4

							\$30000	
		L3 c. Further develop comprehension strategies to include: Explicit teaching strategies Rich assessment tasks for each grade per semester Develop working memory				DP Curriculum	\$ 4000 PL	2 4
	Increased students achieving higher reporting bands	L3.c GATS coordinator supports staff in identifying developing individual plans for GATS students	✓	✓	✓	GATs Coordinator (0.1)	\$10000 RAM	2 3 4
	Students work cooperatively and purposefully on a range of learning experiences in a variety of learning arrangements	L3.d Continue group work, learning centres as part of a vibrant quality learning environment	✓	✓	✓	Executive		2 4
	IEPs are developed for students special needs	L3.e Literacy programs developed for students with special needs	✓	✓	✓	DP Curriculum	\$5000 RAM	4 6
L4 Embedding technology into teaching, learning & assessing	A range of learning technologies will be matched to needs of learners, including assistive technology	L4.a Embedding technology into teaching, learning and assessing	✓	✓	✓	Principal Computer Co-ordinator Computer technician	\$30000 RAM	3 4
	Laptops, technology and assistive technology are being utilised regularly in classrooms	L4.b Develop student access to classroom learning through the use of technology	✓	✓	✓			2 4
	Teachers and SLSOs are confident in using technology	L4.c Teachers and students are supported to use technology for literacy learning	✓	✓	✓			4
L5 Aboriginal students are support with literacy learning	Aboriginal students are achieving at or above the National and State benchmarks	L5.a PLPs are used effectively to support and develop the learning of Aboriginal students	✓	✓	✓	Principal Aboriginal committee and NN tutor	AE \$2000	5 6
		L5.b Programs catering for students learning abilities to close the gap, (including Norta Norta)	✓	✓	✓	Principal Aboriginal committee and	Norta Norta \$8174 AE \$4500	4

		L5.c Aboriginal Education committee supports staff in monitoring Aboriginal students on PLAN, to identify appropriate support programs				NN tutor	Resources AE 15000 Cultural Mentor	
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Priority Area 2

NUMERACY

Intended Outcomes

- Increased number of students achieving results in the proficiency bands in NAPLAN in Year 3 and 5
- Increased number of students achieve stage outcomes at a high or outstanding level
- Students ability to work mathematically is increased

Targets

- Increase the number of students achieving results in the proficiency bands in NAPLAN Numeracy for Year 3 12% in 2013 to 15% in 2014.
- Increase the number of students achieving results in the proficiency bands in NAPLAN Numeracy for Year 5 from 10% in 2013 to 16% in 2014.
- Increase the number of students achieving results in the proficiency bands in NAPLAN Numeracy for Year 7 from 12% in 2013 to 14% in 2014.
- Increase the number of Year 7 students above National Benchmarks in Numeracy in 2012 to 62% in 2013 to 68% in 2014.
- Growth between Y3 and Yr 5 for NAPLAN Numeracy tests is at or above state average
- Increase the percentage of all students achieving at or above their year specific clusters on the Best Start numeracy continuum from 55% at the end of 2013 to 60% by the end of 2014
- 20% of Aboriginal students in Year 5 achieve expected growth or more in NAPLAN numeracy
- 40% of Aboriginal students are assessed as reaching Year appropriate clusters on the PLAN numeracy continuum
- Reduce the gap between average growth for Aboriginal and non-aboriginal students in NAPLAN numeracy from a difference of 28.2 in 2013
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Integrated Areas:

Leadership & Management, Curriculum & Assessment, Student Engagement & Attainment, Aboriginal Education, Organisational Effectiveness

FOCUS	INDICATORS	STRATEGIES	Timeframe			Responsibility	Resource Allocation	Reform
			12	13	14			
N1 Quality assessment and feedback are used to improve learning	PLAN Assessment and data collection is collected.	N1.a Implement effective early years assessment tasks Best Start.	✓	✓	✓	ES1 Exec		2 3 4 5
		N1.b. Use additional Socio economic equity staff allocation to support early learning			✓		\$99194 PSP	2
	Assessment drives teaching and learning programs.	N1.b NAPLAN & K-6 assessment strategies implemented and analysed. Staff provide students with effective feedback for learning All teachers plot student achievement onPLAN using CTJ	✓	✓	✓	DP Curriculum Exec Staff		2 4 5
		N1.c Continue pre & post testing of mathematics units of work						

	CTJ strategies will operate across the grades	N1.d Provide professional learning days for staff to collaborate on assessment, planning and programming within grade and stage levels, and to develop a shared understanding of work samples, syllabus outcomes and promote high expectations for both students and teachers	✓	✓	✓	DP curriculum Stage APS Grade co-ord	\$25000 Casual Salaries RAM	2 4
	Students self reflect, plan and take an active role in their learning process.	N1.e Achievement of learning goals and student progress is shared during 3 way conferences	✓	✓	✓	Stage APs		3 4 6
	Professional learning and Quality Teaching underpin student learning and achievement of outcomes	N1 f Continuation of Lesson study and introduce Instructional rounds to inform and improve teacher practice for explicit and focussed teaching				DP Curriculum	\$25000 Casual Salaries RAM	
N2 Mathematics programs are relevant and focussed		N2.a Implement Best Start and early years programs	✓	✓	✓	ES1 & S1 AP		2 3 4 6
	Focussed programs teaching explicit skills	N2.b Implement programs & purchase resources that focus on the Mathematical strands, including Newman's Analysis enabling students to achieve high or outstanding reporting levels	✓	✓	✓	NP DP Curriculum Maths co-ord Exec Grade co-ord	\$5000 RAM	2 3 4
	Deep understanding of syllabus	N2.c Professional Learning on numeracy strategies, National Curriculum understanding NSW syllabus and implementation, including combined LMG SDD	✓	✓	✓	Principal Consultancy HAT	TPL \$5000	2 3 4
N3 Implement Mathematics programs to cater for the diverse needs of all of our learners	Movement from the bottom two NAPLAN ands	N3.a LAST support for targeted students and Number Intervention Program	✓	✓	✓	LAST, AP IL SLSOs	\$99914RAM	4
	Improved NAPLAN growth levels	N3.b Implement Quicksmart for Stage 3 and selected Yr 4 students	✓	✓	✓	LAST SLSO 3 x 0.4	\$80000 RAM	3 4
	Increased numbers of students achieving high & outstanding reporting levels	N3.c Implement Mathematics programs and explore different groupings and organisation including GATs	✓	✓	✓	DP Curriculum Stage APs		3 4

N4 Embedding technology into teaching, learning & assessing	Teachers involved in a range of training opportunities	N4.a Professional learning plan to address the technology needs of teachers and support the use of technology for learning in Mathematics through mentoring	✓	✓	✓	Principal Computer Co- ord Grade co- ordinators	Computer Coordinato r	2
		N4.b Purchase appropriate technology resources to enable teachers to teach using a variety of teaching strategies Eg Mathletics	✓	✓	✓	Principal Computer Co- ord NP – HAT	\$10000 RAM	4
N5 Aboriginal students are support with mathematical learning	Aboriginal students are achieving at or above the National and State benchmarks	N5.a PLPs are used effectively to support and develop the learning of Aboriginal students	✓	✓	✓	Principal Aboriginal committee and NN tutor		5 6
		N5.b Programs catering for students learning abilities to close the gap including Norta Norta	✓	✓	✓	Principal Aboriginal committee and NN tutor	See literacy resources	4 6
		N5.c Aboriginal Education committee supports staff in monitoring Aboriginal students on PLAN, to identify appropriate support programs	✓	✓	✓			

Priority Area 3.

STUDENT ENGAGEMENT AND RETENTION

Intended outcomes

- School culture that respects and responds to the needs of the school community
- Increased use of ICT for teaching, learning and assessing
- Improved social / emotional wellbeing and develop successful life skills for all students
- Increase all students' engagement in learning
- Increase engagement of targeted groups of children through personalised learning

Targets

- The number of students with 0-1 behaviour referrals to be 85% or higher
- Using the "Tell them from me" Survey increase response to:
 - Positive Sense of belonging from 78% in 2013 to 80% in 2014
 - Positive Learning Climate from 7.6 out of 10 | 2013 to 7.8 out of 10 in 2014
 - Students Feeling Safe at this School from 85% in 2013 to 88% in 2014
- Increase the number of students achieving 90% attendance level by 77% in 2013 to 80% in 2014.
- 75% of students and their families participate in 3 way conferences from 75% in 2012 to 78% in 2013 to 82% in 2014.
- School progresses on the Aboriginal education planning matrix from Level 3 in 2013 to Level 4 in 2014.

- School achieves level 3 in all areas on the school community planning matrix in 2013 and consolidates in 2014.
- School moves from implementation Level 3 on GATS matrix in 2012 to level 4 by 2014.

Integrated Areas:

Curriculum & Assessment, Student Engagement & Attainment, Literacy & Numeracy, Aboriginal Education, Organisational Effectiveness

FOCUS	INDICATORS	STRATEGIES	Timeframe			Responsibility	Funding Source	Reform
			12	13	14			
SE1 Develop responsible and resilient school citizens	Targeted students will have behaviour plans in place and tracking of students progress will be documented	SE1.a Implement, monitor & review behaviour programs behaviour Learning Plans for targeted students	✓	✓	✓	DP LST co-ord Behaviour mentors	.2 staffing \$22000	3 4
	Peer support structures are embedded into the school structure reflecting social and academic imperative	SE1.b Implement a planned and developmental Peer Support Structure across the school.	✓	✓	✓	LST co-ord Stage 3 AP	\$ 2000 RAM	3 4
		SE1.c Implement "Kids Matter"		✓	✓	Kids Matter team		\$ 3000 RAM
		SE1.d. Implement Rock and Water in Stages 2 and 3,		✓	✓	Stage 2 and 3 teachers	\$2000 RAM	3 4
		SE1.e. Implement Mindfulness		✓	✓	Counsellor, teachers	\$2500 RAM	3 4
	Students having a positive role in school programs	SE1.c Further develop student leadership opportunities		✓	✓	Executive Stage 3 staff	\$1000 RAM	3 4
	Staff and students work cooperatively to achieve a positive school ethos	SE1.d Implement Positive Behaviour for learning		✓	✓	Principal, DP LST Co-ord	\$10000 RAM TPL \$4000	3 4
	Students attending school daily and on time	SE1.e Analysis of data to implement programs to increase attendance for Aboriginal & non-Aboriginal students	✓	✓	✓	Principal, DP, Aboriginal co-ord Norta Norta		4 5 6
SE2 Engage students in	Students engaged through increased opportunities for learning	SE2.a Planning and teaching all curriculum areas to enable all students full access to the curriculum e.g. CAPA,	✓			Principal, DP, Executive,		3 5 6

learning through teaching all curriculum and extra – curricular areas		science Integration of literacy & technology across KLAs and extra curricular						
		SE2b Employ staff with high levels of skills and knowledge in specialist areas of Art, Dance, Drama, Music and PDHPE to deliver programs to students and support staff					\$99914 RFF allocation	
	Units of work differentiated with part-time grouping of students	SE2.b Professional learning of GATs education and provide opportunities for GATs students to excel across all KLAs. Release GATS coordinator to work with teachers in developing inclass strategies for GATS students	✓	✓	✓	DP GATs Co-ord		3 4
National Curriculum being taught across KLAs	SE2.c Preparation, professional learning and implementation of the National Curriculum	✓	✓	✓	Principal, DP, Executive	LMG funds \$4000	2	
SE3 Develop a technology to support 21 st century learning	Classrooms will have increased access to technology that supports class programs	SE3.a Continue the roll-out of T4L computer/technology hardware. Setting up computer areas within the school. Replacement of school purchased equipment	✓	✓	✓	Principal Tech coordinator Regional /district Paraprofessional	see literacy	4
	Increased technology use & variety of strategies in classrooms, and technology rooms for the school day	SE3.b Professional learning, mentoring, team teaching and sharing sessions for teachers & SLSOs on classroom programs, teaching strategies	✓	✓	✓	Tech coordinator 0.4	\$ 37859 RAM	1 4
	Students using a variety of technology skills AV room is fully utilised	SE3.c Fully implement the KKPS ITC scope and sequence, technology programs and programs for connected learning e.g. film making virtual excursions, debating, projects	✓	✓	✓	Tech committee Grade co-ord	\$1500 RAM	4
	Increased usage of the website	SE3.d Expand technology to the wider community including workshops and improved school website e.g. school blog, parent help desk, school & classroom information.	✓	✓	✓	Tech coordinator Paraprofessional CLO		4 5
	Ensure appropriate learning and assessing environments	SE3 e. Provide engaging learning environments within the school			✓			

SE 4 Effective quality systems are in place to strengthen partnerships between home, school and community	Parent participation in school at classroom level and for special events has increased	SE4.a Investigate, plan & implement avenues for increased parent involvement and learning within the school e.g. P&C, Canteen, volunteers, KLAs, parent workshops	✓	✓	✓	Principal CLO Community Co-ord	\$46476 RAM	6
	Students linking home and school communication effectively	SE4.b Develop strategies to continue to improve 3 way communication (staff, student, parent) including hospitality	✓	✓	✓	Principal DP Exec, CLO, Community Co-ord		4
	The school environment is safe, welcoming and comfortable	SE4.c Improvements to indoor and outdoor learning and community meeting spaces				Principal Environmental Committee Aboriginal Education Committee P&C	AE Funds \$10000 School Global \$5000 P&C \$15000	
	Higher levels achieved on the Aboriginal matrix	SE4.d Develop strategies to strengthen partnerships with the Aboriginal community, including hospitality LMG art project; Sistaspeak, Brospeak	✓	✓	✓	Principal, DP Exec, CLO, Abl Committee NN Tutor	AE\$22000	6
	Increased school profile within the community	SE4.e Implement transition to school programs e.g. playgroup, links with preschool inter agency support	✓	✓	✓	P, CLO, Transition AP	\$2000 RAM	4 6

Priority Area 4.

STAFF QUALITY**Intended Outcomes**

- All staff are confident to deliver the school's targets
- The school has effective quality systems in place to support effective teaching and learning
- Improved student outcomes across all KLAs are achieved as a result of effective and explicit teaching strategies

Targets

- School NAPLAN reading, writing and numeracy targets are achieved
- School PLAN targets are achieved
- Student engagement targets are achieved
- Growth between Y3 and Y5 for NAPLAN Reading, Writing and Numeracy NAPLAN Tests is at or above state average
- All teaching staff will embed the QTF into programming and teaching practices as rated by Guskey PL Level 3 (changes to teaching practice) by the end of 2013 and Level 4 by 2014..

Integrated Areas:

Leadership & Management, Curriculum & Assessment, Student Engagement & Attainment, Literacy & Numeracy, Aboriginal Education, Organisational Effectiveness

FOCUS	INDICATORS	STRATEGIES	Timeframe			Responsibility	Funding Source	Reform
			12	13	14			
SQ1 Teachers are well supported and trained in current educational and welfare programs	Programs are fully implemented	SQ1.a Employ facilitators throughout the school to support staff to implement explicit teaching strategies & to progress school priorities	✓	✓	✓	Principal Deputy Principal curriculum AP IL Mentors/export teachers	See literacy	1 4
		SQ1.b Employ additional support staff for finance & administration and program operation	✓	✓	✓	Principal SAM	\$57113 RAM	1 2
SQ2 Effective teaching, learning and assessing is underpinned by Quality Teaching	Professional learning incorporates research strategies to develop thinking skills	SQ2.a Staff attend professional learning courses	✓	✓	✓	Principal Consultancy	TPL	2 4 6 TPL
	Quality Teaching Framework is evident in classroom teaching / assessing practices	SQ2.b Teachers use lesson study model / collegial visits to code, plan, teach & assess explicit lessons	✓	✓	✓	Principal DP Curriculum Mentors	\$6000 PL RAM Also see literacy	2 3 4
		SQ2.c Teachers engage in Quality teaching rounds and engage in professional dialogue in relation to observed lessons.	✓	✓	✓			
	SQ2.c Staff attend Professional learning / meetings – LMG reference groups	✓	✓	✓	Principal DP Curriculum Executive		2	

	Teaching programs indicate staff teaching all curriculum areas	SQ2.d Teaching & non-teaching professional learning in areas of welfare, KLAs & National Curriculum	✓	✓	✓	Principal DP Curriculum Identified staff	\$2000	2
		SQ2.e Staff participate in combined LMG projects and professional learning	✓	✓	✓	LMG Chair Principal		4 6
		SQ3.f. Incorporation and embedding of 8 ways of learning into school teaching and learning programs			✓	Principal DP Curriculum Aboriginal Education Committee		
SQ3 All staff are well supported to perform their roles and achieve personal aspirations in career development	NST requirements will be up to date with mentors assigned to NST	SQ3.a Building teacher capacity for professionalism and leadership. Induction of new staff and casuals	✓	✓	✓	Principal NST co-ord mentors		1 2
	Aspiring staff are mentored in leadership roles with guided support	SQ3.b New scheme teachers are supported and mentored to achieve accreditation and required professional learning requirements	✓	✓	✓	Principal exec	Beginning teachers funding	1 2
	Support staff	SQ3.c SLSOs are supported through professional learning plans & regular staff meetings (office and SLSOs)	✓	✓	✓	Principal SAM	Global \$6000	2
SQ4 Quality systems are in place for efficient running of daily routines and effective communication procedures	New quality systems for finance, administration and welfare are established	SQ4.a Planning, professional learning and implementation of new Departmental systems	✓	✓	✓	Principal, SAM Regional consultants	TPL funds \$3000	2
	Communication procedures are in place	SQ4.b Regular meetings are scheduled e.g. finance, executive, communication, NP, Grade co-ordinators	✓	✓	✓	Principal, SAM exec	Grade coordinator release 8x 1 day casual salaries \$3600 RAM	5
	Positive front office. All staff aware of school procedures	SQ4.c Office procedures are efficient with good communication procedures with all staff and community e.g. front office reception	✓	✓	✓	Principal, SAM CLO	Sentral \$2000	2
	Increased public profile for the school's achievements	SE4.d School promotion strategies developing school pride and community involvement to support school programs including hospitality, School App	✓	✓	✓	Principal, SAM CLO	\$2000 RAM	6

