

School plan 2018-2020

Turvey Park Public School 4144



School background 2018–2020

School vision statement

Turvey Park Public School strives to be an engaging and inclusive school community that offers a nurturing, responsive and diverse learning environment. Students are provided with innovative educational experiences to develop into lifelong learners; empowering them to become creative, independent and responsible community members.

School context

Turvey Park Public School is located in Wagga Wagga close to the city centre. The school currently services over 270 families from across the full socio-economic spectrum with a total school enrolment of approximately 380 students. Aboriginal student enrolments presently make up 12% of the student population and English as an Additional Language(EAL) and refugee students 14%.

Equitable curriculum access for all students is a priority of the school's educational provision. Academic achievement is central to the school's teaching and learning programs with a differentiation of the curriculum and technology integration to enable all students to work to their potential. A fair and supportive student welfare policy that is consistently implemented ensures a safe and happy teaching and learning environment. The school takes pride in celebrating the achievements of its students and sharing them with the wider school community. An excellent science program provides hands on experiences for all students incorporating elements of exploring, investigating and experimenting with an emphasis on environmental issues. Extracurricular opportunities are promoted in the school to maximise student development through participation in activities such as choir, sport, technology group and dance, together with leadership roles in the buddy and peer support programs and student representative council.

The ongoing professional development of staff is seen to be critical in enhancing student learning outcomes. The staff and parents demonstrate high levels of commitment to, and ownership of, school programs and operations. The school community shares the belief that that we can achieve the highest possible educational outcomes when parents, staff and students work together.

School planning process

The journey of developing the 2018–20 school plan involved significant school community engagement and commenced in Term 3 2017 with school executive and teaching staff evaluating the 2015–17 school plan to identify progress, achievements and next steps. This action provided valuable information to assist in framing the school plan for the next three years. Teaching staff in Term 4 were also invited to provide feedback through a survey that asked them to identify three strengths of the school in terms of student learning, teaching and community relationships and also three wishes for the school moving into the future. Once again, feedback from this survey contributed to the development of this plan.

The school's parent community were provided with several forums to contribute to the development of the 2018–20 school plan. Initially in Term 3 2017, parents were invited to identify strengths of and wishes for school operation and 2018 Kindergarten parents completed a survey on their aspirations for their children on leaving Turvey Park after seven years of schooling.

All school community stakeholders; students, staff and parents also completed 'Tell Them From Me' surveys to provide feedback on school performance and operation, but most importantly, to assist in setting the future directions of the school.

The more formal phase of the school planning process commenced in late Term 4 2017 using all the information that had been received. The school executive held workshops on reviewing the existing vision statement and developing the strategic directions and purpose statements, guided by the School Excellence Framework. The school's P&C and parents were then engaged through a workshop and survey respectively to provide comment on these elements of the draft school plan. Following

School background 2018–2020

School vision statement

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School planning process

endorsement of these elements by stakeholders, the school staff then formulated the processes, practices and products in Term 1 of 2018 based on all of the available information and data. The draft school plan was then presented to the AECG through their delegate who is a member of our school community. The plan was well-received, and in particular the Community Connections strategic direction, was strongly endorsed.

The school community can be justifiably proud of the collaborative process adopted to develop the 2018–20 school plan.

School strategic directions 2018–2020




STRATEGIC DIRECTION 1

Empowered Learning

Purpose:

To engage students in rich learning experiences that are responsive to their needs and capabilities. High expectations will empower students to become lifelong learners.



STRATEGIC DIRECTION 2

Innovative Teaching

Purpose:

To embed quality, evidence-based teaching practices across the school through an innovative and transparent teacher professional learning culture, underpinned by effective school leadership.



STRATEGIC DIRECTION 3

Community Connections

Purpose:

To promote strong, respectful parent and community partnerships that focus on the importance of student wellbeing and the holistic development of every student.

Strategic Direction 1: Empowered Learning

Purpose

To engage students in rich learning experiences that are responsive to their needs and capabilities. High expectations will empower students to become lifelong learners.

Improvement Measures

Quality teaching and effective learning practices resulting in an increase in students achieving stage and above stage learning outcomes in literacy and numeracy.

Student performance data analysis, teacher professional learning practices and equitable learning opportunities demonstrate an increase in student learning growth in support of the Premier's Priorities in reading and numeracy..

People

Students

Demonstrate high levels of engagement in quality learning programs.

Provide timely respectful and meaningful feedback to teachers on learning experiences.

Staff

Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching practices to maximise positive impact on student learning.

Implement quality learning programs that make learning adjustments for all students and align with NSW syllabus requirements.

Parents/Carers

Engage with teachers and leaders to develop a greater understanding of teaching and assessment strategies and the factors that contribute to their child's progress.

Leaders

Establish systems that ensure evidence-based teaching practices are employed by teachers and accurate records of student progress are maintained to validate student progress.

Processes

Assessment

Analyse a variety of assessment data and contextual information and respond strategically to trends in student achievement.

Differentiation

Plan and implement quality, differentiated learning programs to meet individual student needs, styles and developmental levels, leading to improved learning outcomes for all students including Aboriginal students and students from diverse cultural backgrounds..

Curriculum

Draw on NSW syllabuses to deliver a curriculum that promotes evidence-based teaching practices, high student expectations and develops student knowledge, understandings, skills and capabilities.

Evaluation Plan

All data will be analysed collaboratively:

- PLAN data(5 weeks), TEN and L3(Term), NAPLAN data(Term 3)class assessments(ongoing)
- student, teacher and parent TTFM surveys(Term 3)
- stage meeting minutes(fortnightly)
- professional learning day agendas and summaries
- lesson plans/T & L programs(each term)

Practices and Products

Practices

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the literacy and numeracy learning progressions.

Every teacher consistently evaluates student learning programs to make adjustments that respond to the changing learning needs of students.

Teachers collaborate to ensure that syllabus priorities are firmly embedded in programs and to enable the achievement of consistent teacher judgement.

Products

A variety of student assessment data sources indicate that students are moving along the literacy and numeracy progressions.

All student learning programs consistently reflect learning differentiation and data shows learning growth.

All teachers delivering syllabus aligned evidence-based, consistent teaching practices.

Students meeting stage appropriate syllabus outcomes and understand how to move forward with their learning.

Strategic Direction 1: Empowered Learning

Processes

- classroom observation reports – teacher reflections
- EAL/D progressions

Strategic Direction 2: Innovative Teaching

Purpose

To embed quality, evidence-based teaching practices across the school through an innovative and transparent teacher professional learning culture, underpinned by effective school leadership.

Improvement Measures

All teachers using evidence-based quality teaching practices substantiated by self-reflection, peer feedback, program documentation and student achievement.

There is measurable growth all teacher performance and development through a structured professional learning program and the achievement of professional learning goals.

People

Students

Provide timely respectful and meaningful feedback to teachers on learning experiences and teacher – student relationships.

Staff

Work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high probability of success – 'What works best'.

Engage in professional learning programs on teaching practice that are evidence-based in enhance the learning outcomes of students.

Engage in a personalised professional development program to achieve professional learning goals and align with school plan priorities.

Parents/Carers

Develop and awareness and understanding of the content and purpose of teacher and school professional development programs.

Leaders

Implement procedures that provide effective and timely feedback to teachers on their performance and documentation by their peers and school leaders.

Lead and contribute to teacher professional development programs in support of a whole school professional learning culture.

Provide all staff with professional support,

Processes

Quality Teaching

Implement explicit teaching practices that utilise evidence-based teaching strategies and expert content knowledge.

Professional Learning

Evaluate collaborative professional learning to identify, promote and implement the most effective strategies to improve teaching and learning.

Performance and Development

Demonstrate a high performance teaching culture that is supported by active leadership with a clear focus on student progress and achievement.

Evaluation Plan

All data will be analysed collaboratively:

- PLAN data(5 weeks), TEN and L3(Term), NAPLAN data(Term 3)class assessments(ongoing)
- student, teacher and parent TTFM surveys(Term 3)
- stage meeting minutes(fortnightly)
- staff meeting reports(fortnightly)
- professional learning day agendas and summaries
- lesson plans/T & L programs(each term)
- PD Plans with reflections
- classroom observation reports – teacher

Practices and Products

Practices

Teachers consistently and cooperatively use the "What works best" model to deliver quality learning opportunities to all students.

All teachers regularly monitor student performance and learning growth using the learning progressions with teaching programs being responsive to student learning needs.

Teachers professionally collaborate at regular intervals using evidence to improve their teaching and assessment practices and to develop resources in support of these.

Shared school-wide responsibility is evident through purposeful leadership and quality teaching and learning using the Australian Professional Standards for Teachers to guide teacher performance and models of coaching and mentoring support.

Products

All teaching programs reflect evidence-based best practices with students demonstrating expected progress as indicated by the learning progressions.

School-wide systems and procedures are in place to support ongoing teacher professional development, both individual and collective, such as scheduled professional learning days and training in key literacy and numeracy programs.

Enhanced leadership capacity and teaching practice, reflected in greater collaboration, self-reflection, constructive

Strategic Direction 2: Innovative Teaching

People

guidance and mentoring to achieve their professional learning goals and build their capabilities as quality classroom practitioners.

Processes

reflections

- professional learning plans

- induction programs and mentoring for beginning teachers

Practices and Products

and purposeful feedback, higher expectations and cohesive school teams.

Strategic Direction 3: Community Connections

Purpose	People	Processes	Practices and Products
To promote strong, respectful parent and community partnerships that focus on the importance of student wellbeing and the holistic development of every student.	Students Provide regular feedback on learning experiences and school culture. Demonstrate positive engagement in across-curriculum activities and embrace opportunities to make informed decisions. Build knowledge, understandings and positive attitudes about cultural diversity within our own school community.	Student Wellbeing Implement a whole school approach to students' wellbeing in which students can connect, succeed and thrive throughout their school lives including targeted support for Aboriginal and EAL/D students. Parent Engagement Work in partnership with parents from all backgrounds and community to plan and implement quality programs and interventions that support whole child development. Learning Pathways Collaborate with education and community service providers to establish learning pathways that enable all students to pursue their potential.	Practices The school develops positive relationships and partnerships with parents and carers regarding their children through open, transparent communication systems to ensure that they are supported and valued. All teachers utilise school and external resources and services to support student learning and development during their school life at TPPS and at key transition points. The school engages a consistent school-wide approach to student wellbeing that is student-centred, balanced in terms of celebrating success and dealing with difficult situations, and encourages all students to 'strive for their best'.
Improvement Measures	Staff Implement and coordinate programs and activities in all areas of school life to support whole student development. Engage consistently with parents and carers to develop positive, respectful relationships that focus on student achievement, development and happiness.	Evaluation Plan All data will be analysed collaboratively: <ul style="list-style-type: none"> – student, teacher and parent TTFM surveys(Term 3) – student wellbeing program evaluation – student attendance, suspension and discipline data – parent attendance at information sessions, student report conferences, PLP/ILP meetings, etc – school community attendance at special events – student participation rates in extra– 	Products Improvement in student engagement, student growth mindsets, language of positivity and social acceptance which is evident in school data collection and goal setting. Every teacher is aware of school and community resources and services that are available to extend and support students. Clearly articulated procedures are in place to support students at all stages of their development. Increase in parent/carers participation and involvement in formal and informal school-based activities.
An overall improvement in student engagement in learning opportunities, wellbeing and general school life. An overall increase in parent involvement and engagement in school programs/activities and endorsement of school-home relationships.	Parents/Carers Provide timely respectful and meaningful feedback on student achievement and wellbeing, school operation and parent-school relationships. Partner the school in developing student programs and contribute to school activities.		
	Community Partners Community services and agencies strengthen relationships with the school in support of the educational, health and wellbeing needs of students.		
	Leaders		

Strategic Direction 3: Community Connections

People

Engage with parents and community stakeholders through forums that develop understandings of school operation and educational practices and reciprocate in obtaining services and information that support student development and wellbeing.

Processes

- curricular activities
 - transition to and from school plans
 - Kinder orientation program and parent evaluation
 - focus groups
 - Aboriginal Education Snapshot recommendations
 - EAL/D programs
 - therapy and intervention reports
 - Peer Support program, buddy program, SRC initiatives

Strategic Direction 1: Empowered Learning

























2018

Project Leader/s: Sally Huggett

Off track  Implementation Delayed  On track 

Process 1: Assessment

Analyse a variety of assessment data and contextual information and respond strategically to trends in student achievement.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	Students are supported in the development of their personal learning goals. Student initial assessments to inform teachers of students abilities and future learning priorities. School assessment schedule is revised to align tasks with current assessment practices	Assessment tools	Documented student goals and feedback. Student assessment data. Teachers collaborating to discuss and develop assessment schedule – meeting notes
   END TERM 1	Finalise the development of a K–6 assessment schedule. Establish consistent student goal setting practices. Collaborative stage professional learning days that focus on assessment data collection, analysis and input with consistent teacher judgement to validate student progress.	School assessment schedule. Assessment tools and PLAN.	K–6 assessment schedule. Student assessment data – PLAN, Best Start, L3, TEN, Focus on Reading, school and teacher–developed English and Maths assessment task data. Collaborative stage PL day agendas and evaluation.
   MID TERM 2	Teachers develop writing tools to assess student writing performance – marking sheets, matrix, etc.	Sourced writing criteria and matrixes to use as guides.	Student writing samples and data. Writing assessment tools.
   END TERM 2 MID–YEAR REFLECTION	There are regular opportunities provided for students to decide "where to next" in terms of their goals based on their own assessment data and teacher feedback. Instruction is tailored to what students need to know to be able to achieve their learning goals. Teachers working together to validate student progress to ensure consistency of teacher judgement. Teachers receive initial training in the learning progressions.	School assessment schedule. Assessment tools and PLAN.	Analysis of classroom observation data generated from a variety of assessment tools – PLAN, Best Start, L3, TEN, Focus on Reading, school and teacher–developed English and Maths assessment task data. Student self reflection regarding their goals. Teacher reflections in PDPs. Collaborative Stage professional learning day evaluations. Student tracking on EAL/D progressions
   MID TERM 3			
   END TERM 3	Students monitor and adjust their learning goals in consultation with their teachers. Continuation of teachers collaborating to validate student learning progress. Ongoing assessment of students guided by K–6 assessment schedule. Writing assessment tools utilised to measure student writing progress. Teachers continue to receive training in the learning progressions to deepen their understanding.	School assessment schedule. Assessment tools and PLAN. Writing matrix. Literacy and numeracy funding: \$12,096	Student assessment data – PLAN, Best Start, L3, TEN, Focus on Reading, school and teacher–developed English and Maths assessment task data. Analysis of student work samples. Collaborative professional learning day evaluations. Student learning goals achievement, personal reflection and teacher feedback. TTFM Student and Teacher Surveys
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE	Processes are in place to accurately assess and measure student progress and performance using assessment tools that generate a range of data. Teachers have a growing understanding of mapping students on the learning progressions.	School assessment schedule. Assessment tools and PLAN. Writing matrix. Literacy and numeracy funding: \$12,096	Student reflections and work samples. Data from a variety of assessment tools – PLAN, L3, TEN, Focus on Reading, school and teacher–developed English and Maths assessment task data. Classroom observations. Teacher conversations and meeting notes to validate student progress. Student tracking on EAL/D progressions.

Strategic Direction 1: Empowered Learning
















2018

Project Leader/s: Sally Huggett

Off track  Implementation Delayed  On track 

Process 2: Differentiation






















Plan and implement quality, differentiated learning programs to meet individual student needs, styles and developmental levels, leading to improved learning outcomes for all students including Aboriginal students and students from diverse cultural backgrounds..

Milestone	Activities	Resources	Evaluation
   MID TERM 1	Student initial assessments to inform teachers of students abilities and future learning priorities in order to make adjustments to learning pathways – class, group and personalised instruction. Program supervision by Stage supervisors with explicit teacher feedback on the program quality. Development of individual learning programs for students requiring extensive and substantial learning adjustments.	Literacy and numeracy assessment tools – online(PLAN) and school developed. KLA scope and sequences. Syllabus documents. EAL/D progressions. Teaching programs.	Initial student assessment data – Best Start, L3, TEN, English and Maths assessment tasks. Teaching and learning programs. Student learning samples.
   END TERM 1	Teaching and learning programs and student learning tasks are consistently differentiated to account for student learning needs – documentation supports this. Teacher collaboration at Stage professional learning days and Stage meetings to share programming strategies and to seek advice on differentiation and adjustments. Teachers model programming techniques to colleagues. Aboriginal student PLP meetings concluded and PLP placemats completed. EAL/D student learning needs are planned for and met in class teaching and learning programs and specialist EAL/D teacher programming documentation.	Literacy and numeracy assessment tools – online(PLAN) and school developed. KLA scope and sequences. Syllabus documents. EAL/D progressions. TPL Day funding(RAM equity): \$11,000	Teaching and learning programs. Student learning samples. TTFM Student Surveys on engagement. Student assessment data – PLAN, L3, TEN, English and Maths assessment tasks. Aboriginal students PLPs and student ILPs. Classroom observations.
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION	Teachers collaborate regularly in support of each other to ensure that student learning is differentiated effectively across Stages and to address challenges as they arise. Teaching programs and student learning and assessment tasks visibly reflect the accommodation that are made to enable students to experience success and respond to the changes in student learning needs and priorities.	Literacy and numeracy assessment tools – online(PLAN) and school developed. KLA scope and sequences. Syllabus documents. EAL/D progressions. Teaching programs. TPL Day funding(RAM equity): \$22,000 Literacy and numeracy resources: \$13,500	Teaching and learning programs. Classroom observations. Student learning samples. Professional Development Plans. Student assessment data – PLAN, L3, TEN, English and Maths assessment tasks. Aboriginal students PLPs and student ILPs.
   MID TERM 3			

Strategic Direction 1: Empowered Learning

2018		Project Leader/s: Sally Huggett		Off track ○ Implementation Delayed ○ On track ○	
○ ○ ○	END TERM 3	Teaching and learning programs and student learning tasks are consistently differentiated to account for student learning needs – documentation supports this. Program supervision by Stage supervisors with explicit teacher feedback on the program quality. Teacher collaboration at Stage professional learning days and Stage meetings to share programming strategies and to seek advice on differentiation and adjustments. Teachers model programming techniques to colleagues. Aboriginal student PLPs reviewed. EAL/D student learning needs are planned for and met in class teaching and learning programs and specialist EAL/D teacher programming documentation.	Literacy and numeracy assessment tools – online(PLAN) and school developed. KLA scope and sequences. Syllabus documents. EAL/D progressions. TPL Day funding(RAM equity): \$22,000	Teaching and learning programs. Student learning samples. TTFM Student Surveys on engagement. Student assessment data – PLAN, L3, TEN, English and Maths assessment tasks. Aboriginal students PLPs and student ILPs. Classroom observations.	
○ ○ ○	MID TERM 4				
○ ○ ○	END TERM 4 ANNUAL MILESTONE	All teachers have a common understanding of how to differentiate student learning programs to ensure that adjustments are made that meet student learning and developmental needs, including student from diverse cultural backgrounds.	Literacy and numeracy assessment tools – online(PLAN) and school developed. KLA scope and sequences. Syllabus documents. EAL/D progressions. Teaching programs. TPL Day funding(RAM equity): \$11,000 Annual funding: \$66,000 Literacy and numeracy resources: \$13,500	Teaching and learning programs. Classroom observations. Student learning samples. Professional Development Plans. Student assessment data – PLAN, L3, TEN, English and Maths assessment tasks. Aboriginal students PLPs and student ILPs.	
Process 3: Curriculum					
Draw on NSW syllabuses to deliver a curriculum that promotes evidence-based teaching practices, high student expectations and develops student knowledge, understandings, skills and capabilities.					
Milestone	Activities	Resources	Evaluation		
○ ○ ○	MID TERM 1	Stage meetings focussing on curriculum planning and syllabus expectations. Program development and supervision for explicit teacher feedback. Review of existing school scope and sequences.	KLA scope and sequences. Syllabus documents. Teaching programs.	Teaching and learning programs. School-developed curriculum documents including existing scope and sequences. Programs supervision feedback forms.	
○ ○ ○	END TERM 1	Stage meetings and professional learning day that focus on program development that align to NSW syllabus requirements, with particular attention to literacy(English) and numeracy(Mathematics). Commence revision of school scope and sequences for English and Maths. Teachers sharing programming effective strategies gleaned from research and professional learning activities.	KLA scope and sequences. Syllabus documents. Teaching programs. Student learning samples. TPL Day funding(RAM equity): \$11,000	Teaching and learning programs. School curriculum documents. Stage meeting minutes and PL day evaluations. Draft scope and sequences. Assessment tools in English and Maths. PLAN data.	

Strategic Direction 1: Empowered Learning

2018		Project Leader/s: Sally Huggett			Off track 	Implementation Delayed 	On track 
  	MID TERM 2						
  	END TERM 2 MID-YEAR REFLECTION	Teachers are more aware of NSW syllabus expectations which are reflected in teaching and learning programs, taking into account the key literacy and numeracy strategies of L3, Focus on Reading, Writing in the Middle Years and Taking Off With Numeracy. Teachers continue to develop school scope and sequences. Teachers undertake training to develop their knowledge in and understanding of the new learning progressions.	KLA scope and sequences. Syllabus documents. Teaching programs. Student learning samples. L3, FoR, TEN, etc, resources. TPL Day funding(RAM equity): \$22,000	Teaching and learning programs. Key literacy and numeracy training data. Classroom observation data and self-reflections. Stage meeting and professional learning day evaluations. School scope and sequences. PDP self-reflections.			
  	MID TERM 3						
  	END TERM 3	Ongoing training in key literacy and numeracy programs with teachers sharing practice experiences to further refine the quality of their teaching. Teachers continue to develop school scope and sequences. Teachers undertake training to develop their knowledge in and understanding of the new learning progressions.	Literacy and numeracy progressions. KLA scope and sequences. Syllabus documents. Teaching programs. Student learning samples. L3, FoR, TEN, etc, resources. TPL Day funding(RAM equity): \$22,000	Teaching and learning programs. Key literacy and numeracy training data. Classroom observation data and self-reflections. School scope and sequences. PDP self-reflections.			
  	MID TERM 4						
  	END TERM 4 ANNUAL MILESTONE	There are shared understandings and expectations of the evidence that is contained in teaching and learning programs that demonstrate that NSW syllabus outcomes and content are being adhered to. Teacher collaboration in developing programs is a regular feature of curriculum development. There is a common understanding of the learning progressions.	Literacy and numeracy progressions. KLA scope and sequences. Syllabus documents. Teaching programs. Student learning samples. L3, FoR, TEN, etc, resources. TPL Day funding(RAM equity): \$11,000 Annual funding: \$66,000	Teaching and learning programs. KLA scope and sequences. Stage meetings and professional learning days' evaluations. Lesson plans. Student learning samples. TTFM Student and Teacher Surveys. Classroom observations and self-reflections. PDP reflections.			

Strategic Direction 2: Innovative Teaching
















2018

Project Leader/s: Anne Cowell
















Off track  Implementation Delayed  On track 

Process 1: Quality Teaching






















Implement explicit teaching practices that utilise evidence-based teaching strategies and expert content knowledge.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	Teachers develop PDPs based on school improvement priorities and personal professional learning goals – linked to the Professional Standards for Teachers. Shared understanding of the Professional Standards for Teachers. Stage meetings, staff meetings and professional learning days to share and discuss quality teaching practices. Planning for teacher training in evidence informed quality teaching PL – L3, Focus on Reading, Writing in the Middle Years.	School plan. Professional Standards for Teachers Literacy and numeracy PL resources eg. L3, FoR, etc. Professional learning funds: \$26,310 Other professional learning funding(Equity) – Writing in the Middle Years, L3: \$5,000	Teacher PDP goals aligned with the Professional Standards for teachers. Meeting and PL session notes and evaluations. Teaching and learning programs.
   END TERM 1	Teachers complete "What Works Best" survey to obtain baseline data on quality teaching. Teachers continue training in evidence based teaching practices – L3, Focus on Reading and Writing in the Middle Years. Stage collaborative PL session for teachers to share and be exposed to quality teaching strategies.	What works best" document(CESE). School plan. Professional Standards for Teachers Literacy and numeracy PL resources eg. L3, FoR, etc. Professional learning funds: \$26,310 Other professional learning funding(Equity) – Writing in the Middle Years, L3: \$5,500	TPL schedule. Stage and TPL session evaluations. What Works Best student survey.
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION	Teachers coming to understand that quality teaching has the greatest influence on student learning outcomes and willingly share evidence based practices that have been making a difference in their classrooms. Classroom observations and peer feedback providing strategic advice to improve teaching practice and student learning. Teacher self-reflection on observations data enabling teachers to refine the teaching practice. Teachers reflect on their PDP goals and draw conclusions in terms of their progress toward achievement.	What works best" document(CESE). School plan. Professional Standards for Teachers Literacy and numeracy PL resources eg. L3, FoR, etc. Professional learning funds: \$26,310 Other professional learning funding(Equity) – L3 and FoR: \$7,800	Classroom observation feedback and teacher self-reflections. PDP mid-year reflections. PL session evaluations. Teaching and learning programs. TPL schedule.
   MID TERM 3			



















Strategic Direction 2: Innovative Teaching

2018		Project Leader/s: Anne Cowell		Off track 	Implementation Delayed 	On track 
  	END TERM 3	Teachers continue training by external and school-based trainers in evidence based teaching practices – L3, Focus on Reading and Writing in the Middle Years. Stage collaborative PL session for teachers to share and be exposed to quality teaching strategies. Classroom observation sessions by colleagues to provide constructive feedback and for self-reflection.	What works best" document(CESE). School plan. Professional Standards for Teachers Literacy and numeracy PL resources eg. L3, FoR, etc. Previous classroom observation feedback and self-reflection. Professional learning funds: \$26,310 Other professional learning funding(Equity) – L3 and FoR: \$7,800	Classroom observation feedback and teacher self-reflections. PL session evaluations. Teaching and learning programs. TPL schedule. Feedback from trainers on training tasks and practice observations eg. L3, FoR, etc.		
  	MID TERM 4					
  	END TERM 4 ANNUAL MILESTONE	There is a shared understanding of evidence informed quality teaching strategies in literacy and numeracy and a demonstrated willingness to trial and adopt new strategies in a variety of settings. Teachers complete 'What Works Best' survey to identify changes in practice through self-reflection.	What works best" document(CESE). School plan. Professional Standards for Teachers Literacy and numeracy PL resources eg. L3, FoR, etc. Professional learning funds: \$26,310 Other professional learning funding(Equity) – L3 and FoR: \$2,500	Staff and Stage meeting notes. Professional learning day and session evaluations. teacher observations, feedback and self-reflections. PDP self-reflections. What Works Best post survey analysis.		
Process 2: Professional Learning						
Evaluate collaborative professional learning to identify, promote and implement the most effective strategies to improve teaching and learning.						
Milestone		Activities	Resources	Evaluation		
  	MID TERM 1	Commence developing professional learning schedule that reflects training in key literacy and numeracy programs, staff meetings, professional learning days and school development days. Develop PDPs with goal setting that is aligned to school plan priorities and account for personal professional development. Stage PDP sharing sessions to explain identified goals and to seek feedback and advice to achieve goals. Stage collaborative professional learning days to address identified curriculum and quality teaching needs.	School plan. Professional Standards for Teachers Literacy and numeracy PL resources eg. L3, FoR, etc. Professional learning funding: \$26,310 TPL day(Equity) funding: 11,000	PDPs. Professional learning schedule. Stage meeting and SGG agendas and notes. PL day evaluations.		
















Strategic Direction 2: Innovative Teaching

2018		Project Leader/s: Anne Cowell			Off track 	Implementation Delayed 	On track 
  	END TERM 1	Finalise professional learning schedule. First Stage collaborative PL day that focuses on quality teaching and curriculum understanding. L3 Kinder OPL training commenced and Writing in the Middle Years trainer training concludes.	School plan. Professional Standards for Teachers Literacy and numeracy PL resources eg. L3, FoR, etc. Professional learning funding: \$26,310 TPL day(Equity) funding: 11,000	Professional learning schedule. Collaborative PL day evaluations. Trainer feedback on L3 OPL and trainer training in writing.			
  	MID TERM 2	Ongoing Kinder L3 OPL. Stage 2 and 3 teacher training in Writing in the Middle years by school facilitators. Teachers completing between training tasks. Stage collaborative PL day on quality teaching and curriculum understanding.	School plan. Professional Standards for Teachers Literacy and numeracy PL resources eg. L3, FoR, etc. Previous TPL day evaluations and outcomes. Professional learning funding: \$26,310 TPL day(Equity) funding: 22,000	TPL schedule. Trainer and participant feedback on L3, writing and FoR training. Collaborative PL day evaluations.			
  	END TERM 2 MID-YEAR REFLECTION	Teachers sharing the belief that a school culture of targeted professional learning and development is integral to improving teaching quality, student learning outcomes and school performance. Teachers complete PDP mid-year self-reflections. Ongoing Kinder L3, FoR and writing professional learning. Stage collaborative professional learning days focusing on quality teaching and curriculum understanding.	School plan. Professional Standards for Teachers Literacy and numeracy PL resources eg. L3, FoR, etc. Previous TPL day evaluations and outcomes.	PDP mid-year reflections. TPL schedule. Trainer and participant feedback on L3, writing and FoR training. Collaborative PL day evaluations. SDD agendas and evaluations.			
  	MID TERM 3	Focus on Reading(Phase 1) training of Stage 3 teachers by in-school facilitator commenced.	FoR Training materials.	Trainer and participant feedback on FoR training.			
  	END TERM 3	Ongoing Kinder L3, FoR and writing professional learning. Stage collaborative professional learning days focusing on quality teaching and curriculum understanding.	School plan. Professional Standards for Teachers Literacy and numeracy PL resources eg. L3, FoR, etc. Previous TPL day evaluations and outcomes. Professional learning funding: \$26,310 TPL day(Equity) funding: 22,000	TPL schedule. Trainer and participant feedback on L3, writing and FoR training. Collaborative PL day evaluations. Stage meeting minutes.			
  	MID TERM 4						

Strategic Direction 2: Innovative Teaching

2018		Project Leader/s: Anne Cowell		Off track 	Implementation Delayed 	On track 
  	END TERM 4 ANNUAL MILESTONE	Teachers have contributed to the schools professional learning priorities and have been able to achieve their own professional learning goals. Finalisation of PDPs with self-reflection and feedback from supervisors. Evaluation of professional learning schedule.	School plan. Professional Standards for Teachers Literacy and numeracy PL resources eg. L3, FoR, etc. Previous TPL day evaluations and outcomes. Professional learning funding: \$26,310 TPL day(Equity) funding: 11,000	Annual PDP self-reflection statements. Stage collaborative PL days evaluations. TTFM teacher surveys. Classroom observation feedback and self-reflection – where to next?? Outcomes of evaluation of professional learning schedule.		
Process 3: Performance and Development						
Demonstrate a high performance teaching culture that is supported by active leadership with a clear focus on student progress and achievement.						
Milestone		Activities	Resources	Evaluation		
  	MID TERM 1	Teachers develop PDP goals, professional learning strategies and identify evidence in support of goals. Develop chart of school roles and responsibilities, including executive responsibilities and staff led programs and initiatives. Establish a supervision structure that focuses on teacher performance based on evidence informed quality teaching practices. Teachers identified for leader professional learning roles. Initiate support for beginning teachers.	School plan. Professional Standards for Teachers. Supervision meetings. Staff PDPs.	Teacher PDPs. Staff roles and responsibilities including executive. Teacher supervision structure and schedule. TPL schedule with identified teacher leaders.		
  	END TERM 1	Teachers monitor PDP goals and seek support from leadership team and colleagues as necessary. School executive meeting with Stage teachers at scheduled intervals to provide support for their performance and development. Pre-2004 teachers develop an understanding of Maintenance of Accreditation DoE and NESA requirements. Beginning teacher induction program is negotiated.	School plan. Professional Standards for Teachers. Supervision meetings. Staff PDPs. NESA accreditation information – website and newsletters. QTSS funding: \$17,076	PDPs. Stage meeting/ supervision schedules and minutes. School executive meeting notes.		
  	MID TERM 2	Classroom observation focused on specific quality teaching aspects and linked to the Professional Standards for Teachers.		Classroom observation colleague feedback and self-reflection.		
  	END TERM 2 MID-YEAR REFLECTION	There is a growing awareness that there are professional teaching and leadership standards that need to be adhered to ensure that the quality of teaching is not compromised, student learning outcomes are enhanced and school improvement is continuous. School leadership team continue to meet with teachers at Stage meetings to provide performance support and advice on teacher development. Teachers complete PDP mid-year reflection and feedback provided by school leaders. School leaders provided feedback on teaching and learning programs.	School plan. Professional Standards for Teachers. Supervision meetings. Staff PDPs and supervisor feedback. QTSS funding: \$17,076	Teacher PDP mid-year reflections and feedback. Stage meeting/ supervision schedules and minutes.		

Strategic Direction 2: Innovative Teaching

2018		Project Leader/s: Anne Cowell			Off track 	Implementation Delayed 	On track 
  	MID TERM 3	Classroom observation focused on specific quality teaching aspects and linked to the Professional Standards for Teachers.	School plan. Professional Standards for Teachers. Supervision meetings. Staff PDPs and supervisor feedback.	Classroom observation colleague feedback and self-reflection.			
  	END TERM 3	Staff meeting to gain feedback on classroom observation program in meeting the Professional Standards for Teachers and to identify strengths and areas for improvement.. Continue Stage/supervision meetings to monitor and support teacher performance.	School plan. Professional Standards for Teachers. Supervision meetings. Staff PDPs and supervisor feedback. QTSS funding: \$17,076	Feedback from classroom observation staff meeting. Stage/supervision meeting minutes.			
  	MID TERM 4						
  	END TERM 4 ANNUAL MILESTONE	School leaders and teachers readily acknowledge that their performance is accountable to students, parents, colleagues and the system and that school improvement is everyone's responsibility. Leaders and teachers finalise PDPs. Analysis of feedback from classroom observations on teaching quality and performance.	School plan. Professional Standards for Teachers. Supervision meetings. Staff PDPs and supervisor feedback. QTSS funding: \$17,076	Teacher PDP annual self-reflection. Classroom observation feedback analysis. Teacher, student and parent TTFM surveys.			

Strategic Direction 3: Community Connections
















2018

Project Leader/s: Donna O'Grady






















Off track  Implementation Delayed  On track 

Process 1: Student Wellbeing




























Implement a whole school approach to students' wellbeing in which students can connect, succeed and thrive throughout their school lives including targeted support for Aboriginal and EAL/D students.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	Define role of student wellbeing program teacher – 'BOUNCE Back' and targeted student support. Commence review of Student Wellbeing and Discipline Policy.	Wellbeing Framework. Bounce Back Program materials.	Initial report on student wellbeing program. Student Wellbeing and Discipline Policy evaluation. Previous student attendance, suspension and discipline data.
   END TERM 1	Ongoing implementation of student wellbeing program and practices to recognise student achievement and success. Student engagement in cultural, sporting and creative activities. Aboriginal student PLP meetings. Students complete TTFM survey. Parent/carer meeting for personalised learning and wellbeing programs – ILP, OoHC, etc. CyberSmart lessons. Planning for Term 2 OT and speech pathology intervention.	Bounce Back Program materials. Wellbeing Framework. Student welfare funding(global) – \$1,000. RAM socio-economic and adjustment for disability funding – teaching and support staff: \$324,243. Integration funding support – teaching and support staff: \$154,860. Student Wellbeing Program teacher: \$15,617	Student Wellbeing programs reflections and feedback. Student wellbeing and discipline data. Personalised learning plans. Student awards data. TTFM student surveys.
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION	All staff demonstrating a sound understanding of and commitment to school-wide practices that support student wellbeing and are becoming more consistent in their application. There are regular opportunities to teachers to provide feedback on student wellbeing programs including wellbeing teacher intervention. Students from all backgrounds actively engaged in extra-curricular activities with support provided to students with emotional and social challenges.	Bounce Back Program materials. Student Wellbeing Program teachers: \$15,617 OT and Speech Pathology Intervention: \$10,000 RAM socio-economic and adjustment for disability funding – as above. Integration funding support – as above.	Learning and support team minutes. Student wellbeing teacher reflections and feedback. Parent/teacher/student report conferences. Extra-curricular student engagement data. PLP/ILP/EAL student plan reviews and evaluations.
   MID TERM 3			



















Strategic Direction 3: Community Connections

2018		Project Leader/s: Donna O'Grady			Off track 	Implementation Delayed 	On track 
  	END TERM 3	Feedback from staff on school-wide student wellbeing programs. Completion of student, parent and teacher TTFM surveys. Student voice(focus groups) on the quality of student wellbeing practices and extra-curricular opportunities.	Bounce Back Program materials. Student Wellbeing Program teachers: \$15,617 OT and Speech Pathology Intervention: \$10,000 RAM socio-economic and adjustment for disability funding – as above. Integration funding support – as above.	Student wellbeing program feedback from staff. Student wellbeing teacher reflections and feedback. Student focus group responses.			
  	MID TERM 4						
  	END TERM 4 ANNUAL MILESTONE	Student wellbeing policy and procedure review is completed and school practices demonstrate consistency in dealing with inappropriate behaviour and in recognising and celebrating student achievement and success. Implementation of equitable student wellbeing programs focusing on personalised student pastoral care, support for students from diverse backgrounds and quality extra-curricular experiences.	Bounce Back Program materials. Student Wellbeing Program teachers: \$15,617 OT and Speech Pathology Intervention: \$10,000 RAM socio-economic and adjustment for disability funding – as above. Integration funding support – as above.	Student, parent and teacher TTFM surveys. Student attendance, suspension and discipline data. Student wellbeing(teacher) program evaluation. Student participation in extra-curricular activities. Aboriginal student PLP evaluation and EAL/D student program evaluation.			
Process 2: Parent Engagement							
Work in partnership with parents from all backgrounds and community to plan and implement quality programs and interventions that support whole child development.							
Milestone		Activities	Resources	Evaluation			
  	MID TERM 1	Parent/teacher information meetings to outline year's intentions. Individual meetings with parent of students requiring a personalised learning plan. Initiate refugee parent information translation sessions. Initiate school community communication systems – website, newsletters, app, notes, etc. – ongoing.		Data on parents attending meetings and sessions. Personalised learning programs – Aboriginal student, EAL/D students and student requiring extensive and substantial learning program adjustments.			
  	END TERM 1	Meetings with parents of students experiencing learning difficulties. PLAN reports completed for distribution to parents at the beginning of Term 2. Whole school activities – sporting carnivals, Easter Hat Parade, new families welcome barbecue, etc. Ongoing refugee parent information translation sessions. Planning with parents for speech pathology and occupation therapy interventions.	PLP release days: \$2,500 Aboriginal background funding – teaching and support staff: \$52.307	Personalised learning plans. Parent attendance data. Teacher notes from parent meetings. Information notes translated in other languages. Therapy intervention documentation.			
  	MID TERM 2						

Strategic Direction 3: Community Connections

2018		Project Leader/s: Donna O'Grady		Off track 	Implementation Delayed 	On track 
  	END TERM 2 MID-YEAR REFLECTION	The school is visibly seeking to implement practices that recognises the importance of providing feedback on student performance to parents and to gain feedback on the quality of the schools relationship with parents. Parent/teacher/student report conferences and feedback provided on personalised learning programs. Mid-year evaluation of student personalised learning plans. Seek feedback from community on quality of school communication systems.	Aboriginal background funding – teaching and support staff: as above.	Report meeting schedule and teacher notes. Parent attendance data. Personalised learning program evaluations and data – Aboriginal student, EAL/D, etc. Therapy intervention documentation – initial assessments, program implementation, progress data, etc. School community communication systems feedback data.		
  	MID TERM 3					
  	END TERM 3	Parents complete TTFM survey. Parents regularly engage with the school and teachers regarding child specific issues and to attend school activities. Therapy intervention program progress information is provided to parents. Implement Kindergarten revised orientation/transition program.	Aboriginal background funding – teaching and support staff: as above.	Parent TTFM survey results. Parent attendance data for school activities. Therapy intervention program documentation. Kindergarten orientation/transition program parent survey.		
  	MID TERM 4					
  	END TERM 4 ANNUAL MILESTONE	Processes are in place to encourage, measure and acknowledge parent involvement in their child's learning program and in their contributions to school operation and life.	Aboriginal background funding – teaching and support staff: as above.	Parent TTFM survey. Parent involvement data in school activities.		
Process 3: Learning Pathways						
Collaborate with education and community service providers to establish learning pathways that enable all students to pursue their potential.						
Milestone		Activities	Resources	Evaluation		
  	MID TERM 1	Planning meeting for students entering school with additional support needs, including EAL/D students. Personalised planning meetings with parents and other stakeholders. Support staff assigned to students with exceptional needs and roles defined. Learning and support meetings to plan for student requiring adjustments and support and consider transition implications.		Planning meeting notes. Personalised learning plans. Transition to school plans from preschools. EAL/D programs.		
  	END TERM 1	Commence access request process for students moving on to high school, taking into account documentation from external services. Negotiate transition days with high schools, including special days for targeted students with support needs. Review EAL/D student programs. Aboriginal student PLP meetings completed and agreed plans developed.	Aboriginal student PLP days: \$2,500 English language proficiency funding – teaching and support staff: 112.092	Access request documentation. Transition and orientation organisation and planning notes. EAL/D program evaluation and self-reflection. Aboriginal student PLPs.		
  	MID TERM 2					

Strategic Direction 3: Community Connections

























2018		Project Leader/s: Donna O'Grady			Off track 	Implementation Delayed 	On track 
  	END TERM 2 MID-YEAR REFLECTION	Teachers' understanding of student learning and needs has grown and learning pathways are clearly articulated and differentiated with feedback on progress and priorities provided to parents. School makes links with external services and providers seeking strategic advice to develop plans in support student development. School review of resource allocation to support students including staffing.	English language proficiency funding – teaching and support staff: as above.	Meeting notes and minutes. Student learning plans. Teaching and learning programs.			
  	MID TERM 3						
  	END TERM 3	Implement high school transition programs for targeted Year 6 students. Collaboration with prior to school services to develop plans for children transitioning to Kindergarten. Review and evaluation of personalised learning plans – ILP, PLP and EAL/D – in conjunction with parents.	English language proficiency funding – teaching and support staff: as above.	High school transition plans and organisation. Kindergarten transition plans. Personalised learning plan teacher reflection and evaluations. Meeting notes.			
  	MID TERM 4						
  	END TERM 4 ANNUAL MILESTONE	Plans and programs are in place that map student learning at key transition points and support is provided in conjunction with key stakeholders to meet student needs.	English language proficiency funding – teaching and support staff: as above.	Pre-school transition plans. Student support plans. Orientation and transition day programs. Case meeting minutes. Learning and support team meeting minutes.			

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










2018

Off track  Implementation Delayed  On track 































1. Aboriginal background loading

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1	Using school data identify students to be supported by funding. Allocate teaching and support staff to support students	Aboriginal Education Team. teaching and support staff allocation.	
   END TERM 1	Complete Aboriginal student PLPs	PLP placemats. Aboriginal Education Team. teaching and support staff allocation	Teacher and support staff evaluation of learning programs
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION	All staff are meeting the learning needs of Aboriginal students. Collect and analyse student progress and performance data.	Aboriginal Education Team. teaching and support staff allocation	Analysis of student progress data
   MID TERM 3			
   END TERM 3	review of Aboriginal student PLPs	Aboriginal student PLPs. Aboriginal Education Team. teaching and support staff allocation	Teacher and support staff evaluation of learning programs.
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE	All teachers evaluate Aboriginal student learning programs based on progress data.	Aboriginal Education Team. Teaching and support staff allocation • Aboriginal background loading (\$52,307.00)	Student assessment data used to determine the effectiveness of interventions.

2. English language proficiency

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1	Assess funding level in conjunction with refugee student support allocation. EAL/D student initial assessments. Allocated teaching and support staff. Plan personalised EAL/D programs	EAL/D progressions. Multicultural literacy and numeracy resources.	Use of EAL/D Language and English assessments.
   END TERM 1	Implement EAL/D programs in response to student English language a literacy development.	English language proficiency funding	Teacher and support staff evaluation of learning programs. Student progress matched against EAL/D progressions.
   MID TERM 2			




























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

2018		Off track  Implementation Delayed  On track 		
  	END TERM 2 MID-YEAR REFLECTION	EAL/D teachers collect student progress and performance data matched against the EAL/D progressions. Review of EAL/D programs. Student Semester 1 reports translated for parents.	English language proficiency funding. EAL/D progressions. Multicultural literacy and numeracy resources.	Analysis of student progress data and adjustments made to learning programs. Teacher and support staff evaluation of learning programs. Student progress matched against EAL/D progressions.
  	MID TERM 3			
  	END TERM 3	Review EAL/D student learning programs and make adjustments as required.	English language proficiency funding. EAL/D progressions. Multicultural literacy and numeracy resources.	Teacher and support staff evaluation of learning programs. Teacher and support staff evaluation of learning programs. Student progress matched against EAL/D progressions.
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE	Student learning outcomes have improved as match against the EAL/D progressions. Student yearly reports reflect progress achieved in terms of talking and listening, reading, writing and social development	English language proficiency funding. EAL/D progressions. Multicultural literacy and numeracy resources. • English language proficiency (\$112,092.00)	Analysis of student progress data and adjustments made to learning programs. Teacher and support staff evaluation of learning programs. Student progress matched against EAL/D progressions.
3. Low level adjustment for disability				
Milestone	Activities		Resources (\$ value)	Evaluation processes and impact assessment
  	MID TERM 1	Student assessment data used to identify students to be supported by funding. Teachers plan ILPs and make learning adjustments in collaboration with parents. Allocate teaching and support staff to support students.	Student assessment data. Classroom learning resources. Low level adjustment for disabilities funding.	
  	END TERM 1	Implementation of student ILPs. Review student progress and make adjustments to learning programs.	Student assessment data. Student learning samples. Classroom learning resources. Low level adjustment for disabilities funding.	Teacher and support staff evaluation of learning programs. Analysis of student progress data.
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION	Collect student progress data on ILPs and curriculum outcomes. Review learning programs for students and make further adjustments accordingly.	Student assessment data. Student learning samples. Classroom learning resources. Low level adjustment for disabilities funding.	Teacher and support staff evaluation of learning programs. Analysis of student progress data.





































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

2018		Off track ○ Implementation Delayed ○ On track ○		
○ ○ ○	MID TERM 3			
○ ○ ○	END TERM 3	Review learning programs for students and make further adjustments accordingly.	Student assessment data. Student learning samples. Classroom learning resources. Low level adjustment for disabilities funding.	Teacher and support staff evaluation of learning programs. Analysis of student progress data.
○ ○ ○	MID TERM 4	Student assessment and progress data reflect overall improvement. Learning programs are responsive and tailored to student learning needs.	Student assessment data. Student learning samples. Classroom learning resources. Low level adjustment for disabilities funding. • Low level adjustment for disability (\$150,982.00)	Analysis of student assessment data to determine effectiveness of funding usage.
○ ○ ○	END TERM 4 ANNUAL MILESTONE			
4. Quality Teaching, Successful Students (QTSS)				
Milestone	Activities		Resources (\$ value)	Evaluation processes and impact assessment
○ ○ ○	MID TERM 1			
○ ○ ○	END TERM 1	Planning for Term 2 classroom observations and specifically teaching aspects to be targeted.	Teacher PDP goals. Professional Standards for Teachers. "What works best" document(CESE)	Teachers and supervisors knowledgeable of classroom observation scaffold.
○ ○ ○	MID TERM 2			
○ ○ ○	END TERM 2 MID-YEAR REFLECTION	Teachers engaging in classroom observation of peers aligned to PDP goals, Professional Standards for Teachers and What works best. Teachers receive feedback on the quality of their teaching and reflect on where to next.	Teacher PDP goals. Professional Standards for Teachers. "What works best" document(CESE) QTSS funding: \$34,305	Feedback from teachers on the quality of observation practices and actual teaching performance.
○ ○ ○	MID TERM 3			




























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

2018		Off track  Implementation Delayed  On track 		
  	END TERM 3	Teachers engaging in classroom observation of peers aligned to PDP goals, Professional Standards for Teachers and What works best. Teachers receive feedback on the quality of their teaching and reflect on where to next.	Teacher PDP goals. Professional Standards for Teachers. "What works best" document(CESE) QTSS funding: \$34,305	Feedback from teachers on the quality of observation practices and actual teaching performance.
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE	Teacher self–assessment and peer feedback indicate an ongoing improvement in the quality of teaching.	Teacher PDP goals. Professional Standards for Teachers. "What works best" document(CESE)	Classroom observation survey and data provide evidence on the quality of teaching practices in enabling a positive impact on student learning.
5. Socio–economic background				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
  	MID TERM 1	Student assessment data used to identify students to be supported by funding. Allocate teaching and support staff to support students.	Student assessment data. Classroom learning resources. Student learning samples. Socio–economic background funding	
  	END TERM 1	Teachers accommodate student learning needs in T & L programs.	Student assessment data. Classroom learning resources. Student learning samples. Socio–economic background funding	Teacher and support staff evaluation of learning programs. Analysis of student progress data.
  	MID TERM 2			
  	END TERM 2 MID–YEAR REFLECTION	Teacher generally have a sound understanding of how to effectively meet the learning needs of these students as reflected in T & L programs. Adjustments made to student learning programs.	Student assessment data. Classroom learning resources. Student learning samples. Socio–economic background funding.	Teacher and support staff evaluation of learning programs. Analysis of student progress data.
  	MID TERM 3			

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

2018		Off track  Implementation Delayed  On track 		
  	END TERM 3	Teachers accommodate student learning needs in T & L programs. Adjustments made to student learning programs.	Student assessment data. Classroom learning resources. Student learning samples. Socio-economic background funding.	Teacher and support staff evaluation of learning programs. Analysis of student progress data.
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE	Student assessment and progress data reflect overall improvement. Learning programs are responsive and tailored to student learning needs.	Student assessment data. Classroom learning resources. Student learning samples. • Low level adjustment for disability (\$173,261.00)	Analysis of student assessment data to determine effectiveness of funding usage.
6. Support for beginning teachers				
Milestone	Activities		Resources (\$ value)	Evaluation processes and impact assessment
  	MID TERM 1			
  	END TERM 1	Initial induction of beginning teachers to school. Allocate mentors. Develop induction program with targeted release times.	Support for beginning teachers funding.	Teacher and mentor feedback on process – achievement of program goals.
  	MID TERM 2	Review induction program and make adjustments based on teacher professional development needs.	Support for beginning teachers funding.	
  	END TERM 2 MID-YEAR REFLECTION	Beginning teacher developing of sound understanding of school policy, programs and procedures and is satisfied with level of professional support provided. Feedback on induction program to date is collected.	Support for beginning teachers funding.	Teacher and mentor feedback on process – achievement of program goals.
  	MID TERM 3			
  	END TERM 3	Feedback on the quality of the induction program to date is collected.	Support for beginning teachers funding.	Teacher and mentor feedback on process – achievement of program goals.
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE	teacher proficiency is demonstrated through classroom practice, documentation and understanding of school policies, programs and procedures.	Support for beginning teachers funding. • Support for beginning teachers (\$0.00)	Teacher and mentor feedback on process – achievement of program goals.
7. Targeted student support for refugees and new arrivals				

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

2018		Off track  Implementation Delayed  On track 		
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
   MID TERM 1	Assess literacy and language functional levels of students – orientation program. Allocate teaching staff to support students. Plan learning support programs for students. Ongoing: Implement translation systems with parents.	Targeted student support for refugees and new arrivals.	Teacher evaluation of student personalised learning programs.	
   END TERM 1	Ongoing: orientation program. Implement intensive English language programs. In-class support by EAL/D teacher.	EAL/D scales and progressions. Targeted student support for refugees and new arrivals.	Student assessment data and teacher program evaluation.	
   MID TERM 2				
   END TERM 2 MID-YEAR REFLECTION	Student customised learning programs are meeting student ongoing learning needs and respond to and are adjusted to student learning progress.	EAL/D scales and progressions. Targeted student support for refugees and new arrivals.	Student assessment data and teacher program evaluation.	
   MID TERM 3				
   END TERM 3	Review of EAL/D programs for validity in terms of student need and progress.	EAL/D scales and progressions. Targeted student support for refugees and new arrivals.	Student assessment data and teacher program evaluation.	
   MID TERM 4				
   END TERM 4 ANNUAL MILESTONE	Strategic use of funding with improvement in student learning outcomes as mapped to EAL/D progression and ESL scales.	EAL/D scales and progressions. Targeted student support for refugees and new arrivals. • Targeted student support for refugees and new arrivals (\$24,910.00)	Analysis of student progress data and program evaluation to determine effectiveness of funding use.	