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| C:\Users\smackay1\Pictures\school.jpg**School Plan 2016** |  |
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| **Strategic direction 1**: Building the capacity of the learner to learn. |
|  |  Off track [ ] Implementation delayed [ ] On track [ ]  |
| **2015** | TERM 1 | TERM 2 | TERM 3 | TERM 4 |
| **PROCESS**  | **MID TERM** | **END TERM** | **MID TERM** | **END TERM** | **MID TERM** | **END TERM** | **MID TERM** | **END TERM** |
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| 1. Enhance opportunities in the classroom for visible feedback to students around the learning process. | Planning for 2016Teachers surveyed on their current knowledge of visible learning and feedback. | Staff development continues around the nature and implementation of visible feedback in a classroom. | Staff develop an observation lesson and criteria for feedback on student learning using Big Write.  | Peer lesson observations and feedback through professional dialogue.  | TPL around enhancing feedback to students. Peer lesson observations and feedback through professional dialogue.  | Staff sharing and communication on their feedback lesson | Teachers plan for the next step in the Visible Learning project. | Teachers report an increased use of quality feedback in the classroom for enhanced student learning. |
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| 2. Build the capacity of students to identify, monitor and track their individual learning profiles. | Student and Teacher relationships are established in the classroom. | Students write specific individual goal statements.  | Survey students on the type of feedback helpful for learning. | Stages monitor feedback processes around student goals. | Students review their new goals for Semester 2 based on student reports. | Staff professional dialogue and sharing ideas for enhanced student feedback. | Students complete a self- assessment on progress towards their annual goals. | Students report an increase in their ability to plan and monitor their own learning. |
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| 3. Ensure school practices and structures are effectively engaging students in learning and education. | Student IEP’s and PLP’s are developed and communicated to parents. Learning Support aligned to student needs. | Meetings of teaches and SLSO’s to clarify learning and classroom expectations.  | Differentiated reading and numeracy programs including GATS.  | TPL on enhancing student engagement. | GRIP Leadership program for Yr 6 students.  |  | Transition 6 to 7.Parent feedback surveys completed.  | Student surveys demonstrate an increase in student engagement. |
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| **Evaluation**  |
| Evaluation processes and impact assessment | Teacher surveys  | Student Goals written | Lessons developed | Peer lessons observed | Review of Semester Student reports and scatter sheets. | Student surveys | Parent surveys | Annual Milestone |
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| **Resources**  |
| Monitoring efficient and effective use of resources | Integration / RAM$53020 | Integration / RAM$53020 | TPL Funds 0.5 per teacher. $6000$53020 | Integration / RAM$53020TPL $4800 | Integration / RAM$53020Grip –student subsidy .$400 | Integration / RAM$53020TPL $4800 | Integration / RAM$53020 | Annual Milestone |
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| **Strategic direction 2**: Building individual leadership capacity. |
|  |  Off track [ ] Implementation delayed [ ] On track [ ]  |
| **2015** | TERM 1 | TERM 2 | TERM 3 | TERM 4 |
| **PROCESS**  | **MID TERM** | **END TERM** | **MID TERM** | **END TERM** | **MID TERM** | **END TERM** | **MID TERM** | **END TERM** |
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| 1. Develop organisational structures and practices to assist teachers to monitor and implement Professional learning Plans | Collaboratively develop and articulate professional goals and the strategies and support required to achieve. | Staff meet in identified goal teams and plan collegial support strategies. Review meeting with supervisors. | Teachers work in aligned performance teams to monitor individual targets.  | Mid year review and self assessment of goals and progress. | Teaches and supervisors negotiate classroom observation schedules and criteria. | Teachers work with teams to support their goal achievement. | Annual review process is implemented. Feedback to teachers is provided.  | Annual MilestoneStaff have identified their achievements and future directions |
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| 2. Align whole school literacy practices focussed on Focus for Reading (K)and Big Write( 1-6) | Kinders commence training on L3. Staff meeting Big Talk. 1 – 6 baseline recount. Big Write sharing afternoons (Weeks 3,6,9)  | Prof.Dev Day 2 Big Write – Stage 1 team. CTJ using baseline recount and continuum markers. | Assessment reflects focus for grades. SDD Big Write. Staff meeting W 4 - Vocab. Persuasive writing text sample. | Big Write sharing afternoons (Weeks 3,6,9)Staff meeting Week 4 - Connectives | Staff meeting Week 4 - OpenersBig Write sharing afternoons (Weeks 3,6,9) | Staff meeting Week 4 - Punctuation | Whole school baseline work sample recount.CTJ using baseline recount and continuum markers. | Annual MilestoneStaff meeting Week 8 Reflection and forward planning. |
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| 3. Align whole school mathematical practices to the BOS Mathematics Syllabus. | Revisit and review maths program to ensure syllabus alignment. Staff meeting maths focus. | Survey staff re use of Mathletics and TPL direction. Mathletics Inservice | Review of assessment practices for Semester 1 Reports – Assessment for Learning | Reporting to parents using data and assessment. | Support for students realigned to reflect identified need. | NAPLAN results reviewed by staff. Key focus areas identified. | Review of assessment practices for Semester 2 Reports | Annual MilestoneTeaching and learning reflects BOS syllabus content. |
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| **Evaluation** |
| Evaluation processes and impact assessment |  | Review of teaching programs | Professional Plans developed | Reports based on valid assessment sources. | New support timetables. | Naplan review | Policy implemented | Annual Milestone |
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| **Resources** |
| Monitoring efficient and effective use of resources |  | Big Plans $800$1600 Exec$4500 SDD | $4000 | $3200Big Plans $800 |  | $4800Big Plans $800 | CTJ $4000Big Plans $800 | Annual Milestone |
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| **Strategic direction 3**: Implementation and progress monitoring |
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| **PROCESS**  | **MID TERM** | **END TERM** | **MID TERM** | **END TERM** | **MID TERM** | **END TERM** | **MID TERM** | **END TERM** |
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| 1. Developing with the school community, effective and inclusive communication processes. | Feedback from parents is utilised to direct communication strategies. Parents surveyed re meeting topics. | SLSO updating website each week. Parents informed of IEP and PLP strategies. Essential Conversations setup. Parent social media talk. | Parent Courses conducted in and Reading and Big Write. Social Media for Parents. | Reporting to Parents is enhanced with specific information on student learning progress and needs. | Parent Info - History / Geography syllabus for parents | Parent surveyed re communication strategies being used. Data Reviewed.School excellence Framework parent forum. | Reporting to Parents is enhanced with specific information on student learning progress and needs. | Annual MilestoneParents report positive feedback around school communication. |
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| 2. Effectively implement the BOS Syllabus documents History and Geography. | Each staff to have copy of syllabus. Committee formed. Atlas resource demonstrated | Staff development around syllabus. History unit for Term 2 planned. | Staff trial unit of work. Staff meeting. | Staff Development on scope and sequence. Alignment of excursions. | Professional development Geography syllabus.Unit for each grade developed. | Staff trial unit of work. Parent workshop re syllabus changes | Staff share unit of work. Staff meeting. | Annual Milestone.Scope and sequence and one unit for each of History and Geography. |
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| 3.Enhance student understandings of what it means to be a global citizen. | Sustainability lessons for Yrs 1 -6.BYOD Stage 3. Parent Workshop. | Tell Them from Me Survey students. Whole School Harmony Day.  | Peer Support K- 6Grades nominate community project focus. | NAIDOC Day celebrations.Staff attend Leader in Me Conference | Participation in the Youth Environmental Council | Participation in the Schools Excellence Framework Consultation for parents. |  | Annual Milestone |
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| **Evaluation** |
| Evaluation processes and impact assessment |  | Number of IEP’s and PLP’s communicated |  |  |  |  |  | Annual Milestone |
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| **Resources** |
| Monitoring efficient and effective use of resources |  | $3800 | $800 | $1000 | $1600 | $800 | $1600 | Annual Milestone |
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| **Key funding initiatives**: progress monitoring of initiatives, impact and resources |
|  |  Off track [ ] Implementation delayed [ ] On track [ ]  |
| **2015** | TERM 1 | TERM 2 | TERM 3 | TERM 4 |
| **KEY INITIATIVES** | **MID TERM** | **END TERM** | **MID TERM** | **END TERM** | **MID TERM** | **END TERM** | **MID TERM** | **END TERM** |
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| 1. Aboriginal background funding | PLP’s are developed for each child and communicated to parents. | Meeting with parents. Support programs for students with identified learning needs timetabled. | Case meetings for OHC students.Student input into NAIDOC Day. | Semester1 reports. Review PLP’s for each child. Communicate with parents. | Support for students with identified learning needs timetabled. |  | Semester 2 results. Review PLP’s for each child. Communicate with parents. | Annual MilestoneStudents are achieving at stage appropriate levels. |
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| Evaluation processes and impact assessment | PLP’s communicated and signed by parents. | Case management | Case management  | PLP’s communicated and signed by parents. |  |  |  |  |
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| Resources $ 20180 | $2522 | $2522 | $2522 | $2522 | $2522 | $2522 | $2522 | $2522 |
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| 2.English language proficiency funding | PLP’s are developed for each child and communicated to parents. | Meeting with parents. Support programs for students with identified learning needs timetabled. | Professional development for staff as identified NESB profiles | Semester1 reports. Review PLP’s for each child. Communicate with parents. | Support for students with identified learning needs timetabled. | Professional development for staff as identified. | Semester 2 results. Review PLP’s for each child. Communicate with parents. | Annual MilestoneStudents have made progress towards achieving stage appropriate levels. |
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| Evaluation processes and impact assessment | PLP’s communicated and signed by parents. |  |  | PLP’s communicated and signed by parents. |  | TPL online programs |  |  |
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| Resources $30281.58 | $3785 | $3785 | $3785 | $3785 | $3785 | $3785 | $3785 | $3785 |
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| **2015** | TERM 1 | TERM 2 | TERM 3 | TERM 4 |
| **KEY INITIATIVES** | **MID TERM** | **END TERM** | **MID TERM** | **END TERM** | **MID TERM** | **END TERM** | **MID TERM** | **END TERM** |
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| 3. Socio-economic background funding | Students provided with Bookpacks and resources as required. | Funding utilised to support engagement with educational excursions.PLP development Attendance monitoring. | Strategies in place to support Mathletics homework and BYOD initiatives. | Semester 1 reports and scatter sheets are used to revise PLP’s and support programs.Attendance monitoring. | Major Excursion support | Semester 1 reports and scatter sheets are used to revise PLP’sAttendance monitoring. | Semester 2 reports and scatter sheets are reviewed. Transition programs implemented. | Annual Milestone |
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| Evaluation processes and impact assessment | Numbers resourced |  |  |  |  |  |  |  |
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| Resources  | $4473 | $4473 | $4473 | $4473 | $4473 | $4473 | $4473 | $4473 |
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| 4. Low level adjustment for disability funding | PLP’s are developed for each child and communicated to parents. Professional Development on Disability Standards.SLSO Classroom Support is timetabled for the year. | PLP’s are supported through targeted programs with SLSO staff. LAST input on differentiation. | Case management meetings are conducted as required. Review of funding profiles. | Semester 1 reports and scatter sheets are used to revise PLP’s and support programs. | Ongoing professional development of teacher and SLSO staff as needed. | Semester 1 reports and scatter sheets are used to revise PLP’s | Semester 2 reports and scatter sheets are reviewed. Transition programs implemented. | Annual Milestone |
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| Evaluation processes and impact assessment | PLP’s developed and communicated |  |  |  |  |  |  |  |
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| Resources  | $5733 | $5733 | $5733 | $5733 | $5733 | $5733 | $5733 | $5733 |
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| **2015** | TERM 1 | TERM 2 | TERM 3 | TERM 4 |
| **KEY INITIATIVES** | **MID TERM** | **END TERM** | **MID TERM** | **END TERM** | **MID TERM** | **END TERM** | **MID TERM** | **END TERM** |
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| 5. Support for beginning teachers | Beginning Teachers identified under new staffing process. | Mentors established. In school induction.Additional RFF organised. | Mentors monitor PDP of beginning teachers.Accreditation processes commence | Assistance with student reports.Midyear debrief of PDP’s. | Classroom lesson observations.  | Review of PDP.Accreditation Monitoring |  | Annual Milestone |
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| Evaluation processes and impact assessment |  | Mentors established. Program of support mapped |  | Self evaluation |  |  |  |  |
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| Resources $38870 | $5000 | $5000 | $5000 | $5000 | $5000 | $5000 | $5000 | $38870 |
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| 6. Other key school operational area **Science** | Staff meeting to develop K-6 Science plan – increase understandings and implement new syllabus. | Staff write, deliver and evaluate a quality unit in each stage. | Whole school Science Focus Day. | Analysis of NAP – SL data. Report to staff. Focus on embedding “working scientifically”. | Focus day. | Units of work for each stage continue to be developed. | Evaluation of teacher understandings, success of focus days and student engagement. | Annual Milestone |
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| Evaluation processes and impact assessment |  |  |  |  |  | 2 units per stage completed. |  |  |
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| Resources ($ value) |  | $1200 | $600 |  | $600 | $1200 |  |  |
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