

# School plan 2018-2020

## Blackwell Public School 4559



# School background 2018–2020

## School vision statement

**Blackwell Public School strives to develop lifelong learners and effective citizens through quality education programs within a dynamic, nurturing and inspiring community.**

## School context

**Blackwell had 660 students enrolled in 26 classes. Our school operates in stage groups. Blackwell offered a wide range of curricula choices including sports, guitar, martial arts, debating, public speaking, choir and dance groups. We also have a strong, positive student welfare policy that supports all our students and families. Up to date technology including Smart boards, laptops and I-pads are an integral part of the day-to-day learning of our students. Our school is well established with attractive surrounds and ample opportunities for creative play.**

## School planning process

### **School planning process**

**The School community has undergone a rigorous review of last three year strategic plans.**

**Recommendations have been made by each committee re programs and focuses that need to continue into current plans**

**Refinements have been made to policies and programs to meet current departmental guidelines**

**Surveys have been conducted using School Excellence Frameworks re rewriting the school focus 2017–2018**

**Staff, students and parents have completed the Tell Them From Me surveys and data analysed to inform decisions.**

**P&C have been extensively consulted re their priorities and recommendations.**

**Executive staff has worked with department leaders to look at school data and school needs. New committees have been established to look at plans and implementation.**

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Learning– Promote successful and engaged learners.

### Purpose:

To foster a love of learning and to become confident, creative and critical problem solvers who demonstrate resilience and independence to pursue their potential as life long learners, leaders and informed global citizens.

Students will become successful learners who demonstrate engagement, focus and collaboration to communicate their ideas to make sense of a 21st century world.

## STRATEGIC DIRECTION 2

Teaching– Promote literacy and numeracy understandings and skills within a dynamic contemporary curriculum.

### Purpose:

To empower students to become creative and dynamic learners with the capacity to effectively apply literacy and numeracy skills to meet contemporary demands.

Students need to be given access to a contemporary future focussed learning environment where literacy and numeracy skills are developed through quality teaching and learning opportunities.

## STRATEGIC DIRECTION 3

Leading – Promote quality professional practices.

### Purpose:

To develop a school culture that embeds and implements explicitly targeted and engaging professional learning and leadership practices so that all students are provided with opportunities to reach their full potential.

To build capacity in the teaching staff through professional learning to ensure quality teaching remains a focus of our pedagogy. To improve teacher understanding of The Teaching Standards and how they inform practices and improved student outcomes.

# Strategic Direction 1: Learning— Promote successful and engaged learners.

## Purpose

To foster a love of learning and to become confident, creative and critical problem solvers who demonstrate resilience and independence to pursue their potential as life long learners, leaders and informed global citizens.

Students will become successful learners who demonstrate engagement, focus and collaboration to communicate their ideas to make sense of a 21st century world.

## Improvement Measures

Student data ie NAPLAN, Plan, Best Start and Benchmarking results show growth in value added .

Pre and post testing is used to assess learning outcomes in the classroom

STEPS initiatives are devised to target better able students.

Surveys such as Tell Them From Me indicate continued school satisfaction

Data and evidence gathered using "School Excellence Framework" indicated the school is moving towards excellence in .....

Parent participation in workshops on "writing" and "problem solving" are well attended.

Surveys and data indicate peer tutoring programs are effective K–6.

Staff and students are competent in demonstrating mastery of key learning skills.

## People

### Students

Continue to implement differentiation strategies within each key learning area.

Target and track our better able students using various forms of data to ensure value added

Student behaviour is responsive to current teaching strategies'

Rewards for positive behaviours continue to be effective with "gold star" pins trialled

Ensure support in place for those students with identified learning need both in the classroom and in social settings.

### Staff

Implement school structures ie composite classes to support our more able students.

Provide additional support for students with identified needs.

"Criteria for success" and "learning intentions" are explicitly taught

Refine existing methods of data collection and collation of evidence to provide explicit lesson delivery.

Research into "high impact, low cost" tools are investigated and trialled.

### Leaders

Explore and implement programs and strategies to improve delivery of explicit teaching aimed at our more able students.

## Processes

Create an environment that promotes learning and high levels of student engagement

Continue to develop our assessment toolkit looking at collection of specific evidence.

Provide opportunities to build strong, teacher collaboration.

Set high expectations for student achievement which are communicated to all

Provide opportunities for stages to share effective resources and strategies.

Utilise links with our STEPS schools to look at G&T programs.

Collect and use data to provide direction for school and class targets in literacy –writing and numeracy– problem solving.

Analyse and evaluate school and department data to identify specific cohorts.

Continue to build a shared responsibility for evidence gathering and interpretation.

Provide opportunities for professional research and action plans on "value added" strategies and projects.

"Learning to learn" and "Mastery learning" are a focus for staff implementation.

## Evaluation Plan

Identify explicit whole school goals that are embedded across stages

Whole school planning days and staff

## Practices and Products

### Practices

Collect and analyse a variety of effective evidence/ data to identify student needs.

Employ literacy leader to support Writing K–6 and Words their Way

Peer tutoring is conducted in an organised, efficient manner across school.

Implement criteria based assessment tasks and use of moderators to inform decisions on programs and projects.

Use team teaching model for best practices and setting of school goals.

Classroom observations and demonstrations focus on effective giving and receiving of feedback.

Use explicit instruction to show students what success looks like and breaking down these steps to achieve success.

Develop exemplars of success which are on prominent display.

Use peer coaching and support programs to model effective feedback techniques.

### Products

Student engagement is maximised.

Staff confident in delivery of high interest programs.

Programs display clear evidence of differentiation.

# Strategic Direction 1: Learning— Promote successful and engaged learners.

## People

Develop school resources and expertise in staff to deliver specific programs and projects to engage students.

Share work sample and moderators to ensure expectations are consistent and that there is a culture of high expectations

### Parents/Carers

Develop competence and confidence in parents to support school based programs and projects.

Raise awareness with specific school goals and targets for our students.

Parents have realistic high expectations for their children.

Parents are consulted on student behaviour policies and procedures and are in accord with school protocols.

Communication is open, regular and effective.

### Community Partners

Continue to build links within our STEPS Learning Community that focus on student outcomes.

Refine and support existing STEPS programs.

Develop new projects that foster our more able students

Transition programs pre and post Blackwell are timely, effective and provide the necessary support for parents and students to access the next level of their educational

## Processes

meetings are used to plan, discuss, support and evaluate progress towards achieving goals.

Peer coaching and support ensures that individual teachers can effectively apply professional learning in the classroom.

Develop accessible teaching templates to show differentiation in lessons and assessments

## Practices and Products

Data is used to drive T/L programs

Explicit displays of learning progress in literacy and numeracy on display in classrooms to encourage high expectations

Assessment tasks used for consistency of teacher judgement.

Common set of guide lines in place that reward positive behaviour and has clear guidelines when responding to negative behaviours

Easily accessible platforms are in place to share resources

# Strategic Direction 1: Learning— Promote successful and engaged learners.

<b>People</b>
settings.
<b>People</b>

# Strategic Direction 2: Teaching– Promote literacy and numeracy understandings and skills within a dynamic contemporary curriculum.

## Purpose

To empower students to become creative and dynamic learners with the capacity to effectively apply literacy and numeracy skills to meet contemporary demands.

Students need to be given access to a contemporary future focussed learning environment where literacy and numeracy skills are developed through quality teaching and learning opportunities.

## Improvement Measures

- EVERY child has value-added results in NAPLAN
- 70% of student in the top two bands in Year 3 NAPLAN in Writing
- 25% of student in the top two bands in Year 5 NAPLAN in Writing
- 50% of student in the top two bands in Year 3 NAPLAN in Number
- 25% of student in the top two bands in Year 5 NAPLAN in Number
- 90% of staff confident in implementing “Words Their Way”
- 80% increase in teachers confident in implementing “Words Their Way” and “7 Steps to Writing”
- Well attended parent participation in school led workshops in literacy and numeracy

## People

### Students

- Explicit and consistent teaching and learning K–6 in literacy effectively developing the knowledge, understanding and skills of all students, including Aboriginal Students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate such as “Words Their Way” and “Seven Steps to Writing” resource
- Explicit and consistent teaching and learning K–6 in numeracy effectively developing the knowledge, understanding and skills of all students, including Aboriginal Students, using evidence-based teaching practices and innovative delivery mechanisms in the area of problem solving.

### Staff

- Improving teaching methods in spelling, writing and numeracy, through professional learning activities focused on building teachers’ understandings and capacity of effective teaching strategies in these areas and collecting evidence to show student growth

### Leaders

- Employ a “Literacy Leader” K–6 to develop consistent, high quality practices through collaborative planning, teaching and assessment of spelling including phonics, phonemic awareness and vocabulary through “Words Their Way” and “Seven Steps to Writing success” resource.
- Employ consultant Carol Spencer to build capacity of teachers to develop deep knowledge in her implementation

## Processes

### Literacy

- Employ a “Literacy Leader” K–6 to; develop high quality practices in the planning, teaching and assessment of spelling including phonics, phonemic awareness and vocabulary through “Words Their Way”
- Teachers liaise and collaboratively plan with Literacy Leader PL for all staff in “Words Their Way”, grammar and “7 Steps to Writing”.
- Implement and evaluate DEC developed English scope and sequence by explicitly programming elements of grammar across all areas of literacy, especially spelling, grammar and writing
- Staff engage in collaborative practices so that the skills and language of spelling, grammar and writing are embedded K–6
- Build a collaborative responsibility for student learning and success with high levels of community engagement through spelling and writing workshops
- Stocktake and purchase reading resources where it is needed

### Numeracy

- Comprehensive NAPLAN analysis of data and trends, pre and post assessments
- Professional Learning in stage “Key Skills” and collaboratively developing pre and post assessments for each concept taught.
- Findings used effectively to steer teaching and learning programs to monitor, track and report on student

## Practices and Products

### Practices

#### Professional Standards

2.5.3 Support colleagues to implement effective teaching strategies to improve students’ writing and number achievement through improved NAPLAN results

7.3.4 Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children’s learning and in the educational priorities of the school.

7.4.2 Participate in professional and community networks and forums to broaden knowledge and improve practice.

#### Practices

Explicit teaching and learning programs in spelling and writing.

Writing assessments, pre and post assessments developed for consistent teacher judgement and collaborative programming.

Explicit teaching and learning programs in numeracy, developing concepts and problem solving.

Numeracy assessments, pre and post assessments developed for consistent teacher judgement.

Online and school resources used to support students, teachers and parents in classroom delivery in numeracy.

# Strategic Direction 2: Teaching– Promote literacy and numeracy understandings and skills within a dynamic contemporary curriculum.

People	Processes	Practices and Products
<p>of her program “A Learning Place” and to work collaboratively with classroom teachers in the area of problem solving.</p> <ul style="list-style-type: none"> <li>The school “Teaching” team demonstrates instructional leadership in writing and spelling, promoting and modelling effective, evidence based practice.</li> </ul>	<p>performance</p> <ul style="list-style-type: none"> <li>Staff engage in PL with expert, Carol Spencer/expert teachers, and observing colleagues to ensure the quality, consistency and sustainability of whole-school “A Learning Place” maths program</li> <li>Build a collaborative responsibility for student learning and success with high levels of community engagement through numeracy workshops</li> <li>Stocktake and purchase numeracy resources where it is needed</li> </ul>	<p><b>Products</b></p> <ul style="list-style-type: none"> <li>Successful Literacy Leader programs modelled/guided in classrooms</li> <li>Blackwell Public School K–6 Scope and Sequence in spelling and writing.</li> <li>K–6 Maths program from “A Teaching Place”.</li> <li>Staff survey on the whether the Literacy Leader has built their own capacity to deliver quality spelling and writing programs</li> </ul>
<p><b>Parents/Carers</b></p> <ul style="list-style-type: none"> <li>The school establishes active partnerships and works collaboratively to ensure continuity of writing, spelling and numeracy for students.</li> <li>There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.</li> <li>Staff to observe “expert teachers” e.g. supervisors to model quality maths sessions to demonstrate explicit teaching and problem solving.</li> </ul>	<p><b>Evaluation Plan</b></p> <p><b>Teaching Committee</b></p> <ul style="list-style-type: none"> <li>The “Teaching Team” will collaborate to review implementation and progress of the teaching plan.</li> <li>All staff access, use and implement the spelling, grammar, writing and numeracy programs developed.</li> <li>Teachers contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice</li> </ul>	<ul style="list-style-type: none"> <li>School employed “Literacy Leader” embedding and developing high quality practices in the planning, quality teaching, learning and assessment of spelling through “Words Their Way” and using “Seven steps to Writing” resource</li> <li>NAPLAN analysis of spelling, writing and number</li> <li>Staff reflecting and reporting on their own learning in spelling, grammar, writing and numeracy</li> <li>School programs in spelling, grammar, writing and literacy evident in classrooms with increased teacher confidence deliver programs</li> </ul>
<p><b>Community Partners</b></p> <ul style="list-style-type: none"> <li>Curriculum provision is enhanced by learning alliances with other schools and organisations.</li> </ul>		

# Strategic Direction 3: Leading – Promote quality professional practices.

## Purpose

To develop a school culture that embeds and implements explicitly targeted and engaging professional learning and leadership practices so that all students are provided with opportunities to reach their full potential.

To build capacity in the teaching staff through professional learning to ensure quality teaching remains a focus of our pedagogy. To improve teacher understanding of The Teaching Standards and how they inform practices and improved student outcomes.

## Improvement Measures

### Increased student engagement and success.

- All students using criteria for success,
- All teachers provide quality feedback to students and students using this to improve their learning
- Teacher talk is minimised with more student talk accounting for at least 50% of the lesson.

### Increased teacher capacity to understand and link the professional standards to their teaching programs.

- All teachers use the Teaching Standards to develop quality, differentiated programs and self reflection of their practice.
- All staff have participated in professional learning on Feedback and effective practices that improve student outcomes. Development of strategies observed within all classrooms.

## People

### Staff

Teachers understand, use and implement the professional standards in maintaining accreditation.

Active involvement and engagement in planning individual and school professional learning to improve their performance.

Use CESE site / Teaching Standards in Action to complete Feedback course.

Give feedback, share and demonstrate expertise with colleagues.

Analyse/ observe specific teaching strategy eg. teacher talk, to inform improved teaching

### Leaders

Organise, encourage and give feedback to staff on their professional learning and performance.

Promote and model professional learning strategies eg. action learning, instructional rounds, learning walks.

Develop leadership skills in staff which will promote succession planning, distributed leadership and best practice

Encourage professional learning outside the school – use of outside agencies for registered courses. DP forward courses that are linked to PL of teachers.

Use CESE site / Teaching Standards in Action to complete Feedback course.

### Community Partners

## Processes

Process for Maintaining Accreditation explained and set up. Use visual displays/ teacher buddy to assist writing up of professional learning.

Surveys to staff for their understanding of Feedback and what they want to know and develop.

Analyse surveys and design professional development session / sessions on Feedback. Include video / youtube on what it looks like in action. Teaching Standards in Action / CESE.

Practise round using set questions in PL time. Teachers use these set questions to give Feedback on observation.

Action Learning groups, groups of teachers with same PL set up – teachers lead meeting time with research/ dialogue and direction to implement and trial in classroom / observation of practices to see if they have greater impact / feedback and further discussion to move forward. Each teacher in the group leads a session. Executive will model 1st session then make a roster to lead group meetings. These meetings will be part of TPL sessions on Wednesday so it is more personalised individual and at teacher's point of need.

Use of Feedback Observation Framework by all teachers.

Collaborative team planning and leading of professional development from staff with expertise.

Students will show higher engagement in meaningful lessons in the classroom.

## Practices and Products

### Practices

#### 6.2.2

Staff understands the importance of feedback on their practice and use it to improve their teaching and thus, the learning of their students.

#### 6.1.2; 6.3.2; 6.3.3

Procedures established for Maintenance of Accreditation, Classroom Observation, and Feedback.

Initiate and engage in professional discussion with colleagues to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.

### Products

#### 6.3.2

All staff complete a PDP aligned to teaching standards which are designed collaboratively and supported by executive.

#### 6.3.3

All staff participate in professional discussion and lead a group discussion which is related to one of their PDP goals.

Action Learning groups, teaching rounds, instructional walks are researched and procedures begun to implement this type of professional learning into school processes and procedures.

Staff will attend/ complete 1 registered

# Strategic Direction 3: Leading – Promote quality professional practices.

## Improvement Measures

–Each teacher is involved and participates in a professional learning group that is relevant to their own individual professional need as well as within school directions.

## People

Engage in Network meetings or Instructional Teaching Walks with other schools, STEPS Learning community

## Processes

Using Standards to develop deeper understanding continued in programming and maintenance.

## Evaluation Plan

Survey staff pre and post Feedback implementation

Classroom blue slips – number decreased across stages.. Collate each term. Compare term results

Staff completing maintenance of accreditation reports — DP review each staff member's reports half yearly and yearly.

All staff giving and receiving feedback – put into Professional learning folder as documentation and area for moving forward..

Feedback about team and PL groups – what is working, what is not – PMI chart.

## Practices and Products

course over the year, complete report on it and implement skills / strategies from that course.

### **Newly embedded practices and how they are integrated with our purpose.**

Staff is reflecting and reporting on their own learning.

Ongoing, sustained and differentiated teacher professional learning to build capacity at all levels of experience.

# Strategic Direction 1: Learning– Promote successful and engaged learners.

2018

Project Leader/s: Kris Hudswell and Rod Woolard

Off track 

Implementation Delayed 

On track 

**Process 1:** Create an environment that promotes learning and high levels of student engagement

Continue to develop our assessment toolkit looking at collection of specific evidence.

Provide opportunities to build strong, teacher collaboration.

Set high expectations for student achievement which are communicated to all

Provide opportunities for stages to share effective resources and strategies.

Utilise links with our STEPS schools to look at G&T programs.

Collect and use data to provide direction for school and class targets in literacy –writing and numeracy– problem solving.

Analyse and evaluate school and department data to identify specific cohorts.

Continue to build a shared responsibility for evidence gathering and interpretation.

Provide opportunities for professional research and action plans on "value added" strategies and projects.

"Learning to learn" and "Mastery learning" are a focus for staff implementation.

Milestone	Activities	Resources	Evaluation
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# Strategic Direction 1: Learning– Promote successful and engaged learners.

2018		Project Leader/s: Kris Hudswell and Rod Woolard		Off track 	Implementation Delayed 	On track 
  	MID TERM 1	<p>1 Analysis of Best Start and school data to ensure LSTeam targets those students in need with literacy /numeracy support.</p> <p>2 Class structures in place to support students</p> <p>3 Code of Conduct refined and sent out</p> <p>4 Licences, classroom expectations and point system revisited and communicated to all</p> <p>5 Social skills programs in place and students selected on needs basis.</p> <p>5 IEPS and PLPs developed and communication with parents</p> <p>6 Goal setting?????learning intentions and criteria for success</p> <p>7 Stage Targets set in literacy and numeracy</p> <p>8 Peer tutoring with Stage 1 and Stage 3 to commence week 3 Robin to act as liaison</p> <p>9 Stage planning opportunities with literacy leader</p> <p>10 TOPSTEPS</p> <p>11 Evidence of T/L Program Differentiation</p>	<p>Best Start data</p> <p>Benchmarking</p> <p>TEN data</p> <p>Readings from "What Works Best– Evidence Based Practices"</p> <p>utube and videos from John Hattie, Sue Larkey, Tony Attward, Dylan William and TED</p>	<p>Social skills programs have been extended to 2 days to meet the growing demands on number of students identified</p> <p>TEN training identified as a staff need concerns re number of year 2 students still below in emergent and perceptual bands</p> <p>Increase number of students with referrals to counsellor–prioritise students from Stage 3 down</p> <p>Peer tutoring effective between year 1 and stage 3 thanks to staff</p> <p>Discipline and classroom management procedures appears to be effective but a number of high needs students 5, requiring intensive support to operate in mainstream</p>		
  	END TERM 1	<p>involvement in TOPSTEPS resources and stimulus</p> <p>GAT Maths at Erskine Park rod coordinating</p> <p>Privilege Day activities for each stage</p> <p>Evaluation of our planning days this term</p> <p>Peer tutoring review</p> <p>NAPLAN preparation for selected students</p> <p>Staff inserviced re delivery NAPLAN</p> <p>Inservice feedback on Dyslexia and Tony Attword</p> <p>Continuation with T/D at staff meetings– Collaboration and High Expectations</p> <p>Students on social skills reviewed</p> <p>Options for self direction of staff professional learning– Kellie ,TEN training</p>	\$5000 for budget allocated			
  	MID TERM 2	<p>SCOUT training for executives</p> <p>TEN practices implemented across Stage 1 classes Collect, collate and analysis data.</p> <p>Set high expectation in literacy What will this look like? How will we achieve Targets??</p> <p>Review IEPs for identified students</p> <p>Consult re Aboriginal students/parents and their goals identified in PLPs</p> <p>Explicit teaching reading discussion and plans for implementation</p> <p>Use of data to drive T/L programs</p>	\$5000 allocated			

# Strategic Direction 1: Learning– Promote successful and engaged learners.

2018		Project Leader/s: Kris Hudswell and Rod Woolard		Off track 	Implementation Delayed 	On track 
  	END TERM 2 <b>MID-YEAR REFLECTION</b>					
  	MID TERM 3	GAT students tracked and pathways discussed Social skills program evaluated Wellbeing procedures for staff and students Effective feedback reading and discussion	\$5000 allocated			
  	END TERM 3					
  	MID TERM 4					
  	END TERM 4 <b>ANNUAL MILESTONE</b>					

# Strategic Direction 2: Teaching– Promote literacy and numeracy understandings and skills within a dynamic contemporary curriculum.

2018

Project Leader/s: Fiona Cooke and Deanne Witchard

Off track  Implementation Delayed  On track 

## Process 1: Literacy

- Employ a “Literacy Leader” K–6 to; develop high quality practices in the planning, teaching and assessment of spelling including phonics, phonemic awareness and vocabulary through “Words Their Way”
- Teachers liaise and collaboratively plan with Literacy Leader PL for all staff in “Words Their Way”, grammar and “7 Steps to Writing”.
- Implement and evaluate DEC developed English scope and sequence by explicitly programming elements of grammar across all areas of literacy, especially spelling, grammar and writing
- Staff engage in collaborative practices so that the skills and language of spelling, grammar and writing are embedded K–6
- Build a collaborative responsibility for student learning and success with high levels of community engagement through spelling and writing workshops
- Stocktake and purchase reading resources where it is needed

Milestone	Activities	Resources	Evaluation
   MID TERM 1	<p>1 Appoint Literacy Leader Kelli to support staff with delivery of quality writing pieces</p> <p>2 Stage planning end of 2017 to look at themes and writing focus semester 1</p> <p>3 Team teaching for Yr 3 and Yr 5 Semester 1</p> <p>4 Assessment pieces used to compare growth and evidence of successful delivery</p> <p>5 Support given to teachers to implement Words their Way in classrooms</p> <p>Numeracy</p> <p>1 Scope and sequence revisited</p> <p>2 Identification of students Stage 1 using TENS criteria</p> <p>3 SENA testing</p> <p>4 Assessment tasks designed for pre and post testing of concepts to encourage CTJ</p> <p>5 Outcomes and skills used for learning intentions and criteria for success</p> <p>6 Carol Spencer to provide PL to new staff to bring them up to speed with A Learning Place program</p> <p>7 PL afternoon for all staff with Carol Spencer on Differentiation</p>		<p>Literacy</p> <p>Literacy leader Kellie has established a collaborative relationship with Stage 2 and 3 teachers to deliver a persuasive devices and sentence structure writing program. Pre – assessment tasks were set to use at the end of the program to collate evidence, compare growth and ensure consistent teacher judgement. She has supported new and less confident staff to incorporate Words their Way into class programs – guiding teachers on test results, student groupings and understanding word sorts.</p> <p>Numeracy</p> <p>Scope and sequences distributed to class teachers.</p> <p>Carol Spencer delivered informative and useful workshops to new staff enabling them to gain a deeper understanding of the philosophy , workings and delivery of A learning Place.</p> <p>Majority of stages have established pre and post testing of maths concepts.</p>
   END TERM 1	<p>Literacy</p> <p>1 Use stage planning time collaboratively to drive the direction of the writing program</p> <p>2 Staff workshops offered in identified areas of need – Eg Spelling Words their Way, Reading Running Records, Comprehension strategies</p> <p>3 Direction set for literacy leader next term</p> <p>Numeracy</p> <p>1 To inform and upskill parents via the fortnightly POST and /or on Facebook (videos) what is being taught in each stage.</p> <p>2 Stocktake class maths tubs and purchase resources where required</p> <p>3 Staff workshops offered in numeracy Eg SENA testing, TENS</p>		<p>Literacy</p> <p>Stages reflected during planning time on the effectiveness of the team teaching program with the literacy leader– where to next, any adjustments to improve delivery/understandings etc</p> <p>Numeracy</p> <p>Some stages have successfully uploaded videos to the closed Stage groups on Facebook to educate parents on different aspects of mathematics being taught. Eg Place value, addition and subtraction strategies, multiplicative place value. This information has also been added to fortnightly POST items. An order has been placed ensuring all classes have the appropriate equipment in their class maths tub.</p>

## Strategic Direction 2: Teaching– Promote literacy and numeracy understandings and skills within a dynamic contemporary curriculum.

2018

Project Leader/s: Fiona Cooke and Deanne Witchard

Off track  Implementation Delayed  On track 

  	MID TERM 2	<p>Literacy</p> <ol style="list-style-type: none"> <li>1 View and purchase reading resources to replenish stage libraries</li> <li>2 NAPLAN marking used for criteria and consistency when analysing writing post tests</li> <li>3 Expose and inform staff of online programs for reading/comprehension Eg Epic</li> <li>4 Investigate Literacy progressions and tracking</li> <li>5 Continue to reflect and adjust team teaching program with literacy leader</li> </ol> <p>NUMERACY</p> <ol style="list-style-type: none"> <li>1 All stages to develop pre and post testing for maths concepts</li> <li>2 Stages analyse post tests to ensure CTJ for assessment and reporting</li> <li>3 Investigate numeracy progressions and tracking</li> </ol>		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 <b>ANNUAL MILESTONE</b>			

### Process 2: Numeracy

- Comprehensive NAPLAN analysis of data and trends, pre and post assessments
- Professional Learning in stage “Key Skills” and collaboratively developing pre and post assessments for each concept taught.
- Findings used effectively to steer teaching and learning programs to monitor, track and report on student performance
- Staff engage in PL with expert, Carol Spencer/expert teachers, and observing colleagues to ensure the quality, consistency and sustainability of whole-school “A Learning Place” maths program
- Build a collaborative responsibility for student learning and success with high levels of community engagement through numeracy workshops
- Stocktake and purchase numeracy resources where it is needed

Milestone	Activities	Resources	Evaluation
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		

## Strategic Direction 2: Teaching– Promote literacy and numeracy understandings and skills within a dynamic contemporary curriculum.

2018

Project Leader/s: Fiona Cooke and Deanne Witchard

Off track  Implementation Delayed  On track 

  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 <b>ANNUAL MILESTONE</b>			

# Strategic Direction 3: Leading – Promote quality professional practices.

2018

Project Leader/s: Judith Wilson and Heather Lane

Off track  Implementation Delayed  On track 

**Process 1:** Process for Maintaining Accreditation explained and set up. Use visual displays/ teacher buddy to assist writing up of professional learning.

Surveys to staff for their understanding of Feedback and what they want to know and develop.

Analyse surveys and design professional development session / sessions on Feedback. Include video / youtube on what it looks like in action. Teaching Standards in Action / CESE.

Practise round using set questions in PL time. Teachers use these set questions to give Feedback on observation.

Action Learning groups, groups of teachers with same PL set up – teachers lead meeting time with research/ dialogue and direction to implement and trial in classroom / observation of practices to see if they have greater impact / feedback and further discussion to move forward. Each teacher in the group leads a session. Executive will model 1st session then make a roster to lead group meetings. These meetings will be part of TPL sessions on Wednesday so it is more personalised individual and at teacher's point of need.

Use of Feedback Observation Framework by all teachers.

Collaborative team planning and leading of professional development from staff with expertise.

Students will show higher engagement in meaningful lessons in the classroom.

Using Standards to develop deeper understanding continued in programming and maintenance.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	<ol style="list-style-type: none"> <li>1. Ensure all teachers have their NESAs and paid fees.</li> <li>2. Assign buddy to teachers who are new to maintenance of accreditation. Begin visual display of P Learning / have a set date and time for all staff to sit with buddy to enter first PL into site.</li> <li>3. Survey to all staff on their understanding of Feedback – observation / collate and report back to staff of findings. Directions set for PL in Feedback. Staff read research/ view You tube on Feedback.</li> <li>4. Staff complete course on Feedback (if one is available) – see dept. sites or Prof. learning that is advertised. Have staff dev. from Dept. reps. (term 2)?</li> </ol>	Readings on Feedback Internet sites NESAs site	Teachers have not been notified for payment of fees – circulated information from NESAs regarding this and of the procedures for maintenance. No annotation of PL on NESAs site as yet, so no buddies helping this. Staff meeting in week 7 looking at streamlined maintenance of accreditation youtube clip. Week 6 PL session on Feedback – "Our Journey So Far". Visible learning research, examples of what is being done at Blackwell by teachers in classroom with Learning Intentions and Success criteria. Goal for 2018 put forward and outline of where we will head. Week 7 – Leading team observing team members with Feedback/learning intentions/success criteria – analyse the data from these observations. Team meet to begin planning for Term 2. Survey Monkey set up and distributed to staff in Week 9 – complete by end of week 11. Baseline data of obs. and survey. Judith and Sharalynne – 2 staff members attending Visible Learning plus conference (John Hattie speaking day 1; action and practical activities Day 2)

# Strategic Direction 3: Leading – Promote quality professional practices.

2018		Project Leader/s: Judith Wilson and Heather Lane		Off track 	Implementation Delayed 	On track 
  	END TERM 1	<p>Staff PL on Feedback – have trial of Feedback questions and process</p> <p>PL groups set up based on Prof. leaning plans or interest are e.g amount of teacher talk in a lesson</p> <p>PDPs completed with goals – collaboratively designed and discussed with supervisor. Collation of PL across staff – organise into 'action learning teams' based on PDP goals.</p>			<p>All staff have had class observation of Feedback – amount and what type is done.</p> <p>Data analysed for directions and for evidence of value added / growth in performance and knowledge and understanding.</p> <p>Survey monkey completed by staff.</p> <p>Week 11 TPL session – results of observation data and beginning PL on what good feedback means.</p> <p>Distribution of "Spotlight – Reframing feedback to improve teaching and learning."</p> <p>Team meeting to set direction with term 2 – eg. 1 class observation in mid term 2 to observe feedback in classrooms. Compare to base data..</p> <p>Collegial discussion and reflection.</p>	
  	MID TERM 2	<ol style="list-style-type: none"> <li>1. Accreditation – all staff, once access to NESA is enabled, complete 1 annotation of professional development with buddy</li> <li>2. Collate and analyse Survey Monkey results – direction provided for Term 2/3/4. .Baseline data on teacher knowledge and understanding, impact of leading team.</li> <li>3. Professional development on what good feedback looks like in this classroom – 1 session Judith and Sharalynne develop staff in knowledge and understanding of feedback. after Visible Learning Conference. –Staff members filmed showing good practice using feedback in classroom. Tess B, Sharalynne and Jude W with Bump It Up. Begin displaying visuals for classes "I can..." Sentence Stems provided for teachers to use in rooms.</li> <li>5.A phrase a week of these stems – put in BUZZ–focus on this type of feedback for week.</li> <li>6.Team members have an allocated time in Stage meetings to discuss, share, collaborate with feedback implementation on their stage</li> <li>7. Teachers design a lesson incorporating all types of feedback – Team member observe lesson and provide feedback to teacher– Week 5/6. End term 2 lesson implemented again – showing improvement in feedback.</li> <li>8. Begin developing a common language across staff.</li> </ol>	<p>\$20000 allocation – including prof. learning and conferences; "Visible Learning Plus" Conference with John Hattie and Visible Learning team</p> <p>Observation day in Term 2 Week 5/6. – casuals to cover classes for observing teachers.</p>			
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	<p>Reflection and professional dialogue by staff on implementing feedback in classrooms.</p> <p>Professional learning session /s based on personal professional goals – set up action planning group to research/ trial/ implement and evaluate on own learning journey.</p> <p>Stage meetings – team leaders have allocated time for professional dialogue/ discussion/ 'coaching' on feedback.</p> <p>Teachers using VL visuals for feedback in classrooms.</p> <p>Outline of teaching plan to teach " feedback by students".</p> <p>Survey monkey completed again – analysis of data – what impact has feedback had on our student outcomes/ improved knowledge and understanding of feedback and its use/ implementation of Learning Intentions and success criteria.</p>				
  	MID TERM 3					

# Strategic Direction 3: Leading – Promote quality professional practices.

2018		Project Leader/s: Judith Wilson and Heather Lane		Off track 	Implementation Delayed 	On track 
  	END TERM 3					
  	MID TERM 4					
  	END TERM 4 <b>ANNUAL MILESTONE</b>					

# Strategic Direction 1: Learning– Promote successful and engaged learners.

2019

Project Leader/s: Kris Hudswell and Rod Woolard

Off track 

Implementation Delayed 

On track 

**Process 1:** Create an environment that promotes learning and high levels of student engagement

Continue to develop our assessment toolkit looking at collection of specific evidence.

Provide opportunities to build strong, teacher collaboration.

Set high expectations for student achievement which are communicated to all

Provide opportunities for stages to share effective resources and strategies.

Utilise links with our STEPS schools to look at G&T programs.

Collect and use data to provide direction for school and class targets in literacy –writing and numeracy– problem solving.

Analyse and evaluate school and department data to identify specific cohorts.

Continue to build a shared responsibility for evidence gathering and interpretation.

Provide opportunities for professional research and action plans on "value added" strategies and projects.

"Learning to learn" and "Mastery learning" are a focus for staff implementation.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

## Strategic Direction 2: Teaching– Promote literacy and numeracy understandings and skills within a dynamic contemporary curriculum.

2019

Project Leader/s: Fiona Cooke and Deanne Witchard

Off track  Implementation Delayed  On track 

### Process 1: Literacy

- Employ a “Literacy Leader” K–6 to; develop high quality practices in the planning, teaching and assessment of spelling including phonics, phonemic awareness and vocabulary through “Words Their Way”
- Teachers liaise and collaboratively plan with Literacy Leader PL for all staff in “Words Their Way”, grammar and “7 Steps to Writing”.
- Implement and evaluate DEC developed English scope and sequence by explicitly programming elements of grammar across all areas of literacy, especially spelling, grammar and writing
- Staff engage in collaborative practices so that the skills and language of spelling, grammar and writing are embedded K–6
- Build a collaborative responsibility for student learning and success with high levels of community engagement through spelling and writing workshops
- Stocktake and purchase reading resources where it is needed

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

### Process 2: Numeracy

- Comprehensive NAPLAN analysis of data and trends, pre and post assessments
- Professional Learning in stage “Key Skills” and collaboratively developing pre and post assessments for each concept taught.
- Findings used effectively to steer teaching and learning programs to monitor, track and report on student performance
- Staff engage in PL with expert, Carol Spencer/expert teachers, and observing colleagues to ensure the quality, consistency and sustainability of whole–school “A Learning Place” maths program
- Build a collaborative responsibility for student learning and success with high levels of community engagement through numeracy workshops
- Stocktake and purchase numeracy resources where it is needed

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			

## Strategic Direction 2: Teaching– Promote literacy and numeracy understandings and skills within a dynamic contemporary curriculum.

2019

Project Leader/s: Fiona Cooke and Deanne Witchard

Off track 

Implementation Delayed 

On track 

  	END TERM 2 <b>MID-YEAR REFLECTION</b>			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 <b>ANNUAL MILESTONE</b>			

# Strategic Direction 3: Leading – Promote quality professional practices.

2019

Project Leader/s: Judith Wilson and Heather Lane

Off track 

Implementation Delayed 

On track 

**Process 1:** Process for Maintaining Accreditation explained and set up. Use visual displays/ teacher buddy to assist writing up of professional learning.

Surveys to staff for their understanding of Feedback and what they want to know and develop.

Analyse surveys and design professional development session / sessions on Feedback. Include video / youtube on what it looks like in action. Teaching Standards in Action / CESE.

Practise round using set questions in PL time. Teachers use these set questions to give Feedback on observation.

Action Learning groups, groups of teachers with same PL set up – teachers lead meeting time with research/ dialogue and direction to implement and trial in classroom / observation of practices to see if they have greater impact / feedback and further discussion to move forward. Each teacher in the group leads a session. Executive will model 1st session then make a roster to lead group meetings. These meetings will be part of TPL sessions on Wednesday so it is more personalised individual and at teacher's point of need.

Use of Feedback Observation Framework by all teachers.

Collaborative team planning and leading of professional development from staff with expertise.

Students will show higher engagement in meaningful lessons in the classroom.

Using Standards to develop deeper understanding continued in programming and maintenance.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

# Strategic Direction 1: Learning– Promote successful and engaged learners.

2020

Project Leader/s: Kris Hudswell and Rod Woolard

Off track  Implementation Delayed  On track 

## Process 1: Create an environment that promotes learning and high levels of student engagement

Continue to develop our assessment toolkit looking at collection of specific evidence.

Provide opportunities to build strong, teacher collaboration.

Set high expectations for student achievement which are communicated to all

Provide opportunities for stages to share effective resources and strategies.

Utilise links with our STEPS schools to look at G&T programs.

Collect and use data to provide direction for school and class targets in literacy –writing and numeracy– problem solving.

Analyse and evaluate school and department data to identify specific cohorts.

Continue to build a shared responsibility for evidence gathering and interpretation.

Provide opportunities for professional research and action plans on "value added" strategies and projects.

"Learning to learn" and "Mastery learning" are a focus for staff implementation.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

## Strategic Direction 2: Teaching– Promote literacy and numeracy understandings and skills within a dynamic contemporary curriculum.

2020

Project Leader/s: Fiona Cooke and Deanne Witchard

Off track  Implementation Delayed  On track 

### Process 1: Literacy

- Employ a “Literacy Leader” K–6 to; develop high quality practices in the planning, teaching and assessment of spelling including phonics, phonemic awareness and vocabulary through “Words Their Way”
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   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

### Process 2: Numeracy

- Comprehensive NAPLAN analysis of data and trends, pre and post assessments
- Professional Learning in stage “Key Skills” and collaboratively developing pre and post assessments for each concept taught.
- Findings used effectively to steer teaching and learning programs to monitor, track and report on student performance
- Staff engage in PL with expert, Carol Spencer/expert teachers, and observing colleagues to ensure the quality, consistency and sustainability of whole–school “A Learning Place” maths program
- Build a collaborative responsibility for student learning and success with high levels of community engagement through numeracy workshops
- Stocktake and purchase numeracy resources where it is needed

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			

## Strategic Direction 2: Teaching– Promote literacy and numeracy understandings and skills within a dynamic contemporary curriculum.

2020

Project Leader/s: Fiona Cooke and Deanne Witchard

Off track 

Implementation Delayed 

On track 

  	END TERM 2 <b>MID-YEAR REFLECTION</b>			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 <b>ANNUAL MILESTONE</b>			

# Strategic Direction 3: Leading – Promote quality professional practices.

2020

Project Leader/s: Judith Wilson and Heather Lane

Off track 

Implementation Delayed 

On track 

**Process 1:** Process for Maintaining Accreditation explained and set up. Use visual displays/ teacher buddy to assist writing up of professional learning.

Surveys to staff for their understanding of Feedback and what they want to know and develop.

Analyse surveys and design professional development session / sessions on Feedback. Include video / youtube on what it looks like in action. Teaching Standards in Action / CESE.

Practise round using set questions in PL time. Teachers use these set questions to give Feedback on observation.

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Use of Feedback Observation Framework by all teachers.

Collaborative team planning and leading of professional development from staff with expertise.

Students will show higher engagement in meaningful lessons in the classroom.

Using Standards to develop deeper understanding continued in programming and maintenance.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

# 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 Smoking ceremony to open Aboriginal garden PLPs invite parents for informal gathering to discuss "what matters" and complete PLPs Organise term meeting to discuss and share information Goanna totem purchased to display front of school as welcome sign 8 Ways Pedagogy further training undertaken by staff Embed perspectives in curriculum Darug elder employed weekly term 2 playground /library activities art games stories Connect with our local Willmot AECG hold meeting here SDD session local Aboriginal pre school and health services staff awareness raising	\$15 000 TPL and resources Darug dictionaries to be purchased	Steven Trist ACLO invited to attend parent afternoon AECG involvement to continue
  	END TERM 1 Afternoon tea provided and invitations extended to all our Aboriginal families for 13th March. staff invited as well PLPs discussed and examples shown Encourage staff and parents to organise a convenient time to discuss and complete Target to have all PLPs completed by end of term. Steve Trist invited to attend to meet Attendance at AECG Clairgate on 4th march to meet and discuss concern and or issues	Afternoon tea samples PLPs	
  	MID TERM 2 staff attending relevant inservices/courses evidence of Aboriginal perspectives in T/L programs		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		
2. English language proficiency			
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment

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

2018		Off track 	Implementation Delayed 	On track 
  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 <b>MID-YEAR REFLECTION</b>			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 <b>ANNUAL MILESTONE</b>			

### 3. Low level adjustment for disability

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		

### 4. Quality Teaching, Successful Students (QTSS)

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment

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

2018		Off track  Implementation Delayed  On track 		
  	MID TERM 1	<p>Advertise for literacy leader full time position for 2018 within our school</p> <p>Appoint Literacy Leader and discuss role and how we will operate as executive team</p> <p>Establish school goals in Literacy– writing as focus K–6</p> <p>Support staff with understanding and skills to implement "Words Their Way"</p> <p>Organise training for staff and parents using A Learning Place</p> <p>Implement stage planning days to set writing tasks and assessments</p> <p>Focus on critical feedback for students and staff</p>	<p>Employ full time Literacy Leader</p> <p>Budget attached to Leading, Learning and Teaching</p>	<p>Planning days for each stage to look at writing targets</p> <p>Lesson plans and sequencing organised for each stage</p> <p>Matrix for marking and criteria for success developed</p> <p>Staff meetings and resources developed for staff to access</p>
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 <b>MID-YEAR REFLECTION</b>			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 <b>ANNUAL MILESTONE</b>			

## 5. Socio-economic background

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		

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

2018		Off track  Implementation Delayed  On track 		
  	END TERM 4 ANNUAL MILESTONE			
<b>6. Support for beginning teachers</b>				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
  	MID TERM 1	Two beginning teachers employed – Induction process / meetings to familiarise with school and department procedures on group and individual basis. Set up mentors / buddies for each teacher. School Induction Planner and Question / Reflection sheet distributed. Discussion on questions at each meeting – approx. every 2 weeks in Term 1. Assist in developing Personal Professional learning plan for each teacher Teachers to attend a Beginning Teachers' Workshop in March at Blacktown. Discussion after the day with DP on what messages/ideas they took from the day. Annotate on NESA site to start accredited hours.	Beginning teacher funding – meeting in allocated RFF time. Professional Learning funds • Support for beginning teachers (\$0.00)	
  	END TERM 1	1 demonstration lesson for each teacher to observe and discuss / reflect with the class teacher and / or DP. Classroom organisation observation – once this term. Planning and Programming – meet to discuss and how syllabus support these processes. One classroom observation by DP – Use Standards as a framework / reflective practice and feedback. This will then give a focus or direction to meet the needs of each teacher's professional learning in Term 2 and beyond.	Beginning teacher funding – RFF meeting time	
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE			
<b>7. Targeted student support for refugees and new arrivals</b>				

# 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			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

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

2019

Off track  Implementation Delayed  On track 

1. Aboriginal background loading				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
   MID TERM 1				
   END TERM 1				
   MID TERM 2				
   END TERM 2 <b>MID-YEAR REFLECTION</b>				
   MID TERM 3				
   END TERM 3				
   MID TERM 4				
   END TERM 4 <b>ANNUAL MILESTONE</b>				
2. English language proficiency				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
   MID TERM 1				
   END TERM 1				
   MID TERM 2				
   END TERM 2 <b>MID-YEAR REFLECTION</b>				
   MID TERM 3				
   END TERM 3				
   MID TERM 4				
   END TERM 4 <b>ANNUAL MILESTONE</b>				

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

2019

Off track  Implementation Delayed  On track 

## 3. Low level adjustment for disability

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

## 4. Quality Teaching, Successful Students (QTSS)

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

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

2019

Off track  Implementation Delayed  On track 

## 5. Socio-economic background

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

## 6. Support for beginning teachers

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

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

2019

Off track  Implementation Delayed  On track 

## 7. Targeted student support for refugees and new arrivals

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

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

2020

Off track  Implementation Delayed  On track 

1. Aboriginal background loading					
Milestone		Activities	Resources (\$ value)	Evaluation processes and impact assessment	
  	MID TERM 1				
  	END TERM 1				
  	MID TERM 2				
  	END TERM 2 <b>MID-YEAR REFLECTION</b>				
  	MID TERM 3				
  	END TERM 3				
  	MID TERM 4				
  	END TERM 4 <b>ANNUAL MILESTONE</b>				
2. English language proficiency					
Milestone		Activities	Resources (\$ value)	Evaluation processes and impact assessment	
  	MID TERM 1				
  	END TERM 1				
  	MID TERM 2				
  	END TERM 2 <b>MID-YEAR REFLECTION</b>				
  	MID TERM 3				
  	END TERM 3				
  	MID TERM 4				
  	END TERM 4 <b>ANNUAL MILESTONE</b>				

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

2020

Off track  Implementation Delayed  On track 

## 3. Low level adjustment for disability

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

## 4. Quality Teaching, Successful Students (QTSS)

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

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

2020

Off track  Implementation Delayed  On track 

## 5. Socio-economic background

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

## 6. Support for beginning teachers

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

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

2020

Off track  Implementation Delayed  On track 

## 7. Targeted student support for refugees and new arrivals

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			