

Glendore Public School Plan 2015 – 2017 (2016)

Respectful, Caring and Learning for Success



Strategic direction 1: Excellence

A consistently high standard of educational practices across the school in teaching and learning

Project leaders: Sue Rigley (TOWN), Teagan Doosey (TEN) and Maths committee

English Committee

Off track

Implementation delayed

On track

Donna Baguley (Principal) and Assistant Principals

2016	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
1. Literacy taught explicitly	OPL for teachers trained in L3 in 2015 Reading Recovery new teacher training fortnightly Training and Development for new teachers on PLAN data entry Year 1-6 Home Reading implemented Week 4 and Kinder Read Aloud Speech Pathologist with kindergarten teachers Week 5 & 7 ----- L3 Data in every 5 weeks ES1 literacy group with 1 additional teacher for support 3 days per week <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accredited training and development in L3 for non trained K-2 teachers Reading Recovery new teacher training fortnightly Kindergarten parent session on reading with your child strategies Levelled library of readers in K-2 classrooms <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accredited training and development in L3 for non trained K-2 teachers Reading Recovery new teacher training fortnightly OPL for teachers trained in L3 in 2015 Kindergarten parents engaged in Home Reading on levelled texts <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accredited training and development in L3 for non trained K-2 teachers Reading Recovery new teacher training fortnightly Information sessions for parents on L3 and FOR strategies <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accredited training and development in L3 for non trained K-2 teachers Reading Recovery new teacher training fortnightly OPL for teachers trained in L3 in 2015 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accredited training and development in L3 for non trained K-2 teachers Reading Recovery new teacher training fortnightly SMART2 data analysis training <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accredited training and development in L3 for non trained K-2 teachers Reading Recovery new teacher training fortnightly OPL for teachers trained in L3 in 2015 Kinder 2017 parents informed of best practice for Home Reading <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	All K-2 staff trained in L3 A third teacher in the school undergoing RR teacher training <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Mathematics taught explicitly	Training and development in TEN for non-trained K-2 teachers <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Technology for Maths and Literacy initiatives purchased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Training and development in TEN for non-trained K-2 teachers <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		Training and development in TEN for non-trained K-2 teachers <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	SMART2 data analysis training <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Training and development in TEN for non-trained K-2 teachers <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	All K-2 staff trained in TEN All 3-6 staff trained in TOWN <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	<p>Training and development in TOWN for non trained 3-6 teachers (if applicable)</p> <p>Kindergarten to Year 6 Maths at Home games implemented</p> <p>.....</p> <p>Continuum Data every 5 weeks</p> <p>Stage 2 and Stage 3 maths groups occur daily with 2 additional teachers for support</p> <p>Stage 1 maths group with 1 additional teacher for support</p> <p>□ □ □</p>		<p>Training and development in TOWN for non trained 3-6 teachers</p> <p>□ □ □</p>		<p>Training and development in TOWN for non trained 3-6 teachers</p> <p>□ □ □</p>		<p>Training and development in TOWN for non trained 3-6 teachers</p> <p>□ □ □</p>	
<p>4. Teachers participate in professional learning initiatives and APSFT guided opportunities based on their accreditation level.</p> <p>□ □ □</p>	<p>PEN facilitator devises PL for other executive and aspiring exec</p> <p>□ □ □</p>	<p>Teachers devise a PLP for the year using the APSFT standards</p> <p>Leadership for Aboriginal staff PL</p> <p>WIEL network meetings for current and aspiring exec</p> <p>PEN network meetings for current and aspiring exec</p> <p>□ □ □</p>	<p>Teachers provided with PL opportunities and network meetings based on their level on the APSFT</p> <p>PEN facilitator devises PL for other executive</p> <p>□ □ □</p>	<p>Student teachers from the University at GPS Lesson observations of all teachers</p> <p>WIEL network meetings</p> <p>□ □ □</p>	<p>Interns from the University at GPS</p> <p>PEN facilitator devises PL for other executive</p> <p>□ □ □</p>	<p>Lesson observations of all teachers</p> <p>WIEL network meetings for current and aspiring exec</p> <p>PEN network meetings for current and aspiring exec</p> <p>□ □ □</p>	<p>Teachers review PLP for ATPDF sign off</p> <p>PEN devises provides PL for other executive</p> <p>□ □ □</p>	<p>Ongoing maintenance and accreditation, as appropriate</p> <p>WIEL network meetings for current and aspiring exec</p> <p>PEN network meetings for current and aspiring exec</p> <p>□ □ □</p>

Evaluation

<p>Evaluation processes and assessing the impact</p>	<p>L3 data week 5</p> <p>TEN data week 5</p> <p>.....</p> <p>RR data submitted fortnightly to RR tutor</p>	<p>PLAN data week 8</p> <p>L3 data week 10</p> <p>TEN data week 10</p> <p>Programs to supervisors Week 8</p> <p>RR teacher does Running Records on</p>	<p>Programs Week 5</p> <p>L3 data week 5</p> <p>TEN data week 5</p>	<p>PLAN data week 8</p> <p>Review of Running Record data for on track targets</p> <p>L3 data week 10</p> <p>TEN data week 10</p> <p>RR Year 2 and 3</p>	<p>Programs Week 5</p> <p>L3 data week 5</p> <p>TEN data week 5</p>	<p>PLAN data week 8</p> <p>Review of NAPLAN data for targets met</p> <p>L3 data week 10</p> <p>TEN data week 10</p> <p>RR teacher does Running Records on</p>	<p>Programs Week 5</p> <p>L3 data week 5</p> <p>TEN data week 5</p>	<p>PLAN data week 8</p> <p>Review of Running Record data for targets met</p> <p>RR Year 1 (observation survey)</p> <p>RR Year 2 and 3 students monitored</p>
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		ex RR students if below 20		students monitored (Burt) RR teacher does Running Records on ex RR students if below 20		ex RR students if below 20		(Burt and SA spelling) L3 data week 10 TEN data week 10
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Resources

Monitoring efficient and effective use of resources	Training and development in TEN for K-2 new teachers Training and development in TOWN for 3-6 new teachers OPL for 4 teachers trained in L3 in 2015 Training and development in L3 for 2 non trained K-2 teachers Reading Recovery training 0.5 allocation Speech Pathologist	Levelled library Guided Reading texts for levels 16 and up Resources for Maths		Review of TPL and RAM expenditure			Review of TPL and RAM expenditure	All classes and library equipped with appropriate literacy, numeracy, science teaching tools
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Strategic direction 2: Equity – A learning culture where all students are catered for regardless of background, disability or ability

Project leaders: Casey Dunn, Teagan Doosey, Sarah Naden and Aboriginal Education Action Team

Kath Ispen (LAST/LST Coordinator) and Learning and Support Team

Off track Implementation delayed On track

2016	TERM 1		TERM 2		TERM 3		TERM 4	
	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM
Support Aboriginal and Torres Strait Islander Education	Employ an Aboriginal Cultural Awareness person for student and staff learning Stage 3 focus Aboriginal Cultural Dance group at lunchtime ATSI blurb in weekly newsletter to promote Aboriginal events and support services Personalised Learning Plans revisited and developed to ensure that achievement of Aboriginal students match or better outcomes of all students	Employ an Aboriginal Cultural Awareness person for student and staff learning Stage 3 focus AECG meeting attendance by Principal and staff representative CEPAEG meeting attendance by Principal and staff representative NORTA NORTA tutor employed and working with below minimum standard students	Employ an Aboriginal Cultural Awareness person for student and staff learning Stage 1 focus Reconciliation week	Employ an Aboriginal Cultural Awareness person for student and staff learning Stage 1 focus Personalised Learning Plans are reviewed and monitored NAIDOC Day AECG meeting attendance by Principal and staff representative CEPAEG meeting attendance by Principal and staff representative Further develop staff knowledge of Aboriginal Education through professional development (school and LMG initiatives)	Employ an Aboriginal Cultural Awareness person for student and staff learning Stage 2 focus Implement Sista (and Bro, if available) Speak CEP Aboriginal Awards ceremony	Employ an Aboriginal Cultural Awareness person for student and staff learning Stage 2 focus Sista Speak groups operating Personalised Learning Plans are reviewed and monitored AECG meeting attendance by Principal and staff representative CEPAEG meeting attendance by Principal and staff representative	Employ an Aboriginal Cultural Awareness person for student and staff learning ES1 and Stage 3 focus	Employ an Aboriginal Cultural Awareness person for student and staff learning ES1 and Stage 3 focus Personalised Learning Plans are celebrated Aboriginal Dance group at lunchtime review of participation numbers AECG meeting attendance by Principal and staff representative CEPAEG meeting attendance by Principal and staff representative
	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Support students who have additional needs, including disability or ability	Middle School groups for Stage 3 implemented for PD/H/PE, CAPA, Geography and Science	Middle School groups for Stage 3 implemented for PD/H/PE, CAPA, Geography and Science	Middle School groups for Stage 3 implemented for PD/H/PE, CAPA, Geography and Science	Middle School groups for Stage 3 implemented for PD/H/PE, CAPA, Geography and Science	Middle School groups for Stage 3 implemented for PD/H/PE, CAPA, Geography and Science	Middle School groups for Stage 3 implemented for PD/H/PE, CAPA, Geography and Science	Middle School groups for Stage 3 implemented for PD/H/PE, CAPA, Geography and Science	Middle School groups for Stage 3 implemented for PD/H/PE, CAPA, Geography and Science

<p>Mathematics ability groups for Stage 2 and 3 implemented with additional teacher resourcing</p> <p>IEPs developed by class teachers with LAST, Support staff and parents (based on NCDD data and 2015 class teacher knowledge)</p> <p>Risk Management Plans are updated for Behaviour (ongoing)</p> <p>Formulate groups and timetables with students needing to access support (LAST, ESL and SLSO etc)</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Mathematics ability groups for Stage 2 and 3 implemented with additional teacher resourcing</p> <p>OOHC Plans are collaboratively reviewed to ensure that achievement goals are SMART</p> <p>Review groups with students accessing support</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Mathematics ability groups for Stage 2 and 3 implemented with additional teacher resourcing</p> <p>Implement a technology initiatives to support all learners - coding for Stage 3 students</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Mathematics ability groups for Stage 2 and 3 implemented with additional teacher resourcing</p> <p>Review groups with students accessing support</p> <p>IEPs reviewed with parent input</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Mathematics ability groups for Stage 2 and 3 implemented with additional teacher resourcing</p> <p>National Collection of Disability Data</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Mathematics ability groups for Stage 2 and 3 implemented with additional teacher resourcing</p> <p>Review groups with students accessing support</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Mathematics ability groups for Stage 2 and 3 implemented with additional teacher resourcing</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Mathematics ability groups for Stage 2 and 3 implemented with additional teacher resourcing</p> <p>Integration Funding Support meetings with parents, LST and support staff</p> <p>OOHC plans reviewed</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
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Evaluation

<p>Evaluation processes and assessing the impact</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Literacy and Numeracy data (as in Strategy 1)</p> <p>LST meetings every fortnight on a Friday afternoon (ongoing)</p> <p>Attendance data Week 5</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Literacy and Numeracy data (as in Strategy 1)</p> <p>LST meetings every fortnight on a Friday afternoon (ongoing)</p> <p>Review supported students for next term timetable of support</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Literacy and Numeracy data (as in Strategy 1)</p> <p>LST meetings every fortnight on a Friday afternoon (ongoing)</p> <p>Attendance data Week 5</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Literacy and Numeracy data (as in Strategy 1)</p> <p>LST meetings every fortnight on a Friday afternoon (ongoing)</p> <p>Review supported students for next term timetable of support</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Literacy and Numeracy data (as in Strategy 1)</p> <p>LST meetings every fortnight on a Friday afternoon (ongoing)</p> <p>Attendance data Week 5</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Literacy and Numeracy data (as in Strategy 1)</p> <p>LST meetings every fortnight on a Friday afternoon (ongoing)</p> <p>Focus Group, survey and participation data analysed for evaluation of all initiatives</p> <p>Review supported students for next term timetable of support</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Literacy and Numeracy data (as in Strategy 1)</p> <p>LST meetings every fortnight on a Friday afternoon (ongoing)</p> <p>Attendance data Week 5</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Literacy and Numeracy data (as in Strategy 1)</p> <p>LST meetings every fortnight on a Friday afternoon (ongoing)</p> <p>Feedback on PL opportunities</p> <p>Data for 2016 ASR and 2017 School Plan</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
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Resources

<p>Monitoring efficient and effective use of resources</p>	<p>Support for Maths and Literacy groups 1.2 allocation</p> <p>Support for ESL students 0.2</p>	<p>Review of Aboriginal Cultural Awareness trainer use</p> <p>Review timetables for equity of support</p>	<p>Review of Aboriginal Cultural Awareness trainer use</p> <p>Review of TPL and RAM expenditure</p>	<p>Review of Aboriginal Cultural Awareness trainer use</p> <p>Review timetables for equity of support</p>	<p>Review of Aboriginal Cultural Awareness trainer use</p>
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	Support for New Arrival 0.1			Review timetables for equity of support				Review supported students and plan for 2017 supports Review 2016 cohort of students based on needs. Employ support staff ready for supported students and plan for 2017 supports
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Strategic direction 3: Engagement – A community that works in partnership with the school to improve educational opportunities for all students.

Project leaders: Curriculum team leaders and Assistant Principals

Off track □ Implementation delayed □ On track □

2016	TERM 1		TERM 2		TERM 3		TERM 4	
	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM
1. External support providers provide expert support and educational programs	Employment of an Cultural Awareness trainer for the year each Wednesday (see strategy 2) Employment of professional drummer for Thursday lunchtime drumming classes for the year Employment of a professional dancer for Monday and Tuesday lunchtime dance lessons	Speech Pathologist K focus PYLO for Social Media Stage 3 Guide Dogs Legend and Lessons (ANZAC) Stage 3 Antartica visitor Stage 3 Leaderlink with CEP for Ministers Bandlink for musicians with CEP	Matter of Seconds Water Safety K,2,4,6 Stage 1 excursion	Bandlink for musicians with CEP Art Connect for artists with CEP	Chicken Hatching Program for Kinder Early Stage 1 Oakvale excursion Stage 2 excursion	Civic Theatre K-2 Canberra Excursion Stage 3 Bandlink for musicians with CEP Art Connect for artists with CEP	Bandlink for musicians with CEP Art Connect for artists with CEP	Message Stick Workshop for Year 6 with CCWC
	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □
2. Parents/carers engage in their children's learning	Identify key activities for 2016 for a parent calendar Swim Carnival Week 2 Parent helpers for in-class support	Parent helpers for in-class support, Home Reading, Numeracy Games	Parent helpers for in-class support, Home Reading, Numeracy Games Sports Carnival Week 2 ANZAC Day Week 1	Parent helpers for in-class support, Home Reading, Numeracy Games NAIDOC Day Week 10	Parent helpers for in-class support, Home Reading, Numeracy Games Education Week Week 2 Showcase performance	Parent helpers for in-class support, Home Reading, Numeracy Games Book Week Week 7	Parent helpers for in-class support, Home Reading, Numeracy Games Grandfriends' Day Week 4	Review participation rates for all curricular and extra curricular and excursion activities for 2017 planning
	□ □ ■	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □
3. Transition programs	Buddies for Kindergarten students	CCWC sends staff to meet students and provide taster lessons	Buddies programs across the school		Preschools visited as part of the 2017 Transition to school program	Kinder 2017 Transition to school starts with an evening information	Kinder 2017 have a 3 week transition program	RSSSP applied for Kinder All Year 6 attend

	New defence families supported by DSTA with introduction to the school (ongoing)				Taster lessons for students transitioning to CCWC Buddies programs across the school	session Year 6 2016 Buddies trained for Transition to School initiative	Vulnerable and behavioural Year 6 attend CCWC for transition	transition days at their local HS, including CCWC
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Evaluation

Evaluation processes and assessing the impact	Attendance rates for activities EOI for use of Home Readers and Maths at Home Games	Attendance rates for activities	Attendance rates for activities	Attendance rates for activities	Attendance rates for activities	Attendance rates for activities Focus group, survey and participation data analysed for evaluation of all initiatives	Attendance rates for activities	Data analysis for 2016 ASR and 2017 School Plan
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Resources

Monitoring efficient and effective use of resources				Review of Maths at Home activities utilised K-6 Review of Home Reading utilised K-2 Review of Library borrowing 3-6			Review of Maths at Home activities utilised K-6 Review of Home Reading utilised K-2 Review of Library borrowing 3-6	Review payment and participation rates for all curricular and extra curricular and excursion activities for 2017 planning
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>