

Glendore Public School Plan 2015 – 2017 (2017)

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: TOWN and TEN Facilitators and Maths committee

FoR Facilitators (Phase 2) and English Committee

Off track

Implementation delayed

On track

Principal and Assistant Principals

2017	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	<p>OPL for teachers trained in L3 in 2016</p> <p>Reading Recovery teacher training monthly</p> <p>Professional learning for teachers on continuum and CTJ, using Sentral data entering – wk6</p> <p>Year K-2 and Stage 2 and 3 students not at stage level Home Reading implemented Week 4 and Kinder Read Aloud</p> <p>Speech Pathologist with kindergarten teachers for 2 sessions</p> <p>FoR phase 2 training</p> <p>.....</p> <p>L3 Data in every 5 weeks</p> <p>ES1 literacy group with 1 additional teacher and SLSO (1hr) for support 3 days per week</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Accredited training and development in L3 for non trained K-2 teachers</p> <p>Reading Recovery teacher training monthly</p> <p>Levelled library of readers in K-2 classrooms</p> <p>FoR phase 2 training</p> <p>Author talk and writing sessions</p> <p>Professional Learning – Literacy continuum week 6</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Accredited training and development in L3 for non trained K-2 teachers</p> <p>Reading Recovery teacher training monthly</p> <p>OPL for teachers trained in L3 in 2016</p> <p>New yearly reporting format using Sentral with continuum markers</p> <p>FoR phase 2 training</p> <p>CTJ – staff meeting within stages on Literacy continuum week 3</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Accredited training and development in L3 for non trained K-2 teachers</p> <p>Reading Recovery teacher training monthly</p> <p>FoR phase 2 training</p> <p>Professional Learning - Reading Eggs training for staff –T2 week 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Accredited training and development in L3 for non trained K-2 teachers</p> <p>Reading Recovery teacher training monthly</p> <p>OPL for teachers trained in L3 in 2016</p> <p>FoR phase 2 training</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Accredited training and development in L3 for non trained K-2 teachers</p> <p>Reading Recovery teacher training monthly</p> <p>FoR phase 2 training</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Accredited training and development in L3 for non trained K-2 teachers</p> <p>Reading Recovery teacher training monthly</p> <p>OPL for teachers trained in L3 in 2016</p> <p>Kinder 2018 parents informed of best practice for Home Reading</p> <p>New yearly reporting format using Sentral with continuum markers</p> <p>FoR phase 2 training</p> <p>CTJ – staff meeting within stages on literacy continuum week 3</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>All K-2 staff trained in L3</p> <p>A third teacher in the school undergoing RR teacher training</p> <p>Reading Recovery teacher training monthly</p> <p>FoR phase 2 training</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

<p>2. Mathematics taught explicitly</p>	<p>Training and development in TEN for non-trained K-2 teachers and some Stage 2-3 teachers</p> <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>Technology for Maths and Literacy initiatives purchased</p> <p>Professional Learning - Numeracy Continuum week 7</p> <p>□ □ □</p>	<p>Training and development in TEN for non-trained K-2 teachers and some Stage 2-3 teachers</p> <p>Training and development in TOWN for non trained 3-6 teachers</p> <p>CTJ – staff meeting within stages on Numeracy continuum week 4 (Sentral entry)</p> <p>□ □ □</p>	<p>Professional Learning - Mathletics training for staff –T2 week 7</p> <p>□ □ □</p>	<p>Training and development in TEN for non-trained K-2 teachers and some Stage 2-3 teachers</p> <p>Training and development in TOWN for non trained 3-6 teachers</p> <p>Continuum CTJ using Sentral data entering</p> <p>□ □ □</p>	<p>SMART2 data analysis training</p> <p>□ □ □</p>	<p>Training and development in TEN for non-trained K-2 teachers and some Stage 2-3 teachers</p> <p>Training and development in TOWN for non trained 3-6 teachers</p> <p>CTJ – staff meeting within stages on Numeracy continuum week 4 (Sentral entry)</p> <p>□ □ □</p>	<p>All K-2 staff trained in TEN</p> <p>All 3-6 staff trained in TOWN</p> <p>□ □ □</p>
<p>3. Teachers participate in professional learning initiatives and APSFT guided opportunities based on their accreditation level.</p>	<p>PEN facilitator devises PL for other executive and aspiring exec</p> <p>Training Stage 3 students and teachers (staff meeting – info session T1 week 10) in Peer Support for implementation across whole school</p> <p>□ □ □</p>	<p>Teachers devise a PDP for the year using the APSFT standards week 3</p> <p>WIEL network meetings for current and aspiring exec</p> <p>PEN network meeting for current and aspiring exec</p> <p>Curriculum teams to meet termly and to share/report information – week 3</p> <p>□ □ □</p>	<p>Teachers provided with PDP opportunities and network meetings based on their level on the APSFT</p> <p>PEN facilitator devises PL for other executive</p> <p>Peer Support facilitator timetabled 1hr a week</p> <p>Curriculum teams to meet termly and to share/report information week 3</p> <p>□ □ □</p>	<p>Teachers provided with PDP opportunities and network meetings based on their level on the APSFT</p> <p>Student teachers from the University</p> <p>GPS Lesson observations of all teachers and PDP self reviews</p> <p>WIELnetwork meetings</p> <p>PEN network meeting for current and aspiring exec</p> <p>□ □ □</p>	<p>Teachers provided with PDP opportunities and network meetings based on their level on the APSFT</p> <p>Interns from the University at GPS</p> <p>PEN facilitator devises PL for other executive</p> <p>Curriculum teams to meet termly and to share/report information wk3</p> <p>□ □ □</p>	<p>Teachers provided with PDP opportunities and network meetings based on their level on the APSFT</p> <p>Lesson observations of all teachers</p> <p>WIEL network meetings for current and aspiring exec</p> <p>PEN network conference and meeting for current and aspiring exec</p> <p>□ □ □</p>	<p>Teachers provided with PDP opportunities and network meetings based on their level on the APSFT</p> <p>PEN facilitator devises provides PL for other executive</p> <p>Curriculum teams to meet termly and to share/report information week 3</p> <p>Curriculum teams to meet termly and to share/report information week 3</p> <p>PPA conference for Principal</p> <p>□ □ □</p>	<p>Teachers provided with PDP opportunities and network meetings based on their level on the APSFT</p> <p>Ongoing maintenance and accreditation, as appropriate</p> <p>WIEL network meetings for current and aspiring exec</p> <p>PEN network dinner for current and aspiring exec</p> <p>PDP evaluation</p> <p>□ □ □</p>









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4. Excellence in 21 st Century learning through explicit teaching and teachers participating in professional learning	Stage 3 middle school groups occur daily with one group having a STEM focus	Stage 3 middle school groups occur daily with one group having a STEM focus	Stage 3 middle school groups occur daily with one group having a STEM focus	Stage 3 middle school groups occur daily with one group having a STEM focus	Stage 3 middle school groups occur daily with one group having a STEM focus Scratch training for teachers (coding)	Stage 3 middle school groups occur daily with one group having a STEM focus	Stage 3 middle school groups occur daily with one group having a STEM focus	Stage 3 middle school groups occur daily with one group having a STEM focus	Stage 3 middle school groups occur daily with one group having a STEM focus
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Evaluation

Evaluation processes and assessing the impact	L3 data week 5 TEN data week 4 PDP devised week 3 Reading levels K-6 on whole school tracking sheet – week 5 RR data submitted to Principal and RR tutor – reviewed by executives week 5	Sentral/PLAN data week 8 L3 data week 9 TEN data week 10 Reading levels wk5 (to be placed on whole school tracking in teacher drive) Programs to supervisors Week 8 RR teacher does Running Records on ex RR students if below 20 RR data submitted termly to RR tutor RR data submitted termly to principal and RR tutor	Programs Week 4 L3 data week 5 TEN data week 4 PDP review with executive week 5 Reading levels K-6 on whole school tracking sheet – week 5 RR data submitted to Principal and RR tutor – reviewed by executives week 5	Sentral/PLAN data week 8 Review of Running Record data for on track targets L3 data week 10 TEN data week 9 RR Year 2 and 3 students monitored (Burt) RR teacher does Running Records on ex RR students if below 20	Programs Week 5 L3 data week 5 TEN data week 4 PDP review with executive week 4 Reading levels K-6 on whole school tracking sheet – week 5 RR data submitted to Principal and RR tutor – reviewed by executives week 5	Sentral/PLAN data week 8 Review of NAPLAN data for targets met L3 data week 10 TEN data week 9 RR teacher does Running Records on ex RR students if below 20 RR data submitted termly to RR tutor RR data submitted to principal and RR tutor	Programs Week 5 L3 data week 5 TEN data week 5 Teachers review PDP for ATPDF sign off Reading levels K-6 on whole school tracking sheet – week 5 RR data submitted to Principal and RR tutor – reviewed by executives week 5	Sentral/PLAN data week 8 Review of Running Record data for targets met RR Year 1 (observation survey) RR Year 2 and 3 students monitored (Burt and SA spelling) L3 data week 10 TEN data week 9 RR data submitted termly to RR tutor PDP review with principal week 8
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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 3 teachers trained in L3 in 2016	Levelled library Guided Reading texts for levels 16 and up Resources for Maths Author talk and writing sessions WIEL network	PEN facilitator ½ day	Review of TPL and RAM expenditure RR data submitted to principal and RR tutor termly WIEL network meetings	PEN facilitator ½ day	WIEL network meetings PEN network conference	Review of TPL and RAM expenditure PEN facilitator ½ day PPA conference	All classes and library equipped with appropriate literacy, numeracy, science teaching tools RR data submitted to principal and RR tutor WIEL network
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	<p>Training and development in L3 for 2 non trained K-2 teachers</p> <p>Reading Recovery training 0.42 and resource allocation</p> <p>Speech Pathologist-2 sessions</p> <p>Purchasing resources for STEM</p> <p>Training and development in FoR - folders+ 2 facilitators released 1 day per Term</p>	<p>meetings</p> <p>PEN network meeting</p> <p>Peers Support resources and 2 days teacher release</p>						<p>meetings</p> <p>PEN network meeting</p>
								

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

Project leaders: Aboriginal Education Action Team

LAST/LST Coordinator and Learning and Support Team

Off track

Implementation delayed

On track

2017	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
Support Aboriginal and Torres Strait Islander Education	<p>Employ an Aboriginal Cultural Awareness person for student and staff learning Stage 2 focus</p> <p>Aboriginal Cultural Dance group at lunchtime</p> <p>ATSI blurb in weekly newsletter to promote Aboriginal events and support services. Lead by Aboriginal Education Team.</p> <p>Welcoming session with ATSI families – Mgoals/Personalised Learning Plans revisited and developed with parents – week 4.</p> <p>Bro speak – Stage 3</p>	<p>Employ an Aboriginal Cultural Awareness person for student and staff learning Stage 2 focus</p> <p>AECG meeting attendance by Principal and staff representative</p> <p>CEPAEG meeting attendance by Principal and staff representative</p> <p>NORTA NORTA tutor employed and working with below minimum standard students</p> <p>Bro speak – Stage 3</p>	<p>Employ an Aboriginal Cultural Awareness person for student and staff learning Stage 1 focus</p> <p>Reconciliation week</p> <p>Bro speak – Stage 3</p>	<p>Employ an Aboriginal Cultural Awareness person for student and staff learning Stage 1 focus</p> <p>Personalised Learning Plans are reviewed and monitored with evidence in teacher program.</p> <p>NAIDOC Day – week 10</p> <p>AECG meeting attendance by Principal and staff representative</p> <p>CEPAEG meeting attendance by Principal and staff representative</p> <p>Further develop staff knowledge of Aboriginal Education through professional development (school and LMG initiatives)</p> <p>Bro speak – Stage 3</p> <p>MGoals/PLP review with parents – week 10</p>	<p>Employ an Aboriginal Cultural Awareness person for student and staff learning Stage 3 focus</p> <p>Bro speak – Stage 3</p> <p>Sista speak – stage 3</p> <p>Season for Growth</p> <p>Healthy Harold</p>	<p>Employ an Aboriginal Cultural Awareness person for student and staff learning Stage 3 focus</p> <p>AECG meeting attendance by Principal and staff representative</p> <p>CEPAEG meeting attendance by Principal and staff representative</p> <p>Bro speak – Stage 3</p> <p>Sista speak – stage 3</p> <p>Seasons of Growth</p>	<p>Employ an Aboriginal Cultural Awareness person for student and staff learning ES1 and 1B focus</p> <p>Personalised Learning Plans are reviewed with parent and evidence in teacher program.</p> <p>Bro speak – Stage 3</p> <p>Sista speak – stage 2</p> <p>Seasons of Growth</p>	<p>Employ an Aboriginal Cultural Awareness person for student and staff learning ES1 and 1B focus</p> <p>Personalised Learning Plans are celebrated</p> <p>Aboriginal Dance group at lunchtime review of participation numbers</p> <p>AECG meeting attendance by Principal and staff representative</p> <p>CEPAEG meeting attendance by Principal and staff representative</p> <p>CEP Aboriginal Awards ceremony (where Mgoals are celebrated) – week 7</p> <p>Personalised Learning Plans are reviewed for 2018</p> <p>Bro speak – Stage 3</p> <p>Sista speak – stage 2</p> <p>Seasons of Growth</p>
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Support students who have additional needs, including disability or ability	<p>Middle School groups for Stage 3 implemented for PD/H/PE, CAPA, Geography and Science</p> <p>Mathematics ability groups for Stage 2 and 3 implemented with additional teacher resourcing</p> <p>IEPs, adjustments, OOHc plans developed by class teachers with LAST, Support staff and parents (based on NCDD data and 2016 class teacher knowledge). Due to exec, principal and LST week 8.</p> <p>Adjust Risk Management Plans (medical and behaviour) are updated for Behaviour (ongoing)</p> <p>Formulate groups and timetables with students needing to access support (LAST, ESL and SLSO etc)</p>	<p>Middle School groups for Stage 3 implemented for PD/H/PE, CAPA, Geography and Science</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>Middle School groups for Stage 3 implemented for PD/H/PE, CAPA, Geography and Science</p> <p>Mathematics ability groups for Stage 2 and 3 implemented with additional teacher resourcing</p> <p>RAD training – Saturday SDD</p>	<p>Middle School groups for Stage 3 implemented for PD/H/PE, CAPA, Geography and Science</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, adjustments, OOHc plans reviewed with parent input (evidence in programs)</p>	<p>Middle School groups for Stage 3 implemented for PD/H/PE, CAPA, Geography and Science</p> <p>Mathematics ability groups for Stage 2 and 3 implemented with additional teacher resourcing</p> <p>National Collection of Disability Data</p>	<p>Middle School groups for Stage 3 implemented for PD/H/PE, CAPA, Geography and Science</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>Implement a technology initiatives to support all learners – coding (Scratch)</p>	<p>Middle School groups for Stage 3 implemented for PD/H/PE, CAPA, Geography and Science</p> <p>Mathematics ability groups for Stage 2 and 3 implemented with additional teacher resourcing</p>	<p>Middle School groups for Stage 3 implemented for PD/H/PE, CAPA, Geography and Science</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>IEPs, adjustments, OOHc plans reviewed to LST – week 8</p>
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Evaluation

Evaluation processes and assessing the impact	<p>Literacy and Numeracy data (as in Strategy 1)</p> <p>LST meetings every fortnight on a Friday afternoon (odd weeks - ongoing)</p> <p>Attendance data Week 5</p>	<p>Literacy and Numeracy data (as in Strategy 1)</p> <p>LST meetings every fortnight on a Friday afternoon (ongoing)</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>Literacy and Numeracy data (as in Strategy 1)</p> <p>LST meetings every fortnight on a Friday afternoon (ongoing)</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>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>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>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 2017 ASR and 2018-2020 School Plan</p>
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Resources

Monitoring efficient and effective use of resources	<p>Support for Maths and Literacy groups</p> <p>Support for ESL students</p> <p>Welcoming session with ATSI families (MGoals)</p> <p>Aboriginal worker weeks 3-11</p>	<p>Review of Aboriginal Cultural Awareness trainer use</p> <p>Review timetables for equity of support</p> <p>AECG meeting attendance by staff representative</p> <p>NORTA NORTA tutor TBA</p>	<p>RAD training</p> <p>Aboriginal worker weeks 1-10</p>	<p>Review of Aboriginal Cultural Awareness trainer use</p> <p>Review of TPL and RAM expenditure</p> <p>Review timetables for equity of support</p> <p>MGoals review</p>	Aboriginal worker weeks 1-10	<p>Review of Aboriginal Cultural Awareness trainer use</p> <p>Review timetables for equity of support</p>	Aboriginal worker weeks 1-9	<p>Review of Aboriginal Cultural Awareness trainer use</p> <p>Review of TPL and RAM expenditure</p> <p>Review supported students and plan for 2018 supports</p> <p>Review 2017 cohort of students based on needs. Employ support staff ready for supported students and plan for 2018 supports</p> <p>Mgoals celebration</p>
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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

2017	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. External support providers provide expert support and educational programs	Speech Pathologist K Employment of an Cultural Awareness trainer for the year each Wednesday (see strategy 2) Employment of a professional dancer for Monday and Tuesday lunchtime dance lessons Lunch time extra curriculum teacher activities <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Speech Pathologist K PYLO for Social Media Stage 3 Pet responsibility K-2 Legend and Lessons (ANZAC) Stage 3 Leaderlink with CEP for Ministers Bandlink for musicians with CEP ES1 excursion - Blackbutt <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Matter of Seconds Water Safety K,2,4,6 Stage 1 excursion Stage 2 excursion <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Bandlink for musicians with CEP Art Connect for artists with CEP <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Chicken Hatching Program for Kinder Early Stage 1 Oakvale excursion Stage 2 excursion Swim School Years 2-6 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Civic Theatre K-2 Bandlink for musicians with CEP Art Connect for artists with CEP Swim School Years 2-6 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Bandlink for musicians with CEP Art Connect for artists with CEP Bathurst Excursion Stage 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Message Stick Workshop for Year 6 with CCWC <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Parents/carers engage in their children's learning	Identify key activities for 2017 for a parent calendar Swim Carnival Week 3 EOI for Parent helpers for in-class support Mgoals welcome morning or afternoon Week 4 Class welcome letter and stage Learning Journey with Week 2 news letter Happy Gram – <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Parent helpers for in-class support, Home Reading, Numeracy Games Promoting participation in PRC through recognition at fortnightly assemblies Harmony Day Week 9 Transition information night with a literacy and numeracy focus. Happy Gram – identified by teaching <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Parent helpers for in-class support, Home Reading, Numeracy Games Sports Carnival Week 2 ANZAC Day Week 1 Stage Curriculum Learning Journey with Week 2 (separate note) Happy Gram – identified by teaching staff, given in class and up to 5 a week (student feedback weekly, replacing termly meeting expectations) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Parent helpers for in-class support, Home Reading, Numeracy Games NAIDOC Day Week 10 Happy Gram – identified by teaching staff, given in class and up to 5 a week (student feedback weekly, replacing termly meeting expectations) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Parent helpers for in-class support ,Home Reading, Numeracy Games Education Week 3 – Art Show 4pm-6pm Showcase performance Stage Curriculum Learning Journey with Week 2 (separate note) Happy Gram – identified by teaching staff, given in class and up to 5 a week (student feedback weekly, replacing termly meeting expectations) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Parent helpers for in-class support, Home Reading, Numeracy Games Book Week 6 - Thursday Showcase performance Happy Gram – identified by teaching staff, given in class and up to 5 a week (student feedback weekly, replacing termly meeting expectations) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Parent helpers for in-class support, Home Reading, Numeracy Games Grandfriends' Day Week 5 - Friday Stage Curriculum Learning Journey with Week 2 (separate note) Happy Gram – identified by teaching staff, given in class and up to 5 a week (student feedback weekly, replacing termly meeting expectations) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Review participation rates for all curricular and extra-curricular and excursion activities for 2018 planning Mgoals celebration morning or afternoon Happy Gram – identified by teaching staff, given in class and up to 5 a week (student feedback weekly, replacing termly meeting expectations) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	identified by teaching staff, given in class and up to 5 a week (student feedback weekly, replacing termly meeting expectations) Children's University introduction – Stage 2 and 3	staff, given in class and up to 5 a week (student feedback weekly, replacing termly meeting expectations)	termly meeting expectations)		weekly, replacing termly meeting expectations)		Graduation of Children's University	
3. Transition programs	New defence families supported by DSTA with introduction to the school (ongoing) Buddies for Kindergarten students	CCWC sends staff to meet students and provide taster lessons			Preschools visited as part of the 2018 Transition to school program Taster lessons for students transitioning to CCWC	Kinder 2018 Transition to school starts with an evening information session Preschools visited as part of the 2018 Transition to school program Year 6 2018 Kinder Buddies trained for Transition to School initiative	Kinder 2018 have a 3 week transition program Vulnerable and behavioural Year 6 attend CCWC for transition Transition for all vulnerable students at GPS	RSSSP applied for for Kinder All Year 6 attend transition days at their local HS, including CCWC Transition for all vulnerable students at GPS

Evaluation

Evaluation processes and assessing the impact	EOI for use of Home Readers and Maths at Home Games	TTFM student and parent survey		Collection Data Home Readers and Maths at Home Games	PRC data collection	Focus group, survey and participation data analysed for evaluation of all initiatives TTFM student and parent survey	Children's University graduation awards	Data analysis for 2017 ASR and 2018 - 2020 School Plan Collection Data Home Readers and Maths at Home Games

Resources

Monitoring efficient and effective use of resources	Children's University, a teacher trained			Review of Maths at Home activities utilised K-6 Review of Home Reading utilised K-2			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 2018 planning

