School background 2015 - 2017

SCHOOL VISION STATEMENT

Bonnyrigg Heights Primary School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring and supportive environment. Each student self-esteem is fostered by positive relationships with students and staff. We strive to have our parent, teachers and the community members actively involved on our students’ learning.

SCHOOL CONTEXT

Bonnyrigg Heights has a reputation for quality teaching and learning. We have a strong academic focus with programs that challenge our students. A major emphasis is on the development of literacy and numeracy to ensure all students are provided with the skills for future success.

We have excellent support programs for students with special needs. All students are provided with teaching and learning programs which encourage them to achieve their full potential. We are a welcoming and friendly school within a culturally diverse community.

Our staff is enthusiastic, dedicated and caring, providing a safe supportive and innovative environment where each child is involved and inspired to learn. Students learn in comfortable and well-resourced classrooms. They use state of the art technology, to engage them in their learning. Our students enjoy participating in a range of extracurricular activities in performing arts, public speaking and sport to develop their confidence and talents.

Our staff and students enjoy a caring environment and a range of outstanding facilities and opportunities. At Bonnyrigg Heights, we are “Proud of All We Do.”

SCHOOL PLANNING PROCESS

The school has ensured that all stake holders have had the opportunity to voice and contribute to the development of each Strategic Direction.

Staff: meetings were held in the school during term 4 to provide staff an understanding of the new 5 P planning process as well as to evaluate the current school plan. In consultation and direction with the senior executive the staff contributed at stage meetings possible directions for implementation 2015. All information that was presented by the stage teams was then presented at a number of staff meetings. The staff then contributed to the new directions of the school by acknowledging the key focus areas and discussed possible outcomes that would be achieved.

Parents: Throughout term 4 the P&C had a number of workshops to discuss the evaluation of the current 2014 school plan as well as explain the 5P planning process. Information was gathered at these workshops to add to the development of the new directions for 2015.

Community: A workshop after school hours was provided to the community to discuss the evaluation of the current 2014 school plan as well as explain the 5P planning process. Information was gathered at this meeting to add to the development of the new school directions for 2015.
School strategic directions 2015 - 2017

This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

**STRATEGIC DIRECTION 1**
21st Century Literacy / Numeracy engagement

Facilitate high expectations of student achievement and engagement across all areas of literacy and numeracy. Build the capacity of student learning by ensuring that individual needs are met through differentiation and engagement.

**STRATEGIC DIRECTION 2**
21st Century Technology - Innovative learners

Facilitate ongoing professional learning for all staff to effectively integrate quality, authentic technology practices into teaching and learning.

**STRATEGIC DIRECTION 3**
Student Welfare for the 21st Century

Implement a quality student welfare policy that effectively meets the needs of all students. Ensure that all stakeholders participate in the development of new policy.

School Excellence Framework:
Strategic direction 1: 21st Century Literacy and Numeracy Engagement

**PURPOSE**
Facilitate high expectations of student achievement and engagement across all areas of literacy and numeracy. Build the capacity of student learning by ensuring that individual needs are met through differentiation and engagement.

**PEOPLE**
How do we develop capabilities of our people to bring about transformation?

Students: Build the capacity of students to become collaborative problem solvers who are actively engaged in learning.

Staff: Build the capacity of staff to be consistent, collaborative and explicit quality teachers who use reflective practices to enhance the quality of their teaching and learning programs.

Parents: Empowering parents to be confident to support student learning in the home environment.

Leaders: Collaboratively lead the development and delivery of quality literacy and numeracy programs and practices. Maintain the school focus of high expectations.

**PROCESSES**
How do we do it and how will we know?

1. Maintain clear expectations regarding the implementation of school literacy and numeracy guidelines and monitor implementation and effectiveness.
2. Collaboratively plan and write systematic and explicit literacy and numeracy programs focused on modelled, guided and independent learning.
3. Develop staff understanding of quality pedagogy in reading, comprehension and vocabulary to purposefully differentiate the curriculum for all students.
4. Utilise the K-6 English and Mathematics Syllabuses and the K-6 continuums to inform teaching, learning and consistent teacher judgement.
5. Use PLAN and NAPLAN data to drive teaching and learning.
6. Facilitate the professional development of Early Career Teachers in all aspects of literacy and numeracy.

**PRODUCT AND PRACTICES**
What is achieved and how do we know?

Practice: Implementation of quality literacy and numeracy expectations across K-6 and the current syllabuses and continuums.

Product: Ensure that 60% of Year 3 and Year 5 students score in the top three skill bands in NAPLAN 2015.

Product: 85% of student achieving stage benchmarks in literacy and numeracy as evidenced by PLAN data.

Practice: High quality teaching and learning practices demonstrated and supported across the school through teaching and learning programs, assessment, Professional Development Plan and improved learning outcomes.

Practice: Proactive professional learning is focused on using best evidence-based practice and data analysis to result in consistent quality teaching and achievement of the Australian Professional Teaching Standards.

**IMPROVEMENT MEASURE/S**
60% of Year 3 and Year 5 students score in the top three skill bands in NAPLAN 2015.

85% of student achieving stage benchmarks in literacy and numeracy as evidenced by PLAN data.
## Strategic direction 1: Implementation and progress monitoring – 21st Century Literacy / Numeracy engagement

**Project leaders:** Nicole Vereyken, Karen Mack, Michelle Jones and Kristina Dundovic

<table>
<thead>
<tr>
<th>2015</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
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<tbody>
<tr>
<td><strong>PROCESS</strong></td>
<td>MID TERM</td>
<td>END TERM</td>
<td>MID TERM</td>
<td>END TERM</td>
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<tr>
<td>All staff access data from PLAN, SENA, Best Start and NAPLAN to inform teaching and learning.</td>
<td>Off track</td>
<td>Off track</td>
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<tr>
<td>All teachers have been provided with PL in accessing data and developing quality programs for all students</td>
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<tr>
<td>All teachers update PLAN data and continue to monitor student achievement. All SENA testing competed and data uploaded.</td>
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<tr>
<td>Update PLAN data and reflect on programs ensuring all needs of students are being met</td>
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<tr>
<td>All teachers update PLAN data and continue to monitor student achievement. Discussions with senior school Management re concerns of any student</td>
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<tr>
<td>Update PLAN data and reflect on programs ensuring all needs of students are being met.</td>
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<tr>
<td>Evaluate PLAN and NAPLAN data to drive teaching and learning</td>
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<tr>
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<tr>
<td>Evaluation</td>
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<tr>
<td>Ongoing reporting by the leadership team on the achievement of milestones.</td>
<td>Off track</td>
<td>Off track</td>
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<tr>
<td>Explicit and engaging literacy and numeracy cycles. Implementation of IEPs</td>
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<tr>
<td>Utilise accurate data</td>
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<tr>
<td>Utilise accurane data through PL</td>
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<tr>
<td>Assess all students on the literacy and numeracy continuum. Review and update data.</td>
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<tr>
<td>Assess all students on the literacy and numeracy continuum. Review and update data.</td>
<td>Off track</td>
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</tr>
<tr>
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<td>Off track</td>
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<tr>
<td>Analyze of PLAN data of all students. Renegotiate individual plans. Accurate and effective reporting to parents.</td>
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<tr>
<td>Analyze of PLAN data of all students. Renegotiate individual plans. Accurate and effective reporting to parents.</td>
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<td>Resources</td>
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<td>Monitoring efficient and effective use of resources</td>
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<td>Annual Milestone</td>
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</table>
## Strategic direction 2: 21st Century Technology-Innovative Learners

### PURPOSE
Facilitate ongoing professional learning for all staff to effectively integrate quality, authentic technology practices into teaching and learning.

### PEOPLE
**How do we develop capabilities of our people to bring about transformation?**

**Students:** Students will be actively engaged in accessing and utilising technology to facilitate their learning across all curriculum areas and develop as 21st Century learners.

**Staff:** Build capacity of staff to deliver quality teaching and learning programs that embed authentic technology practices.

Effectively utilise technology to support learning and assessment.

**Parents:** Empowering parents to develop and gain an understanding of technology and the impacts on the 21st Century learner.

Provide opportunities for parents to become active learners and users of technology to support 21st Century learners.

### PROCESSES
**How do we do it and how will we know?**

1. Quality professional learning for all staff on the integration and authentic use of iPads, Web tools, Interactive whiteboards and other technologies into teaching and learning programs.

2. Technology team to establish expectations on the effective use of technology in teaching and learning. Identify grade mentors to develop the capacity of all staff.

3. Develop a partnership with the University of Technology in engaging and empowering staff and student use of technology for learning.

4. Collaboratively plan and embed the authentic use of technology in classroom learning, teacher and student assessment and reflective practice.

5. Establish and deliver workshops for parents and community members in understanding and utilising technology in the 21st Century.

### PRODUCT AND PRACTICES
**What is achieved and how do we know?**

**Practice:** Implementation and integration of quality technology expectations across K-6 and the current syllabuses and continuums.

**Product:** All teachers are effectively integrating iPads, web tools, interactive whiteboards and other technologies to engage students in authentic teaching and learning experiences.

**Product:** All teachers and students are effectively utilising technology to engage for the purpose of teaching and learning, assessment and reflective practice.

**Product:** Parents have a better understanding of current technologies and are more confident and aware, of using technology to support student learning.

### IMPROVEMENT MEASURE/S
100% of teaching and learning programs successfully embed the authentic use of technology for the 21st Century learner.
### Strategic direction 2: Implementation and progress monitoring – 21st Century Technology – Innovative learners

**Project leaders:** Leanne van Vliet and Benjamin Dixon

<table>
<thead>
<tr>
<th>2015</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
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<tbody>
<tr>
<td>PROCESS</td>
<td>MID TERM</td>
<td>END TERM</td>
<td>MID TERM</td>
<td>END TERM</td>
</tr>
<tr>
<td>Quality Professional Learning for all staff on the integration of iPads, Web tools, IWB and other technologies into teaching and learning programs.</td>
<td>Identify key personnel across the school to represent their grade on the Technology team.</td>
<td>Survey staff on their usage of ICT in the classroom and establish a PL focus. Team designs quality PL to present to the staff on SDD Term 2.</td>
<td>Teachers are trialling new ICT skills in their teaching and learning.</td>
<td>Continue to assess and support staff on the implementation of ICT.</td>
</tr>
<tr>
<td>Work with the University of Technology Sydney to engage and empower staff and students in their use of technology of Stage 2 teachers and students.</td>
<td>Establish a partnership program with UTS on the effective use of ICT in the classroom.</td>
<td>Stage 2 surveys analysed to inform the action research project focus.</td>
<td>Initiate the action research project with UTS.</td>
<td>Team reflection and discussion on project progress.</td>
</tr>
<tr>
<td>Utilise technology as a tool for assessment and reflective practices.</td>
<td>Survey teachers on their use of technology for assessment purposes.</td>
<td>Quality PL plan established for all staff.</td>
<td>Teachers are trialling new ICT skills in their teaching and learning.</td>
<td>Further build the capacity of teachers to utilise technology for assessment purposes.</td>
</tr>
<tr>
<td>Quality workshops to be delivered to parents and community members to assist them with their child’s use of technology.</td>
<td>Survey parents on their use of technology in teaching and learning.</td>
<td>Quality PL plan established for the school community based on the identified needs.</td>
<td>Develop and run workshops for the school community based on identified needs.</td>
<td>Evaluate the workshops and continue to deliver quality workshops.</td>
</tr>
</tbody>
</table>

**Outcomes 2015**
- All staff are effectively integrating iPads, web tools, IWB and other technologies to engage students in authentic teaching and learning experiences.
- Teachers are implementing an authentic use of 21st Century technology into their programs.
- Celebrate the successes of the action research project partnership.
- Technology is being used as a key tool for reflection and assessment of student learning outcomes across the school.
- Parents have an improved understanding of current technologies to support their child with their learning.
### Evaluation

- **Ongoing reporting by the leadership team on the achievement of milestones.**
  - Teams established.
  - Surveys conducted.
  - PL plans developed.
  - Action research project established.
  - All stakeholders developed an awareness and use of technology in teaching and learning.
  - Stakeholders further developing their skills in the use of ICT.
  - Stakeholders further developing their skills in the use of ICT.
  - Stakeholders further developing their skills in the use of ICT.
  - Stakeholders further developing their skills in the use of ICT.

- **All stakeholders developed an awareness and use of technology in teaching and learning.**
  - Surveys conducted.
  - Action research project established.
  - PL plans developed.
  - Teams established.

- **Stakeholders further developing their skills in the use of ICT.**
  - Teams established.
  - Surveys conducted.
  - PL plans developed.
  - Action research project established.

- **Stakeholders further developing their skills in the use of ICT.**
  - Teams established.
  - Surveys conducted.
  - PL plans developed.
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  - Action research project established.

- **Stakeholders further developing their skills in the use of ICT.**
  - Teams established.
  - Surveys conducted.
  - PL plans developed.
  - Action research project established.

- **Stakeholders demonstrating an improved understanding and use of technology as evidenced in a survey.**
  - Action research project presented to the staff.

### Resources

- **Monitoring efficient and effective use of resources**
  - $1
  - $2
  - $3
  - $4

- **Annual Milestone**
  - Milestone 1
  - Milestone 2
  - Milestone 3
  - Milestone 4
Strategic direction 3: Student Welfare for the 21st Century Learner

**PURPOSE**

Why do we need this particular strategic direction and why is it important?

Develop and implement a quality student welfare policy that effectively meets the needs of all students and ensure that all stakeholders participate in the development of new school policy.

**PEOPLE**

How do we develop capabilities of our people to bring about transformation?

**Students:** Students will be actively engaged in the development and implementation of a new student welfare policy.

Students will become responsible, reliable, successful and active participants in their learning.

**Staff:** Staff will be actively engaged in the development and implementation of a new student welfare policy.

Staff will support students to become responsible, reliable, successful and active participants in learning.

**Parents:** Parent groups will be actively engaged in the development and implementation of a new student welfare policy.

Parents will support their children to become responsible, reliable, successful and active participants in learning.

**School Leaders:** Leaders will actively engage teams in the development and implementation of a new student welfare policy.

Leaders will support staff and students to become responsible, reliable, successful and active participants in learning.

**IMPROVEMENT MEASURE/S**

All stakeholders collaboratively develop the student welfare policy.

100% of staff effectively and consistently implement the student welfare policy.

**PROCESSES**

How do we do it and how will we know?

1. Conduct surveys of all stakeholders.

2. All stakeholders will participate in focus groups to discuss structures and generate ideas for the new student welfare policy.

3. Research and investigate successful student welfare policies and programs operating in schools.

4. Staff decide the content of the new policy based on current research and quality professional learning.

**PRODUCT AND PRACTICES**

What is achieved and how do we know?

**Product**

Survey analysis is acknowledged and embedded into practice.

All stakeholders collaborate and take ownership of the new student welfare policy to ensure a successful and consistent whole school approach.

Student welfare is embedded through teaching and learning.

**Practices**

All stakeholders have a consistent approach in the implementation of the new student welfare policy.
### Strategic direction 3: Implementation and progress monitoring – Student Welfare for the 21st Century

**Project leaders:** Sharon Saunders, Kylea Dowling, Anthea Kenny and Maria Oyarzun

#### Evaluation

- **Ongoing reflection by the leadership team on the achievement of the milestones.**
- **SW Committee established.**
- **Analyse and use survey data.**
- **Focus groups conducted.**
- **Draft policy presented and reviewed by all stakeholders.**
- **Professional learning presented to all staff.**
- **SW Committee review draft policy.**
- **Policy documented and resources compiled ready for trial implementation.**
- **Professional learning presented to all staff.**
- **Draft policy presented to all stakeholders.**
- **Draft policy begins initial trial implementation.**
- **Team reflection.**
- **SW Committee and school leadership team review the draft policy through the trial period.**
- **Team reflection.**
- **All stakeholders continue to trial the draft policy and procedures across the school.**
- **Team reflection.**
- **Outcomes 2015**
  - Final policy presented to school community for full implementation in 2016.
  - ‘Kids Matter’ Component 1 completed.

#### Process

<table>
<thead>
<tr>
<th>2015</th>
<th>TERM 1</th>
<th>TERM 2</th>
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<tbody>
<tr>
<td>PROCESS</td>
<td>MID TERM</td>
<td>END TERM</td>
<td>MID TERM</td>
<td>END TERM</td>
</tr>
<tr>
<td><strong>Staff, students and the school community revise current student management and welfare procedures and policy.</strong></td>
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<tr>
<td>Working committee established to revise current welfare procedures and policies and investigate alternate welfare programs of other schools.</td>
<td>All stakeholders are actively engaged in the revision of current practices and the development of new procedures. A draft policy is documented. Surveys presented to all stakeholders.</td>
<td>Build capacity of staff through PL to initiate the implementation of a policy to support students to become responsible, reliable, successful and active learners.</td>
<td>Working Committee revise and amend draft policy taking into consideration feedback from all stakeholders.</td>
<td><strong>A revised draft policy is presented to all stakeholders. Continue to build capacity of staff through PL to initiate the implementation of a trial policy to support students to become responsible, reliable, successful and active learners.</strong></td>
</tr>
<tr>
<td><strong>School community will support students to become responsible, reliable, successful and active participants in learning.</strong></td>
<td>Attend ‘Kids Matter’ briefing.</td>
<td>Team leaders attend ‘Kids Matter’ program training.</td>
<td>Team leaders attend ‘Kids Matter’ facilitator Component 1 Training – A Positive School Community.</td>
<td>Provide PL to staff on Component 1 - A Positive School Community. Embed the ‘Kids Matter’ framework across school programs.</td>
</tr>
</tbody>
</table>
| Evaluation | | | | | **Outcomes 2015**
  - All stakeholders have collaboratively developed a student welfare policy for full implementation in the 2016 school year. |
<p>| | | | | | |
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<table>
<thead>
<tr>
<th>Resources</th>
<th>2x casual days for focus group</th>
<th>7x casual days for policy development and PL</th>
<th>$50 Consumables</th>
<th>7x casual days for policy development and PL</th>
<th>$1000 teaching resources</th>
<th>$50 Consumables</th>
<th>7x casual days for policy development and PL</th>
<th>Outcomes 2015 $1000 teaching resources $50 Consumables</th>
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Key funding initiatives – progress monitoring of initiatives, impact and resources

Project leaders: [enter names of project leaders]

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<tr>
<th>2015</th>
<th>TERM 1</th>
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### KEY INITIATIVES

#### 1. Aboriginal background funding

**Review PLAN data**
- Develop and implement negotiated PLP
- SLSO support identified

**Evaluate PLP and renegotiate PLP – parent partnership meeting**
- Update PLAN data
- Implement quality teaching and learning practices by embedding cultural identity of Aboriginal people

**Celebrate cultural events eg. NAIDOC Week**
- Implement PLP
- SLSO support
- Continue to facilitate quality teaching and learning practices in class programs

**Evaluate PLP and renegotiate PLP – parent partnership meeting**
- Update PLAN data
- Continue to facilitate quality teaching and learning practices in class programs

**Implement PLP SLSO support**
- Continue to facilitate quality teaching and learning practices in class programs

**Evaluate PLP and renegotiate PLP – parent partnership meeting**
- Update PLAN data
- Continue to facilitate quality teaching and learning practices in class programs

**Implement PLP SLSO support**
- Continue to facilitate quality teaching and learning practices in class programs

**Successful implementation of quality PLPs for all Aboriginal students.**

**Increased achievement in PLAN data.**

#### Evaluation processes and assessing the impact

**PLPs are developed and initiated in classrooms.**

**Teachers effectively use PLAN data to support students.**
- Successful celebration of Aboriginal culture.

**Teachers effectively use PLAN data to support students.**
- PLPs are reviewed with parents and students.

**Teachers effectively use PLAN data to support students.**
- PLPs are reviewed with parents and students.

**Quality PLPs implemented and evaluated.**
- PLAN data reflects improvements in student outcomes.

#### Resources ($5158)

**Identify EaLD students requiring additional support.**
- Ethnic SLSO support identified.
- Implement quality teaching and learning practices.

**Continue to assess EaLD students against the EaLD Proficiency Framework.**
- Continue Ethnic SLSO support.
- Conduct EaLD survey.

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- Continue Ethnic SLSO support.
- Conduct EaLD survey.

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- Continue Ethnic SLSO support.
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**Continue to assess EaLD students against the EaLD Proficiency Framework.**
- Continue Ethnic SLSO support.
- Conduct EaLD survey.

**Quality teaching and learning programs implemented to support EaLD students.**
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<tr>
<td>Resources</td>
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### Key Initiatives

#### 2015

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<tr>
<td>KEY INITIATIVES</td>
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</tr>
<tr>
<td>3. Socio-economic background funding</td>
<td>Establish Deputy Principal/quality teaching position</td>
<td>Continue the development and implementation of quality supervision practices – Professional Development Plan.</td>
<td>Develop and implement individual Professional Development Plans with each teacher. Quality teaching and learning practices are embedded in class programs to improve student outcomes.</td>
<td>Maintain the implementation of quality supervision practices</td>
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<td>Establish 3 Assistant Principal/teaching and learning positions</td>
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<tr>
<td></td>
<td>Establish CLO position</td>
<td>Parent programs established.</td>
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<td>Establish and implement Speech program</td>
<td>Develop and implement programs for targeted students. Provide feedback to LST.</td>
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<td>Continue to implement programs for targeted students. Provide feedback to LST.</td>
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<tr>
<td>Evaluation processes and assessing the impact</td>
<td>Students, teachers and parents supported through quality school practices.</td>
<td>Students, teachers and parents supported through quality school practices.</td>
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<tr>
<td>Resources ($193 554)</td>
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<tr>
<td>2015</td>
<td>TERM 1</td>
<td>TERM 2</td>
<td>TERM 3</td>
<td>TERM 4</td>
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<tr>
<td><strong>KEY INITIATIVES</strong></td>
<td>MID TERM</td>
<td>END TERM</td>
<td>MID TERM</td>
<td>END TERM</td>
</tr>
<tr>
<td>4. Low level adjustment for disability funding</td>
<td>Identify students requiring additional support and IEPs. Make adjustments and differentiate teaching and learning programs to support individual needs. SLSO support identified. Implement quality teaching and learning practices.</td>
<td>Make adjustments and differentiate quality teaching and learning programs to support individual needs. SLSO support facilitates learning programs. Evaluate student progress and update PLAN data.</td>
<td>Make adjustments and differentiate quality teaching and learning programs to support individual needs. SLSO support facilitates learning programs. Implement quality teaching and learning practices.</td>
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<td>Students supported by quality teaching and learning practices.</td>
<td>Students supported by quality teaching and learning practices.</td>
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<tr>
<td>Resources ($191 139)</td>
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</table>

- **Term 1**
  - 4. Low level adjustment for disability funding
  - Evaluation processes and assessing the impact
  - Resources ($191 139)

- **Term 2**
  - Make adjustments and differentiate quality teaching and learning programs to support individual needs. SLSO support facilitates learning programs. Implement quality teaching and learning practices. Evaluate student progress and update PLAN data.
  - Students supported by quality teaching and learning practices.
  - Students supported by quality teaching and learning practices.

- **Term 3**
  - Make adjustments and differentiate quality teaching and learning programs to support individual needs. SLSO support facilitates learning programs. Implement quality teaching and learning practices. Evaluate student progress and update PLAN data.
  - Students supported by quality teaching and learning practices.
  - Students supported by quality teaching and learning practices.

- **Term 4**
  - Make adjustments and differentiate quality teaching and learning programs to support individual needs. SLSO support facilitates learning programs. Implement quality teaching and learning practices. Make adjustments and differentiate quality teaching and learning programs to support individual needs. SLSO support facilitates learning programs. Evaluate student progress, including NAPLAN data, and update PLAN data.
  - Students supported by quality teaching and learning practices.
  - Students supported by quality teaching and learning practices.

- **Mid Term**
  - Quality teaching and learning programs implemented to support students.

- **End Term**
  - Students supported by quality teaching and learning programs.
  - Students supported by quality teaching and learning programs.
  - Students supported by quality teaching and learning programs.
  - Students supported by quality teaching and learning programs.
  - Improved student learning outcomes as evidenced by PLAN data.
<table>
<thead>
<tr>
<th>2015</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
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<tbody>
<tr>
<td><strong>KEY INITIATIVES</strong></td>
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<td><strong>END TERM</strong></td>
<td><strong>MID TERM</strong></td>
<td><strong>END TERM</strong></td>
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<tr>
<td>5. Support for beginning teachers</td>
<td>Identify and support newly appointed teachers and beginning teachers. Establish mentoring program to support identified teachers.</td>
<td>Targeted professional learning as required. Establish Professional Development Plans. Quality PL on the accreditation process.</td>
<td>Continue mentoring and supporting beginning teachers through reflection and feedback. Continue targeted professional learning as required. Monitor and support beginning teachers through the accreditation process.</td>
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</tr>
<tr>
<td>Resources ($ value)</td>
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