

School plan 2015-2017

Frank Partridge VC Public School 4581



School background 2015–2017

School vision statement

Our vision is for students at Frank Partridge VC PS to engage in an individualised teaching and learning environment that supports them to reach their full potential academically, socially, emotionally and physically, allowing them to become successful, informed citizens within and beyond their community. As an Early Action for Success (EAFs) school an instructional leader has been appointed and additional resources have been allocated to enable the implementation of the interventions needed to achieve this goal.

This vision is supported through strong community school partnerships that recognise the value of education, culture and the development of the whole child in an ever-changing world.

Our staff will work as a cohesive, dedicated and enthusiastic team who use evidence based teaching strategies to support all learners academically and socially. They will model a culture of learning, engaging in the latest professional development opportunities and delivering a diverse, relevant and individualised curriculum to the students.

Our school will be a learning community where all stakeholders have a voice, educational opportunities are valued and excellence is expected.

School context

Frank Partridge VC Public School is a P4 school located on the Mid North Coast of New South Wales at Nambucca Heads.

Student numbers fluctuate between 200 and 230 students each year. ATSI students make up approximately 40% of our school population and cultural activities have a strong presence throughout our school across all key learning areas.

The school consists of 2 straight Kindergarten classes and 9 stage based composite classes. We incorporate 3 support classes into our K–6 structures. There is a wonderful mix of beginning and experienced staff within our school who all demonstrate a sound knowledge of the curriculum and excellent student welfare and management strategies.

Classes are supported by an Aboriginal Education Officer, Aboriginal workers and School Learning Support Officers, School Guidance Officer and Learning and Support Teacher. Frank Partridge VC Public School is part of the Early Action for Success program and K–2 work closely with our Instructional Leader supporting this with a strong focus on literacy and numeracy.

We use various funding streams to maintain classes of less than 22 students K–6. This initiative is strongly valued by our whole school community.

School planning process

The school planning process has included initial discussions evaluating current practices and identifying future directions with staff, community and P&C. We have used one-on-one interviews, special meetings, the newsletter and surveys to engage our whole school learning community.

Our governance team consists of AEO, Executive, SAM and P&C president.

All stakeholders are kept fully informed and their opinions sought through meetings, newsletter invitations and community involvement.

Our 3 strategic directions are strongly supported by all stakeholders.

School strategic directions 2015–2017



STRATEGIC DIRECTION 1 Engagement

Purpose:

To create a dynamic learning environment that develops engaged, enthusiastic and effective learners who are empowered to become successful informed citizens. We will strive to continually develop a diverse and relevant curriculum to deeply engage all students. With engagement comes a love of learning and respect for what a high quality education can deliver us throughout life.



STRATEGIC DIRECTION 2 Community

Purpose:

To engage our community in a relevant and effective manner that heightens the value of education and learning amongst all stakeholders. A strong and effective community school partnership will increase the understanding of the importance of education to our students and community



STRATEGIC DIRECTION 3 Potential

Purpose:

To further develop an educational environment that enables each individual student to reach their full potential academically, socially, emotionally and physically. Our school is determined to provide targeted educational experiences that will expose and unlock the potential of all students. Realisation of this potential will enable students to succeed, access opportunities and make choices in their lives that will benefit themselves, their families and their community.

Strategic Direction 1: Engagement

Purpose

To create a dynamic learning environment that develops engaged, enthusiastic and effective learners who are empowered to become successful informed citizens. We will strive to continually develop a diverse and relevant curriculum to deeply engage all students. With engagement comes a love of learning and respect for what a high quality education can deliver us throughout life.

Improvement Measures

Students are actively engaged in the development of their own learning goals

100% of students have personal learning goals

Students can articulate their learning goals

Students are active participants in ongoing teacher conferences and are reflecting on own learning

70% PLASPs complete. 100% PLPs complete.

Differentiated teaching and Learning occurs for all students, as evidenced in PLPs and all teacher programs.

People

Students

Students:

–Actively take ownership of own learning and demonstrate curriculum knowledge through formative assessment practices including ongoing personal goal setting.

Complete all set work and homework, with a sound understanding of what they are learning and why.

Staff

Staff:

–Participation in Instructional Leader initiatives and early Action for success strategies by K–2 staff.

Solo responsibility for Infants. Has led to far greater autonomy and team work.

–Participation in mentoring and modelling initiatives by staff K–6

T4 2016. 3 complete. 100% planned. On staff room wall.

–Participate in ongoing professional learning in teaching these areas

–Developing meaningful programmes and homework that reinforces core skills.

–Take responsibilities for areas of passion. (Building Blocks, sport, music, Chess, Public Speaking, Debating.)

Processes

ALNF TRAINING COMPLETED FOR PRESCHOOL TEACHERS AND FPVCPS STAFF. (EAFS High quality professional learning)

- School budgetary considerations to factor in the employment of extra staff to minimise classroom numbers.
-

Evaluation Plan

- Monitor class sizes each term.
- Tell them From Me Survey Tool delivered to students and parents/carers 2015.
- 2017 3.5 above allocation staffing in place.
- Budget forecast into next 12 months to allocate \$300,000 for staffing initiative.
- Timetabled activities with evidence of a variety of optional extras in every break.
- Sentral data analysis based on teacher reporting data.
- Technology action plan to monitor resource purchase and current levels of resource availability to classrooms.
- Coordinator to evaluate Building Blocks for Learning program implementation each term.

Practices and Products

Practices

100%of classrooms have access to Interactive and communication technologies that are current.

All classes have access to 5 ipads and 5 laptops.

100%of students k–2 screened for sight, hearing and speech with follow up plans developed for all students by teachers and LST.

100%of referrals to outside agencies result in specific targeted actions.

Students will demonstrate collaborative and reflective skills in daily learning

Students will monitor their personal learning goals and measure success in learning against Learning Intentions and set criteria.

Students will participate in ongoing conferences and feedback sessions with teachers to discuss learning goals.

Products

PLAN data reflects 100% of achievement in Literacy and Numeracy.

NAPLAN growth data to indicate an average rate higher than the state in both Literacy and Numeracy.

Dental van complete.

RFW speech.

Australian Hearing/Darimba Mara Hearing.

Strategic Direction 1: Engagement

Improvement Measures

NAPLAN data is used to facilitate goal setting with every student to ensure response at point of need.

Individual NAPLAN data in class sets ready for end of term when classes are set.

People

–Relevant staff supported to achieve and maintain accreditation.

Leaders

Leaders:

Build capacity of all stakeholders by facilitating collaborative learning opportunities to ensure implementation of current pedagogies.

–Budgeted time for staff planning meetings.

–Development and implementation of pro-active and structured attendance plan.

Parents/Carers

Parents:

–Help children understand the importance of achievement in all areas of learning.

–Support homework and home reading completion.

Community Partners

Community Partners:

–Promote the value of education within in our community

Processes

- BOSTEs accreditation.

Practices and Products

Speech screen purchased

Australian Literacy and Numeracy Foundation to provide report on Early Intervention strategies.

100%of staff accredited to the Professional Teaching standards by 2018.

2 accreditations complete. 2 maintenance complete. 2016.

Strategic Direction 1: Engagement

Improvement Measures

People

Processes

Practices and Products

Strategic Direction 2: Community

Purpose

To engage our community in a relevant and effective manner that heightens the value of education and learning amongst all stakeholders. A strong and effective community school partnership will increase the understanding of the importance of education to our students and community

Improvement Measures

Improved attendance both full and partial for all students and various cohorts. Target of 95%.

Whole school average of 92% after T1

Whole school average at 96% end semester 1.

100% attendance at Parent/carer/teacher planning meetings.

School averaged about 75%. Massive increase on other years.

100% of students to have a PLP collaboratively developed between teacher, parent/carer and student.

Indigenous students complete.

Leadership survey based on Australian Professional Standards for Principals by staff to indicate high level excellence in areas involving community engagement

To be completed T4.

People

Students

Students:

- Respond positively to stimuli and opportunities provided by the school and community.
- Understand the need for a wide life focus
- Understand the role education plays in enabling them to make a positive contribution to their community.

Staff

Staff:

- Facilitate guest speakers both in person and via Interactive Classroom to 'bring the world' to the students.
- Access community members that have a relevant and powerful message for students in regards to the value of a quality education.
- New Language teacher and artists in residence for 6 weeks.
- Provide opportunities for students that can possibly lead to alternative career paths such as sport/music/media/digital.

Instructional Leader to implement PaTCH training for parents by EAfS.

Processes

Flexible Personal learning Plan delivery.

Highlight cultural, sporting and performing arts achievements in local media.

Gumbaynggirr language lessons K–6 on a weekly basis. Supplemented with staff training.

Instructional Leader will implement PaTCH training in Term 2, fortnightly across two terms.

Implement a new home work and home reading policy and strategy that has input from all stakeholders and is consistent throughout the school.

Parent/Carer/Teacher information sessions.

Evaluation Plan

Evaluation Plan;

Tell them From Me Survey Tool delivered to parents/carers 2015.

Planned for 2017.

Collect data on attendance at information sessions, personal learning plan completions, media stories and community performances.

Programs to reflect Gumbaynggirr

Practices and Products

Practices

Attendance rate to exceed 95% whole day.

Partial attendance decreased by 50%.

90% homework completion across all classes.

90% Home reader completion across all classes.

Products

100% of students to have a Personal learning Plan collaboratively developed between teacher, parent/carer and student.

Evidence of programmed cultural lessons involving language and small groups.

New teacher. Community links with the NEST in Coffs Harbour.

PaTCH parents will work in classrooms with confidence, creating stronger community partnerships, building on home school connections.

Strategic Direction 2: Community

Improvement Measures

2 parents to complete Parents as Teacher Classroom Helper (PaTCH) training .

2017 plans now.

Organised 2 Go For Fun sessions in 2016 to try and increase parent comfort when entering school.

85% Homework and Home reader return rates by end 2016.

Community employed to create Mural of cultural significance.

Currently around 75% at end semester 1. Massive increase from 2015 data.

Staff and student welfare policies complete by end T2.

Complete

People

Presence at AECG and Lands Council

Leaders

Leaders:

- Create opportunities and ensure funding is available for teachers to access expertise.
- Communicate effectively and relevantly with wider school community at a variety of levels.

Parents/Carers

Parents:

- Assist through general parent-child interaction, discussion of life choices and the importance of quality education.

Community Partners

Community Partners:

- Bringing wide experiences of the outside world to the classrooms through class visits and advice to teachers.
- Rescue Helicopter T4. Fire Brigade T3.
- Former students who have forged successful careers in high profile professions could be asked to return to speak to the children.
- Mentoring roles through sport/music etc

Wider school community Collaboration for Student and Staff Welfare documents

Processes

language and other cultural lessons.

Data in just needs executive collation and interpretation.

Data collected each term on homework and home reader completion.

Parent survey through Tell Them From Me in term 3 2015.

Practices and Products

Strategic Direction 2: Community

Improvement Measures

People

Processes

Practices and Products

Strategic Direction 3: Potential

Purpose

To further develop an educational environment that enables each individual student to reach their full potential academically, socially, emotionally and physically. Our school is determined to provide targeted educational experiences that will expose and unlock the potential of all students. Realisation of this potential will enable students to succeed, access opportunities and make choices in their lives that will benefit themselves, their families and their community.

Improvement Measures

100% of staff participate in the peer modelling initiative and provide feedback on the program. All performance and Development plans for staff to indicate a focus on improving pedagogy based on feedback.

PDP completed at end 2015. New format repeated T4 2016.

Updated Instructional leader plans linking weekly meetings to improved pedagogy. Evidence of self-reflection by all staff and individually tailored PL opportunities.

In place. Program due T4.

100% of students have personal learning goals.

PLAN data complete and updated every 5 weeks for 100% of students in Literacy and Numeracy.

Complete.

People

Students

Students:

- Strive to achieve in all aspects of their schooling.
- Students aware of behaviours required for high achievement including dedication, organisation, concentration on core skills.
- Actively take ownership of their own learning and demonstrate curriculum knowledge through formative assessment practices.

Staff

Staff:

- An instructional leader works directly with staff in the early years to provide teacher professional development and classroom based coaching. They contribute directly to the planning of the following.
- Provide modelling of excellence, leading by example, following through, high standards in all areas.
- Employ the most accurate and informative assessment strategies to ensure each individual is working at their most instructional level.
- Remediate and extend in all teaching and learning situations.

Leaders

Leaders:

- Leading by example, provide support to

Processes

–Implementation of a staff developed pathway of professional learning that is driven through the new performance and development framework and ensures development across a range of skills and for a variety of reasons.

–Instructional leader to implement lesson observations and feedback sessions by mentors. Peer modelling and formal feedback sessions both as a recipient and provider. Build teacher capacity by providing professional development in current pedagogies.

(EAFS)

–The provision of opportunities in a wide range of extracurricular areas including music, public speaking, academic competitions, debating and sports.

–Learning support team structures to provide direction, action and support to all staff K–6 in an efficient and accessible nature.

Numeracy training in TEN Master class for IL. Return to school for 3 staff meetings in a row involving all staff.

Numeracy equipment stocktake, purchase and collation by Kerry Trudget.

Evaluation Plan

Evaluation Plan:

Professional learning template to record all experiences for all staff.

Practices and Products

Practices

100% of staff participate in the peer modelling initiative and provided feedback on the program. All performance and development plans for staff indicate a focus on improving pedagogy based on feedback.

Students participate in regular feedback sessions with teacher and peers.

Students monitor personal learning goals and measure success in learning against Learning Intentions and Success Criteria.

Products

–PLAN data to indicate 85% of students working at appropriate levels in all Literacy and Numeracy strands.

NAPLAN growth data to indicate an average rate higher than the state in both Literacy and Numeracy.

Attendance rate to exceed 95% whole day.

Partial attendance decreased by 50%.

Support unit title to be replaced by support class title. Students to participate in 50% more stage based integration activities. Evidenced in programming. This will be a formal expectation.

Spread sheet data to indicate 100% of staff

Strategic Direction 3: Potential

Improvement Measures

Students articulate their learning goals

Regular, time tabled feedback sessions involving student, teacher, parent, carer and executive team.

T1 and T4. T1 complete and well attended.

People

teachers and an overall school routine that supports a substantial daily allotment of time to these subject areas.

–Acknowledge excellence across all aspects of our teaching and learning community.

–Build teacher capacity by ensuring current pedagogies are utilised across the whole school.

Build Exec capacity through effective role development, clarity of expectation and appropriate support structures.

Community/Partners:

–Open their doors to real life visits from students K–6.

Parents/Carers

Parents:

– Encourage students into more ambitious goal setting, completing all work at a high standard.

–Work closely with the school through our home work and home reading systems..

Community Partners

Community/Partners:

–Open their doors to real life visits from students K–6.

Processes

Listed on My PL where possible for easy data retrieval.

Feedback on the mentoring process solicited at the end of term 4.

Practices and Products

have accessed professional learning across 4 domains. Literacy, numeracy, school direction and area of passion.

100% of students have personal learning goals

PLAN data reflects 100% of student achievement in Literacy and Numeracy according to each students PLP.


Students articulate their learning goals

Students engage in collaborative practices

























Strategic Direction 1: Engagement

2015

Project Leader/s: Dorothy Leahy, Gill Baker






















Off track  Implementation Delayed  On track 

Process 1: ALNF TRAINING COMPLETED FOR PRESCHOOL TEACHERS AND FPVCPS STAFF. (EAFS High quality professional learning)

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE	8 local Preschool Teachers, 3 School Learning Support Officers and 2 Teaching staff Certified in ALNF. Training started	ALNF staff.

Process 2:

•
School budgetary considerations to factor in the employment of extra staff to minimise classroom numbers.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		

Strategic Direction 1: Engagement

2015		Project Leader/s: Dorothy Leahy, Gill Baker			Off track ○ Implementation Delayed ○ On track ○
● ○ ○	END TERM 4 ANNUAL MILESTONE	2.0 above allocation staff employed.	Staff employed. Trialled full day RFF each fortnight.	2 CRT • Socio-economic background (\$0.00)	

























Strategic Direction 2: Community

2015





















Project Leader/s: Dorothy Leahy, Vanessa Bekis, Yvonne Parkins

Off track  Implementation Delayed  On track 

Process 1: Flexible Personal learning Plan delivery.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE	50% of students have a PLASP	41% of students have a PLASP

Process 2: Highlight cultural, sporting and performing arts achievements in local media.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE	7 stand alone stories focusing on the 3 strategic directions with photos in local print media.	Stories in local print media RAM

























Strategic Direction 2: Community

2015

























Project Leader/s: Dorothy Leahy, Vanessa Bekis, Yvonne Parkins

Off track  Implementation Delayed  On track 

Process 3: Gumbaynggirr language lessons K–6 on a weekly basis. Supplemented with staff training.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE	Weekly lessons for 30 minutes per class K–6	Lessons completed. Virginia RAM \$32 per hour x 6 hours per week x 40 weeks • Aboriginal background loading (\$7,680.00)



Process 4: Instructional Leader will implement PaTCH training in Term 2, fortnightly across two terms.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE	PaTCH implementation for 6 parents or carers	3 Parents or Carers trained IL

























Strategic Direction 2: Community

2015






















Project Leader/s: Dorothy Leahy, Vanessa Bekis, Yvonne Parkins

Off track  Implementation Delayed  On track 

Process 5: Implement a new home work and home reading policy and strategy that has input from all stakeholders and is consistent throughout the school.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE	School policy complete and average of 80% homework return rate.	Average 45%. CRT

Process 6: Parent/Carer/Teacher information sessions.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		


Strategic Direction 2: Community

2015		Project Leader/s: Dorothy Leahy, Vanessa Bekis, Yvonne Parkins		Off track ○	Implementation Delayed ○	On track ○
○ ● ○	END TERM 4 ANNUAL MILESTONE	100% parent carer attendance.	Average 50% attendance across K-6			

























Strategic Direction 3: Potential

2015

Project Leader/s: Gill Baker Christie Williams






















Off track  Implementation Delayed  On track 

Process 1: –Implementation of a staff developed pathway of professional learning that is driven through the new performance and development framework and ensures development across a range of skills and for a variety of reasons.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE	PDP completed for 100% staff involving links to school plan and Australian Professional standards for Teachers.	PDP available for all staff on official proforma. DoE framework

Process 2: –Instructional leader to implement lesson observations and feedback sessions by mentors. Peer modelling and formal feedback sessions both as a recipient and provider. Build teacher capacity by providing professional development in current pedagogies.



(EAFS)




Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		

Strategic Direction 3: Potential

























2015

Project Leader/s: Gill Baker Christie Williams






















Off track  Implementation Delayed  On track 

  	END TERM 4 ANNUAL MILESTONE	All staff have sat in on colleague for formal mentoring observation. Policy complete and framework used by all involved.	100% of staff involved in the process and self directed the level and content of observation. Working through the framework.	IL. Staff
--	------------------------------------	--	--	-----------

Process 3: –The provision of opportunities in a wide range of extracurricular areas including music, public speaking, academic competitions, debating and sports.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE	Opportunities programmed and provided across all lunch and recess breaks.	Students involved in structured Rugby league, League tag, Touch football, Soccer, Netball, Basketball, Debating, Public Speaking, Chess, singing, Brass Band and Rock Band. CRT


Process 4: –Learning support team structures to provide direction, action and support to all staffK–6 in an efficient and accessible nature.




Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		

Strategic Direction 3: Potential

























2015

Project Leader/s: Gill Baker Christie Williams






















Off track  Implementation Delayed  On track 

  	END TERM 4 ANNUAL MILESTONE	LST meeting minuted every week.	Every week minuted, edited by Principal, disseminated to staff and set up with responsibility, action and completion framework. Over 25% of students noted in meetings.	LAST
--	---------------------------------------	---------------------------------	---	------







Process 5: Numeracy training in TEN Master class for IL. Return to school for 3 staff meetings in a row involving all staff.

Milestone		Evaluation		Resources
  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE	IL Trained in Master class. Staff trained by IL.	No of staff trained in TEN	IL

Process 6: Numeracy equipment stocktake, purchase and collation by Kerry Trudget.

Milestone		Evaluation		Resources
  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			


Strategic Direction 3: Potential


2015		Project Leader/s: Gill Baker Christie Williams		Off track 	Implementation Delayed 	On track 
  	END TERM 4 ANNUAL MILESTONE	Maths Resource room complete.	No development	Staffing		

Strategic Direction 1: Engagement

2016

























Project Leader/s: Dorothy Leahy, Gill Baker

Off track 

Implementation Delayed 






















On track 

Process 1: ALNF TRAINING COMPLETED FOR PRESCHOOL TEACHERS AND FPVCPS STAFF. (EAFS High quality professional learning)







Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE	8 local Preschool Teachers, 3 School Learning Support Officers and 2 Teaching staff Certified in ALNF. Training Complete. In class observations needed for certification.	ALNF staff. 3 x SLSO release, 5 days at \$260 per day. \$3750.00 2 x CRT release, 5 days at \$400 per day. \$4000.00

Process 2:

• School budgetary considerations to factor in the employment of extra staff to minimise classroom numbers.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		




Strategic Direction 1: Engagement

















































2016		Project Leader/s: Dorothy Leahy, Gill Baker			Off track 	Implementation Delayed 	On track 
  	END TERM 4 ANNUAL MILESTONE	3.0 above allocation staff employed.	Smaller Kindergarten allowed for only 2 staff above allocation. Funding for 2017 allocated.	2 CRT • Socio-economic background (\$0.00)			

Strategic Direction 2: Community

2016

Project Leader/s: Dorothy Leahy, Vanessa Bekis, Yvonne Parkins

Off track  Implementation Delayed  On track 

Process 1: Flexible Personal learning Plan delivery.			
Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE	80% of students have a PLASP	50% of students have a PLASP
			LAST
Process 2: Highlight cultural, sporting and performing arts achievements in local media.			
Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE	7 stand alone stories focusing on the 3 strategic directions with photos in local print media.	Hibiscus happenings. 7 x half page editorials. Term 3
			Advertising costs. \$690 x 7 • Socio-economic background (\$4,830.00)

























Strategic Direction 2: Community

2016























Project Leader/s: Dorothy Leahy, Vanessa Bekis, Yvonne Parkins

Off track  Implementation Delayed  On track 

Process 3: Gumbaynggirr language lessons K–6 on a weekly basis. Supplemented with staff training.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3	Program deliverer retiring. Need new instructor. Edrika employed.	
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE	Weekly lessons for 30 minutes per class K–6 Lessons completed.	Coffs Harbour Language Nest.



Process 4: Instructional Leader will implement PaTCH training in Term 2, fortnightly across two terms.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE	PaTCH implementation for 6 parents or carers Training complete	IL

























Strategic Direction 2: Community

2016






















Project Leader/s: Dorothy Leahy, Vanessa Bekis, Yvonne Parkins

Off track  Implementation Delayed  On track 

Process 5: Implement a new home work and home reading policy and strategy that has input from all stakeholders and is consistent throughout the school.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE	School policy complete and average of 80% homework return rate.	Average 65% return rate. CRT

Process 6: Parent/Carer/Teacher information sessions.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		


Strategic Direction 2: Community

2016		Project Leader/s: Dorothy Leahy, Vanessa Bekis, Yvonne Parkins		Off track ○	Implementation Delayed ○	On track ○
● ○ ○	END TERM 4 ANNUAL MILESTONE	100% parent carer attendance.	Average 60% attendance across K-6			

























Strategic Direction 3: Potential

2016

Project Leader/s: Gill Baker Christie Williams






















Off track  Implementation Delayed  On track 

Process 1: –Implementation of a staff developed pathway of professional learning that is driven through the new performance and development framework and ensures development across a range of skills and for a variety of reasons.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE	PDP completed for 100% staff involving links to school plan and Australian Professional standards for Teachers.	PDP available for all staff on official proforma. DoE framework

Process 2: –Instructional leader to implement lesson observations and feedback sessions by mentors. Peer modelling and formal feedback sessions both as a recipient and provider. Build teacher capacity by providing professional development in current pedagogies.




(EAFS)




Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		

Strategic Direction 3: Potential

























2016

Project Leader/s: Gill Baker Christie Williams






















Off track  Implementation Delayed  On track 

  	END TERM 4 ANNUAL MILESTONE	All staff have sat in on colleague for formal mentoring observation. Policy complete and framework used by all involved.	100% of staff involved in the process and self directed the level and content of observation. Working through the framework.	IL. Staff
--	------------------------------------	--	--	-----------

Process 3: –The provision of opportunities in a wide range of extracurricular areas including music, public speaking, academic competitions, debating and sports.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE	Opportunities programmed and provided across all lunch and recess breaks.	Students involved in structured Rugby league, League tag, Touch football, Soccer, Netball, Basketball, Debating, Public Speaking, Chess, singing, Brass Band and Rock Band.




Process 4: –Learning support team structures to provide direction, action and support to all staffK–6 in an efficient and accessible nature.




Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		

Strategic Direction 3: Potential

























2016

Project Leader/s: Gill Baker Christie Williams






















Off track  Implementation Delayed  On track 

  	END TERM 4 ANNUAL MILESTONE	LST meeting minuted every week.	Every week minuted, edited by Principal, disseminated to staff and set up with responsibility, action and completion framework. Over 40% of students noted in meetings.	LAST
--	---------------------------------------	---------------------------------	---	------

Process 5: Numeracy training in TEN Master class for IL. Return to school for 3 staff meetings in a row involving all staff.

Milestone		Evaluation		Resources
  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE	IL Trained in TEN. Staff trained by IL.	No of staff trained in TEN	IL

Process 6: Numeracy equipment stocktake, purchase and collation by Kerry Trudget.

Milestone		Evaluation		Resources
  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			



Strategic Direction 3: Potential

2016		Project Leader/s: Gill Baker Christie Williams		Off track ○	Implementation Delayed ○	On track ○
● ○ ○	END TERM 4 ANNUAL MILESTONE	Maths Resource room complete.	Room prepared and initial resurce gathering complete	Staffing.		

























Strategic Direction 1: Engagement

2017

Project Leader/s: Dorothy Leahy, Gill Baker



















Off track  Implementation Delayed  On track 

Process 1: ALNF TRAINING COMPLETED FOR PRESCHOOL TEACHERS AND FPVCPS STAFF. (EAFS High quality professional learning)

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1	8 local Preschool Teachers, 3 School Learning Support Officers and 2 Teaching staff Certified in ALNF.	ALNF trainers • Low level adjustment for disability (\$7,750.00)
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE		• Socio-economic background (\$7,750.00)

Process 2:




• School budgetary considerations to factor in the employment of extra staff to minimise classroom numbers.







Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1	3.5 above allocation staff employed. Funds allocated for 2018. Class numbers below 20 students K-6.	
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		

Strategic Direction 1: Engagement

2017

Project Leader/s: Dorothy Leahy, Gill Baker


Off track  Implementation Delayed  On track 

  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE	3.5 above allocation staff employed.		3.5 x CRT x 1 year x \$100,000.00 per staff. <ul style="list-style-type: none"> • Socio-economic background (\$0.00) • Low level adjustment for disability (\$0.00)

























Strategic Direction 2: Community

2017






















Project Leader/s: Dorothy Leahy, Vanessa Bekis, Yvonne Parkins

Off track  Implementation Delayed  On track 

Process 1: Flexible Personal learning Plan delivery.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1	85 PLASPs on file out of 200 students. 100% of students with diagnosed disability.	
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE	100% of students have a PLASP	Staff. 20min extra RFF per fortnight x 11 CRT x 20 fortnights x \$20 • Low level adjustment for disability (\$4,400.00)



Process 2: Highlight cultural, sporting and performing arts achievements in local media.




Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		

Strategic Direction 2: Community

























2017

Project Leader/s: Dorothy Leahy, Vanessa Bekis, Yvonne Parkins






















Off track  Implementation Delayed  On track 

  	END TERM 4 ANNUAL MILESTONE	7 stand alone stories focusing on the 3 strategic directions with photos in local print media.	Hibiscus happenings. 7 x half page editorials. Term 3	Advertising costs. \$690 x 7 • Socio-economic background (\$4,830.00)
--	---------------------------------------	--	---	--

Process 3: Gumbaynggirr language lessons K–6 on a weekly basis. Supplemented with staff training.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1	New time table up and running. Edrika employed.	
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE	Weekly lessons for 30 minutes per class K–6	Lessons completed. Coffs Harbour Language Nest.

Process 4: Instructional Leader will implement PaTCH training in Term 2, fortnightly across two terms.




Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1	PaTCH implementation for 6 parents or carers	3 parents involved weekly IL
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		

Strategic Direction 2: Community

























2017

Project Leader/s: Dorothy Leahy, Vanessa Bekis, Yvonne Parkins



















Off track  Implementation Delayed  On track 

  	END TERM 4 ANNUAL MILESTONE	PaTCH implementation for 6 parents or carers	9 parents or carers trained	IL
--	---------------------------------------	--	-----------------------------	----

Process 5: Implement a new home work and home reading policy and strategy that has input from all stakeholders and is consistent throughout the school.

Milestone		Evaluation		Resources
  	MID TERM 1			
  	END TERM 1		Return rates around 75%	CRT
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE	90% return rate.	School policy reviewed.	Staff meetings




Process 6: Parent/Carer/Teacher information sessions.







Milestone		Evaluation		Resources
  	MID TERM 1			
  	END TERM 1	100% parent carer attendance.	Average 70% attendance across K-6	
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			

Strategic Direction 2: Community

2017

Project Leader/s: Dorothy Leahy, Vanessa Bekis, Yvonne Parkins




Off track  Implementation Delayed  On track 

  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE			CRT release x 1 day by 11 staff. • Socio-economic background (\$4,950.00)

























Strategic Direction 3: Potential

2017

Project Leader/s: Gill Baker Christie Williams






















Off track  Implementation Delayed  On track 

Process 1: –Implementation of a staff developed pathway of professional learning that is driven through the new performance and development framework and ensures development across a range of skills and for a variety of reasons.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1	30% of staff complete PDP	
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE	PDP completed for 100% staff involving links to school plan and Australian Professional standards for Teachers. PDP available for all staff on official proforma.	DoE framework

Process 2: –Instructional leader to implement lesson observations and feedback sessions by mentors. Peer modelling and formal feedback sessions both as a recipient and provider. Build teacher capacity by providing professional development in current pedagogies.



(EAFS)




Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1	50% of staff have attended a mentoring session.	
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		

Strategic Direction 3: Potential

























2017

Project Leader/s: Gill Baker Christie Williams






















Off track  Implementation Delayed  On track 

  	END TERM 4 ANNUAL MILESTONE	All staff have sat in on colleague for formal mentoring observation. Policy complete and framework used by all involved.	100% of staff involved in the process and self directed the level and content of observation. Working through the framework.	IL. Staff
--	---------------------------------------	--	--	-----------

Process 3: –The provision of opportunities in a wide range of extracurricular areas including music, public speaking, academic competitions, debating and sports.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1	Students involved in structured Rugby league, League tag, Touch football, Soccer, Netball, Basketball,	
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION	Students involved in structured Rugby league, League tag, Touch football, Soccer, Netball, Basketball, Debating, Public Speaking, Chess, singing, Brass Band and Rock Band.	
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE	Opportunities programmed and provided across all lunch and recess breaks.	Students involved in structured Rugby league, League tag, Touch football, Soccer, Netball, Basketball, Debating, Public Speaking, Chess, singing, Brass Band and Rock Band. CRT




Process 4: –Learning support team structures to provide direction, action and support to all staffK–6 in an efficient and accessible nature.




Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1	Over 50% of students mentioned in LST minutes.	
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		

Strategic Direction 3: Potential

























2017

Project Leader/s: Gill Baker Christie Williams



















Off track  Implementation Delayed  On track 

  	END TERM 4 ANNUAL MILESTONE	LST meeting minuted every week.	Every week minuted, edited by Principal, disseminated to staff and set up with responsibility, action and completion framework. Over 40% of students noted in meetings.	LAST
--	---------------------------------------	---------------------------------	---	------

Process 5: Numeracy training in TEN Master class for IL. Return to school for 3 staff meetings in a row involving all staff.

Milestone		Evaluation		Resources
  	MID TERM 1			
  	END TERM 1		IL attending Master Class in T2 2017. Registered. Staff introduction completed 10 05 17 in staff meeting.	
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION		TEN training to be delivered T2.	
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE	IL Trained in Master class. Staff trained by IL.	100% of staff trained in TEN	Professional Learning. \$18000.00 • (\$0.00)

Process 6: Numeracy equipment stocktake, purchase and collation by Kerry Trudget.




Milestone		Evaluation		Resources
  	MID TERM 1			
  	END TERM 1		Kerry Trudgett employed for 5 days to complete whole school Stocktake and coordinate purchase of new resources 3–6. IL to complete for K–2.	
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			

















































Strategic Direction 3: Potential

2017		Project Leader/s: Gill Baker Christie Williams		Off track ○ Implementation Delayed ○ On track ○
○ ○ ○	MID TERM 4			
○ ○ ○	END TERM 4 ANNUAL MILESTONE	Maths Resource room complete.		Global \$6000.00 • (\$0.00)

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



2015

Off track  Implementation Delayed  On track 

























1. Aboriginal background loading				
Milestone			Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE	95% attendance average for ATSI students	84%	CDEP 1.6 staffing 1.4 Indigenous SLSO employment
2. Low level adjustment for disability				
Milestone			Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE	PLASPs for 100% of students	41% of student population has PLASP	LAST

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

2015

Off track  Implementation Delayed  On track 

















































3. Socio-economic background

Milestone		Evaluation processes and impact assessment	Resources (\$ value)
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE	Average attendance for school at or above 92%	50% of students had attendance above 90% 80% of students had attendance above 80%	3 above allocation staff

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


2016

Off track  Implementation Delayed  On track 

























1. Aboriginal background loading				
Milestone			Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE	95% attendance average for ATSI students	85.83% average.	CDEP 1.6 staffing 1.4 Indigenous SLSO employment
2. Low level adjustment for disability				
Milestone			Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE	PLASPs for 100% of students	PLASPs for 50% of students	LAST

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

2016



Off track  Implementation Delayed  On track 














































3. Socio-economic background

Milestone			Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE	Average attendance for school at or above 92%	50% of students had attendance above 90% 78% of students had attendance above 80%	3 above allocation staff

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

2017

Off track  Implementation Delayed  On track 

1. Aboriginal background loading				
Milestone			Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1			
  	END TERM 1		End T1 88.7%	
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE	95% attendance for Indigenous Students.		CDEP 1.6 staffing 1.4 Indigenous SLSO employment • Aboriginal background loading (\$0.00)
2. Low level adjustment for disability				
Milestone			Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1			
  	END TERM 1		PLASPS complete for 80% of students including Parent carer input. Available for all staff on server.	
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			

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

2017		Off track ○ Implementation Delayed ○ On track ○		
● ○ ○	END TERM 4 ANNUAL MILESTONE	PLASPs for 100% of students		LAST
3. Socio-economic background				
Milestone		Evaluation processes and impact assessment		Resources (\$ value)
○ ○ ○	MID TERM 1			
● ○ ○	END TERM 1		65% of students had attendance above 90% at the end of term 1 86% of students had attendance above 80% at the end of term 1	
○ ○ ○	MID TERM 2			
○ ○ ○	END TERM 2 MID-YEAR REFLECTION			
○ ○ ○	MID TERM 3			
○ ○ ○	END TERM 3			
○ ○ ○	MID TERM 4			
● ○ ○	END TERM 4 ANNUAL MILESTONE	Average attendance for school at or above 92%		3 above allocation staff • Socio-economic background (\$0.00)