

**SCHOOL CONTEXT**

Robert Townson Public School, located in Raby, has a student population of 580. The school promotes life-long learning and aims to develop caring and enterprising members of our future society. Learners have diverse and challenging opportunities to develop their potential in all areas of school life. The school which has an excellent reputation is characterised by the motto *Aim High* with staff and students being immersed in a positive culture of high expectation and achievement. At Robert Townson Public School student welfare is paramount. Through the PBIS program students focus on being safe, being respectful and aiming high.

Following participation in the National Partnerships Literacy and Numeracy initiative Focus on Reading is being delivered to all students in Years 3-6 ensuring they are engaged in the latest research-based best practice with a technology-based approach to developing comprehension skills. In 2012 Taking Off With Numeracy (TOWN) will be introduced. Students in K-2 are being provided with a strong foundation through the Jolly Phonics, Jolly Grammar, Reading Recovery, Multilit, Count Me In Too, TEN, Best Start and Speech Therapy Programs. Robert Townson PS became a Regional Best Start Lighthouse Project School in 2011. The Project connects schools that are making significant and sustained progress in student achievement in the early years of schooling. Our school shared successful strategies for improving student learning in literacy and numeracy teaching with schools from across the Region.

Dramatic changes in our facilities have included the construction of six air-conditioned classrooms and two special purpose rooms all equipped with interactive whiteboards as are all classrooms. The K-12 Campus initiative with Robert Townson High School continues to thrive with the schools being involved in numerous joint programs. Other highlights include public speaking and debating and a strong creative arts program culminating annually in a major school performance or a Visual Arts showcase – *The Artists of Robert Townson*. Students continue to perform well in a variety of sports reaching State representative level.

**SCHOOL IDENTIFIED PRIORITY AREAS****INTENDED OUTCOMES**

## Literacy and Numeracy

- Increased levels of literacy and numeracy achievement for every student consistent with school directions.
- Diminished gap in literacy and numeracy achievement between Aboriginal students and all students.
- Strengthened literacy and numeracy learning through the effective use of the full range of diagnostic assessments.
- Improved outcomes through targeted strategic early intervention for students experiencing difficulty.
- Strengthened teacher and leadership capacity to improve student learning
- Quality literacy and numeracy practices are identified and implemented across the school.

## Student Engagement and Attainment

- Quality teaching is evident in every classroom.
- School structures and practices respect and respond to the diverse needs and unique characteristics of every student.
- Students experience challenging, flexible, personalised and safe learning environments.
- Enhanced wellbeing of our students.
- School environments that enable students to experience success and receive recognition for their attainments.
- Increased use of technology to enhance learning

Aboriginal Education	<ul style="list-style-type: none"> <li>• Effective implementation of the Aboriginal Education and Training Policy.</li> <li>• Strategy is reflected in all priority areas.</li> <li>• Aboriginal students are supported by all staff to become successful learners, confident and creative individuals who are active and informed citizens.</li> <li>• Aboriginal student learning outcomes will match or better the outcomes of the broader student population.</li> <li>• Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education.</li> </ul>	
Leadership and Management	<ul style="list-style-type: none"> <li>• Strengthened leadership and management capacity of school staff, executive and the principal to drive school improvement.</li> <li>• Enhanced leadership innovation</li> <li>• Increased staff capacity to meet the needs of a significantly diverse and changing school.</li> </ul>	
Curriculum and Assessment	<ul style="list-style-type: none"> <li>• Implementation of a broad, inclusive and relevant curriculum.</li> <li>• Clear alignment between the implementation of curriculum, professional learning and student learning needs.</li> <li>• Appropriate assessment and reporting practices are embedded in all teaching and learning programs</li> </ul>	
PRINCIPAL'S SIGNATURE	SED ENDORSEMENT	DATE

TARGETS: LITERACY					
OUTCOMES	<ul style="list-style-type: none"> <li>Improved student learning outcomes in Reading and Writing.</li> <li>Increased levels of literacy achievement for every student consistent with school directions.</li> <li>Diminished gap in literacy achievement between Aboriginal students and all students.</li> <li>Strengthened literacy learning through the effective use of the full range of diagnostic assessments.</li> <li>Improved outcomes through targeted strategic early intervention for students experiencing difficulty in literacy.</li> <li>Strengthened teacher and leadership capacity to improve student learning.</li> <li>Increased use of technology to enhance learning.</li> </ul>	TARGETS	2012	2013	2014
			To decrease the percentage of students at or below national minimum standard in Reading in: <ul style="list-style-type: none"> <li>Year 3 from 21% in 2011 to 18.5% in 2012; and</li> <li>Year 5 from 21% in 2011 to 18.5% in 2012.</li> </ul>	To decrease the percentage of students at or below national minimum standard in Reading in: <ul style="list-style-type: none"> <li>Year 3 from 18.5% in 2012 to 16% in 2013; and</li> <li>Year 5 from 18.5% in 2012 to 16% in 2013.</li> </ul>	To decrease the percentage of students at or below national minimum standard in Reading in: <ul style="list-style-type: none"> <li>Year 3 from 16% in 2013 to 13.5% in 2014; and</li> <li>Year 5 from 16% in 2013 to 13.5% in 2014.</li> </ul>
			To increase the percentage of students at proficiency in Reading in: <ul style="list-style-type: none"> <li>Year 3 from 34% in 2011 to 35.5% in 2012; and</li> <li>Year 5 from 25% in 2011 to 26.5% in 2012.</li> </ul>	To increase the percentage of students at proficiency in Reading in: <ul style="list-style-type: none"> <li>Year 3 from 35.5% in 2012 to 37% in 2013; and</li> <li>Year 5 from 26.5% in 2012 to 28% in 2013.</li> </ul>	To increase the percentage of students at proficiency in Reading in: <ul style="list-style-type: none"> <li>Year 3 from 37% in 2013 to 38.5% in 2014; and</li> <li>Year 5 from 28% in 2013 to 29.5% in 2014.</li> </ul>
			To increase the percentage of students achieving greater than or equal to expected growth in Reading from 45.9 to 55%	To increase the percentage of students achieving greater than or equal to expected growth in Reading from 55% to 65%	To increase the percentage of students achieving greater than or equal to expected growth in Reading from 65% to 75%
			To increase the percentage of students at proficiency in Writing in: <ul style="list-style-type: none"> <li>Year 3 from 67% in 2011 to 70% in 2012; and</li> <li>Year 5 from 18% in 2011 to 35% in 2012.</li> </ul>	To increase the percentage of students at proficiency in Writing in: <ul style="list-style-type: none"> <li>Year 3 from 70% in 2012 to 75% in 2013; and</li> <li>Year 5 from 35% in 2012 to 50% in 2013.</li> </ul>	To increase the percentage of students at proficiency in Writing in: <ul style="list-style-type: none"> <li>Year 3 from 75% in 2013 to 80% in 2014; and</li> <li>Year 5 from 50% in 2013 to 65% in 2014.</li> </ul>
			<ul style="list-style-type: none"> <li>K – 90% of students on RR L8 or beyond (All between RR L5-8)</li> </ul> On or at Level 3 (Reading/Writing) <ul style="list-style-type: none"> <li>1 – 80% of students beyond RR L16.</li> </ul> On or at 6 <sup>th</sup> cluster (Read/Write) <ul style="list-style-type: none"> <li>2 – 90% of students beyond RR L25.</li> </ul> On or at 8 <sup>th</sup> cluster (Read/Write)	<ul style="list-style-type: none"> <li>K – 92% of students on RR L8 or beyond (All between RR L5-8)</li> </ul> On or at Level 3 (Reading/Writing) <ul style="list-style-type: none"> <li>1 – 85% of students beyond RR L16.</li> </ul> On or at 6 <sup>th</sup> cluster (Read/Write) <ul style="list-style-type: none"> <li>2 – 92% of students beyond RR L25.</li> </ul> On or at 8 <sup>th</sup> cluster (Read/Write)	<ul style="list-style-type: none"> <li>K – 95% of students on RR L8 or beyond (All between RR L5-8)</li> </ul> On or at Level 3 (Reading/Writing) <ul style="list-style-type: none"> <li>1 – 90% of students beyond RR L16.</li> </ul> On or at 6 <sup>th</sup> cluster (Read/Write) <ul style="list-style-type: none"> <li>2 – 95% of students beyond RR L25.</li> </ul> On or at 8 <sup>th</sup> cluster (Read/Write)

TARGETS :		NUMERACY			
OUTCOMES	<ul style="list-style-type: none"><li>Increased levels of numeracy achievement for every student consistent with national, state and regional directions.</li><li>Diminished gap in numeracy achievement between Aboriginal students and all students.</li><li>Strengthened numeracy learning through the effective use of the full range of diagnostic assessments.</li><li>Improved outcomes through targeted strategic early intervention for students experiencing difficulty in numeracy at key transition points.</li><li>Appropriate assessment and reporting practices embedded in all teaching and learning programs.</li><li>Increased capacity of all staff to lead, develop and implement continuous improvement in numeracy through the use of strategies outlined in the Analytical Framework.</li></ul>	TARGETS	2012	2013	2014
			To decrease the percentage of students at or below national minimum standard in Numeracy in: <ul style="list-style-type: none"><li>Year 3 from 20% in 2011 to 17.5% in 2012; and</li><li>Year 5 from 19% in 2011 to 16.5% in 2012.</li></ul>	To decrease the percentage of students at or below national minimum standard in Numeracy in: <ul style="list-style-type: none"><li>Year 3 from 17.5% in 2012 to 15% in 2013; and</li><li>Year 5 from 16.5% in 2012 to 14% in 2013.</li></ul>	To decrease the percentage of students at or below national minimum standard in Numeracy in: <ul style="list-style-type: none"><li>Year 3 from 15% in 2013 to 12.5% in 2014; and</li><li>Year 5 from 13.5% in 2013 to 11% in 2014.</li></ul>
			To increase the percentage of students at proficiency in Numeracy in: <ul style="list-style-type: none"><li>Year 3 from 33% in 2011 to 34.5% in 2012; and</li><li>Year 5 from 21% in 2011 to 22.5% in 2012.</li></ul>	To increase the percentage of students at proficiency in Numeracy in: <ul style="list-style-type: none"><li>Year 3 from 34.5% in 2012 to 36% in 2013; and</li><li>Year 5 from 22.5% in 2012 to 24% in 2013.</li></ul>	To increase the percentage of students at proficiency in Numeracy in: <ul style="list-style-type: none"><li>Year 3 from 36% in 2013 to 37.5% in 2014; and</li><li>Year 5 from 24% in 2013 to 25.5% in 2014.</li></ul>
			To increase the percentage of students at proficiency in Data, Space and Measurement in: <ul style="list-style-type: none"><li>Year 5 from 20% in 2011 to 21.5% in 2012.</li></ul>	To increase the percentage of students at proficiency in Data, Space and Measurement in: <ul style="list-style-type: none"><li>Year 5 from 21.5% in 2012 to 23% in 2013.</li></ul>	To increase the percentage of students at proficiency in Data, Space and Measurement in: <ul style="list-style-type: none"><li>Year 5 from 23% in 2013 to 24.5% in 2014.</li></ul>
			To increase the percentage of students achieving equal to or greater than the expected growth in Numeracy: <ul style="list-style-type: none"><li>Year 5 from 51% in 2011 to 59% in 2012.</li></ul>	To increase the percentage of students achieving equal to or greater than the expected growth in Numeracy: <ul style="list-style-type: none"><li>Year 5 from 59% in 2012 to 67% in 2013.</li></ul>	To increase the percentage of students achieving equal; to or greater than the expected growth in Numeracy: <ul style="list-style-type: none"><li>Year 5 from 67% in 2013 to 75% in 2014.</li></ul>
			Best Start <ul style="list-style-type: none"><li>K – 85% of students at perceptual or beyond</li><li>1 – 90% of students at figurative or beyond</li><li>2 – 85% of students at Counting On or beyond</li></ul>	Best Start <ul style="list-style-type: none"><li>K – 87% of students at perceptual or beyond</li><li>1 – 92% of students at figurative or beyond</li><li>2 – 87% of students at Counting On or beyond</li></ul>	Best Start <ul style="list-style-type: none"><li>K – 90% of students at perceptual or beyond</li><li>1 – 94% of students at figurative or beyond</li><li>2 – 90% of students at Counting On or beyond</li></ul>

OUTCOMES	<b>Student Engagement and Attainment</b> <ul style="list-style-type: none"><li>School structures and practices respect and respond to the diverse needs and unique characteristics of every student.</li><li>Students experience challenging, flexible, personalised and safe learning environments.</li><li>Enhanced wellbeing of our students.</li><li>School environments that enable students to experience success and receive recognition for their attainments.</li><li>Increased use of technology to enhance learning.</li></ul> <b>Aboriginal Education</b> <ul style="list-style-type: none"><li>Effective implementation of the Aboriginal Education and Training Policy.</li><li>Strategy is reflected in all priority areas.</li><li>Aboriginal students are supported by all staff to become successful learners, confident and creative individuals who are active and informed citizens.</li><li>Aboriginal student learning outcomes will match or better the outcomes of the broader student population.</li><li>Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education.</li></ul> <b>Leadership and Management</b> <ul style="list-style-type: none"><li>Strengthened leadership and management capacity of school staff, executive and the principal to drive school improvement.</li><li>Enhanced leadership innovation.</li><li>Increased staff capacity to meet the needs of a significantly diverse and changing school.</li></ul> <b>Curriculum and Assessment</b> <ul style="list-style-type: none"><li>Implementation of a broad, inclusive and relevant curriculum.</li><li>Clear alignment between the implementation of curriculum, professional learning and student learning needs.</li><li>Appropriate assessment and reporting practices are embedded in all teaching and learning programs.</li></ul>	TARGETS	2012	2013	2014
			Increase in the use of technology as an effective teaching and learning tool. Use of connected classroom strategies to enhance learning opportunities.		
			Teachers implementing differentiated quality teaching and learning programs with effective individual education plans.		
			Decrease in negative PBIS reports and increase distribution of award recognising positive behaviours.		
			<ul style="list-style-type: none"><li>All Indigenous Year 5 students achieve average growth in NAPLAN.</li><li>Increase number of Indigenous students in top NAPLAN bands.</li><li>All Indigenous students achieve at or above minimum standard in NAPLAN.</li><li>95% attendance for all Indigenous students.</li><li>K-2 students achieve Best Start, Count Me In Too and Benchmark levels as set out in literacy and numeracy plans.</li><li>Complete, monitor and maintain Personal Learning Plans (PLPs).</li><li>Acknowledgement of Country at all school events.</li><li>Involve all Indigenous students in genuine cultural experiences.</li><li>Integrate Indigenous perspectives throughout KLAs K – 6.</li></ul>		
			<ul style="list-style-type: none"><li>Increased number of staff participating in registered professional development programs.</li><li>Increased number of registered professional learning programs developed by schools and region.</li><li>Instructional leadership approaches identified as key elements.</li><li>All staff have a professional development plan linked to career planning, professional learning, performance and student outcomes.</li><li>Increased cooperative and supportive relationships with key educational and community stakeholders.</li><li>The number of participants in competency based and evidence based leadership modules that improve student learning outcomes.</li></ul>		
			<ul style="list-style-type: none"><li>Mandated timelines for the implementation of the Australian curriculum are met.</li><li>The number of classes participating in broad, inclusive and relevant curriculum programs and activities.</li><li>The number of classes participating in programs to support and implement Government commitments and department priorities.</li><li>Evidence of a range of feedback practices.</li><li>Identification of innovation in assessment and feedback practices.</li></ul>		

STRATEGIES	INDICATORS	TIMEFRAME 2012 2013 2014			RESPONSIBILITY	FUNDING SOURCE/BUDGET
Literacy - Focus on Reading 3-6						Budget \$26 385
<ul style="list-style-type: none"><li>Ensure the sustainability of the Focus on Reading 3-6 Program by building teacher and leadership capacity to deliver the program.</li></ul>	<ul style="list-style-type: none"><li>Focus on Reading implemented in all 3-6 classes with student progress tracked on the learning continuums.</li></ul>	2012 ✓	2013 ✓	2014 ✓	Principal In school leader All teachers	
<ul style="list-style-type: none"><li>Abridged training of new 3-6 staff members in Focus on Reading.</li><li>Train an in-school leader – mentored by existing leader.</li><li>Establish Stage leaders as mentors.</li></ul>	<ul style="list-style-type: none"><li>All Stage 2 and 3 class teachers implement FoR 3-6.</li><li>In-school leaders support teachers</li><li>Stage leaders mentor teachers in FoR.</li></ul>	✓	✓	✓	Principal In school leader Stage leaders	
<p>Implement teacher training strategies:</p> <ul style="list-style-type: none"><li>Reciprocal teaching</li><li>Coaching</li><li>Mentoring</li><li>Collaboration</li><li>Demonstration lessons</li><li>Observation lessons</li><li>Video conferencing</li><li>Develop structure for lesson sharing based on ISWT model.</li><li>Students trained to demonstrate FoR strategies eg: Literacy Circles, reciprocal teaching, ask the author etc.</li><li>Work with other schools to implement training.</li><li>External providers eg Persuasive Writing.</li></ul> <p>Teachers participate in active learning:</p> <ul style="list-style-type: none"><li>Observing expert teachers or being observed, followed by interactive feedback and discussion.</li><li>Collaboratively reviewing student work.</li><li>Leading discussions and participating in online forums.</li><li>Working with other teachers to design lessons and assessment tasks as well as participating in peer teaching.</li></ul>	<ul style="list-style-type: none"><li>Professional learning in literacy is strategically planned.</li><li>Teachers update their training on a regular basis.</li><li>Students able to demonstrate strategies to other students and teachers.</li><li>Additional release for professional dialogue.</li><li>Mentor lead conversations.</li><li>Large percentage of staff meeting time allocated to professional learning in literacy and numeracy.</li></ul>	✓	✓	✓	In school leader Collegial groups School leaders Teachers	\$4000

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
<ul style="list-style-type: none"> <li>Consistent implementation of two weekly planning cycle in Reading and Mathematics.</li> <li>Teachers program for explicit teaching of skills and strategies that include: <ul style="list-style-type: none"> <li>The Four Literacy Resources Model.</li> <li>Explicit teaching of modelled, guided and independent reading.</li> </ul> </li> <li>Provide professional learning in the Four Literacy Resources Model.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching learning programs are collaboratively developed fortnightly using a school format for programming in reading that incorporates all elements of FoR.</li> </ul>	✓	✓	✓	Programming leader Stage leader Stage teachers	
<ul style="list-style-type: none"> <li>Implement Stage 2 and 3 learning sequences to assess and drive future teaching for Comprehension, Reading Texts and Vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>School data reflects evidence of student progress on continuum.</li> <li>Programs will demonstrate integration of threads for each learning sequence in planning.</li> </ul>	✓	✓	✓	In school leader All teachers	
<ul style="list-style-type: none"> <li>School leaders promote staff discussion and dialogue about literacy to have an impact on programs and practices using discussion tools such as PMI.</li> </ul>	<ul style="list-style-type: none"> <li>School leaders engage staff in professional dialogue on a regular basis.</li> </ul>	✓	✓	✓		
<ul style="list-style-type: none"> <li>FoR strategies will be embedded in all KLAs.</li> <li>Align units of work in other KLAs with FoR 3-6 strategies.</li> <li>Integration a focus of 2 weekly planning.</li> </ul>	<ul style="list-style-type: none"> <li>FoR strategies evident in all KLAs.</li> </ul>	✓	✓	✓	All teachers	
<ul style="list-style-type: none"> <li>Refer to State Literacy Plan to develop and implement a school policy in Literacy to include all relevant school literacy programs.</li> </ul>	<ul style="list-style-type: none"> <li>All staff implementing RTPS K-6 Literacy Strategy.</li> </ul>	✓			Principal In school leader Literacy committee	
<ul style="list-style-type: none"> <li>Evaluate current resources including multimodal texts and purchase additional resources as required.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy programs are well resourced.</li> <li>Programs reflect a range of texts, including paper based, electronic, live, visual, written, oral and multimodal.</li> <li>Resources will be displayed for easy student access in all classrooms.</li> </ul>	✓			Literacy committee	\$4000

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<ul style="list-style-type: none"> <li>All classrooms feature <i>walls that teach</i> that include student work.</li> <li>Provide teacher training about suitable material to create <i>walls that teach</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Every classroom will have walls that teach that are referred to by students and teachers.</li> </ul>	✓	✓	✓	All teachers  In school leader/ literacy committee	
Teachers provide students with quality feedback.	Evidence of quality feedback for all students on a regular basis.	✓	✓	✓	Teachers and Stage leaders	
MultiLit						
<ul style="list-style-type: none"> <li>Implementation of the MultiLit remedial, one on one reading program for targeted students achieving results at or below the minimum standard in NAPLAN or below Benchmark reading level 16 in Year 2.</li> <li>Train staff, interested parents and high school students in the implementation of MultiLit.</li> </ul>	<ul style="list-style-type: none"> <li>Improved reading levels for identified students enabling them to access the curriculum effectively.</li> <li>Students exit at level 13.2.</li> <li>40 students graduate from the program each year.</li> </ul>	✓	✓	✓	STLA team and SLSO	\$5 000
Speech Therapy Program						
<ul style="list-style-type: none"> <li>Implement the Speech Therapy program for targeted students K-2.</li> <li>Speech therapist to present teacher professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Improved communication skills.</li> <li>Assessment data made available to teachers.</li> <li>Teachers participate in professional learning.</li> </ul>	✓			Early Stage 1 leader	\$5 000



[illegible]

# Reading Recovery

Budget \$1260

OUTCOMES	Identified Year 1 students to achieve appropriate Stage 1 reading levels (RR Level 16)	TARGETS	Approximately sixteen Year 1 students to receive Reading Recovery lessons each year.					
STRATEGIES		INDICATORS		TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
Report twice each term to LST and classroom teachers.  Update appropriate records according to Reading Recovery Guidelines.  All Reading Recovery teaching sessions to be conducted in the morning session 8:55 – 10:55 (Optimal Learning Time).  Access all trained teachers during Reading Recovery assessment periods.  Train additional staff as Reading Recovery support Conduct staff meetings re effective RR strategies to use in the class.  Staff member trained in Reading Recovery.  Supply and maintain the necessary training manuals and equipment.  Update text to include a variety of factual texts.		Keep staff involved and informed.		2012 ✓	2013 ✓	2014 ✓	RR Teachers	\$60        \$1200
		Track and monitor past & present students.		✓	✓	✓	RR Teachers	
		Maximise effectiveness of program.		✓	✓	✓	RR Teachers	
		Effective student assessment and monitoring.		✓	✓	✓	RR Teachers	
		Train staff on Reading Recovery procedures.		✓	✓	✓	RR Teachers	
		Maintain the number of students on program.		✓	✓	✓	RR Teachers	
		Smooth implementation of program.		✓	✓	✓	RR Teachers	
		Expose students to factual text types.		✓			RR Teachers	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
Best Start						
<ul style="list-style-type: none"><li>Best Start assessment data and learning continuums are used to inform and improve student literacy outcomes.</li><li>Evidence-based teaching of each child according to their achievement on the learning continuum.</li><li>Implement Early Learning Plans in every class.</li><li>K-2 focus on writing, utilising writing groups.</li><li>K-2 focus on Reading introduction of guided reading groups Week 2 Term 1.</li><li>Professional learning in writing and using ELP's to drive planning.</li><li>Support to Stage 1 using ELP's and in class demonstrations and team teaching.</li><li>Ensure Kindergarten data is entered at the end of Semester 1 and 2.</li></ul>	<ul style="list-style-type: none"><li>Best Start targets are achieved.</li><li>Best Start assessment data and learning continuums are used to inform and improve student literacy outcomes.</li><li>Evidence of improved practice.</li><li>Teaching and learning programs reflect continuum based teaching.</li><li>Early Learning Plans developed on a fortnightly basis.</li><li>Guided reading groups operating in all classrooms.</li><li>Guided writing groups operating in all classrooms.</li><li>Data entry completed.</li></ul>	✓	✓	✓	Stage leaders All teachers	\$2000
Sustainability of Successful Literacy Programs						
<ul style="list-style-type: none"><li>Complete school self-evaluation.</li><li>Evaluate programs using SMART data, a reading audit and school based data.</li><li>Clearly communicate importance of and methodology for sustaining Focus on Reading and Best Start Programs.</li></ul>	<ul style="list-style-type: none"><li>Detailed analysis of SMART and school-based data validated through triangulation to drive future planning.</li><li>Evidence of improved use of SMART data and school-based assessment.</li><li>Successful programs identified and strategies to maintain and improve are established.</li></ul>	✓	✓	✓	Principal Deputy In school leader Literacy committee	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<ul style="list-style-type: none"> <li>Prioritise uninterrupted structured literacy sessions.</li> <li>All teachers display timetables in classrooms.</li> <li>Clear instructions given to casual teachers regarding literacy times.</li> <li>Appropriate work prepared and made available at all times. No cancellation of literacy sessions without executive approval.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy teaching has the appropriate allocation of teaching time in every class.</li> <li>Literacy teaching is uninterrupted by other programs.</li> </ul>	✓	✓	✓	Executive Stage Leaders Teachers	
<p>Implement strategies outlined in Analytical Framework:</p> <ul style="list-style-type: none"> <li>Establishing goals and expectations</li> <li>Strategic resourcing</li> <li>Planning, coordinating and evaluating teaching and the curriculum</li> <li>Promoting and participating in teacher learning and development</li> <li>Ensuring an orderly and supportive environment</li> </ul> <p>Each school leader assumes responsibility for specific areas in the Analytical Framework.</p>	<ul style="list-style-type: none"> <li>Improvement in 50% of the original school responses to the statements in the Analytical Framework.</li> <li>Analytical Framework drives school improvement.</li> </ul>	✓	✓	✓	RISC committee School improvement team	
<ul style="list-style-type: none"> <li>Promote opportunities to develop leadership capacity in literacy.</li> <li>Strategic and targeted use of English as a Second Language scales to deliver appropriate professional learning to improve literacy and numeracy outcomes for Language Background Other Than English students.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers paired with a mentor or coach.</li> <li>Staff access the Professional Learning and Leadership Development Directorate Career Development Toolkit.</li> <li>Leaders present TPL to Stage.</li> <li>Professional learning delivered and ESL scales implemented.</li> </ul>	✓	✓	✓	Principal Leadership team Teachers	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<p>RISC Improvement Team monitors and facilitates the sustainability of successful programs through:</p> <ul style="list-style-type: none"> <li>• Active leadership</li> <li>• Ongoing professional development</li> <li>• Embedded structures through policy, budget, timetabling etc</li> <li>• A critical mass of leaders and teachers who are skilled in and committed to the change</li> <li>• Established procedures for continuing professional learning and support for new teachers and executive</li> </ul> <p>The RISC Committee has clear roles and responsibilities including:</p> <ul style="list-style-type: none"> <li>• Regular monitoring of SWOT analysis</li> <li>• Communicating recommendations with a plan of achievement</li> <li>• Develop manageable support structures eg: lesson observation times, mentoring and coaching buddies, strategic resource management etc</li> <li>• Network with IPS Sustainability Team</li> <li>• Considering the merits of the homework task program</li> </ul>	<ul style="list-style-type: none"> <li>• School leaders are skilled in the implementation and sustaining of successful programs.</li> <li>• School leaders are seen by staff as a source of advice and are knowledgeable about literacy.</li> <li>• Professional learning in literacy is strategically planned.</li> <li>• RISC Committee establishes and sustains program through fortnightly meetings.</li> </ul>	✓	✓	✓	RISC committee Principal Deputy principal Literacy leader Numeracy leader Data management leader Stage leaders STLA leader	\$1000
<ul style="list-style-type: none"> <li>• Staff are learning leaders in education.</li> <li>• All teachers have established personal learning goals which are informed by data and link to school data. Goals are reviewed each semester. Leaders support the achievement of these.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff use the standardised template to develop personalised goals.</li> <li>• Supervising executive develop plans with the principal to support the achievement of these goals which are linked to EARS and TARS.</li> </ul>	✓	✓	✓	Executive Stage Leaders	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<ul style="list-style-type: none"> <li>There is clarity and consensus about the school's goals and expectations in literacy and numeracy.</li> <li>School leaders will bring clarity and consensus about school goals and targets by explicit expectations and clear timeframes for implementation.</li> <li>Implementation of strategies from Analytical Framework's statement number 4.</li> </ul>	<ul style="list-style-type: none"> <li>Staff collaboration to ensure that the school's goals and expectations for literacy and numeracy are embedded in school and classroom routines and procedures.</li> <li>Implementation of TARS, EARS and PARS processes.</li> </ul>	✓	✓	✓	Principal Executive Stage leaders	

## Data Informs Practice

<p>Allocate the specific role of data management leader with a clear role description that includes establishing:</p> <ul style="list-style-type: none"> <li>Data set to be collected - balance between qualitative, quantitative, external test data, school assessment data</li> <li>Collection technique</li> <li>Timetable for collection</li> <li>Management of data base</li> <li>Analysis reports</li> <li>Timetable to report to staff at RISC committee stage and whole school level</li> <li>Facilitation of exchange of information</li> <li>Ensure data drives decision-making</li> </ul>	<ul style="list-style-type: none"> <li>Relevant data set established.</li> <li>Balanced database established and available to staff.</li> <li>Timetable for collection adhered to.</li> <li>Data analysis reports presented to staff and RISC Committee to inform future planning.</li> <li>Individual needs of students identified.</li> <li>Evidence of consistent teacher judgement.</li> <li>All staff are fully informed in regards to relevant data to inform teaching.</li> </ul>	✓	✓	✓	Deputy Principal	
<p>Backward mapping from the learning needs of students, to the intended outcome, to the annual target, to the changes needed in teaching knowledge, skills and practice, to the professional learning required to support change in teaching practice required to achieve the intended outcome is used to develop programs.</p>	<p>Teachers use backward mapping to develop programs</p>	✓	✓	✓	Stage leaders Teachers	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<p>Data informs practice and classroom teachers monitor individual student achievement.</p> <ul style="list-style-type: none"> <li>NAPLAN</li> <li>Stage and class assessment</li> <li>Early learning plans</li> <li>Reading benchmark levels</li> <li>Continuum achievement levels</li> </ul> <ul style="list-style-type: none"> <li>Train all teachers to have a shared understanding of effectively using available data.</li> <li>Teachers reflect on data to determine the next stages in learning.</li> </ul> <p>Establish a school culture that considers the evidence before making decisions regarding learning, management and leadership programs by:</p> <ul style="list-style-type: none"> <li>discussing the evidence base with teachers and leaders as part of the decision making process</li> <li>including the evidence base in planning documents, proformas etc.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and learning programs reflect the use of assessment data which is used to differentiate programs.</li> <li>All staff develop a shared understanding of assessment data to drive differentiated programs.</li> <li>Effective and consistent assessment practices across stages.</li> <li>Teachers and leaders are systematically using SMART to analyse student learning needs and identify the curriculum resources to address identified needs.</li> <li>Decision-making evidence-based.</li> </ul>	✓	✓	✓	Deputy Principal Stage leaders In school leader STLA	\$1000
<ul style="list-style-type: none"> <li>Data informs classroom flexible and fluid groupings.</li> <li>Students grouped according to identified needs and results.</li> </ul>	<ul style="list-style-type: none"> <li>Groups change regularly according to need.</li> <li>Class planning links to teaching and learning strategies from SMART data package.</li> </ul>	✓	✓	✓	All teachers  STLA	
<ul style="list-style-type: none"> <li>Comprehensive data analysis of NAPLAN results are compared with previous year and trends.</li> </ul>	<ul style="list-style-type: none"> <li>Completion of School Self Evaluation.</li> </ul>	✓	✓	✓	Principal, Deputy Principal Stage leaders In school leader	\$1000

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<ul style="list-style-type: none"> <li>Develop in school data collection systems.</li> <li>Consistently collect and track reliable valid school based student assessment data that identifies student learning needs, progress and achievement.</li> <li>Develop a timeline which establishes regular points for collection and review of teaching and learning programs, student work samples and results.</li> <li>Expand the STARS tracking system.</li> <li>Investigate Sentral.</li> </ul>	<ul style="list-style-type: none"> <li>School leaders and teachers monitor the collection and analysis of student literacy performance information.</li> <li>STARS implemented and used by all teachers.</li> <li>Each student has a comprehensive set of individual data relating to academic achievement.</li> <li>Pre and post assessment form basis of teaching and learning activities.</li> </ul>	✓	✓	✓	Deputy Principal          In school leader  Deputy Principal All teachers	\$1500

## School and Community Partnerships

<ul style="list-style-type: none"> <li>Improve the partnerships that exist between the school, parents and the community.</li> <li>Engage parents and the school community in planning whole school improvements in literacy.</li> <li>Deliver parent workshops in relation to literacy learning.</li> <li>Review assessment and reporting to parents.</li> </ul>	<ul style="list-style-type: none"> <li>The school develops effective partnerships with parents and carers to develop and promote literacy.</li> <li>Student achievements in literacy are effectively reported to parents and carers.</li> <li>School planning and whole school improvements in are shared with the school community.</li> </ul>	✓	✓	✓	Principal Literacy Committee RISC Committee ESL leader	
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STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
Writing						
<ul style="list-style-type: none"><li>Teacher professional learning on the development of quality teaching and learning practices.</li></ul>	<ul style="list-style-type: none"><li>All teachers trained in the delivery of quality writing programs.</li></ul>	✓	✓	✓	Literacy leader Stage leaders Teachers	
<ul style="list-style-type: none"><li>Review persuasive writing techniques</li><li>Establish baseline data using NAPLAN persuasive writing task (Years 2-6) in draft writing books using common marking criteria. K-1 recount.</li></ul>	All students participate in initial assessment.	✓	✓	✓	Literacy leader Stage leaders Teachers	
<ul style="list-style-type: none"><li>Develop marking criteria relevant to each text type.</li></ul>	Teachers and students understand the marking criteria.	✓			Literacy leader Stage leaders Teachers	
<ul style="list-style-type: none"><li>All students use a draft writing book to create work samples that indicate growth and facilitate discussions in regards to consistency of teacher judgement.</li></ul>	Draft writing books submitted to the literacy leader during Week 8 each term.  Draft writing books used as a discussion tool.	✓	✓	✓	Literacy leader Stage leaders Teachers	
<ul style="list-style-type: none"><li>Review existing resources and update as required.</li></ul>	Classrooms well resourced for the teaching of writing.	✓			Literacy leader Stage leaders Teachers	\$385 (persuasive writing) \$500
<ul style="list-style-type: none"><li>Teachers trained in providing constructive feedback (TLSI module).</li><li>Students are provided with constructive feedback.</li></ul>	<ul style="list-style-type: none"><li>Written evidence of constructive feedback.</li><li>All students are provided with constructive teacher feedback based on data.</li></ul>	✓			Literacy leader Stage leaders Teachers	
<ul style="list-style-type: none"><li>Develop a clear understanding of quality sentences.</li></ul>	Students are able to write and identify simple, compound and complex sentences.	✓			Literacy leader Stage leaders Teachers	

# ESL

**Budget - \$1500**

OUTCOMES	<ul style="list-style-type: none"><li>Improved student learning outcomes in Literacy and Numeracy.</li><li>Increased participation of all ESL students in any educational or social setting.</li></ul>	TARGETS	<ul style="list-style-type: none"><li>All Year 3 Phase 2 and 3 students at Band 2 or above in NAPLAN.</li><li>All Year 5 Phase 2 and 3 students at Band 5 or above in NAPLAN.</li></ul>					
STRATEGIES		INDICATORS		TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<ul style="list-style-type: none"><li>Track Phase 1, 2 and 3 students into new classes.</li><li>Administer probe testing in Week 2 to any ESL students below National Benchmarks.</li><li>Group students with similar needs in literacy and numeracy.</li><li>Assess Phase 1 students in Kindergarten or new to school in other stages.</li><li>Assist teachers who are working with ESL students on IEP's to plan for achievable and assessable outcomes.</li></ul>		<ul style="list-style-type: none"><li>Years 1 to 6 reading at instructional level in guided reading lessons by Week 2 Term 1.</li><li>Results from SMART data.</li><li>Improved students' outcomes monitored with Smart data, Benchmark levels, South Australian Spelling, Best Start Continuum, Focus on Reading, PLP's, IEP's, Count Me In Too &amp; PAT testing.</li><li>Confer with Kinder teachers after Best Start testing to gain an entry level. Monitor progress with clusters and scales.</li><li>Progress monitored.</li></ul>		2012	2013	2014	ESL teacher	
				✓	✓	✓		
				✓	✓	✓	ESL teacher	
				✓	✓	✓	ESL teacher	
				✓	✓	✓	Kinder teachers and ESL teacher	
				✓	✓	✓	Class teachers and ESL teacher	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<ul style="list-style-type: none"> <li>Develop staff awareness of the three phases of ESL language acquisition.</li> <li>Improve Phase 1 Kindergartens' language competence by systematic &amp; explicit teaching of ESL steps with the inclusion of <i>survival language</i>.</li> <li>Timetable to incorporate Phase 1's and new arrivals sufficiently across the week.</li> <li>Maintain Department documentation.</li> <li>Meet with Learning Support Team and class teachers to discuss and monitor any ESL students identified as needing attention for academic or social reasons.</li> <li>Identify all ESL/LBOTE students at Kindergarten Orientation.</li> <li>Purchase ESL based resources to develop students' speech in English.</li> <li>Maintain resources safely.</li> <li>Include parents in the daily organisation and metalanguage of school life.</li> <li>Attend ESLIN meetings and any other relevant professional development.</li> </ul>	<ul style="list-style-type: none"> <li>More teachers using terminology and given practise of levelling their own ESL students into Phases.</li> </ul>	2012	2013	2014	Class teachers and ESL teacher	\$500
	<ul style="list-style-type: none"> <li>Monitor progress through scales and steps.</li> </ul>	✓		✓	ESL teacher	
	<ul style="list-style-type: none"> <li>Fluid timetabling allows for movement of students.</li> </ul>	✓	✓	✓	ESL teacher	
	<ul style="list-style-type: none"> <li>Files and records on ERN updated to assist in tracking students and completion of three New Arrival Surveys and Annual survey.</li> </ul>	✓	✓	✓	ESL teacher/SAM	
	<ul style="list-style-type: none"> <li>Meet on a weekly basis</li> </ul>	✓	✓	✓	Learning Support Team	
	<ul style="list-style-type: none"> <li>Increased teacher knowledge of Kindergarten students.</li> </ul>	✓	✓	✓	Kinder teachers and ESL teacher	
	<ul style="list-style-type: none"> <li>Resources expanded</li> </ul>				ESL teacher	
	<ul style="list-style-type: none"> <li>Stock take in December</li> </ul>				ESL teacher	
	<ul style="list-style-type: none"> <li>More parents assisting with Home Reading organisation, excursions and in class assistance.</li> </ul>	✓	✓	✓	Class teachers and ESL teacher	
	<ul style="list-style-type: none"> <li>Increasing knowledge of ESL pedagogy.</li> </ul>	✓	✓	✓	ESL teacher	

# Numeracy

**Budget - \$7000**

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
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## Programming and Grouping

<ul style="list-style-type: none"> <li>Consistent implementation of two weekly planning cycle based on RTPS scope and sequence, numeracy continuum and inclusion of Quality Teaching elements and the analysis of NAPLAN and school-based data.</li> <li>Provision of time for Stage planning and the development of grade/stage assessment tasks.</li> <li>Implement graded maths groups 3-6 to facilitate focused teaching to meet student learning needs.</li> <li>Minimise the use of cross stage grouping.</li> <li>Recommended time 9.50 to 10.55 five days per week to ensure uninterrupted teaching time and the provision of instruction for the required teaching time.</li> <li>Evaluate after T1 (2012) and make further recommendations for future terms.</li> <li>Maths groups are fluid and flexible and reviewed at the end of each term, class lists updated at the end of the term.</li> <li>Develop a plan to minimise interruptions to maths group teaching time.</li> </ul>	<ul style="list-style-type: none"> <li>All programs reflect evidence of quality learning experiences based on assessment data.</li> <li>All staff collaboratively program on a two weekly cycle and plan and implement assessment tasks.</li> <li>Time set aside for planning and quality assessment tasks developed. School leaders engage staff in professional dialogue on a regular basis.</li> <li>Students are grouped according to assessment results. Fluid and flexible maths groups implemented with minimal disruption to instructional time.</li> <li>Data collected and used to drive future programs. Analysis of data by in school leaders for each stage.</li> </ul>	2012 ✓	2013 ✓	2014 ✓	Numeracy leader  Stage leaders  Teachers	
		✓	✓	✓		
		✓	✓	✓		
		✓	✓	✓		
		✓	✓	✓		
		✓	✓	✓		
		✓				

## Resources

Prioritise and purchase resources to support teaching and learning, including the IWB.	Relevant resources are purchased, accessioned and used.	✓	✓	✓	Numeracy leader Stage maths leaders	\$1000
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STRATEGIES	INDICATORS		TIMEFRAME	RESPONSIBILITY	FUNDING SOURCE/BUDGET
<b>Professional Learning</b>					
<ul style="list-style-type: none"> <li>Provide targeted professional learning programs to build whole school capacity to improve student numeracy outcomes. Continue reciprocal teaching and demonstration lessons to support all teachers.</li> <li>Train teachers K-2 in the <i>TEN program (Targeted Early Numeracy)</i> (2012) and train new teachers to the stage in future years.</li> <li>Train teachers in the <i>TOWN program (Taking off with Numeracy)</i> in Stage 2 &amp; 3. The program emphasises the teaching sequence related to place value, and developing more numerate students.</li> <li>In school leaders train and mentor teachers in <i>Count Me in Too (CMIT), Counting On and Newman's Error Analysis</i> and in the analysis of this data to implement strategies to improve student outcomes.</li> <li>Implement District STLA maths program to develop the language of maths and the ability to better interpret questions. Staff engaged in this program to feedback strategies to other staff members.</li> <li>Differentiate numeracy within class group.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers mentored and lessons developed according to need</li> <li>Teachers skilled in the implementation of specific programs. Information, strategies and skills passed onto other teachers</li> <li>Develop teaching sequences using place value</li> <li>Improved capacity to monitor students</li> <li>Increased results in numeracy in 2013 NAPLAN.</li> <li>Increased capacity of in-school leaders to train and mentor individual and teams of teachers. All classes K-4 implement <i>Count Me in Too</i> with groupings based on SENA data.</li> <li>District STLA Program implemented resulting in improved student outcomes and increased teacher capacity to implement the strategies.</li> <li>Groupings used within each maths group to meet the specific needs of students.</li> </ul>	✓	✓	✓	Numeracy leader Stage leaders Teachers <i>TEN</i> Facilitator <i>TOWN</i> facilitator
		✓	✓	✓	\$5000 TOWN
		✓	✓	✓	
		✓	✓	✓	
		✓	✓	✓	
		✓	✓	✓	
		✓	✓	✓	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
Count Me in Too, Counting On, Newman’s Error Analysis, Language of Maths, TEN, TOWN						
Implement and sustain specific numeracy programs <ul style="list-style-type: none"><li>Count Me in Too</li><li>Counting On</li><li>Newman’s Error Analysis</li><li>Language of Maths</li><li>TEN</li><li>TOWN</li></ul>	<ul style="list-style-type: none"><li>All classes K-4 implement Count Me in Too with groupings based on SENA data.</li><li>All students working below Year level in Stage 3 provided with the Counting On program.</li><li>Teachers use Newman’s Error Analysis to diagnose specific issues and establish programs to remediate.</li><li>Programs are used to assist students develop skills in the language of maths.</li><li>All Kindergarten students engage in the TEN programs. Each year the program is implemented to improve student outcomes.</li><li>Stage 2 &amp; 3 students engage in the strategies from the TOWN program. Strategies used by all teachers on the stage to improve student outcomes.</li></ul>	2012 ✓	2013 ✓	2014 ✓	Numeracy leader  Stage leaders  Teachers  TEN Facilitator  TOWN facilitator	
Policy Development						
Implement draft Mathematics Policy in 2012, review and make further adjustments as needed.	Draft policy implemented, reviewed and ratified. All staff implementing the RTPS Mathematics Policy.	✓	✓	✓	Numeracy leader	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
Data Informs Practice						
<ul style="list-style-type: none"><li>• Purchase and administer the PAT diagnostic mathematics test 3-6 at the beginning and end of each year.</li><li>• Committee collects and analyses data to share with the staff each semester. Data informs the two-weekly planning cycle.</li><li>• Identify priority areas from NAPLAN analysis and engage teachers in making improved use of teaching strategies and support material.</li><li>• Target weaknesses of individual students and engage STLA support in developing individualised programs.</li><li>• Investigate including SENA, Counting On, and PAT information onto STARS database to assist in identifying students who are not making the appropriate growth.</li><li>• Develop a scale that assists teachers to allocate A-Es across their class or maths group. Review this each year.</li></ul>	<ul style="list-style-type: none"><li>• PAT test used effectively with analysis of results used to assist with grouping students and measuring growth</li><li>• Relevant data collected and student learning is tracked. Improved student outcomes in Numeracy.</li><li>• Detailed analysis of SMART data. A range of strategies implemented to target weaknesses.</li><li>• STLA assist development of IEP's for identified students.</li><li>• Decreased proportion of lowest performing students not meeting minimum standards.</li><li>• Data stored in a central area and is used in programming to improve student outcomes.</li><li>• Scale developed, implemented and reviewed.</li></ul>	✓	✓	✓	Numeracy leader Stage/grade maths leaders	\$1000
		✓	✓	✓	Numeracy leader Stage/grade maths leaders	
		✓	✓	✓	Numeracy leader Stage leaders Stage/grade maths leaders Teachers	
		✓	✓	✓	Numeracy leader Stage/grade maths leaders	
		✓	✓	✓		
		✓	✓	✓		
		✓	✓	✓		

SCHOOL IDENTIFIED PRIORITY AREA	INTENDED OUTCOMES
Student Engagement and Attainment	<ul style="list-style-type: none"><li>• School structures and practices respect and respond to the diverse needs and unique characteristics of every student.</li><li>• Students experience challenging, flexible, personalised and safe learning environments.</li><li>• Enhanced wellbeing of our students.</li><li>• School environments that enable students to experience success and receive recognition for their attainments.</li><li>• Increased use of technology to enhance learning.</li><li>• 94.6% attendance rate for all students.</li></ul>
TARGETS	
<ul style="list-style-type: none"><li>• To increase the use of technology as an effective teaching and learning tool.</li><li>• Teachers implementing differentiated quality teaching and learning programs with effective individual education plans.</li><li>• Decrease in negative PBIS reports and increase distribution of award recognising positive behaviours.</li><li>• Decrease the number of suspensions occurring.</li><li>• Increase the number of students receiving awards through whole school award systems (Bronze Award system).</li><li>• Decrease number of bullying events as tracked by STARS data.</li><li>• Increase satisfaction levels in school surveys.</li></ul>	



# Student Welfare

**BUDGET - \$3910**

## OUTCOMES

- Strengthen relationships between school and community.
- Maintain and extend the PBIS program to improve learning environment, monitor behaviour and maximise learning.
- Continue *Bully Buster* program, utilising a new format – encourage a safe playground environment through peer intervention.
- Reduce incidence of bullying in the school.
- Maintain RTPS school standards.
- Develop leadership capacity of SRC.
- Recognise student achievement.
- Reward positive behaviour in a timely way.
- Implement Welfare Policy.
- Development of Risk Assessments.
- Student attendance.
- Successful transition programs.

## TARGETS

- Decrease the number of suspensions occurring.
- Increase the number of students receiving awards through whole school award systems (Bronze Award system).
- Decrease number of bullying events as tracked by STARS data.
- Increase satisfaction levels in school surveys.
- Student attendance at 94.6%.
- Successful transition programs – Kindergarten, Year 6 to 7.

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<i>Community Relationships</i> <ul style="list-style-type: none"> <li>Consult with community, P&amp;C and KLA committee leaders to encourage increased community participation in school activities.</li> </ul>	<ul style="list-style-type: none"> <li>Increased community participation in school events</li> <li>Improvement in survey measures, Parent Satisfaction Surveys and Analytical Framework</li> </ul>	2012 ✓  ✓	2013 ✓  ✓	2014 ✓  ✓	Welfare Team DP KLA & Committee Leaders	Casual Days x 4 \$1200
<i>PBIS</i> <ul style="list-style-type: none"> <li>Continue to collect school data to inform decision making.</li> <li>Continue implementation of STARS – ensure adequate staff meeting time allocated to requirements and data entry.</li> <li>Establish data collection calendar.</li> <li>Team members to attend regional conferences and network meetings.</li> <li>Train new team members.</li> <li>Implement Tier 2 areas of program (classroom systems and interventions).</li> <li>Prepare and deliver targeted lessons in classrooms. Lessons to be developed by team.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school, effective implementation of STARS.</li> <li>Calendar established</li> <li>PBIS language and expectation are maintained throughout the school and community.</li> <li>New students are familiar with PBIS expectations.</li> <li>New team members fully trained.</li> <li>PBIS program evaluation.</li> <li>Lessons delivered K-6 – process is evaluated.</li> </ul>	✓  ✓  ✓ ✓ ✓	✓  ✓  ✓ ✓ ✓	✓      	PBIS Team	Casual days x 2 \$600
<i>Anti-Bullying</i> <ul style="list-style-type: none"> <li>Train students as new Playground Pal teams (2x30 Students, Term 1 and 3),</li> <li>Utilise <i>Peer Mediation</i> program in consultation with Robert Towson High School.</li> <li>Hold Playground Pals reward days in Term 2 and 4.</li> <li>Playground Pals Program is evaluated.</li> <li>Maintain record of bullying incidents (as defined in the school <i>Anti-Bullying Plan</i>) through STARS.</li> <li>Ratify and implement school <i>Anti-Bullying Plan</i>.</li> <li>Source and book visiting performer for anti-bullying performance K – 6.</li> <li>Investigate <i>Rock &amp; Water</i> anti-bullying program.</li> </ul>	<ul style="list-style-type: none"> <li>Playground Pals continue to work effectively in the playground to ensure playground incidents are minimised.</li> <li>Playground Pals are monitored and their work is acknowledged.</li> <li>Program evaluation.</li> <li>Incidences of bullying are recorded and monitored/analysed in a timely manner.</li> <li>Anti-Bullying Plan is presented to staff.</li> <li>Performance is booked.</li> <li>Program is investigated and presented to staff.</li> </ul>	✓  ✓  ✓ ✓ ✓ ✓	✓  ✓  ✓ ✓  ✓	✓      ✓	Deputy Principal Committee      Deputy Principal Committee	\$600

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<i>RTPS School Standards</i> Maintain school expectations with regard to: <ul style="list-style-type: none"> <li>- School Uniform               <ul style="list-style-type: none"> <li>* Uniform raffles each assembly</li> <li>* Staff vigilance</li> </ul> </li> <li>- Movement around the school               <ul style="list-style-type: none"> <li>* Monitoring and modelling</li> <li>* Staff vigilance</li> </ul> </li> <li>- Respect for ALL school staff               <ul style="list-style-type: none"> <li>* PBIS targeted lessons</li> <li>* Staff supporting casual teachers etc.</li> </ul> </li> <li>- Learning environment and bookwork</li> </ul>	<ul style="list-style-type: none"> <li>• Uniform is maintained and visibly improved.</li> <li>• Movement around the school is consistently orderly.</li> <li>• Incidences regarding negative student behaviour with casual, relief and scripture teachers are reduced.</li> <li>• Positive learning environments and pride in bookwork are maintained.</li> <li>• Staff are empowered in the eyes of all students K-6 as they actively maintain consistent standards.</li> </ul>	✓	✓	✓	Committee  All staff   PBIS Team All Staff	\$160
<i>SRC</i> <ul style="list-style-type: none"> <li>• Subsidise student entry fees to attend <i>Young Leaders Day</i>.</li> <li>• Involve in peer mediation training with other students.</li> <li>• Purchase blazers for Captains and Regional Ambassador.</li> <li>• SRC attend ANZAC &amp; Remembrance Day services at Ingleburn RSL Sub Branch.</li> <li>• Investigate <i>Talk to a Bulldog</i> program.</li> <li>• Flag raising and running of school assemblies.</li> <li>• Evaluate small school assembly format.</li> <li>• Fundraising (<i>Talent Quest</i> etc for Year 6 farewell).</li> <li>• Assist with sports carnivals, kindergarten settling in and kindergarten orientation</li> <li>• Meet and greet Japanese student delegations and school special guests.</li> <li>• Host special guest during Art Show &amp; On Stage.</li> <li>• Investigate ongoing project making links with school in Kenya (fundraising, communication etc).</li> </ul>	<ul style="list-style-type: none"> <li>• Students and a teacher attend <i>Young Leaders Day</i>.</li> <li>• SRC are trained with other students.</li> <li>• Blazers purchased.</li> <li>• Students and staff member attend services.</li> <li>• Participate in <i>Talk to a Bulldog</i> program.</li> <li>• Flag raising and school assemblies are maintained run effectively.</li> <li>• Small School assembly format is evaluated.</li> <li>• Fundraising ventures held.</li> <li>• Assistance is provided for school events.</li> </ul> <ul style="list-style-type: none"> <li>• <i>Kenya Project</i> is investigated and initiated.</li> <li>• <i>Kenya Project</i> is evaluated.</li> </ul>	✓	✓	✓	Deputy Principal  Deputy Principal  Principal  Deputy Principal  Stage 3 Leader  AP   AP AP  AP   AP	\$750

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<i>Student Achievement and Recognition</i> <ul style="list-style-type: none"> <li>Townson of the Term to continue.</li> <li>Plan end of term assemblies, presentation assembly.</li> <li>Evaluate basis for selecting class awards for presentation day.</li> <li>Purchase trophies and medallions for assemblies and presentation.</li> <li></li> <li>Hold 5 weekly stage reward sessions to recognise positive student behaviour mid-term.</li> <li>Continue Bronze Award system term-end.</li> <li>Continue awarding Gold Medallions at end of year 6 (while new system is fully embedded).</li> </ul>	<ul style="list-style-type: none"> <li>Townson of the Term continues.</li> <li>New ToT Badges ordered</li> <li>Assemblies are planned and held.</li> <li>Develop guidelines</li> <li>Trophies and medallions are purchased in time for assemblies.</li> <li>Stages arrange reward sessions in week 5 each term.</li> <li>Evaluate reward sessions.</li> <li>Gold Medallions are awarded.</li> <li>Bronze/Silver/Gold awards system is evaluated.</li> </ul>	✓	✓	✓	AP	\$200
		✓	✓	✓	TBA	
		✓			All Staff	\$400
		✓	✓	✓	Office Staff	
		✓	✓	✓	Team Leaders	
		✓	✓	✓	Stage Teams	
		✓	✓	✓	Stage Three	
		✓	✓	✓	All Staff	
<i>Welfare Policy</i> <ul style="list-style-type: none"> <li>Complete school Welfare policy, including all included plans.</li> <li>Have policy ratified by P&amp;C.</li> <li>Present policy to staff.</li> </ul>	<ul style="list-style-type: none"> <li>School Welfare Policy and all attached policies (Anti-Bullying, Sun Safety, PBIS etc) are completed.</li> <li>Policy is ratified and presented to staff.</li> <li>Policy is evaluated.</li> </ul>	✓			AP	Casual days x 2 \$600
		✓		✓		
<i>Development of Risk Assessments</i> <ul style="list-style-type: none"> <li>Develop and arrange digital storage of school risk assessments (school, sport, gala days, excursions, individuals etc).</li> <li>Maintain school risk assessments.</li> </ul>	<ul style="list-style-type: none"> <li>All risk assessments are up to date and stored digitally.</li> <li>Risk assessments are evaluated and maintained.</li> </ul>	✓	✓	✓	Deputy Principal	
		✓	✓	✓		
<i>Student attendance</i> <ul style="list-style-type: none"> <li>Weekly roll monitoring</li> <li>Reports provided to executive for follow up.</li> <li>Attendance letters in use.</li> <li>LAMP monitoring implemented for targeted students.</li> </ul>	<ul style="list-style-type: none"> <li>Student attendance at 94.6%.</li> </ul>	✓	✓	✓	Home School Liaison Officer Teachers	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<i>Transition Programs</i> <ul style="list-style-type: none"><li>Kindergarten orientation program includes meeting with parents, information from Literacy and Numeracy Leader, HSLO, P&amp;C etc information booklet, PowerPoint presentation, three student visits, observations by teachers and STLA staff.</li><li>Early identification of special need</li></ul>	<ul style="list-style-type: none"><li>Successful Kindergarten Orientation Program which addresses the needs of all students.</li><li>Successful Year 6 to 7 transition program (See K-12 Campus Plan)</li></ul>	✓	✓	✓	Early Stage 1 Leader Kindergarten teachers STLA staff School Counsellor Parents and carers	\$500

# Integration and Out of Home Care (OoHC)

Budget - \$100 000

OUTCOMES

- School structures and practices respect and respond to the diverse needs and unique characteristics of every student.
- Improved outcomes through strategic intervention for all students on Funding Support and OoHC.
- Develop IEPs for each child on Funding Support and OoHC for improved outcomes in Literacy, numeracy and social interaction with other students.
- Review and make improvements to the playground for students with special needs
- Review programs for each child on Funding Support and OoHC and make recommendations for the following year.

TARGET

Students on Funding Support maximise their potential through improved structures and support provided to them

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<ul style="list-style-type: none"> <li>Develop and implement timetable for students on Funding Support to support teachers and students in the classroom. Review as required.</li> <li>Write submissions in consultation with the LST for students with new diagnosis. Develop allocation of SLSO when advised.</li> <li>Release teachers to write an IEP for each student on Integration funding, supported by the D.P.</li> <li>Review each IEP in second semester and discuss with parents during the review meetings.</li> <li>Organise review meetings, invite parents and release teachers and staff.</li> <li>Provide feedback to staff and stage leaders.</li> <li>Develop IEPs for any student who is in the care of FACS within 30 days in consultation with the carer, caseworker and class teacher. This is updated at least annually. Copies sent to the appropriate agencies.</li> </ul>	<ul style="list-style-type: none"> <li>Timetable meets the needs of staff and students and is flexible to change</li> <li>Submissions completed and acted upon and staff allocated</li> <li>IEPs written and regularly reviewed and used in class programming</li> <li>Review meetings held annually and information provided to appropriate staff</li> <li>Guidelines from DEC for OoHC students are followed</li> </ul>	2012 ✓	2013 ✓	2014 ✓	Deputy Principal  Learning Support Team  Classroom teachers	\$100 000 (tied grant)

# SCHOOL PROMOTION

**Budget \$1800**

OUTCOMES	<div>1. Record of parent permission for photo publication is maintained.</div> <div>2. Robert Townson Public School is promoted in the local community.</div> <div>3. School talent is showcased.</div> <div>4. Parents are informed of school events and dates.</div> <div>5. Hold Education Week celebrations.</div> <div>6. School Year Book developed annually.</div>	TARGETS	<div><div>School events are covered by local media.</div></div> <div><div>School brochure is updated and distributed.</div></div> <div><div>School yearbook is developed and available for sale.</div></div>					
STRATEGIES		INDICATORS		TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<div>1. <i>Photo publication permission.</i></div> <div><div>Current photo permission database is re-sorted into new classes.</div><div>Photo publication permission is sought for kindergarten and other new students.</div></div>		<div><div>Permission register is up to date.</div><div>Kindergarten students receive permission note.</div><div>Permission note is included in new enrolment packages.</div></div>		2012	2013	2014	<div>Office/Committee</div> <div>Kindergarten Teachers</div> <div>SAO</div>	
<div>2. <i>RTPS promoted in the local community.</i></div> <div><div>Continue to contact media regarding events happening in the school.</div><div>Invite prominent members of the community to participate in Reading Awareness Week</div><div>Involve Aboriginal Elder or representative to speak at NAIDOC Day assembly</div><div>Provide information about school readiness and school brochures to local pre-schools</div><div>Purchase second school banner.</div><div>Purchase large floor mats with school logo for office areas.</div><div>Purchase school promotional material as thank you gifts; coffee mugs etc.</div></div>		<div><div>Robert Townson events appear in local media.</div><div>Guest speakers/ appearances occur.</div><div>Brochure is produced and distributed.</div><div>Banner and mats are purchased and displayed/used at school events.</div><div>Material is purchased.</div></div>		✓	✓	✓	<div>Committee</div> <div>Teacher Librarian</div> <div>Aboriginal Education leader</div> <div>Committee</div> <div>Committee</div> <div>Committee</div>	<div>\$200</div> <div>\$1000</div> <div>\$300</div>



STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
3. <i>School talent is showcased.</i> <ul style="list-style-type: none"> <li>Continue to hold school <i>Art Show</i> (even years) and <i>On Stage</i> (odd years).</li> <li>Continue to seek performance opportunities outside of school, for example Education Week – Eagle Vale Shopping Centre</li> </ul>	<ul style="list-style-type: none"> <li>Whole school events are organised / implemented.</li> <li>Opportunities are sought and undertaken.</li> </ul>	✓	✓	✓	CAPA Committee/All Staff Committee	See CAPA budget
4. <i>Parents are informed of school events and dates.</i> <ul style="list-style-type: none"> <li>Publish and distribute Term calendars to parents at the start of each term to notify parents of upcoming events/dates for the term.</li> </ul>	<ul style="list-style-type: none"> <li>Calendar is finalised and distributed each term.</li> </ul>	✓	✓	✓	Stage 3 teacher	
5. <i>Education Week.</i> <ul style="list-style-type: none"> <li>All classes display work samples – ‘Walls that Teach,’ student workbooks and samples in various KLAS.</li> <li>Assembly/Eagle Vale Shopping Centre showcase.</li> <li>Develop a theme based approach to inform parents about programs being implemented at RTPS.</li> <li>Art Show, including opening evening, as part of Education Week.</li> </ul>	<ul style="list-style-type: none"> <li>Education Week events are planned and implemented.</li> <li>Format is evaluated.</li> </ul>	✓	✓		Education Week Committee	See CAPA budget
6. <i>School Year Book.</i> <ul style="list-style-type: none"> <li>School year book is developed.</li> </ul>	<ul style="list-style-type: none"> <li>Year Book developed to showcase the classes and events of the year.</li> </ul>	✓	✓	✓		(Self Funding) \$300 - 1 x Casual day for organisation

# TECHNOLOGY

**Budget \$37 935**

## OUTCOMES

- Technology systems maintained and up to date within the school.
- Servers and back-ups maintained.
- All staff confident and efficient in the use of technology.
- Technology implemented within the classroom in accordance to DEC syllabus requirements.

## TARGETS

- School network systems maintained efficiently.
- All staff trained in the efficient use of technology resources, IWBs and technology syllabus requirements.
- Computer lab and computer resources shared equally among all classes in the school.
- Print optimisation established and running efficiently.
- School and DEC servers and back-up server maintained in conjunction to SSWR and school requirements.
- All classrooms are equipped with IWB and 2 computers.

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<ul style="list-style-type: none"> <li>Upskill staff and provide curriculum links and lesson plans through in-school staff meetings, off site, guest professionals or small focus groups.</li> <li>Efficient use of network – continue employment of computer technician.</li> <li>Maintenance of everyday school systems through weekly/fortnightly RFF for computer co-ordinator.</li> <li><b>Wireless internet connection:</b> Investigate wireless internet connections for new classrooms and portable computer lab/laptops.</li> <li><b>Technology Team professional development:</b> Train technology team re server requirements, installing software and running wizards to maintain school systems.</li> <li><b>Projector Lamps:</b> Purchase projector lamps for replacements. (min 3 at school at a time).</li> <li><b>School Laptops:</b> Purchase school laptops for professional development.</li> <li><b>Portable computer lab:</b> Investigate portable computer lab including 15 computers, trolley, cables etc.</li> <li><b>Print Optimisation:</b> Investigate print optimisation for whole school printing and photocopying needs.</li> <li><b>T4L rollout:</b> Installation and ordering of school computers through T4L rollout.</li> </ul>	<ul style="list-style-type: none"> <li>Staff attend meetings and professional development for technology.</li> </ul>	2012 ✓	2013 ✓	2014 ✓	Technology leader/School Staff	
	<ul style="list-style-type: none"> <li>Continued employment of computer technician to maintain school network systems.</li> </ul>	✓	✓	✓	Technology leader/SAM	\$6000
	<ul style="list-style-type: none"> <li>RFF utilised effectively by computer co-ordinator to maintain school systems.</li> </ul>	✓	✓	✓	Technology leader	\$500
	<ul style="list-style-type: none"> <li>Wireless connection installed and running effectively.</li> </ul>	✓	✓	✓	Technology Team	\$1500
	<ul style="list-style-type: none"> <li>Technology team/computer coordinator confident and able to maintain school systems efficiently.</li> </ul>	✓	✓	✓	Technology Team	\$1600
	<ul style="list-style-type: none"> <li>Replacement lamps ordered and in stock.</li> </ul>	✓	✓	✓	SAM	\$4100
	<ul style="list-style-type: none"> <li>School laptops purchased and in use.</li> </ul>	✓	✓	✓	Technology team	\$7485
	<ul style="list-style-type: none"> <li>Portable computer lab established and in use.</li> </ul>		✓	✓	Technology team and Principal	(2013)
	<ul style="list-style-type: none"> <li>Print optimisation running effectively throughout the school.</li> </ul>	✓	✓	✓	Principal and SAM	
	<ul style="list-style-type: none"> <li>T4L computers ordered installed and utilised effectively.</li> </ul>	✓	✓	✓	Technology team/Principal	NIL

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<ul style="list-style-type: none"> <li><b>IWB Bundle:</b> Purchase IWB bundle for new class.</li> <li><b>Timetabling:</b> Computer lab timetable for equitable use (colour-coded).</li> <li><b>Connected Classroom:</b> Connected classroom accessed more for incursions by all stages.</li> <li><b>Animation software:</b> purchase animation software for use across all stages.</li> <li><b>Computer Co-ordinator Days:</b> Computer co-ordinator to attend SSWR days to keep up to date with requirements and maintenance. (4 days).</li> <li><b>Clean up and disposal of computers:</b> Stock take of computers and clean up (2 days).</li> <li>IWB Software: Investigate IWB software options as required by the school.</li> <li>Develop a school promotional presentation for use at assemblies, orientations etc.</li> <li>Update photos for display in digital photo frame in the office.</li> <li>Update mobile communication devices.</li> </ul>	<ul style="list-style-type: none"> <li>IWB installed in new classroom (dismountable).</li> </ul>	✓			Technology team/ Principal	\$8000
	<ul style="list-style-type: none"> <li>All staff and classes utilising computer lab equitably.</li> </ul>	✓	✓	✓	Technology leader	NIL
	<ul style="list-style-type: none"> <li>Connected classroom used effectively and regularly.</li> </ul>	✓	✓	✓	School Staff	\$2500
	<ul style="list-style-type: none"> <li>Animation software purchased, installed and used.</li> </ul>	✓			Technology leader /SAM	\$350
	<ul style="list-style-type: none"> <li>Computer co-ordinator attended all days and implemented strategies at school.</li> </ul>	✓	✓	✓	Technology leader	\$1600
	<ul style="list-style-type: none"> <li>Computers all disposed of and school systems maintained.</li> </ul>	✓	✓	✓	Technology leader	\$800
	<ul style="list-style-type: none"> <li>IWB software purchased and installed.</li> </ul>	✓	✓	✓	Technology team	
	Professional presentation available to promote the school showcasing student achievement in all areas of school life.	✓			Technology team	\$100
	Purchase 5 mobile phones and one iPad.	✓			SAM	\$2400

# K-12 Campus Program

OUTCOMES		TARGETS	
	<ul style="list-style-type: none"> <li>• <b>Student Welfare - PSS3.5</b> Suggests considers and selects appropriate alternatives when resolving problems.</li> <li>• <b>Transition Program – GDS3.9</b> – Explains and demonstrates strategies for dealing with life changes.</li> <li>• <b>Literacy – TS3.1</b> Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well organised ideas dealing with more challenging topics.</li> <li>• <b>RS3.6</b> – Uses a comprehensive range of skills and strategies appropriate to the type of text being read.</li> <li>• <b>Aboriginal Education</b> - All students participate in Aboriginal studies programs.</li> <li>• <b>PD/H/PE</b> – PE students to referee at events and support skill development.</li> <li>• <b>Science</b> - Development of science skills and Metalanguage and build links between science and Focus on reading as part of a science transition program.</li> <li>• <b>CAPA</b> - Development of links between focus on reading, technology and CAPA skills.</li> <li>• <b>NAPLAN DATA Analysis</b> – Accurate tracking and detailed data available for planning and review.</li> </ul>		<ul style="list-style-type: none"> <li>• Students better equipped to mediate issues within the playground. Reduced incidence of issues in the playground.</li> <li>• Smooth transition for students moving between primary and high school.</li> <li>• Students confidently adapt to the use of dual terminology and can effectively apply them orally, in their own writing and recognise them with in texts.</li> <li>• Aboriginal students are entitled to high quality, culturally appropriate education and training programs as a foundation for lifelong learning.</li> <li>• High school students to umpire/referee at Gala Days, support by acting as officials at the swimming, cross country and athletics carnivals and assist in running PE sessions for a targeted infants grade.</li> <li>• Make the connections between current lessons and previous learning. Broaden understanding and usage of metalanguage and make links to learning in Focus on Reading to improve comprehension.</li> <li>• Foster and enjoyment of and interest in science.</li> <li>• Make the connections between current lessons and previous learning. Encourage and interest in CAPA. Showcase what the high school has to offer in terms of technology and Art in an attempt to encourage students who may not be considering enrolment at RTHS. Broaden understanding and usage of metalanguage and make links to learning in Focus on Reading to improve comprehension.</li> <li>• Share analysis of NAPLAN data between the high school and primary school for better tracking of students as they transition between the two schools.</li> </ul>

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<b>Transition program</b> – Extended period of mentoring and buddy work between identified students and year 9 peer leaders - students meet and participate in social skills activities in Term 3 prior to transition program in Term 4 (transition program to run in Term 4 as per normal with identified students from Term 3 and additional students of need for term 4).	<b>Transition Program</b> – allow for a smoother transition and confidence building of identified students.	✓	✓	✓	<b>Transition Program</b> – Stage 3 teacher and nominated high school staff members.	
<b>Literacy</b> – As part of the transition program begun in 2011 continue to develop links between <i>Focus on Reading</i> terms and strategies and language and skills used in high school. <ul style="list-style-type: none"> <li>- Demonstration lessons by Year 6 classes in Focus on Reading.</li> <li>- Continue the process of shared lesson delivery between high school and Year 6 students.</li> <li>-</li> </ul>	<b>Literacy</b> – students are well prepared for shift from primary literacy to expectations in high school. Students are able to automatically make links between the language of <i>Focus on Reading</i> and the terminology used in high school English lessons.	✓	✓	✓	<b>Literacy</b> – Stage 3 teacher and high school teacher supported by Year 6 teachers and English staff.	
<b>Student Welfare</b> - Peer mediation training run by the high school for the RTPS SRC & students in Semester 1 and again for second group in semester 2	<b>Student Welfare</b> - SRC & Peer Mediators better equipped to deal with issues in the playground. Decrease in playground issues	✓			<b>Student Welfare</b> - RTPS SRC coordinator & RTHS Peer Mediation coordinator.	
<b>Aboriginal Education</b> – Participation in Koori Flow. <ul style="list-style-type: none"> <li>- Use of Aboriginal SLSO</li> <li>- Celebration of NAIDOC Day</li> <li>- Cultural experience</li> </ul>	<b>Aboriginal Education</b> – students develop confidence and pride in sharing their cultural heritage with others.	✓	✓	✓	<b>Aboriginal Education</b> – Primary school teacher & Aboriginal SLSO.	
<b>PD/H/PE</b> – High school students umpire/referee at GALA DAYS. High school students to act as officials at swimming, cross country and athletics carnivals.	Allow senior high school students to maintain number of coaching hours and skills development programs required to pass their course. Help to develop and support confident and competent students in primary school sport.	✓	✓	✓	Primary and high school teacher.	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<b>Science</b> – Development of science skills and metalanguage and build links between science and <i>Focus on Reading</i>	Primary students attend a series of 4 pre planned lessons at the high school. Each Year 6 class has the opportunity to attend the lessons. Primary teacher to help students to make links between what they are doing in <i>Focus on Reading</i> and the metalanguage and text types, paths required in high school science	✓	✓	✓	Stage 3 teacher and nominated high school science teacher	
<b>CAPA</b> – Development of links between focus on reading, technology and CAPA skills.	Combined use of resources, expertise. Target the year 5 students in the 5/6 classes in order to promote what the high school has to offer in an effort to encourage enrolment from top classes. Further develop links between Focus on Reading and other KLA's. ( Link to transition program).	✓	✓	✓	Primary and high school teachers	
<b>NAPLAN DATA Analysis</b> – Combined analysis of NAPLAN data by primary and high school.	Better tracking of students as they progress and detailed information available to assist in target setting.	✓	✓	✓	Primary and high school principals	

# Indigenous Education

**Budget \$5375**

OUTCOMES	<ul style="list-style-type: none"><li>Effective implementation of the Aboriginal Education and Training Policy.</li><li>Strategy is reflected in all priority areas.</li><li>Aboriginal students are supported by all staff to become successful learners, confident and creative individuals who are active and informed citizens.</li><li>Aboriginal student learning outcomes will match or better the outcomes of the broader student population.</li><li>Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education.</li></ul>	TARGETS	<ul style="list-style-type: none"><li>All Indigenous Year 5 students completing NAPLAN achieve average growth.</li><li>Increase number of Indigenous students in top NAPLAN bands.</li><li>Students engaged in the <i>Norta Norta</i> program achieve accelerated progress and contribute to the closing the gap target specifically aligned to the <i>Norta Norta</i> Program. Halve the gap in reading, writing and numeracy achievement between Aboriginal and Torres Strait Islander students and non-Indigenous students by 2018.</li><li>All Indigenous students achieving at or above minimum standard in NAPLAN.</li><li>95% attendance for all Indigenous students.</li><li>K-2 students achieving Best Start, Count Me In Too and Benchmark levels as set out in literacy and numeracy plans.</li></ul>				
STRATEGIES		INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<i>Personal Learning Plans (PLPs).</i> <ul style="list-style-type: none"><li>Set up PLPs for each year.</li><li>Store digitally.</li><li>Staff TPL on monitoring and maintaining PLPs</li><li>Ensure PLPs are monitored at the end of each semester.</li><li>Parent interviews are requested end of semester 1.</li></ul>		<ul style="list-style-type: none"><li>PLPs are established by Week 5, Term 1, parents are informed of process.</li><li>Staff TPL in Term 1.</li><li>Time allocated for PLP monitoring.</li><li>PLPs are signed by parents by end of Semester 1.</li></ul>	2012 ✓	2013 ✓	2014 ✓	Class Teachers  Committee  Class Teachers Class Teachers	Casual day x 1 \$300
<i>NAIDOC celebration.</i> <ul style="list-style-type: none"><li>Plan NAIDOC Assembly for end of Term 2/beginning of Term 3.</li><li>Allocate K-6 class activities/NAIDOC theme.</li><li>Arrange performance/s as part of celebrations.</li></ul>		<ul style="list-style-type: none"><li>Assembly booked and planned, class activities distributed.</li><li>Performances booked and notes distributed if necessary.</li></ul>	✓	✓	✓	Committee   Committee	\$200



STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<i>Networking and resourcing.</i> <ul style="list-style-type: none"> <li>Attend Aboriginal Education conference</li> <li>Attend Aboriginal network meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Attend conference and seek /distribute resources.</li> </ul>	✓	✓	✓	Committee	Casual days x 2 \$600
<i>Work with AEO at Ingleburn PS.</i> <ul style="list-style-type: none"> <li>Meet with AEO at Ingleburn PS to               <ul style="list-style-type: none"> <li>- establish links between school Indigenous groups</li> <li>- resourcing</li> <li>- cultural experience opportunities</li> <li>- PLPs</li> <li>- performance opportunities</li> <li>- TPL</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Establish relationship with AEO and IPS</li> </ul>	✓	✓	✓	Committee	Casual day x 1 \$300
<i>Acknowledgement of and Welcome to Country.</i> <ul style="list-style-type: none"> <li>Continue to ensure Acknowledgement is performed at all school events.</li> <li>Investigate links with local elders and opportunities for Welcome to Country to be performed.</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledgement is performed</li> <li>Links investigated</li> </ul>	✓ ✓	✓ ✓	✓ ✓	Committee	
<i>Indigenous Education Policy.</i> <ul style="list-style-type: none"> <li>Ensure staff are familiar with and implementing policy</li> </ul>	<ul style="list-style-type: none"> <li>Policy implemented</li> <li>Policy evaluated</li> </ul>	✓	✓	✓ ✓	All Staff All Staff	
<i>Involve students in genuine cultural experiences.</i> <ul style="list-style-type: none"> <li>Seek genuine experiences for student involvement.</li> <li>Provide an activity/experience opportunity at least once a term.</li> </ul>	<ul style="list-style-type: none"> <li>Students engaging in meaningful experiences.</li> </ul>	✓	✓	✓	Catherine/Committee	Casual days x 2 \$600 Student assistance \$200
<i>Integrate Indigenous perspectives throughout KLAs K – 6.</i> <ul style="list-style-type: none"> <li>Source current library resources.</li> <li>Source free digital resources.</li> <li>Purchase classroom resources.</li> <li>Create a system/proforma for including Indigenous perspectives in all KLAs to be used in stage planning.</li> </ul>	<ul style="list-style-type: none"> <li>Resources are updated and expanded.</li> <li>Perspectives are present in all KLAs K – 6.</li> </ul>	✓ ✓	✓ ✓	✓ ✓	Committee  Catherine	\$500
<i>Indigenous Education TPL.</i> <ul style="list-style-type: none"> <li>Provide TPL for all staff addressing Indigenous Education once each semester.</li> </ul>	<ul style="list-style-type: none"> <li>TPL is planed and implemented once a semester.</li> </ul>	✓	✓	✓	Committee	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<i>Establish Indigenous Dance Group.</i> <ul style="list-style-type: none"> <li>K – 6 Indigenous Dance Group is established, including boys and girls.</li> <li>Teachers investigate dances, dance styles, costuming, networking and other school groups to learn from.</li> </ul>	<ul style="list-style-type: none"> <li>Dance program is established.</li> <li>Time is allocated to group practice.</li> <li>Costumes are purchased/made.</li> <li>Performance opportunities are sought (whole school assemblies, NAIDOC assembly etc).</li> </ul>	✓			Committee	\$300
<i>Norta Norta Program.</i> <ul style="list-style-type: none"> <li>Provide learning assistance in the key areas of literacy and numeracy to improve educational outcomes for Aboriginal students.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in the <i>Norta Norta</i> Program embedded in Personalised Learning Plans which are updated accordingly.</li> <li>Learning assistance provided to individuals, pairs or small groups of Aboriginal students in Years 4 and 6 who have been identified as not meeting the minimum standard in <b>all five</b> of the NAPLAN reporting strands.</li> <li>Tutor employed to work in-class to support the teacher's program.</li> <li>Report to the Aboriginal Education and Training Directorate on the implementation and effectiveness of the <i>Norta Norta</i> Program.</li> </ul>	✓	✓	✓	Committee Learning Support Team	\$2175
<b>7.</b> <i>Participation in The Gudaga Study</i> Participate in the <i>Gudaga</i> research program	<ul style="list-style-type: none"> <li>Research findings communicated to parents and the school</li> </ul>	✓	✓	✓	Committee Kindergarten leader	

# Leadership and Management

OUTCOMES	<ul style="list-style-type: none"><li>Strengthened leadership and management capacity of school staff, executive and the principal to drive school improvement.</li><li>Enhanced leadership innovation.</li><li>Increased staff capacity to meet the needs of a significantly diverse and changing school.</li></ul>	TARGETS	<ul style="list-style-type: none"><li>Increased number of staff participating in registered professional development programs.</li><li>Increased number of registered professional learning programs developed by schools and region.</li><li>Instructional leadership approaches identified as key elements.</li><li>All staff have a professional development plan linked to career planning, professional learning, performance and student outcomes.</li><li>Increased cooperative and supportive relationships with key educational and community stakeholders.</li><li>The number of participants in competency based and evidence-based, leadership modules that improve student learning outcomes.</li></ul>					
STRATEGIES		INDICATORS		TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
In-school literacy and numeracy leaders responsible for the development, implementation, data collection and analysis and evaluation of whole school programs.		Implementation of literacy and numeracy programs that improve student outcomes.		2012 ✓	2013 ✓	2014 ✓	Deputy Principal – numeracy Assistant Principal - literacy	
Teachers undertake relieving executive positions.		Relieving executive coached and mentored. Extended leadership team engages in professional dialogue in regards leadership decision-making		✓	✓	✓	Principal Leadership team	
TARS and EARS fully implemented		Policy developed and implemented. Staff mentored. Clear statements of roles and responsibilities. All staff provided with written feedback.		✓	✓	✓	Principal Stage leaders	
Professional development in the area of educational leadership and DEC compliance requirements		Leaders attend courses providing feedback to the leadership team		✓	✓	✓	All school leaders	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
RISC Committee	<ul style="list-style-type: none"> <li>• Oversight of data collection and analysis leading to decision-making at a high level for literacy and numeracy programs</li> <li>• Sustainability of literacy and numeracy programs eg: FoR CMIT, Counting On, Best Start etc.</li> <li>• Oversight of new program implementation – TOWN, TEN</li> <li>• Reporting to parents</li> <li>• Implementation of Analytical Framework</li> <li>• Development of Teacher Professional Learning</li> <li>• TLSI</li> <li>• Network with other schools</li> <li>• Monitor student progress</li> <li>• Implement and monitor the range of IEP's</li> <li>• Monitor the implementation of the School Plan</li> <li>• Oversight of school self evaluation</li> </ul>	✓	✓	✓	Principal Deputy Principal Assistant Principals	
Team Leadership for School Improvement	<ul style="list-style-type: none"> <li>• All modules presented to staff.</li> <li>• Leadership reflects contents of the modules.</li> </ul>	✓			Principal and Assistant Principals	
Network with other schools	<ul style="list-style-type: none"> <li>• Network with RISC team at IPS.</li> <li>• Joint presentation of TLSI.</li> </ul>	✓			Principal Literacy and numeracy leaders	

# Curriculum and Assessment

Curriculum and Assessment

## Curriculum and Assessment

- Implementation of a broad, inclusive and relevant curriculum.
- Clear alignment between the implementation of curriculum, professional learning and student learning needs.
- Appropriate assessment and reporting practices are embedded in all teaching and learning programs.

## TARGETS

- Mandated timelines for the implementation of the Australian curriculum are met.
- The number of classes participating in broad, inclusive and relevant curriculum programs and activities.
- The number of classes participating in programs to support and implement Government commitments and department priorities.
- Evidence of a range of feedback practices.
- Identification of innovation in assessment and feedback practices.

# Human Society and Its Environment

**Budget - \$2000**

OUTCOMES	A new scope and sequence is developed to reflect current units in an odd and even year structure. Assessment and Reporting in HSIE closely reflects student achievement	TARGETS	<ul style="list-style-type: none"><li>• Scope and sequence is endorsed by staff and implemented during 2012 onwards.</li><li>• 100% of student reports in HSIE address achievement of knowledge, skills and values.</li></ul>					
STRATEGIES		INDICATORS		TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<ul style="list-style-type: none"><li>• Revamp the school’s current scope and sequence to adopt an odd and even year approach consistently across K-6 and reflect a wider variety of contemporary teaching units.</li><li>• Purchase more electronic resources to support units.</li><li>• Purchase multiple copies of texts to support Focus on Reading strategies.</li></ul>		<ul style="list-style-type: none"><li>• Committee revamps scope and sequence.</li><li>• SM – to introduce new scope and sequence.</li></ul>		2012 ✓  ✓  ✓  ✓	2013	2014	Committee leader    Committee leader and Teacher Librarian   Committee leader and Teacher Librarian	2 release days \$700   \$1000  2 Clerical days \$300
Reporting in HSIE reflects achievement of an agreed stage or grade set of criteria.		Grade/Stage teachers determine markers of achievement matched to outcomes.		✓ ✓			Team Leaders	Grade Planning Time

OUTCOMES	<ul style="list-style-type: none"> <li>• Clear alignment between the implementation of curriculum, professional learning and student learning needs.</li> <li>• The effective teaching and learning of science via provision of appropriate units and resources</li> </ul>	<div>TARGETS</div> <ul style="list-style-type: none"> <li>• Familiarise students with high school science as part of a transition program – make links between previous learning, current lessons and future expectations.</li> <li>• Evaluate the effectiveness of the scope and sequence K-6 for stage based units on an odd, even year system and linked to HSIE.</li> </ul>
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STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<ul style="list-style-type: none"> <li>Expand, promote and support sustainable opportunities for broad, inclusive and relevant curriculum programs and activities.</li> <li>Evaluate the effectiveness of the scope and sequence K-6 for stage based units on an odd, even year system and linked to HSIE.</li> <li>The effective teaching and learning of science via provision of appropriate units assessment tools and quality (and sufficient quantity) and resources. Tracking of resources.</li> <li>Pursue opportunities for staff training on the release of the Science syllabus</li> </ul>	<ul style="list-style-type: none"> <li>Familiarise students with high school science as part of a transition program to assist them in being aware of how and what they will learn now links to what they will cover in high school.</li> <li>Make links between the work being done in Focus on Reading and science. Dem lessons by high school and primary school for Stage 3 classes following previously developed lesson structures.</li> </ul>	2012 ✓	2013 ✓	2014 ✓	Stage 3 teacher (part of the science and transition program and links to FoR) and nominated HS staff member	\$200
	<ul style="list-style-type: none"> <li>Survey the staff and make any adjustments necessary.</li> </ul>	✓	✓	✓	Committee & Staff  Committee	\$150 stock take \$1000 resources
	<ul style="list-style-type: none"> <li>Purchase resources to support the units being taught this should include where possible software, posters for younger grades and interactive white board material. Display new resources at communication meeting.</li> </ul>	✓	✓	✓		
	<ul style="list-style-type: none"> <li>Stock take the storeroom bi annually and cull replace replenish resources and update list to provide sufficient resources and easy access for staff and shows available resources when staff are planning units of work.</li> </ul>		✓		Committee	
	<ul style="list-style-type: none"> <li>When new science syllabus is released committee to be trained in any relevant changes and issues and then to train the rest of the staff.</li> </ul>		✓	✓		



# Creative and Practical Arts

Budget - \$4450

## OUTCOMES

- All students have the opportunity to engage in the Creative and Performing Arts curriculum.
- Teachers provide experiences of sequential learning based on syllabus outcomes and content, in Drama, Visual Arts, Dance and Music.

## TARGETS

- 100% of students submit a quality artwork for inclusion in the school's showcase *Artists of Robert Townson* in the even years of schooling.
- 100% of students engage in the *On Stage* performance as initiated by the staff in the odd years of schooling.
- Classroom teachers plan and deliver at least one quality teaching and learning sequence in each of the four strands of the Creative and Performing Arts curriculum area every year.

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<b>Visual Arts</b> <ul style="list-style-type: none"> <li>Students explore a range of artists and artistic techniques and create original artworks.</li> <li>A showcase of student artworks is staged for the community.</li> <li>Teachers and students with identified need engage in workshops in Visual Arts.</li> </ul>	<ul style="list-style-type: none"> <li>Artworks are created by every student and displayed throughout the school.</li> <li>“Artists of Robert Townson”</li> <li>Two students participate in the Regional arts program – T3 2012</li> <li>Staff accessing workshops</li> <li>Student work samples reflect evidence of TPL</li> </ul>	2012 ✓	2013	2014	Staff K-6 Visual Arts Committee Members  Visual Arts Leader  CAPA Leader  Visual Arts Leader	1 day release \$350  2 days release \$700 – Art Show requirement and framing  2 x entry fee \$200  1 staff meeting 2 days release \$700
<b>Music</b> <ul style="list-style-type: none"> <li>Music programs are explored and trialled to support the teaching and learning of music K-6.</li> <li>Re-establish Outloud! and Glee vocal groups as part of the CAPA program.</li> </ul>	<ul style="list-style-type: none"> <li>Staff engage in TPL that enables them to introduce simple music sequences that engage voice and percussion instruments.</li> <li>Number of students that join the vocal groups.</li> <li>Variety of public singing performances at school, community and district level i.e. <i>Education week, assemblies and Fire in the Fields.</i></li> </ul>				Teachers	\$300
<b>Drama</b> Students engage in dramatic activities linked to (integrated) syllabus outcomes and subject matter.	<ul style="list-style-type: none"> <li>English programs employ Reader’s Theatre activities.</li> <li>Every assembly item has a dramatic element within the quality performance.</li> <li>One class participates in the Primary Play Day.</li> <li>Number of students participating in drama activities through CAPA groups.</li> </ul>	✓  ✓  ✓  ✓			Teachers 3-6  K-6 classes  Senior class	\$200

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<b>Dance</b> Students engage in dance tuition as provided by either an external agency or classroom teachers.	<ul style="list-style-type: none"> <li>Stage 3 students participating in <i>Footsteps</i> dance program or teacher developed dance program in CAPA groups.</li> <li>RTPS participates in district, regional or state initiatives i.e. <i>Fire in the Fields</i>, <i>Wakakirri</i> or the <i>Regional Dance Festival</i>.</li> <li>Students perform at community events.</li> </ul>	✓			Stage 3 teachers  Dance teachers  Dance teachers	\$1000 Costumes & props
<b>Circus Troupe 3-6</b> <ul style="list-style-type: none"> <li>Students develop Circus skills during lessons conducted as part of the performing arts program.</li> <li>Equipment is updated and maintained.</li> </ul>	<ul style="list-style-type: none"> <li>Resources are upgraded and maintained.</li> <li>Students perform at school and local events – <i>Fire in the Fields</i></li> </ul>	✓  ✓ T3			CAPA Leader and Stage 3 teacher	\$1000

# Library

Budget \$9000

OUTCOMES	<ul style="list-style-type: none"><li>Library promoted as a whole school centre of learning</li><li>Students skilled in the information skills</li><li>Access to Library maximised</li><li>Library and library collection effectively managed and accessible</li></ul>	TARGETS	<ul style="list-style-type: none"><li>Increase borrowing rates across the school.</li><li>Students manage Premier Reading Challenge online.</li></ul>
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STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
Promoting Library as common whole school centre of learning.	<ul style="list-style-type: none"> <li>Display boards for student work.</li> </ul>	2012 ✓	2013 ✓	2014 ✓	Teacher Librarian	
Students better equipped with information skills.	<ul style="list-style-type: none"> <li>Lunch time activities – computers, reading, games, etc.</li> </ul>					
Maximise teaching time in accessing Library.	<ul style="list-style-type: none"> <li>Share new resources at communication meetings</li> <li>CPPT timetabled with classes concentrating on information literacy skills in context of relevant units.</li> </ul>	✓	✓	✓	Teacher Librarian and CTs	
Support for planned units of work across all stages.	<ul style="list-style-type: none"> <li>Deliver LOTE Program to Stage 2</li> </ul>	✓	✓	✓	Teacher Librarian	
Increase relevancy and quality of collection.	<ul style="list-style-type: none"> <li>Classes have Book Exchange times during CPPT</li> <li>Purchase relevant resources for units, whole school programs and TPL.</li> </ul>	✓	✓	✓	Teacher Librarian	
Stock Take of Collection.	<ul style="list-style-type: none"> <li>Purchase ebooks for IWBs</li> <li>As required by Auditor. Teacher Reference and all other locations to identify gaps in collection; identify items to be culled; account for all resources.</li> </ul>	✓	✓	✓	Teacher Librarian	
Reorganisation/Rationalisation of locations.	<ul style="list-style-type: none"> <li>2 casual days to replace RFF</li> <li>Cull obsolete/damaged/irrelevant resources to make way for new resources.</li> </ul>	✓	✓	✓	Teacher Librarian	
Promote Literature	<ul style="list-style-type: none"> <li>Create Junior Non Fiction Section</li> <li>Book Fair in August.</li> <li>PRC records managed</li> <li>Book Club</li> <li>Story time at lunch time in Library</li> </ul>	✓	✓	✓	Teacher Librarian and team	
Management of Library	<ul style="list-style-type: none"> <li>Purchase of resources.</li> <li>Processing of resources.</li> <li>Purchase of consumables: tape, contact, plastic, etc.</li> <li>Maintenance of collection – shelving, repairs, etc</li> </ul>	✓	✓	✓	Teacher Librarian and team	

# LOTE

**Budget \$ 1400**

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<ul style="list-style-type: none"> <li>Expand, promote and support sustainable opportunities for broad, inclusive and relevant curriculum programs and activities.</li> <li>Continue to pursue and develop links with Japan and Sister School.</li> <li>Establish links with mentor schools</li> <li>Re introduce Japanese day for all classes involved in the LOTE program &amp; incorporate an incursion for LOTE classes into Japanese Day.</li> </ul>	Promote LOTE at RTPS –	2012 ✓	2013 ✓	2014 ✓	LOTE teachers	
	<ul style="list-style-type: none"> <li>Display of Japanese artefacts, children's work, books etc in Library</li> <li>Semi regular articles in the Eaglet e.g. websites for learning Japanese language, notice of intended visits by Japanese students, notice of opportunities for parent and community involvement e.g. Japanese Day, students' articles, etc</li> </ul>					
	<ul style="list-style-type: none"> <li>Send postcards, letters, work samples and items of interest to sister school Koshigaya Elementary</li> <li>Host students and teachers from Koshigaya.</li> <li>Make use of connections to Campbelltown Council and their involvement in the sister city activities and the Koshigaya Sister City Association.</li> </ul>	✓	✓	✓	LOTE teachers	\$600 per year
	<ul style="list-style-type: none"> <li>Regular meetings or contact between mentors and their school and RTPS – sharing of ideas and knowledge/skills</li> <li>Students have the opportunity to be immersed in the culture they are learning about.</li> <li>Opportunities for community involvement.</li> </ul>	✓	✓	✓	LOTE teachers	2 TPL day per year \$600 per year
				✓	LOTE teachers & all LOTE classes	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<ul style="list-style-type: none"><li>Continue to provide Japanese as part of the RFF program to Stage 2 classes.</li><li>Deliver a continuers program for 5/6G and 6A.</li><li>Supply of quality teaching resources.</li></ul>	LOTE delivered to Stage 2 one hour each per week (6 classes).	✓	✓	✓	LOTE teachers	\$200 per year
	As part of the scholarship program LOTE will be delivered to senior classes for 1 hour per week per class. (these classes will be building on the knowledge and skills previously introduced.)	✓	✓	✓	LOTE teachers	
	Increase the supply and variety of quality resources available to support units of work, either purchased or teacher produced. These resources will be at both a beginners and continuers level and where possible will include interactive white board recourses, computer technology etc.	✓	✓	✓	LOTE teachers	

# Environmental Education

**Budget - \$800**

OUTCOMES	<ul style="list-style-type: none"><li>Expand, support, sustain environmental initiatives e.g. (recycling, composting).</li><li>Develop an environmental education policy and scope and sequence.</li><li>Students have an understanding of sustainability.</li></ul>	TARGETS	<ul style="list-style-type: none"><li>Reduce litter</li><li>Reduce water consumption</li><li>Reduce energy use</li><li>Recycle paper, card, glass and plastic</li><li>Recycle/compost/garden waste food scraps 3 March (School Day 10 March)</li><li>Participate in Clean Up Australia Day, Earth Hour, World Environment Day and Tree Day – Campbelltown Council initiative</li></ul>					
STRATEGIES		INDICATORS		TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<ul style="list-style-type: none"><li>Observe Local/National/World Environment Days.</li><li>Teach Environ/Science Stage 1 &amp; Stage 3.</li><li>Create class groups to sustain initiatives.</li><li>Purchase 3 yellow recycling bins for plastic.</li><li>Purchase 6 recycling baskets for new rooms.</li><li>Purchase/or donation of worm farm/compost bin from Sustainable Living (Macarthur).</li></ul>		Stage 3 EnviroRangers  6F – Recycling team 6A – Compost/garden team 5/6S – Energy saving team 5/6G – Water saving team 5P – Litter reduction team  Participation in Clean Up Australia Day, Earth Hour, World Environment Day and Tree Day – Campbelltown Council initiative		2012 ✓ ✓	2013 ✓ ✓	2014	Committee  6F 6A 5/6S 5/6G 5P	\$600 \$100 \$100



# Assessment and Reporting

**Budget - \$500**

OUTCOMES	<ul style="list-style-type: none"><li>Appropriate assessment and reporting practices are embedded in all teaching and learning programs.</li><li>A quality program is used to facilitate the process of assessment and reporting to students and parents.</li></ul>	TARGETS	<ul style="list-style-type: none"><li>Increased use of school based data to better inform teaching practices and the ability to regularly monitor the progress of all students across the key learning areas.</li><li>Evidence of a range of feedback practices to students.</li><li>Mandated timelines for the implementation of the Australian curriculum are met.</li><li>The number of classes participating in broad, inclusive and relevant curriculum programs and activities.</li><li>The number of classes participating in programs to support and implement Government commitments and department priorities.</li><li>Identification of innovation in assessment and feedback practices.</li></ul>					
STRATEGIES		INDICATORS		TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<ul style="list-style-type: none"><li>Support development of evidence-based teaching practice for improved student learning outcomes.</li><li>Teachers provide students with appropriate feedback which results in improved student outcomes.</li><li>Investigate commercial and departmental reporting packages in regards to:<ul style="list-style-type: none"><li>Ease of development and storage</li><li>Cost</li><li>Meeting policy requirements</li><li>Teacher training</li><li>Links to database information</li></ul></li><li>Align data collection with needs of students, teachers, executive, the school and wider community.</li></ul>		<ul style="list-style-type: none"><li>Greater use of school based data in daily, weekly, fortnightly planning, term and semester planning.</li><li>Package facilitates the timely development of professional and informative reports to parents.</li><li>Reports to parents meet all DEC policy requirements.</li><li>Improved student achievement based on internal data sets.</li><li>Parents and community satisfied with the information provided to them in regards to student achievement.</li></ul>		2012 ✓	2013 ✓	2014 ✓	School leaders  Committee  Stage leaders  Teachers	\$500

OUTCOMES	<ul style="list-style-type: none"><li>• Scope and sequence K-6 implemented.</li><li>• Child protection well resourced.</li><li>• Healthy canteen guidelines implemented.</li><li>• Fitness program for all stages implemented.</li><li>• Equipment well maintained.</li><li>• Live Life Well program sustained.</li><li>• Staff hold appropriate coaching certificates.</li><li>• Professional learning provided in relation to mental health issues.</li></ul>	TARGETS					
STRATEGIES		INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
			2012	2013	2014		
<ul style="list-style-type: none"><li>• Present updated scope and sequence to staff for use during first semester.</li><li>• Second semester get feedback from staff and make to finalise and ratify scope and sequence.</li></ul>		Whole school scope and sequence implemented.	✓			Committee	
<ul style="list-style-type: none"><li>• Research materials available for Child Protection – present recourses to staff.</li></ul>		Acquisition of relevant and stage appropriate resources for Child Protection programs.	✓			Committee	\$350
<ul style="list-style-type: none"><li>• Liaise with canteen regarding new health guidelines for canteens.</li><li>• Revisit previously developed resources and assess suitability.</li><li>• Revisit 'traffic light system' charts previously developed.</li><li>• Revise an advertising campaign to parents and students to support this initiative.</li></ul>		Implement guidelines for 'Healthy Canteen.	✓	✓	✓	Principal, canteen supervisor, committee, P&C and School Council	\$700
<ul style="list-style-type: none"><li>• Resource music to develop an appropriate aerobics program for whole school.</li><li>• Purchase booklets and CDs for “Heart Health” \$25 per kit (grade) x 7 (Scholastic).</li></ul>		Develop a school fitness program to be conducted across all stages.	✓	✓	✓	Committee	\$350 \$200
<ul style="list-style-type: none"><li>• Ensure grade PE kits are well maintained and accessible.</li></ul>		Monitor upkeep of grade PE kits and activities/booklets/cards.	✓	✓	✓	Staff K-6 Committee	
<ul style="list-style-type: none"><li>• Book Life Education every 2<sup>nd</sup> year (2013).</li></ul>		Bi-annual visit of Life Education Van (odd years).		✓		Committee	

<ul style="list-style-type: none"> <li>2 staff members to attend 12-month follow up session for evaluation – TPL day X2</li> <li>Continue to monitor Crunch &amp; Sip</li> <li>Continue to monitor FMS</li> <li>Resource playground for 'active play'</li> </ul>	Sustain LLW@S program				Kathryn Duffy & Jo Zrnic (assisted by committee)	\$700
<ul style="list-style-type: none"> <li>Ensure teachers 3-6 are up-skilled in Coaching Certificates for Gala Day sports – TPL x 4.</li> <li>Staff in-serviced.</li> <li>Establish a staff register of coaching certificates.</li> </ul>	Up-skill staff in Coaching Certificates				Ty Antony	\$1400
<ul style="list-style-type: none"> <li>Ensure shade shelters are used in accordance with Sun Safe guidelines for Gala Days and other outdoor whole day activities.</li> <li>Set firm guidelines/rules for sun safety include revision of 'No hat – Play in the shade' rule.</li> <li>Develop/purchase signs for around school promoting Sun Safety.</li> </ul>	Up-skill staff in details of Sun Safe School guidelines				Sport leader	
<ul style="list-style-type: none"> <li>Set aside funds each year to ensure gymnastics equipment is up-to-date and functional and safe</li> </ul>	Updated gymnastics equipment (3 year plan)				Committee	\$500
<ul style="list-style-type: none"> <li>Investigate Mind Matters Program – staff member to be in-serviced and report back to whole staff</li> </ul>	Inform staff on mental health issues				Principal/Committee	

## Sport

**Budget - \$2300**

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<ul style="list-style-type: none"> <li>Survey staff about equipment required. Order necessary equipment. Purchase tubs and folders to establish sports kits.</li> <li>Participate in PSSA sport</li> <li>Rewards day for sports shed helpers.</li> <li>Organise Athletics Carnival maximising student participation.</li> <li>Hold various coaching clinics.</li> <li>Compete in a variety of competitions. High school students assist as referees.</li> <li>Participate in Premiers Sporting Challenge.</li> </ul>	<ul style="list-style-type: none"> <li>All sports kits well equipped.</li> </ul>	2012 ✓	2013 ✓	2014 ✓	Committee	\$1000
	<ul style="list-style-type: none"> <li>Payment of fees.</li> <li>Students trialled and teams named.</li> </ul>	✓	✓	✓	Committee	\$1200
	<ul style="list-style-type: none"> <li>Student luncheon</li> </ul>	✓	✓	✓	Committee	
	<ul style="list-style-type: none"> <li>Athletics Carnival enables selection of students for Zone.</li> </ul>	✓	✓	✓	Committee	\$100
	<ul style="list-style-type: none"> <li>Skills developed in AFL.</li> </ul>	✓	✓	✓		
	<ul style="list-style-type: none"> <li>ARL, NRL, Tiger Shield, Paul Kelly Cup etc.</li> </ul>	✓	✓	✓	Committee	
	<ul style="list-style-type: none"> <li>High level of participation in Premiers Sporting Challenge.</li> </ul>	✓	✓	✓	Committee	

<b>Work Health and Safety</b>	<b>Budget - \$6300</b>
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**Budget - \$6300**

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
<ul style="list-style-type: none"> <li>WHS issues reported by staff through Hazard Report Forms located in the staffroom.</li> </ul>	<ul style="list-style-type: none"> <li>Issues reported using Hazard Report Forms.</li> </ul>	✓	✓	✓	Staff	
<ul style="list-style-type: none"> <li>Replace missing blinds in brick buildings.</li> </ul>	<ul style="list-style-type: none"> <li>Blinds replaced.</li> </ul>	✓	✓	✓	GA	\$4000
<ul style="list-style-type: none"> <li>Continue installing hooks for bags in classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>Bag hooks installed.</li> </ul>	✓	✓	✓		\$500
<ul style="list-style-type: none"> <li>Testing of Emergency Procedures (evacuation, lock out and lock down) every six months.</li> </ul>	<ul style="list-style-type: none"> <li>Efficient and effective emergency procedures.</li> </ul>	✓	✓	✓	WHS leader	
<ul style="list-style-type: none"> <li>Evaluate/ follow up Emergency Procedures.</li> </ul>	<ul style="list-style-type: none"> <li>All students have updated Health Care Plans.</li> </ul>	✓	✓	✓		
<ul style="list-style-type: none"> <li>Update student individual health care plan as required.</li> </ul>	<ul style="list-style-type: none"> <li>Medications checked and up to date.</li> </ul>	✓	✓	✓	Committee	
<ul style="list-style-type: none"> <li>Monthly checks on Asthma medication and Epipens.</li> </ul>	<ul style="list-style-type: none"> <li>Risk assessments completed.</li> </ul>	✓	✓	✓	Staff	
<ul style="list-style-type: none"> <li>Risk assessments completed as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Inspections and classroom safety checks completed on a regular basis and follow up action taken in a timely manner.</li> </ul>	✓	✓	✓	WHS leader	
<ul style="list-style-type: none"> <li>Work place safety inspections to be completed twice a year.</li> </ul>	<ul style="list-style-type: none"> <li>Accident report documentation effectively managed.</li> </ul>	✓	✓	✓	Staff	
<ul style="list-style-type: none"> <li>Classroom safety checklists to be completed annually.</li> </ul>	<ul style="list-style-type: none"> <li>First Aide officers trained.</li> </ul>	✓	✓	✓	GA	
<ul style="list-style-type: none"> <li>Ensure accident report documentation is up to date and records efficiently managed.</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication of WHS information to staff.</li> </ul>	✓	✓	✓	Staff	
<ul style="list-style-type: none"> <li>Train second First Aide Officer.</li> </ul>	<ul style="list-style-type: none"> <li>Staff trained in Emergency Care, CPR, anaphylaxis, asthma.</li> </ul>	✓	✓	✓		
<ul style="list-style-type: none"> <li>Upgrade bells/sirens if required.</li> </ul>	<ul style="list-style-type: none"> <li>Staff trained in new WHS procedures.</li> </ul>	✓	✓	✓		
<ul style="list-style-type: none"> <li>Update Emergency Procedures and Evacuation routes (school map).</li> </ul>	<ul style="list-style-type: none"> <li>Training registers maintained.</li> </ul>	✓	✓	✓	Committee	\$300

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<ul style="list-style-type: none"> <li>Safety briefing leaflet for casual teachers and visitors to be designed and implemented</li> <li>Update training for members of the WHS committee</li> <li>Staff to be trained in emergency care, asthma, anaphylaxis and CPR as required</li> <li>Training of staff and committee in new WHS Act</li> <li>Implement changes to WHS act within the designated timeframe</li> <li>Emergency procedures and safety briefing to be included in casual kits</li> <li>Update Training Register</li> <li>Communicate new procedures and discuss WHS issues during weekly administration meeting to keep staff well informed</li> <li>Regular committee meetings( at least one per term)</li> <li>Communicate procedures/issues to the community through newsletter if necessary</li> <li>Communicate changes to procedure as a result of new WHS act as they are introduced</li> <li>Communicate availability of Employee Assistance Program (1300 361 008) to staff</li> </ul>	<p>Regular committee meetings held.</p> <p>Communication to the committee through the newsletter.</p>	✓	✓	✓	WHS leader	\$1000
		✓	✓	✓	WHS leader	
		✓	✓	✓	Committee	
		✓	✓	✓	Committee	
		✓	✓	✓		
		✓	✓	✓	WHS leader	\$300
		✓	✓	✓	WHS leader	
		✓	✓	✓	Committee	
		✓	✓	✓	Committee	
		✓	✓	✓	Principal	
		✓	✓	✓	Committee	
		✓	✓	✓	Principal	

# Teacher Professional Learning

**Budget \$18 013**

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<ul style="list-style-type: none"> <li>NCI School Development Day to ensure a consistent approach.</li> <li>Train additional teachers in PBIS.</li> <li>Strengthen the implementation of the NSW Quality Teaching model by embedding elements into literacy and numeracy programs.</li> <li>Explicit teaching of quality sentences in relation to teaching persuasive writing.</li> <li>Implement <i>Language of Maths</i> and <i>Counting On</i> Programs.</li> <li>Refine <i>Count Me in Too</i> practice.</li> <li>Implement <i>TOWN</i> and <i>TEN</i>.</li> <li>Attend ICT Conference</li> <li>Smartboard training.</li> <li>Attend Successful Learning Conference</li> <li>Develop a school culture of cooperative planning core programs, assessment tasks and developing consistent teacher judgement through staff and stage meetings, grade planning and SDD's.</li> <li>Attend Regional inservice courses as appropriate</li> <li>Implement orientation program for new and beginning teachers.</li> </ul>	<ul style="list-style-type: none"> <li>All staff trained in NCI.</li> <li>Teachers highly skilled in student welfare programs.</li> <li>Whole school events are organised / implemented.</li> <li>Opportunities are sought and undertaken.</li> <li>Improved results in writing.</li> <li>Improved numeracy results</li> <li>Improved application of technology at all levels.</li> <li>Improved support for students with learning difficulties.</li> <li>Two weekly planning in literacy and numeracy.</li> <li>Teachers trained in a broad range of areas to support school targets.</li> <li>New teachers well supported in all areas.</li> </ul>	✓			Principal School leaders All staff	Tied grant \$18 013
		✓				
		✓	✓	✓		
		✓	✓	✓		
		✓	✓	✓		
		✓				
		✓	✓	✓		
		✓	✓	✓		
		✓	✓	✓		
		✓	✓	✓		

<ul style="list-style-type: none"> <li>• Provide professional learning programs to support career development.</li> <li>• Attendance at Principal/DP/AP Conferences</li> <li>• Provide beginning teacher support using Institute of Teacher guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Building of leadership capacity</li> <li>• Teachers successful in completing the accreditation process</li> </ul>	✓	✓	✓		
<ul style="list-style-type: none"> <li>• Implement TARS and EARS.</li> <li>• Increased access of teachers to TPL – Each teacher to meet with relevant supervisor by Week 6 to set short and long term professional goals.</li> <li>• All staff undertake compliance training in child protection, code of conduct, anaphylaxis.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher set long and short term goals as part of the TARS/EARS process</li> <li>• All staff meet compliance standards.</li> </ul>	✓	✓	✓	Stage leaders and staff	