Campbelltown North Public School
School vision statement

Campbelltown North PS serve the staff, students and community by providing quality teaching in a safe, respectful learning environment so that all students achieve their personal best and become life-long learners. By doing this, we as a school achieve happy, resilient and engaged students. We drive our purpose through dedicated staff, using the most effective and engaging teaching practices.

School context

Campbelltown North Public School (CNPS) is a P3 primary school. The school is situated on the Moore Oxely by-pass, just north of Campbelltown Central.

Campbelltown North Public School provides comprehensive education for children in the local areas of Leumeah, Woodbine and Campbelltown. The teaching/learning programs strive to accommodate the individual needs and talents of all students whilst providing a safe, caring, stable environment for all. Positive values are encouraged and nurtured by staff and parents as they work together to enhance the development of students as effective citizens.

Campbelltown North has a student population of approximately (380) students, which comprises (13) mainstream classes and three classes for students who have a mild intellectual disability or autism. (32)% of the student population have language backgrounds other than English. The school has (8%) Aboriginal students.

Campbelltown North PS provides quality teaching in a safe, respectful learning environment. Highly educated teachers provide individual learning programs that cater for the needs and talents of students. Student well-being programs foster the values of care, respect and consideration. Stimulating learning environments incorporate the latest technology to engage and inspire students. The school enjoys a high profile within the wider community through sport and the performing arts, which are important parts of the school culture.

School planning process

Executive staff, teachers, Learning Support Officers, parents and students met on many occasions to discuss the future directions of Campbelltown North PS.

Groups discussed “Why? Why does Campbelltown North exist? What is the true purpose of the school in our community?” From these discussions the Schools vision statement (Purpose) was forged.

Focus group meetings were held separately for teaching staff, parents and students. They key factors from each meeting were presented at meetings involving all stakeholders and discussed. Readings were presented on the evolution of schools, 21st century thinking and the Melbourne Declaration. These were discussed at length and stakeholders asked to note their opinions on what to ‘keep’, ‘add’, ‘change’ and ‘chuck’.

Stakeholders (as individuals) were then asked to choose the three major factors that they believe should make up the strategic direction of the school. These were then collated and sorted into ‘like’ groupings. Further discussion was had as to how these fitted together.

3 major areas stood out and all stakeholders agreed that these areas provided the foundations for the Strategic Directions. Teams then worked on the wording and purpose for the Strategic Directions. Drafts were formed and edited many times.

Focus groups came together to work on the 5P’s. Learning Principals were consulted and a stakeholder committee finalised the 5P’s.
Purpose of Strategic Direction 1
All students in our care to be actively engaged in meaningful and challenging learning experiences to achieve their personal best and become life-long learners.

Purpose of Strategic Direction 2
All students, staff, parents and the wider community, collectively share the responsibility for student learning and success.

Purpose of Strategic Direction 3
All staff actively engaged in ongoing future focussed and evidenced based learning and practice professional development at an individual and collective level.
# Strategic Direction 1: STUDENT LEARNING

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

All students in our care to be actively engaged in meaningful and challenging learning experiences to achieve their personal best and become lifelong learners.

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

**Students:**
Understand, use, and reflect on lesson goals and success criteria.

**Staff:**
A range of data is collected through observations, work samples, conversations, assess tasks, at critical checkpoints.

Developing and implementing, in collaboration with students, lesson goals and success criteria.

**Parents/Carers:**
Engage in their child’s learning through regular and on-going communication with class teachers and participation in training opportunities.

**Community Partners:**
Staff develop links with community networks, sharing of information and resources to support learning.

**Leaders:**
Are supported in the collaboration with and across schools to develop the leadership capacity of all staff.

## Processes
How do we do it and how will we know?

- Further develop staff capacity to collect data to inform goal setting, learning intentions and success criteria in all classrooms.
- Teachers implement differentiated assessment for, of and as student learning occurs driving informed teaching and learning programs for all students.
- Develop staff capabilities to implement current innovative pedagogies that support quality teaching and learning programs.
- Develop a collaborative planning culture to gauge the instructional practice on student learning.
- Delivering training workshops to parents

## Products and Practices
What is achieved and how do we measure?

**Products:**

- Increase of students achieving or exceeding grade appropriate benchmarks.
- Increase of students meeting Early Action for Success (EAFS) benchmarks.
- 80% of staff engaged in school based professional learning to support the implementation of literacy and numeracy programs that cater for the individual needs of every student.
- Increased parent ability in supporting their child with their learning.

**Practices:**

- All students articulate their learning goals and map their progress.
- Staff participating in a collaborative approach to professional learning that is responsive to student need.
- Parents are confident in the ability to assist their child with their learning.
- Staff implement high quality teaching and learning pedagogies and practices that improve student outcomes.
## Strategic direction 1:

### Project leaders:

<table>
<thead>
<tr>
<th>2015</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
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<tbody>
<tr>
<td>PROCESS</td>
<td>MID TERM</td>
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### 1. Further develop staff capacity to collect data to inform goal setting, learning intentions and success criteria in all classrooms.

**EAfS & 3-6**
- Data collected from 2014 and areas of need identified.
- Link continuum data to numeracy and reading programs. (K-2)
- Data books and anecdotal records are used to plan and monitor student progress.
- Data is entered on PLAN (refer to assessment schedule) by wk9.
- Update data on PLAN (refer to assessment schedule) wk 5.
- PL on learning intentions linked with spirals of inquiry.

**EAL/D**
- Data walls created based on continuum data.
- Staff plan two weekly programs focussing on numeracy and reading/SSP/L3. (K-2) English concepts (3-6)
- Update data on PLAN (refer to assessment schedule) wk 5.
- CT created data walls/learning intentions walls in their classrooms.
- Continue PL around goal setting, learning intentions and success criteria.

**Plan units of work, monitor and assess.**
- Continue planning and monitoring, making informed decisions based on data. Move students on the data walls.
- CT created data walls/learning intentions walls in their classrooms.
- Complete assessments and update data by wk9.

**PL on learning intentions linked with spirals of inquiry.**
- Evidence of goal setting in the classroom and in classroom programs.

**CT created data walls/learning intentions walls in their classrooms.**
- Complete assessments and update data by wk9.

**Continue PL around goal setting, learning intentions and success criteria.**
- Complete assessments and update data by wk9.

**Complete**
- Assessments completed by wk 5.

**Annual Milestone**
- Increase of students achieving or exceeding grade appropriate benchmarks.
- Increase of students meeting Early Action for Success (EAfS) benchmarks.
- All students can articulate their learning goals and map their progress.
- Staff participating in a collaborative approach to professional learning that is responsive to student need.

**EAL/D**
- Enter current EAL/D status of all LBOTE students into ERN.
- Determine EAL/D students’ level of English language proficiency (EAL/D) phase.
- EAL/D teacher to collect progression data and liaise with CT to handover responsibilities for term 2.
- CT to integrate their EAL/D students’ progression indicators into their literacy.
- CT use the EAL/D progression tool to assess their EAL/D students.
- Programs continue to reflect the EAL/D progressions.
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**EAL/D progression tool to assess their EAL/D progressions.**
- CT ensure students are aware of their EAL/D goals and can monitor and articulate their goals.
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- CT ensure students are aware of their EAL/D goals and can monitor and articulate their goals.
- Assessments completed by wk 5.

**90% of EALD students have made progress in the EAL/D progression tool.**
- Assessments completed by wk 5.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Week</th>
<th>Details</th>
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<tr>
<td>Enter each student’s EAL/D phase in ERN</td>
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<td><strong>Special Education</strong></td>
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<td>K-2 LaST &amp; 3-6 LaST identify students with allocated funding and</td>
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<td>special needs left over from last year. They complete access requests</td>
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<td>for these students.</td>
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<td>K-2 LaST &amp; 3-6 LaST identify work with the LST to identify students</td>
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<td>with special needs and gather data to apply for funding or class</td>
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<td>placements.</td>
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<td>Review meetings with unit parents and teachers (years 6-7 transition)</td>
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<tr>
<td>Identified students from SU integrate into mainstream classrooms</td>
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<td>SU ILPs created and uploaded to Sentral</td>
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<td>ILPs mainstream created and uploaded to Sentral</td>
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<td>K-2 LaST woks with EAls IL to tailor support for K-2 students (SSP/RG,</td>
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<td>L3)</td>
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<td>SU ILPs reviewed and sent home to parents with school reports</td>
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<tr>
<td>K-2 LaST woks with EAls IL to tailor support for K-2 students</td>
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<td>Mainstream ILPs reviewed and sent home with school reports</td>
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<tr>
<td>Review meetings with unit parents and teachers (all years)</td>
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<td>SU ILPs created and uploaded to Sentral</td>
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<td>SU ILPs reviewed and updated</td>
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</table>
### ATSI

Staff developed in writing PLP’s for ATSI students

LAST monitoring PLP’s and supporting teachers in implementation

PLP meetings with parents/carers to develop individual goals and targets for ATSI students

Investigate purchase of bush tucker plants for garden and incorporate ATSI students in the design and care of the garden

Continue to track ATSI student goals and use formative assessment to direct teaching and learning for ATSI students

CT’s ensure ATSI students are aware of their goals and track achievement on PLP’s

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Maintain

PLP’s updated and way review with students and parents/carers.

All ATSI students achieving at least 80% of individual learning goals developed on PLP’s.

### EAIS & 3-6

TEN groups and SSP groups formed based on continuum & SSP data. (K-2)

Programs developed based on data

SLSOs hired to support targeted students/programs in the classroom

CTs monitor student progress and skills/strategies used to adjust student groupings. This is done by using continuum makers to assess.

Data is entered on PLAN (refer to assessment schedule) by wk9

Classroom programs modified and SLSOs used to target these programs and specific students.

PL around best practices to assess for, as and of learning.

Student groupings are flexible and fluid in numeracy and reading: CTs assess student achievement for future learning and of learning.

CTs plan two weekly cycles of programs based around data collected in assessment of learning.

Data is entered on PLAN (refer to assessment schedule) by wk5

SLSO timetable reviewed and target students identified. Teacher collaborate

Continue ensuring student groupings are flexible and fluid in numeracy and reading: CTs assess student achievement for future learning and of learning.

CTs continue to plan two weekly cycles of programs based around data collected in assessment of learning.

Data is entered on PLAN (refer to assessment schedule) by wk9

Review SLSO timetable and support

### Annual Milestone

80% of K-2 students achieving at or above on external performance measures and school based data collection in literacy and numeracy

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### Annual Milestone

80% of K-2 students achieving at or above on external performance measures and school based data collection in literacy and numeracy
### Reading Recovery

- Reading recovery assessments completed, data forwarded to district, parent meetings occurred and first intake of students started.

### Teaching continues

- Year one (first intake) students discontinued and monitored
- Second intake of year one students begins
- Year one students monitored
- Second intake discontinued and monitored
- End of year survey completed (years 1-3)
- Year one students monitored

### Annual Milestone

- Annual Milestone

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### Reading recovery implementation, monitoring and paperwork signed off

- Year one (first intake) students to be monitored
- Year two and three students from previous years to be monitored
- Second intake of year one students begins
- Year one students monitored

### Speech/OT

- Liaise with other schools and speech companies in the local area.
- Visit speech programs/companies
- Survey staff and collect data to investigate the need for a speech/OT program
- OT and speech professionals to meet with IL and Kindergarten staff to identify needs
- Implement program in kindergarten

### Collate data and make informed decisions

- Speech/OT program timetable established and begun
- Evaluate further implementation in other grades or future direction

### Speech/OT program timetable established and begun

- Monitor and adapt. Collect student growth data.
- Weekly parent meetings/training modelling activities for home.
- Integrate Speech and OT professionals to assist in transition

### Implement speech/OT program

- Speech/OT professionals to assist in transition

### Annual Milestone

- Evaluate effectiveness: post intervention data
### Early Intervention Programs

<table>
<thead>
<tr>
<th>Stage/grade teams meet fortnightly to plan two weekly cycles of numeracy and reading programs. (K-2) English concepts (3-6)</th>
<th>Continue stage/grade teams meeting fortnightly to plan two weekly cycles of numeracy and reading programs. (K-2) English concepts (3-6)</th>
<th>Continue with a focus change: Stage/grade teams meet fortnightly to plan two weekly cycles of writing (K-2) English concepts (3-6)</th>
<th>Annual Milestone</th>
<th>Staff participating in a collaborative approach to professional learning that is responsive to student need.</th>
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<tbody>
<tr>
<td>K-6 staff reflect upon data and implement specific strategies to move students along the continuum</td>
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<td>K-6 staff reflect upon data and implement specific strategies to move students along the continuum</td>
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<tr>
<td>Stage teams participating in a spirals of inquiry approach to identify and plan accordingly</td>
<td>Stage teams participating in a spirals of inquiry approach to identify and student need and plan accordingly</td>
<td>Stage teams participating in a spirals of inquiry approach to identify and student need and plan accordingly</td>
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### Visit other public schools with preschools and other preschool programs to observe and discuss transition programs.

### Approach preschools and wider community to begin a preschool to Kindergarten

### Begin transition program: weekly classroom sessions

### Data collected – pre readiness for school

### Continue transition program

### Data collected – readiness for school

### Annual Milestone

An increase of preschool students and their parents accessing readiness for school assistance
### Evaluation

<table>
<thead>
<tr>
<th>Evaluation processes and assessing the impact</th>
<th>Surveys &amp; Professional learning plans used to evaluate effectiveness of current programs.</th>
<th>Surveys &amp; Professional learning plans used to evaluate effectiveness of current programs.</th>
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<tr>
<td></td>
<td>Department and school based data, e.g.: NAPLAN, PLAN, EA4S,</td>
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<tr>
<td></td>
<td>Track family and community participation in student learning.</td>
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### Resources

<table>
<thead>
<tr>
<th>Resources</th>
<th>Monitoring efficient and effective use of resources</th>
<th>Speech and OT ($1200 x 30 weeks=$36 000)</th>
<th>Employment of Teaching and Learning Mentor (38 wks x 5 days x $308.5 = $59 000)</th>
<th>Release for L3/K-3 reflection (2 casuals 1 day a week for 35 weeks= $32 000)</th>
<th>Annual Milestone Employment of AEO $8 700</th>
<th>Employment of 4 SLSOs x 4 days x 3hrs = $95 600</th>
</tr>
</thead>
</table>
Welfare Mentor (RAM Equity - ELD, Aboriginal, L&S Flexible) released
(0.5 FTE + (30 wks x 5 days x $308.5 = $25,000)
## Strategic Direction 2: COMMUNITY ENGAGEMENT

### Purpose

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

All students, staff, parents and the wider community, collectively share the responsibility for student learning and success.

### People

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

**Students:** are involved in the decision making process regarding their learning goals. Student successes are celebrated and shared through effective home school partnerships.

**Staff:** Develop staff capacity to build stronger community relations with all families.

Staff are supported in understanding the need to create a positive rapport with students and the community to provide a welcoming, safe and secure learning environment.

**Parents/Carers:** Communicate actively and frequently with parents and carers and provide different forums for parents to contact the school.

Provide support, training and opportunities to increase parent capacity within and beyond the school.

**Community Partners:** Establish proactive learning alliances with other schools and community members.

**Leaders:** provide professional training and support to leaders that allow them to support and engage with staff, families and communities members.

### Processes

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

- Whole school implementation of PBL and inclusion of parents in engagement and wellbeing programs to encourage a joint home-school approach.
- Build a teaching and learning environment that creates resilient, engaged and self-directed learners.
- Improve communication between the school and home providing varying opportunities for parents to engage in their child’s education.
- To increase the numbers of parents engaging in community learning sessions/parent workshops and attending school events.

### Products and Practices

**What is achieved and how do we measure?**

**Product:**
- Student achievement is clearly communicated and celebrated within the wider school community.
- Enhanced opportunities for students, families and community members to contribute to the life of the school in ways that reflect their interests, skills, experience and capacity.
- Effective communication between staff, students, parents and school/community partners working collaboratively to support diverse and authentic learning opportunities.

**Practice:**
- Whole school focus on positive behaviour and relationships to promote a culture of inclusivity and improvement.
- The school has an active P&C and AEO and strong ties to community agencies and bodies making it a welcoming, family friendly meeting space for parents and community to connect.
- Increase parent/carer capacity and use of home/school communication mediums.

### Improvement Measures

- At least 90% of families are aware of their child’s success and achievements at school.
- An increase of at least 50% of families or community members accessing opportunities to authentically engage in their child’s education at school.
- Most families indicating that home/school communication effectively supports opportunities for their child/ren to engage in school life and learning success at school.

**Evaluation Plan**

Closely monitor PBL data, student feedback and SRC surveys, parent attendance data and community survey information. The school will develop targeted programs and strategies to improve in these areas as required.
# Strategic direction 2: Community Engagement

## Project leaders:

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<tr>
<th>2015</th>
<th>TERM 1</th>
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<td>PROCESS</td>
<td>MID TERM</td>
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<td>MID TERM</td>
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<tr>
<td>1. Triple P Parenting program</td>
<td>My Say survey completed</td>
<td>Program application completed</td>
<td>PPP training attend by school trainer</td>
<td>PPP timetable planned – Advertising in in local community</td>
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<td>PPP Delivered</td>
<td>PPP Delivered</td>
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<td>2. Friendly Schools Plus</td>
<td>Survey completed and sent off</td>
<td>Training for coordinator/s Whole school surveyed</td>
<td>All staff complete ‘Map the Gap’ survey Yr 4/5 teachers trained</td>
<td>Whole staff TPL by Yr 4/5 teachers</td>
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<td>Program implementation yr 4/5</td>
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<td>Program implementation yr 4/5</td>
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<td>Review program for whole school implementation</td>
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<tr>
<td>3. PBL</td>
<td>Establish new team Survey Staff</td>
<td>Write up Action Plan See Action Plan</td>
<td>Survey parents and students PBL Refresher for key staff</td>
<td>Feedback to parents and students</td>
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<td>Parent and student participation in PBL begins Whole School PBL refresher</td>
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<td>Review and monitor PBL action plan</td>
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<td>Review and monitor PBL action plan</td>
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**PBL Tier 2** Targeted interventions

- AP Welfare role and responsibilities defined
- Targeted students identified
- Targeted students behaviour management plans developed, implemented and communicated to all staff
- Review and monitor
- Review and monitor
- Review and monitor
- Review and monitor

School leaders trained in supporting families

Whole school focus on positive behaviour and relationships to promote a culture of inclusivity and improvement.
### EAfS

#### Parent workshops
- Deliver parent information session K-2
- Survey parents
- Design and deliver Parent workshop 1
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- Design and deliver Parent workshop 1

#### Community Liaison
- Establish community liaison committee
- Nominate liaison officer
- Increase staff communication with P+C
- Set up plan to promote whole school events in collaboration with P+C
- Establish methods for increasing face to face communication with community
- Review plan/ community involvement in school
- Plan for end of year events to promote PBL and school community

#### ATSI
- New AEO appointed
- Establish initial link with parents
- Link with local AECG developed
- Opportunity hub program established
- ATSI working group established
- ALL PLP’s developed and implemented
- Targeted programs identified
- Celebrate Naidoc Week
- Review and monitor PLP’s
- AEO group to have strong ties to community - making our school a welcoming, family friendly meeting space for parents and community to connect.

### Evaluation

- Evaluation processes and assessing the impact
- Reporting to executive and leadership teams
- Reporting to executive and leadership teams
- Reporting to executive and leadership teams
- Reporting to executive and leadership teams
- Whole school feedback survey
- Whole school reporting and planning evaluation
- Annual Milestone Feedback, targeted data and evidence collected directing school improvement and realigned targets.

### Resources

- Monitoring efficient and effective use of resources
- AEO Welfare Mentor
- Teaching and Learning Mentor
- Casuals for PAVe leader training (2 x $450 = $900)
- Casuals for PAVe leader training (5 x $450 = $2250)
- Casuals for PBL team training (4 x $450 = $1800)
- Casuals for staff to be released to consult with parents to write PLPs (5 x $450 = $2250)
- Annual Milestone
### Strategic Direction 3: Professional practice

#### Purpose

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

All staff actively engaged in ongoing future focused and evidence based learning and practise professional development at an individual and collective level.

#### Improvement Measures

- Teacher programs demonstrate clear evidence and links to student performance data across the curriculum
- At least 90% of students demonstrating growth based on individual learning goals across the curriculum
- Development of 3 way Individual learning plans between teacher, student and parent/carer are developed and implemented for all Aboriginal and Torres Strait Island students.
- Connected partnerships with local schools and community providers are well established, supporting regular opportunities for ongoing professional development in teaching and learning practices for staff.
- 90% of parents/carers indicate they know what their child is learning, how well they are achieving and ways their child can improve in their learning.

#### People

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

**Students:** to engage in authentic, differentiated and challenging learning experiences.

**Staff:** Through site-based PL staff develop the mindset that growth of learning outcomes occur as a result of quality teaching practices

Provide professional development opportunities based around 21st Century learning concepts and skills.

**Parents/Carers:** Communicate actively and frequently with parents and carers about professional learning across the school.

**Community Partners:** Strategically develop ongoing relationships with governments and non-government organisations, community groups, businesses, agencies and other education providers.

**Leaders:** Support educational innovation and curriculum resourcing. Provide professional learning which aligns with staff goals and school direction and the funding to support implementation.

Coaching and mentoring for school leaders and aspiring leaders.

#### Processes

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

Collaborative professional learning project (Spirals of Learning and Learning Intentions)

AP Teaching and Learning mentoring supporting teacher development

Instructional Leader supporting teacher development of learning in the Early Years

Build learning alliances and partnerships with a variety of schools, business and other agencies to support a dynamic learning environment.

Build leadership capacity in others.

**Evaluation Plan**

Regular reporting against milestones by the leadership group

Feedback from project teams

Staff survey

#### Products and Practices

**What is achieved and how do we measure?**

**Product:**
- At least 90% of teachers confident in developing differentiated and challenging student learning experiences based around 21st century skills
- All teachers developing quality differentiated curriculum learning programs
- Effective communication between staff, students, parents, community and school partners working collaboratively to support diverse and authentic learning opportunities

**Practice:**
- teaching practices that are inquiry based and that embed the principles of 21st century research based pedagogy
- Opportunities for authentic learning experiences exist in all classrooms and programs
- Regular ongoing communication with the whole school community highlighting innovative teaching practices taking place.
## Strategic direction 3: Professional Practice

### Project leaders

<table>
<thead>
<tr>
<th>2015</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
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<tbody>
<tr>
<td>PROCESS</td>
<td>MID TERM</td>
<td>END TERM</td>
<td>MID TERM</td>
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<tr>
<td><strong>Collaborative professional learning project</strong>&lt;br&gt;(Spirals of Learning and Learning Intentions)</td>
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<td><strong>AP Teaching and Learning mentoring supporting teacher development</strong></td>
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<tbody>
<tr>
<td><strong>Send teachers to view Spirals of learning in action at local schools</strong></td>
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<tr>
<td><strong>Establish training dates for Instructional rounds (learning intentions)</strong>&lt;br&gt;Begin to source connections with participating local schools for instructional rounds</td>
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<td><strong>Facilitated initial TPL in spirals of learning across the school</strong>&lt;br&gt;Introduced Instructional rounds concept to all staff</td>
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<tr>
<td><strong>Facilitated TPL in learning intentions across the school to support instructional rounds program.</strong>&lt;br&gt;Use of Spirals of learning developing across the school.</td>
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<td><strong>Staff developing a solid understanding of how spirals of learning supports school improvement.</strong>&lt;br&gt;All staff participating and contributing to spirals of learning process</td>
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<td><strong>All teachers using learning intentions in 1 whole school identified area of learning eg writing.</strong></td>
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<tr>
<td><strong>Evaluate the use of spirals of learning with staff for future direction</strong>&lt;br&gt;Invite other local schools to conduct an instructional rounds visit at CNPS</td>
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<tr>
<td><strong>Annual Milestone</strong>&lt;br&gt;Spirals of learning is used across the school as a lens to drive action projects for improvement. Instructional rounds is a developing program for whole school focused improvement.</td>
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<tr>
<td><strong>Develop role responsibilities for AP teacher mentor</strong>&lt;br&gt;AP teacher mentor analyses NAPLAN, reporting and continuum data in writing. Action plan developed for TPL research groups</td>
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<td><strong>Data analysis by AP teacher mentor presented to staff for tracking</strong>&lt;br&gt;AP teacher mentor supporting teacher development through class observation, assessment, program development and modelled teaching. TPL research groups progress check in</td>
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<tr>
<td><strong>Implementing, Identify aspiring teacher mentor leader for program sustainability in 2016</strong>&lt;br&gt;TPL Research groups progress check in readiness for SDD presentations</td>
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<td><strong>Implementing AP teacher mentor update staff on data tracking and student growth rates in writing.</strong>&lt;br&gt;Aspiring teacher mentor networking with AP teacher mentor</td>
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<td><strong>Implementing</strong>&lt;br&gt;Teacher mentor update staff on data tracking and student growth rates in writing Aspiring teacher mentor beginning to work in classrooms with teachers for sustainability in 2016</td>
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<td><strong>Annual Milestone</strong>&lt;br&gt;Strengthen and maintain capacity of leaders and aspiring leaders to facilitate individualised TPL opportunities for all teachers</td>
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</table>
### Build learning alliances and partnerships with a variety of schools, business and other agencies to support a dynamic learning environment

- Facilitate networks with local schools through TPL observations.
- Investigate models of inclusive speech and OT programs through visitation to other local schools involved in similar programs.
- Contact and facilitate conversation with local schools around opportunities for network development using instructional rounds and spirals of learning.
- Action networks with local schools to facilitate training in instructional rounds.
- Develop action plan for OT & Speech program implementation.

### Facilitate networks with local schools

- Establish committee leaders, and school coordinators.
- Establish AP teacher/mentor role.
- Establish AP teacher/mentor role.
- All teachers develop professional learning plans linked to the performance development framework.
- Investigate opportunities for leaders and aspiring leaders to participate in network groups with local schools.
- Professional learning plans implemented by all teachers, supported by exec and mentors.
- Identify aspiring teacher mentor leader for program sustainability in 2016.
- Check in teachers seeking accreditation.

### Investigate models of inclusive speech and OT programs

- All teachers develop professional learning plans linked to the performance development framework.
- Investigate opportunities for leaders and aspiring leaders to participate in network groups with local schools.
- Professional learning plans implemented by all teachers, supported by exec and mentors.
- Identify aspiring teacher mentor leader for program sustainability in 2016.
- Check in teachers seeking accreditation.

### Decision made as to possible OT and speech program in the school

- Check in teachers seeking accreditation.

### Action networks with local schools to facilitate training in instructional rounds

- Implementing.
- Monitoring.

### Develop action plan for OT & Speech program implementation

- Check in teachers seeking accreditation.

### Contact and facilitate conversation with local schools around opportunities for network development using instructional rounds and spirals of learning

- Reporting to executive and leadership teams.
- Reporting to executive and leadership teams.
- Reporting to executive and leadership teams.
- Reporting to executive and leadership teams.
- Whole school feedback survey.
- Whole school reporting and planning evaluation.

### Evaluation

- Regular reporting against milestones by the leadership group.
- Feedback from project teams.
- Focused groups sessions.
- Staff survey.

### Resources

- Welfare Mentor.
- Teaching and Learning Mentor.
- Speech and OT Therapists.
- Casu als to release staff for instructional rounds (4x$450=$1800).

### Annual Milestone

- Networks with local schools developed and strongly supporting TPL and innovation in teacher improvement.
- Networks with other agencies supporting quality developmental programs across the school.

- Contact and facilitate conversation with local schools around opportunities for network development using instructional rounds and spirals of learning.
- Professional learning plans implemented by all teachers, supported by exec and mentors.
- Identify aspiring teacher mentor leader for program sustainability in 2016.
- Check in teachers seeking accreditation.

- Establish committee leaders, and school coordinators.
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- Professional learning plans implemented by all teachers, supported by exec and mentors.
- Identify aspiring teacher mentor leader for program sustainability in 2016.
- Check in teachers seeking accreditation.

- All staff given opportunity to take on and develop leadership roles.