SCHOOL CONTEXT

The school is situated in Bexley and has 880 students enrolled in 2013. There are 34 classes from Kindergarten to Year 6 with students from diverse socio-economic and cultural backgrounds. Eighty-nine percent of students are from language backgrounds other than English and less than 1% identify as Indigenous Australians. After extensive staff and community consultation in 2011 and 2012, the school leadership team has identified six strategic priorities in the 2012-2014 School Plan: Literacy; Numeracy; Technology in Learning & Administration; Creative & Performing Arts, Leadership & Management and Student Well Being & Community Participation. School improvement targets are set within these priority areas and reviewed on an annual basis through analysis of evidence from in school data and external sources such as NAPLAN.

SCHOOL IDENTIFIED PRIORITY AREA/S | INTENDED OUTCOME/S
--- | ---
Literacy | Improved literacy outcomes for all students
Numeracy | Improved numeracy outcomes for all students
Technology in Learning & Administration | Improved student learning outcomes resulting from technology applications in learning & administration
Creative & Performing Arts | Increased student opportunities and participation in class, stage and whole school activities in a variety of Creative & Performing Arts
Leadership & Management | All students and staff have planned opportunities to Learn, Lead & Succeed
Student Well Being & Community Participation | All children are healthy, safe, engaged, supported and challenged

TARGET/S 2013 Reviewed

**Literacy:**
- At least 80% of students achieving stage exit outcomes in English (See elaborated targets in Literacy)
- Increase the percentage of Year 3 students achieving NAPLAN Bands 5 & 6 in reading from 53% (2012) to 55% (2013)
- Decrease the percentage of Year 3 students achieving in NAPLAN Bands 1 & 2 in reading from 8.9% (2012) to 6% (2013).
- Increase the percentage of Year 5 students achieving in NAPLAN Bands 7 & 8 in reading from 27% (2012) to 30% (2013)
- Decrease the percentage of Year 5 students achieving in NAPLAN Bands 3 & 4 in reading from 22% (2012) to 20% (2012).

**Numeracy:**
- At least 80% of students achieving stage exit outcomes in Mathematics (See elaborated targets in Numeracy)
- Increase the percentage of Year 3 students achieving in NAPLAN Bands 5 and 6 in measurement, data, space and geometry from 47 % (2012) to 52% (2013).
- Decrease the percentage of Year 3 students achieving in NAPLAN Bands 1 & 2 in measurement, data, space and geometry from 12.5% (2012) to 10% (2013).
- Increase the percentage of Year 5 students achieving in NAPLAN Bands 5 and 6 in measurement, data, space and geometry from 37.7 % (2012) to 41% (2013).
- Decrease the percentage of Year 5 students in NAPLAN Bands 3 & 4 from 18% (2012) to 15% (2013).

PRINCIPAL’S SIGNATURE: [Signature]

SED ENDORSEMENT

DATE: 26.2.13
## SCHOOL IDENTIFIED PRIORITY: Literacy

### Improved literacy outcomes for all students with a particular focus on reading in 2013

#### OUTCOME/S
- Improved literacy outcomes for all students with a particular focus on reading in 2013

#### TARGET/S
- At least 80% of students achieving stage exit outcomes in English as below:
  - 80% of Kindergarten students achieve Level 8 in reading
  - 80% of Year 1 students achieve Level 17 in reading
  - 80% of Year 2 students achieve Level 22 and above in reading
  - 92% of Year 3 students achieve over Band 2 in reading
  - 55% of Year 3 students achieve Band 5 or above in reading
  - 80% of Year 4 students achieve Sound (C) or higher in reading
  - 84% of Year 5 students achieve Band 5 or above in reading
  - 80% of Year 6 students achieve Sound (C) or higher in reading
- Increase the percentage of Year 3 students achieving Bands 5 & 6 in NAPLAN reading from 53.3% (2012) to 55% (2013)
- Decrease the percentage of Year 3 students achieving in Bands 1 & 2 NAPLAN reading from 8.9% (2012) to 6% (2013)
- Increase the percentage of Year 5 students achieving in Bands 7 & 8 in NAPLAN reading from 27% (2012) to 38% (2013)
- Decrease the percentage of Year 5 students achieving in Bands 3 & 4 NAPLAN reading from 22% (2012) to 20% (2013)

### STRATEGIES

- Implement the K-12 Literacy Policy and support materials to guide teaching and improve student literacy achievement.
  - Use of the English K-6 planning matrix to establish and develop a whole school literacy context.
  - Deputy Principal oversight of K-6 literacy planning, implementation & evaluation.
- Provide a framework of student achievement expectations in each grade/stage for all aspects of literacy development.
  - Timeline of strategy implementation determined annually (inc. K-6 scope and sequence for writing)
- Develop shared understanding of and support for the implementation of quality literacy teaching sessions: Balanced/Integrated/Systematic/Explicit
  - Explicit teaching of super six comprehension & vocabulary development, phonics & phonemic awareness strategies based on the elements of the Quality Teaching Framework.

### INDICATORS

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>TIMEFRAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Literacy Plan developed.</td>
<td>2012</td>
</tr>
<tr>
<td>Shared understanding of whole school literacy context and approaches is evident</td>
<td>2013</td>
</tr>
<tr>
<td>All staff have working knowledge of the K-12 Literacy Policy and support documents</td>
<td>2014</td>
</tr>
<tr>
<td>Framework developed for all grades &amp; stages and in use to guide programming, assessment strategy choice, report data and student feedback.</td>
<td>✓</td>
</tr>
<tr>
<td>Students engaged in all aspects of a quality literacy program as outlined by the K-6 literacy continuum.</td>
<td>✓</td>
</tr>
</tbody>
</table>

### RESPONSIBILITY
- Literacy School Improvement Team – led by Olivera Mateski
- Stage teams based on K-6 Aspects of Literacy Continuum
- Year representatives from the Literacy School Improvement Team

### FUNDING SOURCE/BUDGET
- $2500 Teacher release days (443 TPL)
- $2500 Teacher release days (443 TPL)
<table>
<thead>
<tr>
<th>Item</th>
<th>Progress</th>
<th>Date</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish assessment guidelines, timelines and practices that allow for assessment of student achievement against grade/stage expectations inclusive of data and sample collection, consistent teacher judgement strategies and student feedback</td>
<td>✔</td>
<td></td>
<td>Executive based on guide from Literacy School Improvement Team Stage teams</td>
</tr>
<tr>
<td>Engage in teacher professional learning, peer mentoring and reflection and the development of quality teaching resources</td>
<td>✔</td>
<td></td>
<td>Literacy School Improvement Team</td>
</tr>
<tr>
<td>Continued development of stage based teaching and learning plans to integrate the six key comprehension strategies in literacy lessons</td>
<td>✔</td>
<td></td>
<td>Stage teams</td>
</tr>
<tr>
<td>Use of 2011-2013 National Assessment Literacy and Numeracy (NAPLAN) analysis and SMART Data software to inform improved teaching practice in literacy</td>
<td>✔</td>
<td></td>
<td>Literacy School Improvement Team</td>
</tr>
<tr>
<td>Establish and manage web based student learning profiles that track literacy achievement for all students, including use of the literacy continuum and the school framework of expectations</td>
<td>✔</td>
<td></td>
<td>All teaching staff</td>
</tr>
<tr>
<td>Implementation of IEP’s for students at or below minimum standard or those at risk of being so.</td>
<td>✔</td>
<td></td>
<td>Class teachers &amp; support staff</td>
</tr>
<tr>
<td>Expand implementation of the Best Start program into Stage 1 to plan and deliver quality early years teaching and learning.</td>
<td>✔</td>
<td></td>
<td>K-2 teaching staff</td>
</tr>
</tbody>
</table>
- Significantly resource the school literacy development plans including across KLA, Library and home reading resources and the revised on line Accelerated Reader 3-6 and other stage appropriate programs for home reading.

- Resource Teacher Professional Learning to:
  - guide classroom implementation of Literacy Policy & programs;
  - review understandings of reading strategies as described in K-6 syllabus and the Literacy Continuum;
  - program from K-6 English Syllabus to meet student needs as identified in Best Start, NAPLAN and school data, school scope and sequence and grade expectation guides;
  - continue TPL in Best Start, Focus on Reading and the introduction of the National English Curriculum
  - Develop authentic, rich tasks as formative assessment strategies with a focus on student feedback and

- Develop mutually supportive partnerships with parents to aid student literacy achievement.
  - Learning Connections Program -development and implementation of regular parent workshops and online content that exposes parents to content, teaching approaches and ‘best ways to help’ strategies that allow connection with day to day learning (including: text types, home reading, comprehension, spelling, homework)
  - Support of the Premier’s Reading Challenge
  - Understanding Best Start & NAPLAN to make best use of feedback
  - Support for Selective HS and OC Class applications

| All student K-6 have access to a greater range of quality literature for guided and shared reading sessions | ✓ | ✓ | ✓ | Literacy School Improvement Team | $60,000 (101 English) |
| All teachers have individual and collective professional learning plans negotiated and implemented. | ✓ | ✓ | ✓ | Deputy Principal & Literacy School Improvement Team | $21,000 (443 TPL) |
| Increased parent understanding of best practice strategies for the teaching of literacy | ✓ | ✓ | ✓ | Deputy Principal & Literacy School Improvement Team | $1500 (443 TPL) |
## Improved numeracy outcomes for all students in 2013

**TARGETS**
- At least 80% of students achieving stage exit outcomes in Mathematics
  - 80% of Kindergarten students achieve Early Stage 1 aspects on the numeracy continuum
  - 80% of Year 1 and 2 students achieve Sound (C) or higher in numeracy
  - 90% of Year 3 students achieve over Band 2 in numeracy
  - 52% of Year 3 students achieve Band 5 or above in numeracy
  - 75% of Year 4 students achieve Sound (C) or higher in numeracy
  - 54% of Year 5 students achieve Band 5 or above in numeracy
  - 80% of Year 6 students achieve Sound (C) or higher in numeracy
- Increase the percentage of Year 3 students achieving in bands 5 and 6 in measurement, data, space and geometry from 47% (2012) to 52% (2013).
- Decrease the percentage of Year 3 students achieving in Bands 1 & 2 in measurement, data, space and geometry from 12.5% (2012) to 10% (2013).
- Increase the percentage of Year 5 students achieving in bands 5 and 6 in measurement, data, space and geometry from 37.7% (2012) to 41% (2013).
- Decrease the percentage of Year 5 students in Bands 3 & 4 from 18.3% (2012) to 17% (2013).

## STRATEGIES

1. Implement the K-12 Numeracy Policy and support materials to guide teaching and improve student numeracy achievement
2. Develop a shared understanding of and support implementation of quality numeracy teaching sessions. *Balanced/Integrated/Systematic/Explicit*
3. Provide a framework of student achievement expectations in each grade/stage for all aspects of numeracy development. Deputy Principal oversight of K-6 numeracy planning, implementation & evaluation
4. Establish assessment guidelines, timelines and practices that allow for assessment of student achievement against grade / stage expectations inclusive of consistent teacher judgement strategies.

## INDICATORS

- School Numeracy Plan developed.
- Shared understanding of whole school numeracy context and approaches is evident
- All staff have effective working knowledge of the K-12 Numeracy Policy and support documents
- Framework developed for all grades & stages and in use to guide programming, assessment strategy choice, report data and student feedback.
- Guidelines & timelines established
- Collaborative planning sessions conducted each term
- Student work samples moderated

## TIMEFRAME

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

## RESPONSIBILITY

- Numeracy School Improvement Team led by Leigh Rasmussen
- Numeracy School Improvement Team
- Numeracy School Improvement Team

## FUNDING SOURCE/BUDGET

- $2500 (443 TPL)
- $4500 (443 TPL)
- K-6 implementation of online scope & sequence, programming and syllabus support documents by all teachers.
- Establish and manage web based student learning profiles that track numeracy achievement for all students.
- Expand implementation of the Best Start program to plan and deliver quality early years teaching and learning.
- Continue to resource the school numeracy development plan, including an update of CMIT resources and Mathletics.
- Develop supportive partnerships with parents to aid student progress in numeracy including regular workshops, advice and revised reporting.

| Students engaged in all aspects of a quality numeracy program as outlined by the K-6 numeracy continuum | All teaching staff | $1000 (468 –Technology) |
| Sentral data base completed and in use for all students. | | |
| Best Start data collected by all Stage 1 classes and used as the basis to inform their teaching in numeracy. | Stage 1 AP | $2500 course costs & teacher release (443 TPL) |
| All classes equipped with appropriate CMIT and numeracy resources | Numeracy School Improvement Team | $40,000 (111 - Maths) |
| Increased parent understanding of best practice strategies for the teaching, learning, assessment and reporting of numeracy | Deputy Principal & Numeracy School Improvement Team | $1500 (443 TPL) |
### SCHOOL IDENTIFIED PRIORITY: Student Well Being & Community Participation

#### OUTCOME/S
- All children are healthy, safe, engaged, supported and challenged

#### TARGET/S
- 100% of students adopt and participate in Kidsmatter initiatives focusing on improvement of physical, social, emotional and intellectual well being
- 100% of students participating in daily fitness program with tracking of personal fitness levels
- All students with identified learning support needs have functional assessment and individual learning program developed and implemented
- All students with identified gifts and talents are included in enrichment programs across all key learning areas
- All school stakeholders have increased awareness of and participation in school programs and activities through improved communication strategies

#### STRATEGIES
- Develop a School Statement of Purpose that describes and symbolises the planned direction, values and initiatives (students, staff & community) that the school will pursue in the planning period.
- Use school community evaluation data to compile a set of generic and aspirational exit outcomes describing the desired attributes of all learners at Carlton Public School that will be used to guide inclusive and developmental programs to meet the academic, social, physical and emotional needs of all learners at Carlton Public School.
- Continue the Kidsmatters Primary Framework – a whole school student well being and mental health strategy. The four components of the Kidsmatters framework will be introduced progressively and interwoven to guide all aspects of student development:
  - Positive School Community
  - Social & Emotional Learning for all Students
  - Parenting Support & Education, and
  - Early Intervention for Students Experiencing Mental Health Difficulties

#### INDICATORS
- Statement developed and published and used in all communication from school
- Exit outcomes published and evident in program development and revised assessment guidelines
- Introductory Training and Action Team formed, data collected through surveys, Action Plan developed for each component and implemented on a semester per component basis

#### TIMEFRAME
- 2012
- 2013
- 2014

#### RESPONSIBILITY
- Leadership & Management School Improvement Team
- Leadership & Management School Improvement Team
- Student Wellbeing & Community Participation School Improvement team

#### FUNDING SOURCE/BUDGET
- $1000 (480-650 – Admin)
- $2,800 (173-530 Kidsmatter)
A revised School Communication and Promotion Policy and Plan will be developed to encompass all aspects of effective communication with the local community inclusive of:
- Use of contemporary promotional materials and an online presence that publicises the School Statement of Purpose, school programs and initiatives and student achievements effectively.
- Revised school imagery, key messages, banner statements and school profile
- Enhancement of the school website, newsletter and local media presentations
- Creation of an effective, positive, well managed online presence thorough use of social media tools
- Quality customer service interactions by all staff in school contexts.
- Digital communication services and signage in use at school venues and on the school network

- Introduce a revised K-6 Daily fitness program
- Implement the Every Student, Every School Strategy for identification and support of students with low support needs and ‘at risk’ levels of performance, through management by the Learning Support Team and the intervention by all teachers with the negotiated support of the LaST and speech therapist
- Revise and strengthen the school’s Gifted & Talented Student Policy and Procedures to ensure that high achievers in all Key Learning Areas are identified, supported and engaged in learning programs that maximise their achievement & develop their potential

| Development of promotional materials, distribution and regular use in all school contexts and publications | ✓ | ✓ | ✓ | Leadership & Management School Improvement Team | $ 5000 materials (480-650 – Admin) |
| Regular updates of school website with photos, video, slides of school activities and promotion of school events. Creation and use of Facebook or similar accounts System purchased and in use | ✓ | ✓ | ✓ | Leadership & Management School Improvement Team |
| Development of program for each grade. Monitoring of fitness levels | ✓ | ✓ | | |
| Staff Awareness sessions Referrals to Learning Support Teams Functional Assessments Conducted IEPS developed and monitored Student feedback mechanisms in place Review Meetings conducted Speech program in Year 2 & K-6 targeted students | ✓ | ✓ | | |
| Policy Revised Staff & parent awareness of G&T models increased Identification procedures revised and applied, including staff, student and parent nominations Inclusion in a widened variety of funded enrichment programs | ✓ | ✓ | | |

- $ 15 000 SAO Support (480-700 - Admin)
- $2500 Teacher release days (151-690 PD/H/PE)
- $2000 Teacher release days (456-690 Integr’n)
- $5100 (166 - G&T)
## Improved student learning outcomes resulting from technology applications in learning & administration

- 30% of lesson time reflects authentic use of ICT across all key learning areas.
- All administrative and teaching staff efficiently use Sentral and LMBR software applications
- 100% of students accessing a bank of computers for KLA based learning at least once a week
- 100% of teaching staff improve technology skills & transfer skills to students
- 100% of Y3-6 students access online numeracy & literacy support programs (Mathletics, AR)
- 10% reduction in printing costs

### STRATEGIES

- Interactive whiteboards in all classrooms.
- Continue & expand the Staff Laptop program for use in administration, programming, lesson delivery, assessment, data collection and reporting.

### INDICATORS

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive whiteboards in all classrooms</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Continue &amp; expand the Staff Laptop program for use in administration, programming, lesson delivery, assessment, data collection and reporting</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### TIMEFRAME

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
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<tbody>
<tr>
<td>Interactive whiteboards in all classrooms</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Continue &amp; expand the Staff Laptop program for use in administration, programming, lesson delivery, assessment, data collection and reporting</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
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</table>

### RESPONSIBILITY

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive whiteboards in all classrooms</td>
<td>Computer Coordinator</td>
<td>Principal, SAM</td>
<td></td>
</tr>
<tr>
<td>Continue &amp; expand the Staff Laptop program for use in administration, programming, lesson delivery, assessment, data collection and reporting</td>
<td>Principal, SAM</td>
<td>Computer Coordinator</td>
<td></td>
</tr>
</tbody>
</table>

### FUNDING SOURCE/BUDGET

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive whiteboards in all classrooms</td>
<td>$78 000 (468-530 Tied Tech) (491 -530 Equip)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continue &amp; expand the Staff Laptop program for use in administration, programming, lesson delivery, assessment, data collection and reporting</td>
<td>$ 16 500 (162-320 Sch. Tech)</td>
<td>$ 6 000 (485-570)</td>
<td></td>
</tr>
</tbody>
</table>
- Provide tailored staff training in ICT use including IWB and laptop use applicable to enhanced skills in administration, programming, lesson delivery in all Key Learning Areas, assessment, data collection and reporting.

<table>
<thead>
<tr>
<th>Ongoing support and training in the use of these devices through: Advertised MyPL, School based TPL Tips and Tricks in Administration Meetings, Online training, External courses such as Smart Bugs Action Learning Groups with specific targets (admin/lesson developments focusing on using particular software/data collecting and reporting) Staff feedback</th>
<th></th>
<th>All staff &amp; Technology in Learning &amp; Admin School Planning Team</th>
<th>$ 4 000 (442 – ICT TPL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentral use and training. Ongoing purchase of Sentral support. LMBR integration, implementation and training.</td>
<td></td>
<td>All staff &amp; Technology in Learning &amp; Admin School Planning Team</td>
<td>$ 24 500 (2013-2014) (442- TPL)</td>
</tr>
<tr>
<td>Keeping informed and following the advice given via Procurement and ICT Support. Purchase of advised hardware (Aruba) for the delivery of wireless access points (WAP) for a temporary solution. Continued purchase and complying with department requirements to achieve school wide wireless access. Assessing locations for WAPs to give the best coverage across the neediest parts of the school and then the whole school. Installation of wireless access via hardwiring devices in optimal locations</td>
<td></td>
<td>Technology in Learning &amp; Admin School Planning Team</td>
<td>$ 10 000 (162-320 Sch Tech)</td>
</tr>
</tbody>
</table>

- Develop centralised student profiling, school planning, finance and administrative practices through the use Sentral software and the introduction of the Learning Management Business Reform (LMBR) solution.

- Expand the wireless connectivity solution as the backbone of technology use by all students and staff.
- Upgrade to a school wide digital communication network using wired and wireless connectivity to a central server, digital library resources, online administration, emergency management, digital signage and enhanced learning tools including IWB’s, laptops and mobile devices.

- Expand new mobile technology and continue to develop the use of current mobile technology by staff and students across all Key Learning Areas.

- Review the hardware and access to quality printing capacity through the implementation of the Pay as You Print Optimisation program.

- Upgrade the school website and introduce the use of social networking sites to extend community contact and response opportunities and the sharing of school information and student achievements. (See Student Well Being & Community Participation Program)

- Deliver appropriate Cybersafety information, guidelines and training for students, staff and parents as part of the expanding provision of online teaching and learning opportunities.

<table>
<thead>
<tr>
<th>Action</th>
<th>Task</th>
<th>Responsible Party</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liaising with providers for appropriate hardware and software to meet the needs of the school. Purchase, train and maintain these devices. Staff feedback &amp; sharing</td>
<td>Liaising with the Pay as You Print Optimisation program on an ongoing basis to provide the best possible printing facilities. Issue codes for printing to encourage responsible printing. School website committee established and ongoing maintenance of the website. Establishment of social networking sites (Refer to Student Well Being &amp; Community Participation Program)</td>
<td>Technology in Learning &amp; Admin School Planning Team</td>
<td>$30,000 (491-080 Equip)</td>
</tr>
<tr>
<td>Purchase further sets of iPads and other supporting devices to be used in all Key Learning Areas. Training in the use of iPad use with the purchase of some designated teacher devices and apps Investigation and purchase of suitable apps for student iPads Purchase and upgrade of current laptop banks for student use</td>
<td></td>
<td>Technology in Learning &amp; Admin School Planning Team</td>
<td>$ 50 000 (490 – 500 Y6 2012) (491-080 Equip)</td>
</tr>
<tr>
<td>Liasing with the Pay as You Print Optimisation program on an ongoing basis to provide the best possible printing facilities. Issue codes for printing to encourage responsible printing. School website committee established and ongoing maintenance of the website. Establishment of social networking sites (Refer to Student Well Being &amp; Community Participation Program)</td>
<td></td>
<td>Computer Coordinator Principal, SAM</td>
<td>$36 000 (480-571 Admin)</td>
</tr>
<tr>
<td>Provide information sessions / lessons, websites and ongoing communication via the school website and newsletter for all students staff and parents</td>
<td></td>
<td>Technology in Learning &amp; Admin School Planning Team</td>
<td></td>
</tr>
</tbody>
</table>
- Enhance student learning using established and latest technologies in the classroom.

| Ongoing replacement of technology devices to keep updated Purchase and use of relevant software and online programs including Mathletics, Accelerated Reader, BlogEd, Wikispaces etc. Keep abreast of the latest developments that impact on student learning and teacher professional learning through Computer Coordinator days, Brekkie with a Teckkie, Yammer, Maang, and Conferences etc. Use of a variety of technology including digital cameras, IPads, laptops, desktops, IWB’s, digital microscopes etc | ✓ | ✓ | ✓ | Technology in Learning & Admin School Planning Team | $6000 (442- ICT TPL)
## OUTCOMES

### Increased student participation and opportunities in class, stage and whole school activities in a variety of Creative & Performing Arts

### TARGET/S

- 100% of students benefit from increased planned opportunities and skill development in Creative and Performing Arts
- 100% of students participate in and contribute to biennial school concert and exhibitions
- Targeted group of students develop appropriate skills for participation in school band
- 100% of students have opportunity to nominate for participation in district, regional and community creative and performing arts events

## STRATEGIES

- Increase student participation and opportunities in class, stage and whole school activities in a variety of Creative & Performing Arts including:
  - Collaborative planning of class and stage teaching & learning activities in dance, drama, music and visual arts,
  - A rotation of class and stage performance and exhibition contributions to assemblies, newsletter and the school website to enhance student feedback, school promotion & community participation.
  - Introduction of a biennial CPS Kidsmatter Concert (odd years) and a biennial CPS Kidsmatter Exhibition (even years) as culminating events to showcase the outcomes from Creative & Performing Arts opportunities in music, movement, dance, drama, visual arts, fitness, health, writing, problem solving & creative thinking initiatives and technology use.

## INDICATORS

- Collaborative programs produced and implemented
  - Stage teams
  - 2012 ✓ 2013 ✓ 2014 ✓

- All classes timetabled to contribute regularly to assemblies, newsletter, website and exhibitions
  - Class teachers
  - 2012 ✓ 2013 ✓ 2014 ✓

- Themes developed, events planned at class, stage and whole school levels. Promotion and publicity of events
  - CAPA School Improvement Team
  - 2012 ✓ 2013 ✓ 2014 ✓

## TIMEFRAME

- 2012 ✓ 2013 ✓ 2014 ✓

## RESPONSIBILITY

- Stage teams
- Class teachers
- CAPA School Improvement Team

## FUNDING SOURCE/BUDGET

- $15,000 (141-530)
<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Completion Status</th>
<th>Responsible Parties</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce, resource &amp; support a school band in Years 3-6</td>
<td>✓</td>
<td>CAPA School Improvement Team</td>
<td>$20,000 (141 – CAPA)</td>
</tr>
<tr>
<td>Continue and expand participation in district and regional performances and exhibitions including: - St George Performing Arts Festival - Create East, Create South, Koori Art, White Ribbon, Not Just A Brush and Operation Art Exhibitions - Artist in Residence Program - Regional Dance Festival - Audition for School Spectacular</td>
<td>✓</td>
<td>CAPA School Improvement Team</td>
<td>$15,000 (141 – CAPA)</td>
</tr>
<tr>
<td>Band model decided, personnel chosen</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchase plan for instruments</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selection of participants</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timetable of practice and events</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned participation in regular district and regional events</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In school selection processes determined and applied</td>
<td>✓</td>
<td></td>
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<td>Plan for audition and participation in 2013/2014</td>
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<tr>
<td>STRATEGIES</td>
<td>INDICATORS</td>
<td>TIMEFRAME</td>
<td>RESPONSIBILITY</td>
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<td>2012</td>
<td>School Leadership &amp; Management Team, stage leaders and all staff</td>
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<td>• Develop roles &amp; responsibilities statements and Teacher Professional Learning Plans for all staff aligned with school plan initiatives, K-6 thinking and quality TARS/EARS/PARS processes cognizant of experience levels, accreditation requirements, career opportunities and specialist interests.</td>
<td>Online recording using Sentral/LMBR and MyPL of roles &amp; responsibilities, TARs plans, career development, TPL participation and accreditation</td>
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<td>• Use co-operative planning sessions for all school teams on a term basis to support collaborative planning of literacy &amp; numeracy initiatives described above, class and stage KLA initiatives and quality assessment and reporting</td>
<td>Planning sessions completed by each school team each term</td>
<td>2014</td>
<td>School Leadership &amp; Management Team, stage leaders and all staff</td>
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</table>

**OUTCOME/S:** All students and staff have planned opportunities to Learn, Lead & Succeed

**TARGET/S:**

- All students become aware of leadership opportunities and qualities
- All staff has a Professional Learning Plan linked to career planning, professional learning, performance and student outcomes and access to relevant professional development opportunities.
- All staff have defined roles and responsibilities linked to school plan

**STRATEGIES**

- Commence “Everyone Can Learn Lead & Succeed” initiative, including participation in regional programs
- Develop roles & responsibilities statements and Teacher Professional Learning Plans for all staff aligned with school plan initiatives, K-6 thinking and quality TARS/EARS/PARS processes cognizant of experience levels, accreditation requirements, career opportunities and specialist interests.
- Use co-operative planning sessions for all school teams on a term basis to support collaborative planning of literacy & numeracy initiatives described above, class and stage KLA initiatives and quality assessment and reporting

**INDICATORS**

- Create and develop school wide awareness of “Everyone Can Learn Lead & Succeed” thinking and planning opportunities.
- Online recording using Sentral/LMBR and MyPL of roles & responsibilities, TARs plans, career development, TPL participation and accreditation
- Planning sessions completed by each school team each term

**TIMEFRAME**

- 2012
- 2013
- 2014

**RESPONSIBILITY**

- School Leadership & Management Team, stage leaders and all staff

**FUNDING SOURCE/BUDGET**

- $1,000 (446-250)
- $90,000 (441 to 447 Tied TPL)
- $16,500 (444 -260 QT TPL)
- Modification of assessment and reporting guidelines, timetables and report format to reflect changes in curriculum, DEC and community reporting expectations.

  - Initiate student & class leadership actions in Kidsmatter framework.

- Implementation of the Local Schools Local Decisions reform

- Implement a Site Management Plan inclusive of:
  1. Office area upgrade
  2. Digital technology network installation
  3. Hall and stage upgrade
  4. Play area ground and equipment upgrade
  5. Building maintenance plan (B block)
  6. Shaded areas in playground

<table>
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<tr>
<th>Framework of student expectations developed</th>
<th>Leadership of class, stage and whole activities related to launch and ongoing planned activities in each component of Kidsmatter</th>
<th>Implementation of LSLD guidelines and timetable as determined by DEC</th>
<th>Costing and prioritising of listed initiatives</th>
<th>Consideration of DEC and P&amp;C contributions</th>
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<tr>
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<td>See Tech</td>
<td>$50 000 (494-080 Grounds)</td>
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</table>

School Leadership & Management Team, stage leaders and all teaching staff

Kidsmatter Action Team and all staff

School Executive & School Council

Costing and prioritising of listed initiatives

Consideration of DEC and P&C contributions

Timetabled installation

- $500 (480-650 Admin)

- $500 (480-550) (See Tech Budget for TPL)

- $20 000 (493-080 Build)

- See Tech

- $12 000 (493-080 Build)

- $50 000 (494-080 Grounds)

- $20 000 (481-570 Maint.)

- $80 000 (493-080 Build)