Edward Public School is located in a rural town with an approximate population of 8000. Edward Public School has a current enrolment of 183 students with 17% of students being Aboriginal students. Quality teaching, and programs including sport, creative arts, leadership encourage students to aspire to achieve and experience success. An inclusive curriculum, the nurturing of difference, high expectations, citizenship and values education, prepare our students for active participation in society. Raising the literacy and numeracy levels of students with quality programs in reading and numeracy is a priority. Our school is renowned for its high student welfare, very experienced teaching staff, and its learning community. Opportunities provided by the Country Areas Program cater for individual success. Attributes of resilience, self-esteem, confidence are delivered in Personal Development Programs. Parents and members of the community make valuable contributions to classrooms and school programs and the wellbeing of the students.

Classrooms with well-resourced literacy, and technologies: interactive whiteboards, wi-fi and networked systems, computer lab, ipad bank, provide quality teaching and learning tools. Expansive, beautiful school grounds which are kept to an immaculate standard by our General Assistants, are enjoyed daily by our students.

<table>
<thead>
<tr>
<th>SCHOOL IDENTIFIED PRIORITY AREA/S</th>
<th>INTENDED OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy – Curriculum and Assessment</td>
<td>The use of literacy and numeracy continuums will strengthen student assessment for teaching and learning. Increased level of achievement of literacy outcomes for all students</td>
</tr>
<tr>
<td>Numeracy – Curriculum and Assessment</td>
<td>Increased level of achievement of numeracy outcomes for all students The new NSW Syllabuses incorporating the Australian Curriculum is implemented.</td>
</tr>
<tr>
<td>Student Engagement – Aboriginal Education</td>
<td>All students are engaged in school. PBL System is operational in the Playground and Classroom- Increase positive expected behaviours</td>
</tr>
<tr>
<td>Leadership</td>
<td>School Leaders have clear roles and responsibilities and are easily recognised by all constituents.</td>
</tr>
</tbody>
</table>

**RATIONALITY**

Engaged students are more able to access quality teaching and learning. Students learn best when learning is at their individual level and they receive quality feedback about their learning. Strong, positive partnerships between the school and parents/carers, families and communities supports a quality education for all students at Edward Public School.

**TARGETS**

All Students K-6 show improvement in reading level as measured by school based assessments.
All Students demonstrate improvement in number through school based assessments.
Teachers implement the new DEC Syllabuses incorporating the Australian Curriculum.
Students are positively engaged at school.
Increase in percentage of attendance K-6.

**PRINCIPAL’S SIGNATURE**

**SED ENDORSEMENT**

**DATE**
### SMART- PLAN

- Ensure all teachers are exposed to the SMART package and are able to access teaching and learning strategies from this package.
- Teachers engage in SMART /PLAN TPL.
- Monitoring of teaching and learning programs for embedded literacy strategies through the TARS and EARS process by executive teachers.
- Ensure that the teaching strategies are the explicit teaching activities in classrooms.
- SMART is linked to the K-10 Numeracy Continuum and the K-6 Literacy Continuum.
- Engage the services of the regional School Development Officer to train staff in the use of the packages and data analysis.
- Include data analysis as a regular agenda item in SLST, stage and team meetings.
- Include evidence of data analysis in programs and lessons – data informing planning as well as learning activities.
- PLAN data and SMART data sessions in staff/stage meetings

### One to One Parent reading program K-6

- to target all identified students (Yr 1-5) to increase daily practice of reading skills and strategies.
- 15 mins at beginning of the day, and 15 minutes at the end of the day – parent/carer listeners hear a student read.

### L3

- Train K teachers in the L3 methodology.
- Implement L3 in K Literacy Group sessions
- Implement L3 in classrooms K.

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>INDICATORS</th>
<th>TIME FRAME</th>
<th>RESPONSIBILITY</th>
<th>INDICATIVE FUNDING SOURCE / BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMART- PLAN</td>
<td>Teachers have written these strategies into their teaching and learning programs and are actively using them in their classrooms.</td>
<td>1 2 3 4</td>
<td>Teachers</td>
<td>NIL</td>
</tr>
<tr>
<td></td>
<td>Mandate that all Teaching and Learning programs have Literacy strategies embedded in them and are being used in the classroom.</td>
<td></td>
<td>Teachers</td>
<td>Staff meetings</td>
</tr>
<tr>
<td></td>
<td>Focus On Reading methodology is evidenced in teacher programs and classroom practice.</td>
<td></td>
<td>Learning and Development officer</td>
<td>Staff meetings</td>
</tr>
<tr>
<td></td>
<td>Evidence of explicitly taught strategies in literacy teaching/Learning programs eg sentence-a-day, four forms of spelling.</td>
<td></td>
<td>Stage and CTs</td>
<td>NIL</td>
</tr>
<tr>
<td></td>
<td>Evidence of grammar, spelling and writing focus in teaching programs.</td>
<td></td>
<td>Teachers support Regional</td>
<td>TPL Lit/Num</td>
</tr>
<tr>
<td></td>
<td>TPL pedagogies embedded into classroom practise.-supported by employment of ninth CT.</td>
<td></td>
<td></td>
<td>TPL tied $6 000</td>
</tr>
</tbody>
</table>

One to One Parent reading program K-6: All students improve reading levels during the course of their program.

L3: All Kindergarten students improve reading level during the course of their program.
### Whole School Assessment
- Schedule for and of learning informs teacher planning and programming.
- Whole school assessment schedule and student tracking sheet implemented.
- Use NAPLAN papers as quality criterion referenced assessment tool for diagnosing weaknesses and designing teaching programs in Numeracy.
- Student Running Records are conducted and recorded each term.
- Reading progress of each student tracked and monitored K-6.
- Student writing samples are collected and stored in student file each term.
- Data from student tracking used to inform SLST planning and programs.

### Continuum for Literacy - Plan
- Regularly monitor the Use of Continuums – PLAN to shape planning and classroom programming to ensure effectiveness.
- Teachers analyse student achievement levels against clusters and form group learning plans to support increasing achievement.
- Group learning plans reflect and address syllabus outcomes, stage expectations and the achievement standard of increasing proficiency.
- Teachers develop effective, agreed and accurate systems for mapping student achievement/progress including PLAN.
- Develop Assessment for Learning strategies that have high expectations and scaffold increasing standards of achievement to address value adding. Including the ongoing monitoring of A-E Reporting.

### Best Start
- Leader Training.
- Best Start Teacher Training.
- Teachers to conduct RR of student reading, each term (minimum).
- Teachers trained in manageable use of the continuum- PLAN.

### National Curriculum
- Meeting with consultant team and Staff workshops.
- Conduct whole school staff meetings on National Declaration and workshop implications, make connections and teachers plan personal professional learning plans.
- Teachers begin to understand, discuss and workshop the implementation of the syllabuses in a prioritised order beginning with English K-10.
- Develop a deep understanding of the key features of the syllabuses, such as: K-10, assessment for and assessment as learning, cross curriculum capacities and begin to shape units of learning.
- Executive develop systems and structures to support teacher professional learning e.g. K-6 meetings, mypl@edu, National Teaching Standards, How2Learn.
- Teachers reshape and modify the 2012-2014 School Management Plan to align with implementation of the new syllabuses.

<table>
<thead>
<tr>
<th></th>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class teachers</td>
<td>Staff meetings</td>
<td>PLAN recording</td>
<td>Reading Recovery tutor</td>
<td>Stage Meetings</td>
<td>Class teachers</td>
<td>SLST</td>
</tr>
</tbody>
</table>
### READING RECOVERY

- Discontinued students are monitored regularly in Years 2&3, by classroom teachers, and are maintaining an expected instructional learning level of literacy:
- Running records each term, Writing samples and assessment data.
- Training of teacher for Reading Recovery in 2014

- Increase in the number of students reaching an instructional level 16 in Y1 and 22 in Y2
- Staff member trained in Reading Recovery
- Teachers trained in conducting and analysing Running Records
- Running Records submitted to LAST for recording and tracking in week 9 of each school term.
- Running Record Data analysed by SLST each term to inform directions and programs for intervention.

### FOCUS ON READING

- Staff K – 6 are trained in Focus on reading strategies for comprehension by trained staff.

- All teaching and learning programs evidence Focus on Reading strategies.
- Student assessment data evidences student achievement in the six comprehension strategies

- Reading Recovery entitlement 0.5

### READING RESOURCES

- Simplified system of teacher access to reading resources developed.
- Teachers have greater access to updated resources for the teaching of Reading.
- Students have access to a wide variety of guided reading learning resources to address individual levels of learning.
- Students have access to a wide variety of home reading practice and enjoyment resources to use at home.
- All students have access to the Commercial Home Reading Record booklets.

- Teachers using updated resources.
- T/L programs evidence use of updated materials.
- Student tracking records indicate positive progress for students.
- All students use the Commercial Reading Record books
- Records show students are using the home reading system every week K-2.

- All students use the Commercial Reading Record books

- L&ST and Literacy Teacher Rep

- Reading Recovery entitlement 0.5

- Reading Recovery entitlement 0.5

- Reading Recovery entitlement 0.5

- Reading Recovery entitlement 0.5

- Reading Recovery entitlement 0.5

- Reading Recovery entitlement 0.5

- Reading Recovery entitlement 0.5
<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>INDICATORS</th>
<th>TIME FRAME</th>
<th>RESPONSIBILITY</th>
<th>INDICATIVE FUNDING SOURCE / BUDGET</th>
</tr>
</thead>
</table>
| SMART - PLAN | • Ensure all teachers are exposed to the SMART / PLAN package and are able to access teaching and learning strategies from this package.  
• Monitoring of teaching and learning programs for embedded numeracy strategies through the TARS and EARS process by executive teachers. | Teachers  
1 2 3 4 | Teachers  
SDD | Stage meetings |
| COUNT ME IN TOO AND TOWN | • Continuation of the implementation of CMIT in K -2. SEE TOWN BELOW  
• Stage One teachers assess students using SENA.  
• Sena used to identify student weaknesses and to inform Teaching/ learning planning, programs and practice.  
• Students grouped and tracked according to Arithmetic Strategies.  
• Stocktake and storage of maths resources | CMIT and TOWN methodology is evidenced in teacher planning ,programing, assessing.  
School based assessment data indicates increase in the achievement of learning outcomes.  
SENA data indicates positive growth for each student  
ATSI students 3-6 increase numeracy achievement in SENA, TOWN.  
Teachers using syllabus scope and sequence, planning and programming support individual student growth.  
All teachers tracking students using the K- 6 continuum- PLAN  
SENA and TOWN assessment stored by supervisors at end of year, ready to be passed on to next year’s teachers. | All staff  
TOWN facilitator | Stage meetings.  
3 x CT= 1500 |
| WHOLE SCHOOL ASSESSMENT | • schedule for and of learning informs teacher planning and programming.  
• Use NAPLAN papers, SENA, TOWN as quality criterion referenced assessment tool for diagnosing weaknesses and informing teaching programs in Numeracy.  
• TOWN  
• Students plotted on the K-6 Continuum - PLAN  
• Implementation of the NELSON Numeracy Assessment Kit to monitor and track students’ progress from K-6. NEWMAN’s Analysis NAPLAN type problem solving questions  
• Whole school assessment schedule and student tracking sheet implemented.  
• Student SENA and TOWN assessments are conducted and recorded each term  
• Progress of each student tracked and monitored K-6  
• Student assessment sheets are collected and stored in student file.  
• Data from student tracking/ PLAN used to inform SLST planning and programs | Assessment analysis informs programs and practise.  
Teaching methods of TOWN and SENA embedded into classroom practise.-supported by employment of a ninth CT  
All Students demonstrate improvement in number through school based assessments: TOWN and SENA | All Staff  
SENA  
TOWN | NIL  
SDD  
Equity  
Funding  
$20,000  
1 CT to support TPL Numeracy pedagogies. |
### CONTINUUM FOR NUMERACY - PLAN

- Regularly monitor the Use of Continuums – PLAN to shape planning and classroom programming to ensure effectiveness.
- Teachers analyse student achievement levels against clusters and form group learning plans to support increasing achievement.
- Group learning plans reflect and address syllabus outcomes, stage expectations and the achievement standard of increasing proficiency.
- Teachers develop effective, agreed and accurate systems for mapping student achievement/progress including PLAN.
- Develop Assessment for Learning strategies that have high expectations and scaffold increasing standards of achievement to address value adding. Including the ongoing monitoring of A-E Reporting.

- Data collected and recorded by teachers each term.
- Mapping students on PLAN is used by all staff. Students’ records of concern are referred to SLST by class teacher. Data analysed by SLST for intervention, learning trends and programs to address need.
- Student tracking sheets completed by teachers. Teachers use standards of achievement defined by A-E reporting.

### BEST START KINDERGARTEN

- Kindergarten Best Start Assessment completed in Week 1Term 1.
- Data entered and programming information used in class programs.
- Data re-entered in Term 3 and Term 4.
- Students plotted on the K-6 Continuum- PLAN.

- All students assessed and data entered at Key Stages. Data indicates all students show improvement in number.

### TOWN

- Stage Two teacher to be trained as TOWN facilitator for the school.
- Facilitator to train Yr3 – Yr 4 teachers Yr5 –Yr6 teachers.

- Teacher trained as facilitator
- Student assessment conducted
- Programs evidence assessment for learning
- Student learning improvement is evidenced on the Numeracy continuum
- Students’ TOWN assessments in teacher Assessment Folders and stored by supervisors at the end of the year.
<table>
<thead>
<tr>
<th>SCHOOL IDENTIFIED PRIORITY</th>
<th>LEADERSHIP 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STRATEGIES</strong></td>
<td><strong>INDICATORS</strong></td>
</tr>
<tr>
<td><strong>BREAKFAST PROGRAM</strong></td>
<td><strong>TIME FRAME</strong></td>
</tr>
<tr>
<td>The Breakfast Program each morning</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Preparation, service and clean-up are part of the responsibilities.</td>
<td>Chaplain Committee</td>
</tr>
<tr>
<td>Term 2.</td>
<td>500.00</td>
</tr>
<tr>
<td>The breakfast program is managed successfully by the students.</td>
<td>Aboriginal Education</td>
</tr>
<tr>
<td>Student satisfaction indicated in learned management and leadership skills.</td>
<td></td>
</tr>
<tr>
<td>Student learning and engagement increases.</td>
<td></td>
</tr>
<tr>
<td><strong>SUGGESTION BOX</strong></td>
<td><strong>RESPONSIBILITY</strong></td>
</tr>
<tr>
<td>Be provided for students so ideas they have are given an opportunity to be discussed by the SRC, school executive, staff or the P and C, as deemed appropriate.</td>
<td>Committee NIL</td>
</tr>
<tr>
<td>Box is in a public place and accessed by students.</td>
<td></td>
</tr>
<tr>
<td>Tabled at SRC meetings and acted upon.</td>
<td></td>
</tr>
<tr>
<td>Feedback given.</td>
<td></td>
</tr>
<tr>
<td><strong>LEADERSHIP PROGRAMS</strong></td>
<td><strong>BORSTAL</strong></td>
</tr>
<tr>
<td>SRC</td>
<td>Stage 3 teachers</td>
</tr>
<tr>
<td>Prefect and Captains - roles and Responsibilities</td>
<td></td>
</tr>
<tr>
<td>Sport House Captains - roles and responsibilities</td>
<td></td>
</tr>
<tr>
<td>Year 6 Buddy System</td>
<td></td>
</tr>
<tr>
<td>Rising Generations</td>
<td></td>
</tr>
<tr>
<td>Assemblies</td>
<td></td>
</tr>
<tr>
<td>Students confident to fulfil role</td>
<td>Equity 1000.00</td>
</tr>
<tr>
<td>Students responsible in fulfilling duties</td>
<td></td>
</tr>
<tr>
<td>Students self-esteem and engagement increased</td>
<td></td>
</tr>
<tr>
<td>Stage 3 students are positive role models for younger students</td>
<td></td>
</tr>
<tr>
<td>Stage 3 teachers</td>
<td></td>
</tr>
<tr>
<td><strong>PEER SUPPORT PROGRAM</strong></td>
<td><strong>RESPONSIBILITY</strong></td>
</tr>
<tr>
<td>Runs each week for a five week program.</td>
<td>Stage 3 teachers NIL</td>
</tr>
<tr>
<td>Enlist the assistance of the Learning and Engagement Officer</td>
<td></td>
</tr>
<tr>
<td>Addresses Core Values and School Analysed need</td>
<td></td>
</tr>
<tr>
<td>Year 6 and Year 5 students lead small groups</td>
<td></td>
</tr>
<tr>
<td>Senior Students demonstrate increased leadership skills.</td>
<td></td>
</tr>
<tr>
<td>Whole school engagement in PBL Program.</td>
<td></td>
</tr>
<tr>
<td>Student skills in leadership and wellbeing increase</td>
<td></td>
</tr>
</tbody>
</table>
## Engagement Programs

**Consolidation of planned TPL**

Employment of 9th Teacher to maximise focus on school planned curriculum initiatives:

- Focus On Reading
- L3
- How 2Learn
- TOWN
- CMIT
- Literacy Continuum Programs- PLAN
- Numeracy Continuum Programs- PLAN
- Adjusted Learning Plans
- National Curriculum
- Creative Arts Programs
- Physical Education Health Programs
- Anti-bullying
- PBL Lessons
- Resilience

- Teachers plot students on Literacy Continuum PLAN
- Teachers plot students on Numeracy Continuum PLAN
- Teachers articulating capacities in terms of National Curriculum and How2Learn strategies
- Teaching/ Learning Programs evidence adjustments to curriculum incl. G and T
- TPL with LAST for adjustments.
- Active teaching and learning of L3 and FOR evident in programs and practice.
- How 2 learn TPL sessions in staff TPL time
- Pastoral Care Programs, Personal Development Lessons are implemented.
- PBL, RISC, Tracking Data analysed by SLST to identify students for intervention, and programs to address need.

### Positive Behaviour for Learning

- Core Values reinforced.
- PBL values reinforced through the Aboriginal Agenda.
- Training in PBL (new staff).
- Positive Behaviour models are taught and learned
- Class teachers lessons are taught
- RISC/monitoring data informs PBL strategies
- RISC/monitoring data informs SLST directions for programs

- Whole School understands and is using a common Wellbeing System: PBL
- Discipline Policy aligns with DEC Policies and Procedures
- Mission statement published and displayed
- Core and school values known and displayed
- Learning in a positive setting.
- Incidences of negative behaviour decrease –RISC data
- Incidences of positive behaviour increase - RISC data
- PBL, RISC, Tracking Data analysed by SLST to identify students for intervention, and programs to address need.

### PBL Classroom

**PBL Classroom system is established**

- Matrix of positive expected behaviours
- Positive reward system whole school
- Positive reward system individual
- Minor and Major behaviours identified
- Consequence system established
- Systems distributed for community consultation and continual policy development
- Systems published in policy
- RISC/ monitoring data informs PBL strategies
- RISC/ monitoring data informs SLST directions for programs

- PBL Classroom is operational
  - (all of the above)
  - Increased engagement and learning

### Implementation

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>INDICATOR</th>
<th>RESPONSIBILITY</th>
<th>INDICATIVE FUNDING SOURCE / BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers plot students on Literacy Continuum PLAN</td>
<td>Teachers Regional supports</td>
<td>(Equity funding 40,000 see lit and Num) ICT</td>
</tr>
<tr>
<td>2</td>
<td>Teachers plot students on Numeracy Continuum PLAN</td>
<td>LAST Staff</td>
<td>2 x 1day 1000.00 Flexible funds</td>
</tr>
<tr>
<td>3</td>
<td>Teachers articulating capacities in terms of National Curriculum and How2Learn strategies</td>
<td>SLST</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teaching/ Learning Programs evidence adjustments to curriculum incl. G and T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>TPL with LAST for adjustments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Active teaching and learning of L3 and FOR evident in programs and practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>How 2 learn TPL sessions in staff TPL time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Pastoral Care Programs, Personal Development Lessons are implemented.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>PBL, RISC, Tracking Data analysed by SLST to identify students for intervention, and programs to address need.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Whole School understands and is using a common Wellbeing System: PBL</td>
<td>PBL Committee</td>
<td>$5000 for signage (Global) School promotion</td>
</tr>
<tr>
<td>3</td>
<td>Discipline Policy aligns with DEC Policies and Procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Mission statement published and displayed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Core and school values known and displayed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Learning in a positive setting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Incidences of negative behaviour decrease –RISC data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Incidences of positive behaviour increase - RISC data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>PBL, RISC, Tracking Data analysed by SLST to identify students for intervention, and programs to address need.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>PBL Classroom is operational</td>
<td>PBL Committee</td>
<td>$1000 for reward systems-awards (Global)</td>
</tr>
<tr>
<td>3</td>
<td>(all of the above)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Increased engagement and learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SMART-PLAN
- Implement professional learning for all staff to analyse and interpret SMART-PLAN, Best Start and school based data to produce programs catering for all students in literacy and numeracy.
- Tasks are set in monthly stage/staff meetings to ensure the consistent use of SMART-PLAN data by all teachers.
- Teachers are regularly using the K-6 Literacy and Numeracy continuums – PLAN to monitor and plot student progress.
- Teachers know how to record and select.

### COMMUNICATION
- Publish the school’s mission statement and policies
- School promotion in the community
- K open day in Term 3
- Media coverage of school events
- Parent/carer workshops
- Muster
- Mentoring programs using community expertise
- Grandparents Day (older person’s day)
- Update website regularly
- Fly the Aboriginal Flag at school
- SLST meetings agenda GAT, Ab Ed, Learning Assistance
- SLST, Staff, Stage, TPL, Committee meetings agendered/minute.
- Stage Meetings address student learning and engagement.
- APs report student learning and engagement at SLST meetings
- APs monitor student progress
- Parent/teacher interviews
- Skoolbag App available
- School policies developed or reviewed
- School policies align with DEC Policies and Guidelines
- Common understandings
- Edward P S well promoted in Community
- PT articles regularly appearing
- Shop front display
- Executive staff to have a bigger role in decision making and report back to whole staff.
- Parent/teacher communication increased with the parents attending the Parent Teacher interview process.
- School events well attended by parents/careers.
- Student learning and engagement increased.

### ADJUSTMENT PLANS EVIDENCED IN PROGRAMS
- Teachers released for TPL with L&ST
- PLPs, Adjustment plans in Learning Programs
- SLST monitor evaluation of adjustments as reported by Exec staff.
- Staff and student supports for students to engage inclusively in all school curriculum learning activities
- All programs have adjustments plans evident
- All programs have PLPs evident where required
- All PLPs, Adjustment plans stored electronically.
- SLST provision of Staff supports for student inclusion in all school curriculum learning activities eg: swimming carnival, excursions, classroom.

### ABORIGINAL EDUCATION
- Breakfast program each morning for all students
- Cultural Awareness and Engagement Programs for boys and girls using community links to be developed and implemented.
- Signage in Aboriginal language to be designed by students and community and installed prominently
- Flag raised and flying at entrance to school
- Information sessions for school community
- Stronger home/school relationships
- Data indicates improved attendance, school enrolments, social and emotional wellbeing of students and school community- RISC
- Increased attendance of parents at school events

### NORTA NORTA PROGRAM
- Identified students to receive tutoring/support program for literacy and numeracy and engagement
- NAPLAN data and school based data indicates student need
- SLST monitor’s school based assessment data Aboriginal data
- Increased achievement in Literacy and Numeracy as shown in school based assessment data.
- Decrease in negative behaviours as evidenced in RISC data entries

### COMMS budget
- Teachers PT interviews $1000
- Global Funds $10,000
- Flexible funds $10,000
- Review Committee 2 x CT 500= 1000

### LAST budget
- LAST 2 days $1000
- Executive SLST $1000
- Flexible funds $10,000
- Global Funds

### NORTA budget
- Tutor $5000
- Norta Norta $5000
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Meaning</th>
<th>Acronym</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEO</td>
<td>Aboriginal Education Officer</td>
<td>NAPLAN</td>
<td>National Assessment Program for Literacy and Numeracy</td>
</tr>
<tr>
<td>AP</td>
<td>Assistant Principal</td>
<td>NUM</td>
<td>Numeracy</td>
</tr>
<tr>
<td>App</td>
<td>Application</td>
<td>PBL</td>
<td>Positive Behaviour for Learning</td>
</tr>
<tr>
<td>CMIT</td>
<td>Count Me In Too</td>
<td>PLAN</td>
<td>Literacy and Numeracy</td>
</tr>
<tr>
<td>CT</td>
<td>Classroom Teacher</td>
<td>PT</td>
<td>Parent / Teacher</td>
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<tr>
<td>DEC</td>
<td>Department Of Education and Communities</td>
<td>RISC</td>
<td>System used to record student behaviour data</td>
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<tr>
<td>EARS</td>
<td>Executive Annual Review Schedule</td>
<td>SDD</td>
<td>School Development Day</td>
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<td>Focus On Reading</td>
<td>SENA</td>
<td>Schedule for Early Number Assessment</td>
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<tr>
<td>G &amp; T</td>
<td>Gifted and Talented</td>
<td>SMART</td>
<td>School Measurement Assessment Reporting Toolkit</td>
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<td>Kindergarten</td>
<td>SRC</td>
<td>Student Representative Council</td>
</tr>
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<td>L3</td>
<td>Language Learning and Literacy</td>
<td>TARS</td>
<td>Teacher Annual Review Schedule</td>
</tr>
<tr>
<td>LIT</td>
<td>Literacy</td>
<td>TOWN</td>
<td>Taking Off With Numeracy</td>
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<td>TPL</td>
<td>Teacher Professional Learning</td>
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</table>

**Key**

- **Shaded** To be actioned/ actioned
- **Not shaded** Not actioned yet
Evaluation of School Improvement Plan