School Identified Priority Areas 2012 – 2014

- Literacy
- Numeracy
- Engagement & Attainment

Schools Portfolio – Strategic Priority Areas 2012 - 2014

- Literacy & Numeracy
- Engagement & Attainment
- Leadership & Management
- Aboriginal Education
- Curriculum
- Organisational Effectiveness

Focus School Next Steps – Reform Areas

1. Readiness for school
2. Engagement and connections
3. Attendance
4. Literacy and Numeracy
5. Leadership, quality teaching and workforce development
6. Pathways to real post school options

School Context

Middleton Public School is an innovative K-6 community school with enthusiastic and committed staff that provide a challenging, supportive environment encouraging all students to strive for personal excellence. Students are provided with the opportunity to participate in a variety of academic, cultural and sporting activities with special emphasis on literacy, numeracy and technology. Our school is very well-resourced with modern buildings, including three new classrooms, a computer laboratory and interactive whiteboards in each classroom as well as the library which provides an inviting and stimulating environment in which to learn. Middleton Public has a focus on the early years which incorporates specific intervention strategies. The school has a strong welfare and peer support program that includes Positive Behaviour for Learning, allowing students to develop leadership qualities and encourage cooperation. At all times our school is bound to the concepts of 'Personal Best' and 'Being Worthy' encompassing the values of Respect, Responsibility and Enthusiasm. Community tutors support students at the school and our facilities are used for local sporting groups as well as a playgroup. Parents are encouraged to be involved in the school and their children's education. As well as being welcome in classrooms, parents are invited to attend an assembly each Thursday where they are able to share in their child's achievements and those of the school. Students are drawn from the diverse rural and urban communities of Parkes. Staffing consists of 12 classroom teachers, RRT, part-time librarian, support teacher, RFF and 2.341 office staff and Principal.

Intended Outcomes (3 year horizon, developed from School Priority Areas 2012 – 2014)

- Improve the number of students achieving Regional Reading Benchmarks in Kindergarten Years 1 and 2
- Increase the number of students in year 3 and 5 achieving in the top three bands in Reading
- Increase the number of students in year 3 and 5 achieving in the top three bands in Numeracy
- Increase the number of Aboriginal students in year 3 and 5 achieving in the top three bands in Reading
- Increase the number of Aboriginal students in year 3 and 5 achieving in the top three bands in Numeracy
- Enhanced involvement of parents and community in school life.
- Increase school enrolments with a focus on PBL, engagement strategies and Community Connections
- Link Aboriginal perspectives across all KLA units

Principal: Sherree Rosser Date: 10/04/2014

Endorsed by Relieving School Education Director: Glenn Stewart Date: 10/04/2014
<table>
<thead>
<tr>
<th>School Identified Priority Area/s</th>
<th>Summary of Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy</strong></td>
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<tr>
<td>1. Increase the number of Kindergarten students achieving Regional Reading Benchmark level from 86% in 2013 to 90% in 2014.</td>
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<td>2. Increase the number of Year 1 students achieving Regional Reading Benchmark level from 37% in 2013 to 60% in 2014.</td>
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<tr>
<td>3. Increase the number of Year 2 students achieving Regional Reading Benchmark level from 68% in 2013 to 80% in 2014.</td>
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<td>4. Increase the percentage of students in Year 5 achieving greater or equal to expected growth in Reading from 50% in 2013 to 60% in 2014.</td>
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<td>5. Increase the percentage of Year 3 students achieving in the top three bands in Reading from 77% in 2013 to 78% in 2014.</td>
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<tr>
<td>6. Increase the percentage of year 5 students achieving in the top three bands of Reading from 37% in 2013 to 50% in 2014.</td>
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<tr>
<td>7. Increase the percentage of Aboriginal students in Year 3 achieving in the top three bands in Reading from 66% in 2013 to 50% in 2014.</td>
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<tr>
<td>8. Increase the percentage of Aboriginal students in Year 5 achieving in the top three bands in Reading from 0% in 2013 and 33% in 2014.</td>
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<tr>
<td><strong>Numeracy</strong></td>
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<tr>
<td>1. Increase the percentage of students in Year 5 achieving greater or equal to expected growth in Numeracy from 52% in 2013 to 55% in 2014.</td>
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<tr>
<td>2. Increase the percentage of Year 3 students achieving in the top three bands in Numeracy from 58% in 2013 to 60% in 2014.</td>
<td></td>
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<tr>
<td>3. Increase the percentage of year 5 students achieving in the top three bands of Numeracy from 29% in 2013 to 50% in 2014.</td>
<td></td>
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<tr>
<td>4. Increase the percentage of Aboriginal students in Year 3 achieving in the top three bands in Numeracy from 0% in 2013 and 40% in 2014.</td>
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<tr>
<td>5. Increase the percentage of Aboriginal students in Year 5 achieving in the top three bands in Numeracy from 0% in 2013 and 40% in 2014.</td>
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<td><strong>Engagement and Attainment</strong></td>
<td></td>
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<tr>
<td>1. Increase the 2013 attendance rate of 93.9% to 94.4% in 2014.</td>
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</table>
School Identified Priority Area No 1: Literacy

Intended Outcomes:
- Improve the number of students achieving Regional Reading Benchmarks in Kindergarten Years 1 and 2
- Increase the number of students in year 3 and 5 achieving in the top three bands in Reading
- Increase the number of Aboriginal students in year 3 and 5 achieving in the top three bands in Reading

Targets:
1. Increase the number of Kindergarten students achieving Regional Reading Benchmark level from 86% in 2013 to 90% in 2014
2. Increase the number of Year 1 students achieving Regional Reading Benchmark level from 37% in 2013 to 60% in 2014.
3. Increase the number of Year 2 students achieving Regional Reading Benchmark level from 68% in 2013 to 80% in 2014
4. Increase the percentage of students in Year 5 achieving greater or equal to expected growth in Reading from 50% in 2013 to 60% in 2014
5. Increase the percentage of Year 3 students achieving in the top three bands in Reading from 77% in 2013 to 78% in 2014
6. Increase the percentage of Year 5 students achieving in the top three bands of Reading from 37% in 2013 to 50% in 2014
7. Increase the percentage of Aboriginal students in Year 3 achieving in the top three bands in Reading from 66% in 2013 to 50% in 2014
8. Increase the percentage of Aboriginal students in Year 5 achieving in the top three bands in Reading from 0% in 2013 and 33% in 2014

<table>
<thead>
<tr>
<th>Reform Area</th>
<th>Literacy</th>
<th>Strategies</th>
<th>Indicators</th>
<th>Timeframe</th>
<th>Responsibility</th>
<th>2012 Resource Allocation &amp; Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>4,5</td>
<td>1.1</td>
<td>• Ongoing L3 training for Kindergarten teachers. Initial training Year 1 teachers 2014</td>
<td>• Target 5-6 achieved&lt;br&gt;• Teachers confident in L3 program administration and delivery&lt;br&gt;• Reduced absenteeism&lt;br&gt;• Enhanced Aboriginal engagement&lt;br&gt;• Children diagnosed and problems resolved through interaction with Aboriginal Health</td>
<td>*</td>
<td>*</td>
<td>*</td>
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<tr>
<td>4,5</td>
<td>1.2</td>
<td>• Professional learning in scaffolding for Writing for 2-6 using R2L strategies and literacy continuum&lt;br&gt;• Development of Literacy Units in line with new curriculum</td>
<td>• Teachers explicitly programming scaffolded teaching and learning activities aligned with K-6 Literacy Continuum. Students engaged in appropriately levelled and sequenced activities&lt;br&gt;• Targets 1-7</td>
<td>*</td>
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<td></td>
<td>1.3</td>
<td>• Employ STLA for an additional 1 day per week</td>
<td>• Targets 1-7 achieved</td>
<td></td>
<td>Principal</td>
<td>$7,000 NS 2012 $7000 Global</td>
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<td>4</td>
<td>1.4</td>
<td>• STLA to maintain and grow Flying Start literacy program targeting Aboriginal students Years 1-4 • Tutors upskilled in Reading strategies • Individual programs developed</td>
<td>• Targets 2-7 achieved • Additional tutors working regularly with targeted students in Flying Start Improved attendance and engagement</td>
<td></td>
<td>STLA Tutors</td>
<td>$2,000 Aboriginal programs NS ILNNP Resources $800</td>
</tr>
<tr>
<td>4</td>
<td>1.5</td>
<td>• Assessment and Analysis of ES1 Best Start • Implementation of Best Start strategies</td>
<td>• Students assessed and explicit programming and teaching taking place • Target 5 achieved</td>
<td></td>
<td>K teachers</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1.6</td>
<td>• Implementing Best Start Literacy continuum into Years 1 and 2. • Professional learning across early Stage 1 and 1</td>
<td>• Students assessed and explicit programming and teaching taking place • Target 6-7 achieved</td>
<td></td>
<td>Year 1 and 2 teachers Stage 1 AP</td>
<td>Professional Learning Global</td>
</tr>
<tr>
<td>4</td>
<td>1.7</td>
<td>• Maintaining K-2 Chatterbox program • Identified students in Kinder and Year 1, assessed, program developed and implemented by SLSO</td>
<td>• Enhanced student engagement • Target 5 achieved</td>
<td></td>
<td>STLA/ SLSO</td>
<td>$5,400 NS</td>
</tr>
<tr>
<td>4</td>
<td>1.8</td>
<td>• Kindergarten Reading Early Intervention Program continued • RR trained teacher provides intensive reading strategies with targeted students</td>
<td>• Enhanced student engagement • Target 1 achieved</td>
<td></td>
<td>STLA Kindergarten Teachers</td>
<td>$ 7000 NS</td>
</tr>
<tr>
<td>2, 4, 5,</td>
<td>1.9</td>
<td>• Analysis of NAPLAN data. Compilation of strategies and resources across each Stage. • Co-operative planning across Stages for the teaching of Literacy, Reading, Comprehension, Spelling, Grammar and Punctuation K-6</td>
<td>• Teachers more confident in evaluating data as indicated through survey • Students engaged in explicit learning activities • Targets 1-7 achieved</td>
<td></td>
<td>All teachers APs</td>
<td>$25,900 TEF</td>
</tr>
</tbody>
</table>
| 2,3,4 | 1.10 | • Individual Learning Support Plan (ILSP) developed for each Aboriginal student in consultation with parents/carers  
• Literacy, Social and Attendance goals set | • Teachers, parents and students aware of Literacy aims and outcomes and are working towards achieving set goals.  
• 100% of parents attending ILSP meetings  
• Targets 6 - 7 achieved | * | * | * | All teachers  
APs  
ASLO  
SLSOs | See engagement |
| 2,3,4 | 1.11 | • Continuation of Wambinya Reading and Writing Kindergarten program with targeted students | • Enhanced student engagement  
• Benchmark levels elevated  
• Required Data Input re program | * | * | * | K teachers  
SLSO | $8,000 |
| 2,4 | 1.12 | • Purchase of texts with Aboriginal content for Reading Boxes across Stages 2-3 | • Enhanced student engagement  
• Benchmark Levels elevated | * | * | * | Library Teacher | $5000 NS |
| 2,4,5 | 1.13 | • Additional tutors and teachers trained in MultiLit  
• Targeted Aboriginal students Years 3-6 access this program for 4x30minutes sessions per week | • Targets 4, 5, 6 and 7 achieved  
• Enhanced outcomes as indicated by program pre and post assessment data | * | * | * | AP-STLA  
STLA  
Tutors  
Support Teacher | $5000 NS  
ILNNP  
resources 2  
kits $1,200 |
| 2,4,5 | 1.14 | • Additional tutors and teachers trained in MiniLit  
• Targeted Aboriginal students Kindergarten-Year 1 access this program for 3x30minutes sessions per week | • Targets 1, 2 and 3 achieved  
• Enhanced outcomes as indicated by program pre and post assessment data | * | * | * | AP-STLA  
STLA  
Tutors  
Support Teacher | $5000 NS  
ILNNP |
| 2,3,4 | 1.15 | • ILSPs developed for students accessing Integration Funding support and those achieving well below grade  
• ILSPs developed in consultation with parents/carers setting Literacy, Social and Attendance goals | • Teachers, parents and students aware of Literacy aims and outcomes and are working towards achieving set goals.  
• 100% of parents consulted regarding goals  
• Targets 1-7 achieved | * | * | STLA  
All classroom teachers  
SLSOs | LAS funding |
| 2,4,5 | 1.16 | • Design R2L scripts K-6  
• Make resources  
• Present R2L at staff/stage meetings  
• Demonstration lessons and observation lessons | • All teachers confidently using R2L scripts and strategies  
• Teachers positively engaged in observation and demonstration lessons  
• Targets 1-7 achieved | * | * | 5/6E and 5/6H  
1/2N and KH  
All staff | $5756 TEF |
| 1,2,3,4,5 | 1.17 | • Implementation of Significant Language Support Program  
• Targeted students pre-kindergarten to Year 1  
• In school training and planning  
• Development of language and support program and resources  
Training all staff K-6 in language strategies | • Positive development as indicated through language tool pre and post assessments  
• Targets 1 and 2 achieved | * | * | STLA Cowra PS  
AP  
STLA  
Support Teacher | ILNPS$21,000 salaries |
| 2,3,4 | 1.18 | • Speech Pathologist trains SLSO in implementation of speech program  
• Significantly delayed students targeted across grades Kinder and Year 1 | • Positive development as indicated through speech tool pre and post assessments  
• Targets 1 and 2 achieved | * | * | Speech Pathologist  
SLSO  
STLA |
| 4,5 | 1.19 | • Staff trained/familiarised in the use of Springboard Into Comprehension  
• Allocation of resources across all stages  
• Co-operative planning in the use of this resource | • Enhanced achievement in comprehension across all stages  
• Progress evidenced through NAPLAN and Reading Benchmarking  
• Targets 1-7 achieved | * | * | Librarian  
All teachers |
| 4,5 | 1.20 | • Training in implementation of Australian Curriculum K-12  
• Completion of Mandatory Modules Development of Literacy Units  
• Trialling AC programming template  
• Collaboration with HPLC re stage units  
• Timely evaluation of units | • Australian Curriculum implemented  
• Units of work developed and taught | * | * | Consultants  
AP-STLA  
STLA  
Support Teachers  
All Teachers |
| 4,5 | 1.21 | • Targeted students Years 3-4 access Literacy support twice per week  
• Use of ICT and varied hands on materials  
• Pre and post assessment  
• Emphasis on comprehension | • Pre and post assessment indicate growth  
• Target s 5 and 6 achieved | * | * | Support Teacher  
STLA | $21000 ILNFP |
School Identified Priority Area No 2: Numeracy

Intended Outcomes:

Targets:
1. Increase the percentage of students in Year 5 achieving greater or equal to expected growth in Numeracy from 52% in 2013 to 55% in 2014.
2. Increase the percentage of Year 3 students achieving in the top three bands in Numeracy from 58% in 2013 to 60% in 2014.
3. Increase the percentage of year 5 students achieving in the top three bands of Numeracy from 29% in 2013 to 50% in 2014.
4. Increase the percentage of Aboriginal students in Year 3 achieving in the top three bands in Numeracy from 0% in 2013 and 40% in 2014.
5. Increase the percentage of Aboriginal students in Year 5 achieving in the top three bands in Numeracy from 0% in 2013 and 40% in 2014.

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<tbody>
<tr>
<td>2,4,5</td>
<td>2.1</td>
<td>• Analysis of NAPLAN data&lt;br&gt;• Compilation of strategies and resources&lt;br&gt;• Co-operative planning for the teaching of Numeracy targeting fractions and decimals and operations</td>
<td>• Teachers more confident in evaluating data as indicated through survey&lt;br&gt;• Students engaged in explicit learning activities&lt;br&gt;• Targets 1-4 achieved</td>
<td>*</td>
<td>*</td>
<td>*</td>
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<tr>
<td>5</td>
<td>2.2</td>
<td>• K-2 teachers trained in TEN</td>
<td>• TEN strategies firmly embedded in teaching programs&lt;br&gt;• Pre and post assessment data</td>
<td>*</td>
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<tr>
<td>2,3</td>
<td>2.3</td>
<td>• Parent information and training sessions for TEN</td>
<td>• 80% of parents attend information sessions re TEN program&lt;br&gt;• 3 parent helpers assisting in each K-2 classroom</td>
<td>*</td>
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<td>4</td>
<td>2.4</td>
<td>• Individual Learning Support Plan (ILSP) developed for each Aboriginal student in consultation with parents/carers&lt;br&gt;• Numeracy, Social and Attendance goals set</td>
<td>• Teachers, parents and students aware of Numeracy aims and outcomes and are working towards achieving set goals.&lt;br&gt;• 100% of parents attending ILSP meetings&lt;br&gt;• Targets 3-4 achieved</td>
<td>*</td>
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<td>Reform Area</td>
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<td>Responsibility</td>
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<td>4,5</td>
<td>2.5</td>
<td>• Professional Learning in scaffolding for Numeracy 3-6</td>
<td>• Teachers trained in scaffolding of activities and skills&lt;br&gt;• Teachers explicitly programming scaffolded teaching and learning activities&lt;br&gt;• Students engaged in appropriately levelled and sequenced activities&lt;br&gt;• Target 1-4 achieved</td>
<td>*</td>
<td>Numeracy Co-ordinator&lt;br&gt;APs 3-6 teachers Principal</td>
<td></td>
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<tr>
<td>5</td>
<td>2.6</td>
<td>• Yr 3-6 teachers trained in Mathletics 2012&lt;br&gt;• K-6 teachers trained in Mathletics 2014&lt;br&gt;• All students accessing Mathletics</td>
<td>• Mathletics strategies firmly embedded in teaching programs&lt;br&gt;• Pre and Post assessment data&lt;br&gt;• Targets 1-4 achieved</td>
<td>*</td>
<td>K-6 teachers Executive</td>
<td></td>
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<tr>
<td>2,3,4,5</td>
<td>2.7</td>
<td>• Using 8 Ways of Learning K-6. Use of culturally appropriate ways of implementing Mathematics K-6&lt;br&gt;Collaboratively programming across grades/stages&lt;br&gt;Release stages for planning</td>
<td>• Enhanced student awareness of culture&lt;br&gt;• Reduced absenteeism&lt;br&gt;• Enhanced Aboriginal engagement&lt;br&gt;• Teachers planning and programming using 8 Ways across the Stages&lt;br&gt;• Targets 3-4 achieved</td>
<td>*</td>
<td>APs Stage 2</td>
<td></td>
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<tr>
<td>2,3,4</td>
<td>2.8</td>
<td>• Parent information sessions x 2 Selected students across K-6 demonstrate Numeracy activities&lt;br&gt;Parents participate in games and activities&lt;br&gt;List of strategies, games and resources given to</td>
<td>• Parents attendance represented across K-6&lt;br&gt;• Number of parents attending increased in second session</td>
<td>*</td>
<td>APs HPLC Numeracy Mentor</td>
<td></td>
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<td>parents</td>
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</tbody>
</table>
| 1,4,5      | 2.9    | • Assessment and Analysis of ES1 Best Start Numeracy | • Students assessed and explicit programming and teaching taking place  
            |        | • Implementation of Best Start strategies | • Target 2-3 achieved | * | * | * | APs K-2 Teachers |
| 4,5        | 2.10   | • Implementing Best Start Numeracy continuum into Years 1 and 2.  
            |        | • Professional learning across K-6 in plotting children on the Numeracy Continuum | • Students assessed and explicit programming and teaching taking place  
            |        | | • Target 6-7 achieved | * | * | | APs K-6 Teachers  
            |        | | HPLC Numeracy Mentor | |
| 2,4        | 2.11   | • Targeted students Years 3-4 access Numeracy support twice per week  
            |        | • Use of ICT and varied hands on materials  
            |        | • Pre and post assessment  
            |        | • Emphasis on the operations | • Pre and post assessment indicate growth  
            |        | | • Target 1-4 achieved | * | * | | Support Teacher  
            |        | | | | | NP $21,000 Salary |
| 2,4        | 2.12   | • Targeted students Years 3-6 access Numeracy extension twice per week  
            |        | • Emphasis on problem solving and ICT  
            |        | • Pre and post assessment | • Pre and post assessment indicate growth  
            |        | | • Target 1-2 achieved | * | * | | Support Teacher  
            |        | | | | | Refer 2.11 |
School Identified Priority Area No 3: Engagement and Attainment

Intended Outcomes:
- Enhanced involvement of parents and community in school life.
- Maintain school enrolments with a focus on PBL, engagement strategies and Community Connections
- Link Aboriginal perspectives across all KLA units

Targets:
1. Increase the 2013 attendance rate of 93.9% to 94.4% in 2014

<table>
<thead>
<tr>
<th>Reform Area</th>
<th>Engagement and Attainment</th>
<th>Strategies</th>
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<th>Timeframe</th>
<th>Responsibility</th>
<th>2012 Resource Allocation &amp; Funding Source</th>
</tr>
</thead>
</table>
| 2,3,4       | 3.1                       | • Further development of the school’s gardening and vegetable patch programs  
• Initiate Live Life Well program  
• Stephanie Alexander Kitchen program implemented  
• Action Plan Healthy Canteen implemented using traffic light system.  
• Regular communication with school community regarding progress  

| 3.2         | Increased school involvement of the on-site Carewest Preschool  
• Preschool operating for 4 days per week in 2014  
|            | • Enhanced student engagement  
• Reduced absenteeism  
• School grounds are aesthetically pleasing  

| 3.2         | Increased school involvement of the on-site Carewest Preschool  
• Preschool operating for 4 days per week in 2014  
|            | • Smooth transition to school  
• Increased kindergarten enrolments  
• 85% of Parents attend pre-kinder information sessions  

| 1,2,3,4     | Principal  
Carewest Preschool Teacher/Kinder Teachers  
|            | Principal  
Teachers  
$4000 NS  
$1,000 Global  
Live Life Well  
Live Life Well Team  
|
| 2 | 3.3 | • Advertise and promote participation in MPS P&C  
• P&C to report monthly through newsletter | • Increased numbers attending regularly to P&C meetings | * | * | * | Principal P&C President | $1,000 |
| 2,3,4 | 3.4 | • Wiradjuri Language taught across grades 1-4  
• Cultural days presented for Years 5 and 6 by tutor  
Aboriginal tutor supported by teacher in programming and lesson delivery. | • Enhanced student awareness of culture  
• Reduced absenteeism  
• Enhanced Aboriginal student engagement | * | * | * | Principal Teachers  
Wiradjuri Tutor  
Peer Students | $4000 NS  
13,200 Wiradjuri Funding |
| 2,3,5 | 3.5 | • Continuation of PBL-  
• Continued focus on playground  
• Commencement of focus in classroom 2013  
• Selected staff PBL Road Show  
• Ongoing coaching/training as required  
• Regularly review practices  
• AP – Kerrie Piffarelli to coach HPLC in PBL  
• PBL signage displayed across all school aspects  
• Regular communication with school community regarding progress | • Reduction in the number of students in planning room  
• Reduction in days lost to suspension  
• Reduction in serious playground incidences as per MPS playground behaviour codes  
• Teachers positively implementing PBL initiatives | * | * | * | PBL team  
All staff  
Regional Support | $1,000 Welfare  
$1,000 P & C |
| 2, 5 | 3.6 | • Attendance at bi-term Junior and Senior AECG meetings  
• Student Executive deliver Welcome to Country at weekly assemblies  
• Aboriginal students meet weekly to discuss/plan/implement activities | • Completion of community projects  
• Increased numbers of community members attending AECG meetings | * | * | * | Principals | $500 NS |
| 2,3,5 | 3.9 | • Partnership Schools collaboratively develop a uniform Anti-Bullying Policy with a focus on PBL values  
• Presentation of DRAFT to school communities  
• Continued to enhance the collaboration with the HPLC of schools | • Playground /planning room data shows reduced incidents and time in planning room  
• Reduced absenteeism  
• Enhanced Aboriginal engagement  
• Smooth transition to High School for all students  
• Consistency of approach across all HPLC schools in observation practices  
• Executive confident in mentoring and coaching staff | * | * | * | Executive Partnership Schools  
Yr 7 Co-ordinator PHS |
| 2,3,4,6, | 3.10 | • Years 5-12 across all partnership schools to attend a careers event developed by Parkes High School. | • PLPs reflect the input of careers where advice is given re the need for goals to achieve professional aims of students  
• Reduced absenteeism  
• Enhanced Aboriginal engagement | * | * | * | All Stage3 and 4 Teachers across the Partnership Schools  
NS Funding |
| 2 | 3.11 | • Develop Partnership Agreement with AECG | • Agreement signed Term 1 2013  
• Reduced absenteeism  
• Enhanced Aboriginal engagement | * | * | * | Principal |
| 2,3,5 | 3.12 | • NAIDOC Celebrations  
• Professional Learning in Wiradjuri dance for two selected teachers and Aboriginal Tutors from partnership schools establishing a community of schools Yrs 5-9 Wiradjuri Dance Troop.  
• PHS Year 10 elective students teaching students K-2 Aboriginal games  
• Aboriginal artist Nyree Reynolds holding painting workshops with Years 5 and 6  
• School choir performs Waltzing Matilda in Wiradjuri  
• Flag raising ceremony and launch | • Enhanced student awareness of culture  
• Reduced absenteeism  
• Enhanced Aboriginal engagement |  |  | AP Aboriginal Education  
$3240 Dance Tutor/ $3000 Teacher Relief- NS  
Seeding Grant Aboriginal Artist NS |
| 2,3,6 | 3.13 | • All partnership schools engaged in CSU Future Moves Program to inspire all young people K-12 to consider tertiary education  
• Day presentation for all students K-6 | • Reduced absenteeism  
• Enhanced engagement  
• Focus evident in PLPs |  |  | Principal/AP Aboriginal Education APs  
CSU Future Moves team  
School Based Funding if required |
| 1,2,3,4, 5,6 | 3.14 | • Yr 7 HS coordinator links with Partnership schools in transition through Music and Science in Terms 1 and 2 (2013) and Art and Technology and Applied Science (2014) | • Reduced absenteeism  
• Enhanced Aboriginal engagement  
• Increased enrolments at PHS  
• Enhanced teaching skills/pedagogy/content knowledge in Music and Science |  |  | Principal/APs  
$12000 NS |
| 1,2,3,4  | 3.15 | • Parkes High School information evenings held at each primary school in term 1  | • Provision of on-site Pre-Kindergarten Transition Program called Middleton Minis  | • Enhanced student awareness of culture  | +  | +  | +  | Principal  
ES1  
SLSO  
STLA  
$4,000 NS  
$12,000 NP  |
| 2,3,4  | 3.16 | • Parent/community volunteer training sessions to enable members to assist confidently in classrooms  | • Parenting session operating for two hours per week, offering screening for hearing, vision and OT for preschoolers.  | • Reduced absenteeism  | +  | +  | +  | APs  |
| 1,2,3,4  | 3.17 | • Information to parents on Nutrition and Readiness for school  | • Parenting session operating for two hours per week, offering screening for hearing, vision and OT for preschoolers.  | • Smooth transition to school  | +  | +  | +  | Principal  
SLSO  
STLA  
$3,780 NS  
$1500  |
GLOSSARY

Intended Outcomes
Outcomes describe what a school wants to achieve by the end of the three year planning cycle in each school-identified priority area. Outcomes are clear, specific and concise statements that indicate what the school aims to achieve.
Outcomes can be measured or evaluated through the collection of data or through observation during and at the end of the three year planning cycle. Outcomes addressing literacy and numeracy are required in all school plans to align school planning and accountability to state and regional plans.

Targets
Targets describe the incremental steps to the achievement of the intended outcomes.
There may be more than one target for an intended outcome.
To align school planning and accountability to state and regional plans, overarching school targets should be set in line with state and regional targets. Literacy and Numeracy targets are mandatory.
More specific targets or indicators can be added to assist in focusing school improvement.
Target setting guide Start with a Verb – increase, raise, decrease, reduce, expand, apply / then state the thing you want to affect – the percentage of students in the lower two bands of overall literacy / then state the baseline measurement – from 23% in 2011 / then state the measurement level you want to get to – to 15% / then state your time frame – by 2012. e.g. Increase the percentage of Year 5 students achieving expected growth in reading from 51.2% in 2011 to 61.2% in 2012

Indicators
Indicators demonstrate whether the identified strategies are achieving the intended outcome or target
Indicators are included in the plan to describe the progress towards achieving intended outcomes a school expects to observe or measure, if the strategies are working as expected.

Funding Codes

<table>
<thead>
<tr>
<th>Colour (taken from the Palette in Word)</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>Low SES National Partnership e.g. employ DP</td>
</tr>
<tr>
<td>Black</td>
<td>Global Budget e.g. purchase resource</td>
</tr>
<tr>
<td>Blue</td>
<td>CAP e.g. employ teacher</td>
</tr>
<tr>
<td>Green</td>
<td>PSP &amp; PAS e.g. employ TA</td>
</tr>
<tr>
<td>Purple</td>
<td>Professional Learning e.g. attendance at R2L</td>
</tr>
<tr>
<td>Orange</td>
<td>Aboriginal Education- e.g. $2500 SiP employ SLSO</td>
</tr>
<tr>
<td>Dark Red</td>
<td>Other e.g. $1000 Community Grant</td>
</tr>
</tbody>
</table>