Strategic Plan for Belmore South Public School 2013 to 2014

Strategic Direction 1:
Promote consistent quality innovative learning opportunities.

Purpose of Strategic Direction 1
To provide students with quality, personalised, authentic, innovative literacy and numeracy learning opportunities.

Strategic Direction 2:
Build Leadership Capacity by promoting expertise that exists in the school community.

Purpose of Strategic Direction 2
To build personal and team capacity, inspire innovation and develop goal-oriented, reflective community members who are prepared to take on the role of leader as appropriate.

Strategic Direction 3:
Provide a Well Being program that promotes a safe, respectful learning environment.

Purpose of Strategic Direction 3
To provide the whole school community with the opportunity to work together to develop quality processes, practices and products that combine to provide an environment focusing on safety, respect and learning.
## Strategic Direction 1: Literacy and Numeracy

### Purpose
To provide students with quality, personalised, authentic, innovative literacy and numeracy learning opportunities.

### Performance Measure/s
Students’ growth on the NAPLAN Tests in reading and Numeracy will be above the DEC average scale score growth from Year 3 to 5 and from Year 5 to Year 7.

All students from Year K to Year 6 will show growth to be at or beyond grade level on the school based reading (fluency and comprehension) and Numeracy benchmark tests and Best Start results.

### People
- **Students**: are engaged as quality learners of literacy and numeracy by planning their own learning goals, monitoring their successes, gathering evidence of their learning and developing skills to report on their learning to their peers, teachers and parents.
- **Staff**: have high expectations for student learning to:
  - refine school-wide literacy and numeracy systems and integrate and apply to all Key Learning Areas
  - design learning provisions that are personalised for each student
  - develop skills of providing targeted feedback to grow student learning
  - gain skills to scaffold students to recognise and gather evidence of their learning and reflect and report using it
  - develop a school-based Numeracy Benchmarking Test to be administered at regular testing intervals
- **Community**: Establish collaborative relationships between school and community through literacy and numeracy initiatives especially the Student Led Conference based on the Learning Journal

### Processes
1. **Whole School approach to literacy and numeracy**
   Planning, programming, teaching, assessing and evaluating using school-based assessment for learning, consistency of teacher judgement practices and DEC initiatives.

2. **Integrated units of learning**
   Plan, develop and implement integrated units of learning where literacy, numeracy, assessment for learning and technology are embedded authentically in all teaching and learning opportunities and Individual Learning Plans (ILP) and Personalised Learning Plans (PLP) are developed as appropriate.

3. **Professional learning**
   Refine and further develop staff understanding of the integration of literacy, numeracy, assessment for learning, Consistency of Teacher Judgement and technology across all learning opportunities.

4. **Using Innovative Practices**
   Language, Learning, Literacy (L3) Assessment for Learning
   - negotiated goal setting
   - differentiated learning based on need
   - authentic activities
   - feedback
   - reflection
   - student led reporting conferences.
   **Hattie's Visible learning**
   - to monitor teacher effects.

### Product & Practices
- **Product**: Sustained student growth in NAPLAN tests to be above the state mean
  - K-2 students achieving at or beyond their grade expectations in Best Start.
- **Product**: Sustained student growth in school-based assessments (formative and summative) recorded on data walls in classrooms and Celebration of Achievement and Progress room (CAP).
- **Product**: Establish a school-based Numeracy Benchmark Fluency and Accuracy Test.
- **Product**: Students develop their own Learning Journals to be used as evidence of their learning targets when reporting to peers, parents and teachers.
- **Product**: ILP and PLP are in place for all students as required.
- **Practices**: Innovative quality teaching, learning and assessing practices across the school demonstrated through integrated units of learning.
- **Practices**: Professional learning team meetings across whole-staff and stages to promote dialogue, collaboration and strategies to develop consistency of teacher judgement.
- **Practices**: Students and staff reflect on the achievement of their personal learning goals in the areas of literacy
Visible Thinking Routines.
8 Ways of Thinking
Guided Inquiry.
Daily 5 for Literacy & Numeracy.
Scaffold the development of a student Learning Journal to be used as the basis for Student Led parent Conferences.

5. Evaluation Plan:

**Internal:** The Assessment Timetable is followed. Continued student growth on school-based assessment in the areas of literacy and numeracy is tracked against negotiated targets and recorded on classroom walls and in CAP Room. Regular monitoring of progress through observation and conference with student. Develop differentiated programs to improve student outcomes in areas identified for improvement.

**External:** Analyse NAPLAN data for areas to improve. Use diagnostic tests to monitor students against national standards. Use observation on a focus of practice during CWT to provide external feedback on classroom practice.
**Strategic Direction 1: Implementation Plan and Progress Monitoring**

**Project Leaders: Ms Rhodes and Mrs Mortimer**

<table>
<thead>
<tr>
<th>Milestones:</th>
<th>Mid-Term 1</th>
<th>End-Term 1</th>
<th>Mid-Term 2</th>
<th>End-Term 2</th>
<th>Mid-Term 3</th>
<th>End-Term 3</th>
<th>Mid-Term 4</th>
<th>End-Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Professional Learning:</strong></td>
<td>Stage-based meetings to reflect and share student and teacher negotiated learning targets.</td>
<td>Classroom Walkthroughs (CWTS) to support quality learning practices.</td>
<td>Develop focus for Second Semester CWTS.</td>
<td>Staff share experiences and examples of student Learning Journals</td>
<td>Classroom Walkthroughs to support quality learning practices.</td>
<td>Evaluate feedback from student, parents and staff and the process to determine “whereto next” with Learning Journals and Conferences</td>
<td>Revisit scaffolds to provide support for further developing students’ skills in leading the reporting process.</td>
<td>Stage-based meetings to reflect and celebrate stage and school targets.</td>
</tr>
<tr>
<td></td>
<td>Revisit literacy and numeracy structures (policies, school/departmental initiatives and staffing) through whole staff meetings.</td>
<td>Begin to develop scaffolds to support students in the development of their Learning Journals</td>
<td>Whole staff develop scaffolds to provide support for their students to have skills to lead some part of the reporting process.</td>
<td>Staff share experiences and examples of student Learning Journals</td>
<td>Classroom Walkthroughs to support quality learning practices.</td>
<td>NAPLAN Analysis will form basis for staff meetings.</td>
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</tr>
<tr>
<td><strong>Assessment &amp; Reporting:</strong></td>
<td>W9 Best Start &amp; L3 K-2</td>
<td>W4 Best Start &amp; L3 K-2</td>
<td>W7 SENA K-6</td>
<td>W4 Best Start &amp; L3 K-2</td>
<td>W9 Best Start &amp; L3 K-2</td>
<td>W4 Best Start &amp; L3 K-2</td>
<td>W6 SENA K-6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data wall results in CAP Room displayed</td>
<td>Years 3 and 5 students</td>
<td>W8 CBMs years 1-6</td>
<td>Data wall results in CAP Room updated to NAPLAN data</td>
<td>Staff analysis of NAPLAN data, W5 CBMs (L and N)</td>
<td>W5 CBMs (L and N)</td>
<td>W8 PAT maths K-6</td>
<td></td>
</tr>
</tbody>
</table>
**Year is published**
TPL on administering the CBMs and diagnostic tests.

**W1-4 Reading Recovery**
WS Best Start & L3 K-2
WS CBMs and diagnostic tests years 1-6

*W1-5 use 2012 term 4 data

**Data walls in classrooms updated.**

**undertake NAPLAN.**

Years 4 and 6 students redo NAPLAN from previous year to monitor progress.

Data walls in classrooms updated.

School Based Numeracy Benchmark Fluency and Accuracy Test devised.

W9 Best Start & L3 K-2

Semester One reporting period for students and families.

Data walls in classrooms updated.

School Based Numeracy Benchmark Fluency and Accuracy Test devised.

inform revised student and stage targets.

Obtain feedback from parents and students about the Student Led Conferences and Learning Journals

Data walls in classrooms updated.

School Based Numeracy Benchmark Fluency and Accuracy Test devised.

School Based Numeracy Benchmark Fluency and Accuracy Test devised.

School Based Numeracy Benchmark Fluency and Accuracy Test trialled.

years 1-6

Data wall results in CAP Room updated to inform student and stage targets.

Data walls in classrooms updated.

School Based Numeracy Benchmark Fluency and Accuracy Test trialled.

School Based Numeracy Benchmark Fluency and Accuracy Test trialled.
<table>
<thead>
<tr>
<th>Planning and Programming:</th>
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</thead>
<tbody>
<tr>
<td>Stage-based meetings to reflect and share innovative quality teaching/learning practices used in literacy and numeracy.</td>
</tr>
<tr>
<td>Collaborative planning in stage meetings to:</td>
</tr>
<tr>
<td>• Authentically integrate literacy and numeracy across other KLAs.</td>
</tr>
<tr>
<td>• Use data analysis to differentiate and assess student needs.</td>
</tr>
<tr>
<td>• Moderate student work for consistency of expectations.</td>
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<tr>
<td>• Programs to be shared and evaluated in stage meetings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Voice:</th>
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</thead>
<tbody>
<tr>
<td>Introduce students to the 8 Ways of Thinking Process as a basis for telling a story of learning, life etc.</td>
</tr>
<tr>
<td>Value, encourage and provide opportunities for students to have a voice in:</td>
</tr>
<tr>
<td>• Understanding the purpose for the Learning Journal.</td>
</tr>
<tr>
<td>• Collecting authentic data for the Learning Journal.</td>
</tr>
<tr>
<td>• Thoughtful</td>
</tr>
<tr>
<td>Encourage and provide opportunities for students to:</td>
</tr>
<tr>
<td>• Use their Learning Journal to tell the story of their growth in an area or areas of learning.</td>
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<tr>
<td>• Develop ways of talking logically and knowledgeably about valuing their</td>
</tr>
<tr>
<td>Provide students with the opportunity to enhance their communication and leadership skills by sharing their Learning Journal with peers.</td>
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<tr>
<td>Ensure students understand feedback is provided to help improve.</td>
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<tr>
<td>Teacher listens to student presentation and provides</td>
</tr>
</tbody>
</table>

| Learning Journals evaluated by students with their teachers to ensure learning journals show targets achieved and growth made. |
| Feedback provides “where to next” in the development of student led reporting.
<table>
<thead>
<tr>
<th>Resources:</th>
<th>Resources:</th>
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<th>Resources:</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy and numeracy leadership development release x 4 staff</td>
<td>CWT teacher release Over 1 day</td>
<td>CWT teacher release Over 2 days</td>
<td>Literacy / Numeracy Professional Development</td>
<td>CWT teacher release Over 2 days</td>
<td>CWT teacher release Over 2 days</td>
</tr>
<tr>
<td>$300 x 4 = $1200</td>
<td>$300 x 4 = $1200</td>
<td>$110 x 2 Course fees $300 x 2 release = $820.00</td>
<td>$110 x 2 Course fees $300 x 2 release = $820.00</td>
<td>$300 x 4 = $1200</td>
<td></td>
</tr>
<tr>
<td>Teaching Materials: $2500.00 = $3700.00</td>
<td>Teaching Materials: $2500.00 = $3700.00</td>
<td>LST funding support/ integration = $4 400</td>
<td>LST funding support/ integration = $4 400</td>
<td>Teacher technology support/para-professional = $3200 (ELS)</td>
<td></td>
</tr>
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<td>LST funding support/ integration = $4 400</td>
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<table>
<thead>
<tr>
<th>Progress Update:</th>
<th>Progress Update:</th>
<th>Progress Update:</th>
<th>Progress Update:</th>
<th>Progress Update:</th>
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</thead>
<tbody>
<tr>
<td>Milestone status: Green/ Amber/ Red</td>
<td>Milestone status: Green/ Amber/ Red</td>
<td>Milestone status: Green/ Amber/ Red</td>
<td>Milestone status: Green/ Amber/ Red</td>
<td>Milestone status: Green/ Amber/ Red</td>
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</tbody>
</table>


### What we planned to achieve (People and Processes):

<table>
<thead>
<tr>
<th>Units of learning</th>
<th>What we have achieved so far (progress meter - %):</th>
</tr>
</thead>
<tbody>
<tr>
<td>have literacy, numeracy, assessment for learning and technology embedded authentically in all teaching and learning opportunities as observed in CWT’s and in teachers’ programs.</td>
<td>[ ] [ ] [ ] [ ] [ ] [ ]</td>
</tr>
<tr>
<td>Individual Learning Plans</td>
<td>developed as appropriate for students with needs above and below stage expectations</td>
</tr>
<tr>
<td>School based assessment for learning and consistency of teacher judgement practices monitored, work samples moderated in Stages and across Stages.</td>
<td>[ ] [ ] [ ] [ ] [ ] [ ]</td>
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<tr>
<td>Evidence of innovative learning practices seen in Classroom Walkthroughs.</td>
<td>[ ] [ ] [ ] [ ] [ ] [ ]</td>
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<tr>
<td>Evaluation Plan and Assessment Timetable are being followed and data recorded on data walls in the classrooms and in the CAP Room.</td>
<td>[ ] [ ] [ ] [ ] [ ] [ ]</td>
</tr>
</tbody>
</table>

### Products & Practices

<table>
<thead>
<tr>
<th>Products &amp; Practices</th>
<th>Indicators (at 30 Nov 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ expected growth on the NAPLAN Tests in Literacy and Numeracy are above the state mean from Year 3 to 5 and from Year 5 to Year 7.</td>
<td></td>
</tr>
<tr>
<td>All students from Year K to Year 6 show growth at or beyond grade level on the school based Literacy and Numeracy Benchmark Tests and Best Start results.</td>
<td></td>
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<tr>
<td>School Based Numeracy Benchmark Fluency and Accuracy Test devised, trialled and implemented.</td>
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<tr>
<td>Sustained student growth in school-based assessments (formative and summative) recorded on data walls in classrooms and CAP Room.</td>
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<tr>
<td>Students develop their own <strong>Learning Journals</strong> (these can be hand crafted or computer based) these Journals are used as evidence of learning when students report to peers, parents and teachers.</td>
<td></td>
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<tr>
<td>Innovative Quality teaching, learning and assessing practices across the school demonstrated through integrated units of learning where literacy, numeracy and technology skills are embedded authentically across all learning opportunities.</td>
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<tr>
<td>Assessment for learning tasks and consistency of teacher judgement are negotiated and discussed in professional learning team meetings across whole-staff and stages.</td>
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<tr>
<td>Students reflect on the achievement of their personal learning goals in the areas of literacy and numeracy.</td>
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</table>
Literacy and Numeracy targets

**Literacy Targets**

- 2013 – Maintain the percentage of Year 3 students achieving at or above minimum standard of a three year average of 97% in NAPLAN reading [2012 – 97%, 2014 – 97%]
- 2013 – Increase the percentage of Year 5 students achieving at or above minimum standard to 90% in NAPLAN reading [2012 – 88%, 2014 – 92%] 1 student
- 2013 – Increase the percentage of Year 7 students achieving at or above minimum standard to 95% in NAPLAN reading [2012 – 92%, 2014 – 95%] 1 student
- 2013 – Increase the percentage of Year 3 students achieving at proficiency in NAPLAN reading to 25% [2012 – 22%, 2014 – 28%] 1 student
- 2013 – Increase the percentage of Year 5 students achieving at proficiency in NAPLAN reading to 7% [2012 – 4%, 2014 – 10%] 1 student
- 2013 – Increase the percentage of Year 7 students achieving at proficiency in NAPLAN reading to 19% [2012 – 16%, 2014 – 22%] 1 student
- 2013 – Increase the expected growth from Year 3 to Year 5 reading to 42% (2 students) [2012 – 39.1%, 2014 – 45%] 1 student
- 2013 – Increase the expected growth from Year 5 to Year 7 reading to 64.4% [2012 – 61.4%, 2014 – 67.4%] 1 student
- 2013 – Continue the percentage of Kindergarten students achieving at or above cluster 4 in reading to 80%
- 2013 – Continue the percentage of Year 1 students achieving at or above cluster 6 in reading to 83%
- 2013 – Continue the percentage of Year 2 students achieving at or above cluster 4 in reading to 71%

**Numeracy Targets**

- 2013 – Increase the percentage of Year 3 students achieving at or above minimum standard to 91% in NAPLAN numeracy [2012 – 88%, 2014 – 94%] 1 student
- 2013 – Increase the percentage of Year 5 students achieving at or above minimum standard to 90% in NAPLAN numeracy [2012 – 87%, 2014 – 92%] 1 student
- 2013 – Increase the percentage of Year 7 students achieving at or above minimum standard to 90% in NAPLAN numeracy [2012 – 88%, 2014 – 92%] 1 student
- 2013 – Increase the percentage of Year 3 students achieving at proficiency in NAPLAN numeracy to 16% [2012 – 13%, 2014 – 19%] 1 student
- 2013 – Increase the percentage of Year 5 students achieving at proficiency in NAPLAN numeracy to 20% [2012 – 17%, 2014 – 23%] 1 student
- 2013 – Increase the percentage of Year 7 students achieving at proficiency in NAPLAN numeracy to 11% [2012 – 8%, 2014 – 14%] 1 student
- 2013 – Increase the expected growth from Year 3 to Year 5 numeracy to 59% [2012 – 56.5%, 2014 – 62%] 1 student
- 2013 – Increase the expected growth from Year 5 to Year 7 numeracy to 50% [2012 – 47.8%, 2014 – 53%] 1 student
- 2013 – Continue the percentage of Kindergarten students achieving at or above perceptual in numeracy to 80%
- 2013 – Continue the percentage of Year 1 students achieving at or above figurative in numeracy to 77%
- 2013 – Continue the percentage of Year 2 students achieving at or above counting on in numeracy to 80%
## Strategic Direction 2: Building Leadership Capacity

### Purpose
- To enhance leadership capacity and innovation where all members of the community are encouraged to take on the role of leader as appropriate.

### People
- **Students**: Engage students in the development of student leadership capabilities across K to 6 integrating skills and learning experiences to develop social, emotional and intellectual quality.
- **Staff**: Create opportunities for leadership training and coaching to support the extended executive in leading teams through professional learning.
- **Staff**: Embed Professional Learning Teams and School Teams as structures for promoting consistency of teacher judgement, planning, skill development, designing and implementing programs and lessons.
- **Staff**: Provide personalised professional development based on Teacher Professional Learning Plans; using a range of strategies based on feedback, self-evaluation and sharing of professional practice.
- **Parents**: Provide a range of opportunities for parents to engage with the school as effective managers and fundraisers to build their capacity to support the students in their learning environment.

### Processes
- **Students provided with a wide variety of opportunities within the Well Being Program and Curriculum Programs to develop leadership capacities**
- **Extended executive trained to use Microsoft Peer Coaching to support team and individual professional development.**
- **Continue implementation of Visible Learning strategies to support the integration of Literacy and Numeracy across all KLAS, Formative Assessment, Building Leadership Capacity, Student Voice and Digital Literacy.**
- **Evaluation Plan:**
  - **Internal**: Monitor staff professional learning needs in the areas of effective leadership and school improvement through consistent reviewing using the **Visible Learning Matrix** (Hattie, 2009). Gather feedback using; surveys and focus groups, teacher reflections from school and PL teams, feedback proforma, teaching / learning programs, lesson observations, CWT’s.
  - **External**: Establish reciprocal relationships with other schools based on Classroom Walkthrough Practices, data walls and Positive Behaviour Learning.

### Product & Practices
- **Product**: All teachers demonstrating evidence based practice of the elements of the AITSL Standards, quality teaching practices and developing student voice in Professional Learning Plans and Evaluations.
- **Product**: Quality pedagogy and curriculum design, consistency of teacher judgement, assessment benchmarks for whole school evaluation, professional learning and strategic planning.
- **Product**: Map of BSPS’s learning Journey using 8 Ways of Thinking Process is displayed
- **Practices**: High quality teaching and learning practices demonstrated across K to 6 through teaching and learning programs, assessment, CWT’s, TARS process and improved student learning outcomes.
- **Practices**: All teachers participate in the development and implementation of Visible Learning initiatives: Literacy and Numeracy across all KLAS, Formative Assessment, Leadership Capacity, developing Student Voice and Digital Literacy.
- **Practices**: Staff and students reflecting and reporting on the achievement of their own learning and leadership goals.
- **Practices**: Parents develop a range of strategies to support student learning.

### Performance Measure/s
- All teachers demonstrating evidence based practice of the elements of the AITSL Standards, quality teaching practices and developing student voice in Professional Learning Plans and Evaluations.
- Parents take on a variety of roles, including responsibility for the uniform shop, and fundraising to support the students' learning.
### Strategic Direction 2: Implementation Plan and Progress Monitoring

**Project Leaders:** Ms Fanggidae, Ms Filacouridis and Mrs Mortimer

<table>
<thead>
<tr>
<th>Milestones:</th>
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<tbody>
<tr>
<td>Research within school leadership opportunities in response to teacher, interest, expertise and professional learning.</td>
<td>50% Extended Executive Trained as Microsoft Peer Coaches. Draft Professional Learning Plans (PLP).</td>
<td>Stage teams work together under guidance of Stage leader to plan and program.</td>
<td>Stage Teams evaluate the 1st semester data and ensure COJA across all KLA’s ready for reporting to parents and in preparation for 2013 planning.</td>
<td>Extended executive members coach stage peers using skills acquired to improve identified areas of focus.</td>
<td>Extended executive members coach stage peers using skills acquired to improve identified areas of focus.</td>
<td>Stage Teams evaluate the Semester 2 data and ensure COJA across all KLA’s ready for reporting to parents and in preparation for 2014 planning.</td>
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</tbody>
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**Mid-Term 1** | **End-Term 1** | **Mid-Term 2** | **End-Term 2** | **Mid-Term 3** | **End-Term 3** | **Mid-Term 4** | **End-Term 4** |
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<tbody>
<tr>
<td>Parent Information Evening completed with percentages of parents attending recorded.</td>
<td>Student Representative Council established. Students trained in SRC expectations and protocols.</td>
<td>SRC students leading one class Learning Circle a week. Negotiate with students a portfolio conference format.</td>
<td>Semester 1 Learning Journals Student Parent Teacher Conference SRC organising school events</td>
<td>Parent numbers attending student led conferences recorded and used as baseline data.</td>
<td>Parents encouraged to support school Multicultural Day.</td>
<td>Semester 2 Learning Journals Student Parent Teacher Conference</td>
<td></td>
</tr>
<tr>
<td>Teacher reflective practice, CWT expectations and focus areas established. Extended executive progressively trained to facilitate CWT’s – extending capacity.</td>
<td>Targeted professional learning opportunities for feedback and reflection on practice provided through Classroom Walkthrough (CWT) 1.</td>
<td>Targeted professional learning opportunities for feedback and reflection on practice provided through CWT 2.</td>
<td>Targeted professional learning opportunities for feedback and reflection on practice provided through CWT 3.</td>
<td>Targeted professional learning opportunities for feedback and reflection on practice provided through CWT 4.</td>
<td>Targeted professional learning opportunities for feedback and reflection on practice provided through CWT 5.</td>
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<tr>
<td>Resources: Administration $1000 Relief Days x 6 = $1800.00 Cost: $2800.00</td>
<td>Resources: Microsoft Peer Coaching Course Cost $330 x 2 Relief $300 x 2 CWT Relief x 4 = $1200.00 Cost: $2460.00</td>
<td>Resources: SDD Cost: $500.00</td>
<td>Resources: CWT Relief x 4 = $1200.00 Cost: $2460</td>
<td>Resources: CWT Relief x 4 = $1200.00 Cost: $2460</td>
<td>Resources: CWT Relief x 4 = $1200.00 Cost: $1500.00</td>
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</tr>
</tbody>
</table>
### What we planned to achieve (People and Processes):

<table>
<thead>
<tr>
<th>What we planned to achieve</th>
<th>What we have achieved so far (progress meter - %):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended Executive trained to use Microsoft Peer Coaching to support team, individual professional development and Classroom Walkthroughs.</td>
<td><img src="progress_meter_1.png" alt="Progress Meter" /></td>
</tr>
<tr>
<td>Continue implementation of Visible Learning strategies to support the integration of Literacy and Numeracy across all KLAs, Formative Assessment, Building Leadership Capacity, Student Voice and Digital Literacy.</td>
<td><img src="progress_meter_2.png" alt="Progress Meter" /></td>
</tr>
<tr>
<td>Students provided with a wide variety of opportunities within the Well Being Program and Curriculum Programs to develop leadership capacities.</td>
<td><img src="progress_meter_3.png" alt="Progress Meter" /></td>
</tr>
<tr>
<td>Develop and publish BSPS’s learning journey using The 8 Ways of Thinking as a monitoring and a reflective tool.</td>
<td><img src="progress_meter_4.png" alt="Progress Meter" /></td>
</tr>
<tr>
<td>Monitor staff professional learning needs in the areas of effective leadership and school improvement. Establish reciprocal relationships with other schools based on Classroom Walkthrough Practices, data walls and positive behaviour learning.</td>
<td><img src="progress_meter_5.png" alt="Progress Meter" /></td>
</tr>
</tbody>
</table>

### Products & Practices

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<th>Indicators (at 30 Nov 2013)</th>
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</thead>
<tbody>
<tr>
<td>All teachers demonstrating evidence based practice of the elements of the AITSL Standards, quality teaching practices and developing student voice in Professional Learning Plans and Evaluations.</td>
<td><img src="indicator_1.png" alt="Indicator" /></td>
</tr>
<tr>
<td>Quality pedagogy and curriculum design, consistency of teacher judgement, assessment benchmarks for whole school evaluation, professional learning and strategic planning.</td>
<td><img src="indicator_2.png" alt="Indicator" /></td>
</tr>
<tr>
<td>BSPS’s learning Journey mapped using 8 Ways of Thinking Process is displayed.</td>
<td><img src="indicator_3.png" alt="Indicator" /></td>
</tr>
<tr>
<td>High quality teaching and learning practices demonstrated across K to 6 through teaching and learning programs, assessment, CWT’s, TARS process and improved student learning outcomes.</td>
<td><img src="indicator_4.png" alt="Indicator" /></td>
</tr>
<tr>
<td>All teachers participate in the development and implementation of Visible Learning initiatives: Literacy and Numeracy across all KLAs, Formative Assessment, Leadership Capacity, developing Student Voice and Digital Literacy.</td>
<td><img src="indicator_5.png" alt="Indicator" /></td>
</tr>
<tr>
<td>Staff and students reflecting and reporting on the achievement of their own learning and leadership goals.</td>
<td><img src="indicator_6.png" alt="Indicator" /></td>
</tr>
<tr>
<td>Parents develop a range of strategies to support student learning.</td>
<td><img src="indicator_7.png" alt="Indicator" /></td>
</tr>
</tbody>
</table>
Strategic Direction 3: Whole School Well Being

### Purpose
For students to experience an environment that focuses on safety, respect and learning.

### People
- **Students**: to engage students by activating student voice through Student Representative Council, Circle Time, Vertically Grouped Learning Teams, Transitional Programs, Leadership Processes and Positive Behaviour for Learning Rationale.

- **Staff**: to develop staff capabilities by designing training and refining school wide systems and structures to support the wellbeing and welfare of the whole school community.

- **Parents**: to further develop a learning community by providing opportunities for parents, students and teachers to work together to embed authentic implementation of wellbeing programs in the school.

### Processes
**Refine and implement the Three-Tiered Well Being Program**

1. **Whole School Programs**
   - Positive Behaviour Learning (PBL) to provide the foundation for negotiated school rules and behaviour expectations
   - Circle Time to be timetabled twice weekly as a structure for introducing/consolidating expected behaviours
   - Vertical Grouping K to 6 in Gemstone Learning Teams (GLT) where students negotiate authentic learning with team leaders
   - Tracking and record keeping of classroom and playground behaviour
   - Student Leadership Training for Years 4&5
   - Student Representative Council trained and scaffolded to lead
   - Peer Mediation Training for Year 6
   - Monitor student attendance trends across school
   - Transition Programs
     - Kindergarten
     - Year 3
     - High School

### Product & Practices
**Whole School**

**Products:**
- Review and refine school discipline and anti-bullying policies and educate school community
- Students experience an environment that focuses on safety, respect and learning
- Consolidated integration of whole school community approaches and values to Well Being through circle time, PBL sessions and GLT
- All members of the School Community negotiate the school rules (parents, students and staff) and agree to behaviours outlined in the behaviour matrix.
- The behaviour matrix and consequence chart is published and displayed all around the school and in homes
- Positive behaviour expectations are promoted at assemblies and photographed and displayed around the school

**Practices:**
- Structured social skills taught and practised regularly through circle time, PBL sessions and GLT
- Enrichment days to support positive behaviours
- Providing students with a voice for increased negotiation and engagement in school life
- Students, staff and parents to

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*Teachers have no control over which students walk into their classes . . . teachers who always maintain a positive attitude towards teaching and learning – always get results. Hopkins (2002)*
2. **Class based Well Being programs** to be implemented are:

- First 5 weeks develop a supportive classroom environment, negotiate behaviours, routines and expectations.
- Circle Time used to develop and support PBL and school values as negotiated by teams.
- Individual Behaviour Plans developed in negotiation with LST, class teacher, student and family, to support the students and staff.
- Positive and negative student behaviour tracked by all staff using Easy School Report (ESR).
- Tracking, monitoring and intervention of student attendance.
- PBL and Key Learning Areas Merit Certificates to acknowledge student achievement and application.
- SRC representative to liaise with class with the scaffolded support of the classroom teacher.

3. **Individual**

- Refine Behaviour Management protocols based on Positive Behaviour Learning to provide support for individual students who have problems managing their behaviour on the playground and in the classroom.
- Persistent classroom issues need to be referred to Learning

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Class

**Products:**

- An inclass tracking system to monitor positive behaviours.
- Class Rules and expectations for being safe, respectful learners are displayed around classrooms using words and pictures of students demonstrating the positive behaviours.

**Practices:**

- Class Rules and expectations for being safe, respectful learners are negotiated, practised and integrated into the class’ learning program.
- Circle Time promotes student voice through social skills activities and also as a venue for SRC reps to discuss SRC matters for report back.
- All students collect tokens and achieve positive behaviour awards.
- Individually negotiated behaviour plans are developed with students experiencing difficulty managing class behaviour.
- Fortnightly assembly performances: class alternating with GLT.

Individual Approach

**Products:**

- A clear Flow Chart for Individual Behaviour Management is published for all community.
- A successful Planning Room facilitates improved behaviour management strategies for individual students who require extra social emotional skill development practice.
- Clear evidence of success of
Support Team before being referred to Planning Room.

- Criteria for Planning Room Referrals is clear to all staff, students and parents.
- Individual students attendance records kept, monitored, letters and phone calls made and referred to HSLO as required.
- Promote the recognition of individual acts of positive behaviour with tokens and awards.

Planning Room is seen by:
- Reduction in suspension and violence rates
- Decrease in number of students appearing on behaviour sheets
- Promotion of Positive behaviours is measured by students being awarded with Shine pins
- Attendance rates improve to be above Region Average.

Practices:
- Enabling students through whole school and class based approaches to make positive behaviour choices to promote engagement to enhance learning.
- Students receive tokens and awards in recognition of positive behaviour around the school
- Clear expectations of positive behaviour around the school and in the classroom. Support for those students who require additional assistance in meeting behaviour expectations.
Strategic Direction 3: Implementation Plan and Progress Monitoring
Project Leaders: Ms Pericles and Mrs Mortimer

<table>
<thead>
<tr>
<th>Mid-Term 1</th>
<th>End-Term 1</th>
<th>Mid-Term 2</th>
<th>End-Term 2</th>
<th>Mid-Term 3</th>
<th>End-Term 3</th>
<th>Mid-Term 4</th>
<th>End-Term 4</th>
</tr>
</thead>
</table>
| **Milestones:**
  Positive Behaviour Learning environment
  Class negotiated rules on display awards and class merit certificates in use.
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  Class negotiated rules on display awards and class merit certificates in use. |

Circle Time practises in use stages 1-3, Focus: safety, respect and learning.

Students organised into Gemstone Learning teams (GLT)

Assembly Timetable in operation with performances by GLT’s and/or classes.

SRC representatives elected from Year 2-6.

Student executive trained in and running assemblies.

Badges presented.

Peer Mediation Training Year 6.

Playground Kits in use by all staff on playground duty.

| Milestones:
  Shine Guides are finished and displayed in classrooms
  Circle Time practises are revised and used in all classes S1-S3
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GLT celebration with end of term event
Science and Technology
Harmony Day

GLT enrichment day
Science and Technology
Harmony Day

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<tr>
<th>TPL Planning Room to refresh and revise staff and students.</th>
<th>Individualised social skills programs for students referred to planning room.</th>
<th>Planning Room clients monitored and parents informed of repeat offences.</th>
<th>Suspension Data to region.</th>
<th>Planning Room monitored.</th>
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<th>Suspension Data to region</th>
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<td>Attendance procedures in place and staff informed of expectations.</td>
<td>Monitor student attendance. Staff meeting to review Wellbeing practises across school and in class.</td>
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**Resources:**
- Certificates: $1000.00
- Well Being: $1000.00
- Playground Kits: $500
- Costs: $2500.00

**Resources:**
- .....  
- .....  
- .....  
- .....  

**Progress Update:**
- Milestone status: Green/ Amber/ Red  
- Resource status: Green/ Amber/ Red  
- Milestone status: Green/ Amber/ Red  
- Resource status: Green/ Amber/ Red  

**Progress Update:**
- Milestone status: Green/ Amber/ Red  
- Resource status: Green/ Amber/ Red  
- Milestone status: Green/ Amber/ Red  
- Resource status: Green/ Amber/ Red  

**Resources:**
- End of Year Welfare Expenses: Leadership, Prizes, Presentation Day:  
  - Resources: $1000.00  
  - Equipment: $1000.00  
  - Staffing: $1000.00  
  - **Total Cost:** $3000.00  

**Progress Update:**
- Milestone status: Green/ Amber/ Red  
- Resource status: Green/ Amber/ Red  
- Milestone status: Green/ Amber/ Red  
- Resource status: Green/ Amber/ Red  

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- Resource status: Green/ Amber/ Red  
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- Resource status: Green/ Amber/ Red
Progress towards achievement

<table>
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<tr>
<th>What we planned to achieve (People and Processes):</th>
<th>What we have achieved so far (progress meter - %):</th>
</tr>
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<tr>
<td>Positive Behaviour Learning (PBL) to provide the foundation for negotiated school rules and behaviour expectations.</td>
<td><img src="#" alt="progress meter" /></td>
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| Refine and implement the Three- Tiered School Well Being Program  
  - Whole School  
  - Classroom  
  - Individual | ![progress meter](#) |

### Products & Practices

<table>
<thead>
<tr>
<th>Products &amp; Practices</th>
<th>Indicators (at 30 Nov 2013)</th>
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