



KEMPSEY WEST PUBLIC SCHOOL

SCHOOL PLAN

2014

Excellence and innovation in a caring environment

SCHOOL CONTEXT

Kempsey West Public School is the largest and oldest state primary school in Kempsey, recently celebrating its Sesquicentenary. Our school population is 360 students. It consists of 12 mainstream classes and 5 Support Unit classes. The Support Unit caters for 46 students with a range of physical, emotional and intellectual needs. These students are classified as IM, IO, IS and a Multi Categorical class has recently been established.

SCHOOL IDENTIFIED PRIORITY AREA/S	INTENDED OUTCOME/S
<ol style="list-style-type: none"> Literacy Numeracy Connected Learning Leadership and Management Student Engagement School/Community Partnerships 	<ol style="list-style-type: none"> Improved literacy outcomes for students through explicit, systematic, integrated and balanced programs using modelled, guided and independent practice. Improved numeracy outcomes for students through explicit, systematic, integrated and balanced programs using modelled, guided and independent practice. Expanded use by teachers of ICT learning tools, interactive technologies and ICT based curriculum resources. Enhanced professional learning for all staff in priority areas and strengthen leadership capacity. Increased levels of student engagement in school life. Increase parent/community participation and engagement in our school.

TARGET/S

<p>School Priority Area 1: Literacy Best Start/PLAN: Kindergarten</p> <ul style="list-style-type: none"> Increase the percentage of Kindergarten students achieving Cluster 4 and above in reading texts on the Literacy Continuum from 38% in 2013 to 40% in 2014 <p>Year 3:</p> <ul style="list-style-type: none"> Increase the percentage of Year 3 students in reading above NMS from 67% in 2013 to 69% in 2014 Increase the percentage of Year 3 ATSI students in reading above NMS from 57% in 2013 to 59% in 2014 <p>Year 5:</p> <ul style="list-style-type: none"> Increase the percentage of Year 5 students in reading above NMS from 34% in 2013 to 36% in 2014 Increase the percentage of Year 5 ATSI students in reading above NMS from 20% in 2013 to 22% in 2014 <p>School Priority Area 2: Numeracy Best Start/PLAN: Kindergarten</p> <ul style="list-style-type: none"> Increase the percentage of Kindergarten students achieving Figurative level and above in Early Arithmetical Strategies on the Numeracy Continuum from 50 % in 2013 to 52% in 2014. <p>Year 3:</p> <ul style="list-style-type: none"> Increase the percentage of Year 3 students in numeracy above NMS from 66% in 2013 to 68% in 2014 Increase the percentage of Year 3 ATSI students in numeracy above NMS from 53% in 2013 to 55% in 2014 <p>Year 5:</p> <ul style="list-style-type: none"> Increase the percentage of Year 5 students in numeracy above NMS from 16% in 2013 to 18% in 2014 Increase the percentage of Year 5 ATSI students in numeracy above NMS from 12 	<p>in 2013 to 14% in 2014</p> <p>School Priority Area 3: Connected Learning</p> <ul style="list-style-type: none"> To increase the percentage of teachers in Phase 3 or above-Integrating ICT on CLAS Matrix from 36% in 2013 to 38% in 2014 To increase the percentage of teachers in Phase 3 or above-Skills on CLAS Matrix from 36% in 2013 to 38% in 2014 <p>School Priority Area 4: Leadership & Management</p> <ul style="list-style-type: none"> Increase the capacity of school leaders and aspiring leaders to lead educational change. To develop skills for executives and aspiring leaders in providing feedback to teachers and in having meaningful coaching conversations. Increase the knowledge of LMBR Team to manage the implementation of this system. Increase the percentage of teachers in Phase 2 or above-Analysing SMART data for the classroom on the DASA matrix from 68% in 2013 to 70% in 2014 <p>School Priority Area 5: Student Engagement</p> <ul style="list-style-type: none"> Increase the percentage of students who are engaged in their school work from 88% in 2013 to 90 % in 2014 Increase the attendance of all Year 2 and Year 3 students from 83 % in 2013 to 85 % in 2014 Increase the attendance of all ATSI students from 85% in 2013 to 87% in 2014 <p>School Priority Area 6: School/Community Partnership</p> <ul style="list-style-type: none"> Increase the number of families responding to school life survey from 19% in 2013 to 22% in 2014 Increase from 60% in 2013 to 62% in 2014 the number of parents participating in parent teacher interviews
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PRINCIPAL'S SIGNATURE

LM Dockrill

SED ENDORSEMENT

DATE

School Priority Area 1: Literacy

Intended Outcomes:

Improved literacy outcomes for students through explicit, systematic, integrated and balanced programs using modelled, guided and independent practice.

Target:

Best Start/PLAN: Kindergarten

- Increase the percentage of Kindergarten students achieving Cluster 4 and above in reading texts on the Literacy Continuum from 38% in 2013 to 40% in 2014

Year 3:

- Increase the percentage of Year 3 students in reading above NMS from 67% in 2013 to 69% in 2014
- Increase the percentage of Year 3 ATSI students in reading above NMS from 57% in 2013 to 58% in 2014

Year 5:

- Increase the percentage of Year 5 students in reading above NMS from 34% in 2013 to 36% in 2014
- Increase the percentage of Year 5 ATSI students in reading above NMS from 20% in 2013 to 22% in 2014

INDICATORS	STRATEGIES	REFORM	ABORIGINAL DOMAIN	RESPONSIBILITY	TIME FRAME Term/s	RESOURCE ALLOCATION	FUNDING SOURCE
<p>Classroom data indicates student progress towards stage appropriate outcomes in literacy.</p> <p><i>Implementation of new learning is evident in reading program and practice.</i></p> <p><i>All teachers provide regular updated assessment data which is accurate and reflects ongoing student achievement and influences future programming.</i></p> <p><i>All staff have an understanding of the NSW Board of Studies K-10 English Syllabus.</i></p> <p><i>All students assessed and placed on the literacy continuum in all aspects. Regular tracking and monitoring indicates student progress.</i></p>	Implement whole school vocabulary and reading texts program. (Phase 2 Focus on Reading) Continue to train new teachers in Focus on Reading - Phase 1.	1	4	AP Leaders of Learning	T1	Part of professional learning allocated below	NP RAM
	Explicit training for all support staff including Aboriginal Aides/community and parents in the teaching of reading. Support student engagement and work with Aboriginal community and parents to improve student learning.	4/6	4	AP Leaders of Learning	Terms 1-4	No cost	N/A
	Continuation of professional learning in L3 program for Early Stage 1 and Stage 1 teachers.	4	4	AP Leaders of Learning	1-4	See Below	NP RAM
	Timetabled site-based professional learning opportunities to build teacher knowledge and understanding of syllabus outcomes, encourage professional dialogue and sharing, and increase opportunities for collaborative planning, programming and consistency of teacher judgement. Implementation of NSW Board of Studies K-10 English Syllabus.	1	4	AP Leaders of Learning	1-4	\$48 000	NP RAM
	Employ SLSO to support Stage 2 and 3 in literacy. (Norta Norta)	4		AP Leaders of Learning	1-4	\$35 000	RAM
	Employ SLSO to support small groups in Stage 1 for reading. Employ teacher to support small groups in Stage 1 for reading.	4		AP Leaders of learning		\$35 000 \$20 000	NP RAM
	Employ SLSO to support literacy programs K-6.					\$35000	NP RAM
	Employ teacher to support reading programs in ES1 and S1	4		AP Leaders	Terms	\$32 000	NP RAM

<i>Increase the number of students borrowing books</i>				of Learning	1-4		
	Purchase resources to support Literacy Programs	4		Lit Team	T1-4	\$7000	*NP (2013)
	Employ SAO to process resources.				1-4	\$8000	NP RAM
	Prizes given at assembly for academic (literacy) achievement. Display of work samples. Medals given during Literacy /Numeracy Week.		4	Lit. Team	Term 3	\$500	NP RAM
<i>Parents are advised of the teaching and learning their children are undertaking and get regular updates.</i>	PLAN 3-6 (Best Start) training for executive and 3-6 teachers. This includes navigating PLAN software to assist teaching and reporting and analysing data and planning for differentiation in the classroom using the Literacy Continuum K-10.			AP Leaders of Learning		Part of professional learning above	NP RAM
	Tracking and monitoring of all aspects of the Literacy Continuum using PLAN and Literacy Learning Plans established K-6.		4	AP Leaders of learning CRT's	1-4		
	Continuation of Reading Recovery Program from Year 1 students.		4	AP Stage 1	Term 1-4	0.63	Staffing allocation
	Continuation of community and peer reading program.		4	AP Programs	Term 1-4	\$0	N/A
<i>Successful home reading program operating in Early Stage 1 and Stage 1 classrooms.</i>	Continuation of Premier's Reading Challenge.		4	Librarian	Term 1-4	\$0	N/A
	Involvement of students in RAD program.		4	Lit. Team	Term 1	\$200	RAM
	Development of strategies in the classroom to support and extend students in literacy.		4	AP Programs	Term 1-4	0.6 Allocation	TEF`
	Group instruction for targeted students in speech, ESI, SI. Speech program introduced for students K-2. Assessment and program planned by speech therapist and implemented by SLSO. Continue to implement Australian Literacy and Numeracy Program (ALNF) and train more staff in the use of this program.		4	AP LST	Term 1-4	\$56 000 \$14 000	RAM RAM
<i>Improved oral language development for targeted students.</i>	Establish professional learning opportunities to build knowledge of National Curriculum and complete modules as required.		4	AP Leader	Term 1-4	\$8000	TEF
	In Class Tuition for ATSI students.		N/A	AP LST	1-4	TBA	Norta Norta
	Analyse the information that NAPLAN provides for school planning and class programming including strengths and weaknesses of year 3, 5, 7 cohorts	4	4	AP Leader	Term 4	\$0	0
	Staff complete individual literacy matrix to evaluate professional learning in literacy.		N/A	AP Leader	Term 4	\$0	0
	Evaluation of literacy matrix and development of targets and priorities for 2014.	4	N/A	AP Leader	Term 4	\$0	0

School Priority Area 2: Numeracy

Intended Outcomes:

Improved numeracy outcomes for students through explicit, systematic, integrated and balanced programs using modelled, guided and independent practice.

Target:

Best Start/PLAN: Kindergarten

- Increase the percentage of Kindergarten students achieving Figurative level and above in Early Arithmetical Strategies on the Numeracy Continuum from 50 % in 2013 to 52% in 2014.

Year 3:

- Increase the percentage of Year 3 students in numeracy above NMS from 66% in 2013 to 68% in 2014
- Increase the percentage of Year 3 ATSI students in numeracy above NMS from 53% in 2013 to 55% in 2014

Year 5:

- Increase the percentage of Year 5 students in numeracy above NMS from 16% in 2013 to 18% in 2014
- Increase the percentage of Year 5 ATSI students in numeracy above NMS from 12% in 2013 to 14% in 2014

INDICATORS	STRATEGIES	REFOR M	ABORIGINAL DOMAIN	RESPONSIBLTY	TIME FRAME Term/s	RESOURCE ALLOCATION	FUNDING SOURCE
Classroom data indicates student progress towards stage appropriate outcomes in numeracy. <i>All teachers provide regular updated assessment data which is accurate and reflects ongoing student achievement and influences future programming.</i>	Implement NinA (Numeracy in Action) Plan with regular specific focus professional learning meetings for each stage group. Reflective practice developed and professional dialogue reflection recorded.	4	4	AP Leaders of Learning	1-4	\$0	NP
	PLAN (Planning Literacy and Numeracy) training for executive and 3-6 teachers this includes navigating PLAN software to assist teaching and reporting and analysing data and planning for differentiation using the Numeracy Continuum K-10. Begin tracking and monitoring of all aspects of the Numeracy Continuum using PLAN, ongoing rich professional discussion and reflection and Numeracy learning plans established.	4	4	AP 3-6 Teachers AP Leaders of Learning	1-4	Professional Development (See Literacy)	NP
<i>All students assessed and placed on the numeracy continuum in all aspects. Regular tracking and monitoring indicates student progress.</i>	Analysis of SMART data to inform teaching and learning programs and implementing SMART resources in the teaching of mathematics. Analysis of numeracy language used in NAPLAN for teaching and learning in the classroom.	4	4	AP Leaders of Learning	1-4	\$0	0
	Prizes given at assembly for academic (maths) achievement during numeracy week.		4	Numeracy team	3	\$0 See Literacy Budget	NP
	Development of Aide/ parent sessions focusing on Early Arithmetic Strategies (EAS) grouping K-2 and helping your child at home 3-6.		4	AP ES1	1 & 3	\$0	0
	Professional development for Stage 2 and Stage 3 teachers using the TOWN (Taking Off With Numeracy) Program.		5	Numeracy Team	1-3	\$8 000	RAM
	Continuation of PLAN Assessment of Early Stage 1 and Stage 1 students.	4	4	AP ES1 & S1	1, 3 & 4	\$0	0

<i>Teachers gain a deeper understanding of the Numeracy Continuum.</i>	Examine the framework on the Numeracy Continuum K-6, with an emphasis on: Term 1- EAS/Place Value-Basic Operations Term 2- Multiplication and Division Term 3- Fractions Term 4-	4	4	Numeracy Coordinator/ Leaders of Learning	1-4	\$0	N/A
	Utilise the BOS <i>Building Capacity</i> resources for the implementation of the new K-6 Mathematics Syllabus. Ongoing professional development in the familiarisation of the BOS K-6 Mathematics syllabus for implementation in 2015.	1	4	AP Leaders of Learning		*See literacy (47 000)	NP
	Training of staff in EnVision Maths K-6	1	4	Leaders of Learning/ Numeracy Coordinator		*See Literacy	NP RAM
	Purchase resources for mathematics	4				\$2458	*NP (2013)

School Priority Area 3: Connected Learning

Intended Outcomes:

Expanded use by teachers of ICT learning tools, interactive technologies and ICT based curriculum resources.

Target:

- To increase the percentage of teachers in Phase 3 or above-Integrating ICT on CLAS Matrix from 36% in 2013 to 38% in 2014
- To increase the percentage of teachers in Phase 3 or above-Skills on CLAS Matrix from 36% in 2013 to 38% in 2014

INDICATORS	STRATEGIES	REFORM	ABORIGINAL DOMAIN	RESPONSIBILITY	TIME FRAME Term/s	RESOURCE ALLOCATION	FUNDING SOURCE
<p><i>Increased teachers' skills in the integration of ICT within the learning environment.</i></p> <p><i>Student engagement and Quality Teaching are enhanced by the use of IWB technology and training.</i></p> <p><i>Increased students' ICT capabilities.</i></p> <p><i>Increase on-site professional development opportunities with a focus on classroom practice and curriculum knowledge.</i></p> <p><i>Implementation of scope and sequence K-6 in ICT.</i></p>	Employ school ICT facilitator with specific technology skills to facilitate connected learning and improve teaching and learning opportunities across school for staff and students.	3	5	Principal	1 - 4	\$34000	NP
	Purchase technology resources.	1	4	Leaders of Learning	2-4	\$10 000	*NP (2013)
	Ongoing professional development for Stage 3 teachers in the use of netbooks in the classroom. Professional development in the use of tablets and integration of apps in the classroom.			ICT Leader	1-4	See Professional Learning	NP RAM
	Develop school website with a page of useful sites and links supported by input from students.	4	5	ICT Leader	1 - 4	\$0	0
	Provide professional learning by mentoring teachers and team teaching to lead the development of Professional Learning Plans in ICT.	4	5	L&ST ICT Leader	4 1-4	\$0	0
	Development of strategies to support and extend students in ICT.	4	4	ICT Leader	1 - 4	\$0	0
	Provide professional learning in the integration of technology and interactive whiteboard strategies in all KLAS.	4	2	ICT Leader	1 - 4	\$0	0
	Implementation of scope and sequence of ICT skills K-6.	4	5	ICT Leader	1	\$0	0
	Develop class programs to reflect ICT integration and the new BOS syllabuses.			Class Teacher / ICT Facilitator	1-4	\$0	N/A

School Priority Area 4: Leadership and Management

Intended Outcomes:

Enhanced professional learning for all staff in priority areas and strengthen leadership capacity.

Target:

- Increase the capacity of school leaders and aspiring leaders to lead educational change.
- To develop skills for executives and aspiring leaders in providing feedback to teachers and in having meaningful coaching conversations.
- Increase the knowledge of LMBR Team to manage the implementation of this system.
- Increase the percentage of teachers in Phase 2 or above-Analysing SMART data for the classroom on the DASA matrix from 68% in 2013 to 70% in 2014

INDICATORS	STRATEGIES	REFORM	ABORIGINAL DOMAIN	RESPONSIBILITY	TIME FRAME Term/s	RESOURCE ALLOCATION	FUNDING SOURCE
<p>Professional Learning Plans indicate completion of leadership courses and attainment of professional learning goals.</p> <p><i>Increase the use of SMART data to inform and plan learning teaching/learning strategies.</i></p> <p><i>EARS processes identify key performance indicators of executive supervision of early career teachers. Student and teacher feedback in line with implementation strategies from the Team Leadership for School Improvement Program.</i></p> <p><i>All staff participate in building syllabus understandings and respond to reflective sessions about classroom practice.</i></p> <p><i>All staff are encouraged to participate in professional learning opportunities.</i></p> <p><i>All teachers have individual professional learning plans that are</i></p>	Provide professional learning for executive and teachers in the use of SMART data to disaggregate and analyse student learning outcomes.	4	5	Principal and Executive L&ST	4	\$0	N/A
	Provide professional development opportunities to support teachers in classrooms with student data analysis, DASA, NAPLAN, SMART, by mentoring teachers, team teaching in literacy/numeracy and leading the development and implementation of Professional Learning Plans. Continue to use online survey facility to survey teachers about their perceptions of school performance and progress in achieving their targets.	4	5	ICT Leader	1-4	\$0	N/A
	Manage performance of early career teachers by more experienced teachers/mentors (using the Professional Teaching Standards).	2	5	Principal AP Leaders of Learning	1 & 2	\$0	NP
	Professional development for LMBR Team to plan and implement for successful introduction of the system.	3	2/3	Principal	1-4	\$10 000	RAM
	Employ Leaders of Learning. Establish timetabled professional learning opportunities to build teacher knowledge and understanding of syllabus outcomes, encourage professional dialogue and sharing, and increase opportunities for collaborative planning, programming and consistency of teacher judgement processes.	1	5	Principal	1-4	\$108 000 \$17 000	NP RAM
	Participation of current and aspiring leaders to participate in leadership programs and enhance school leadership capacity for school improvement. Support Women in Educational Leadership	2	5	Principal AP Leaders of Learning	1-4	\$25 000	TPL

<i>implemented fully in 2014.</i>	initiatives (WIEL) Collegial Learning Networks (CLN), ICT Conference, Thinking/Learning Conference, Conference, School Development Days.						
<i>Workshop surveys and TARS process indicate increased teacher knowledge and implementation of new learning in classroom practice and programs.</i>	Participation of leaders and aspiring leaders to participate in “Developing Instructional Leadership Skills Program” with a focus on Instructional Rounds and Feedback. Participation of leaders and aspiring leaders in leadership courses eg. ‘Leading Educational Change’, ‘Understanding Educational Change’ and ‘Implementing Educational Change.’	2		Facilitator		\$2000	NP-RAM
<i>Improvement of school leadership team</i>	Increase the effectiveness of school systems and classroom and school organisation by the continuation of curriculum and management teams led by executive and aspiring leaders in planning and school evaluation.	2	5	Principal	1-4	*See professional learning	NP-RAM
<i>School organisation is enhanced through the participation and leadership of curriculum and management teams.</i>	Staff reflection and collegial discussion regularly undertaken in stage and staff meetings leading to the development of a Professional Learning Plan for teachers and school executive based on key accountabilities linked to performance reviews (Institute of Teachers’ Professional Teaching Standards and AITSL standards).		4/5	Principal	1-4	\$0	N/A
	An executive off class position established to ensure implementation and development of funded programs in the school and to provide leadership and mentoring in all classrooms.		5	Principal	1-4	\$17 000	RAM

School Priority Area 5: Student Engagement

Intended Outcomes:

Increased levels of student engagement in school life.

Target:

- Increase the percentage of students who are engaged in their school work from 88% in 2013 to 90% in 2014
- Increase the attendance of all Year 2 and Year 3 students from 83% in 2013 to 85% in 2014
- Increase the attendance of all ATSI students from 85% in 2013 to 87% in 2014

INDICATORS	STRATEGIES	REFORM	ABORIGINAL DOMAIN	RESPONSIBILITY	TIME FRAME Term/s	RESOURCE ALLOCATION	FUNDING SOURCE
<p>Tracking and monitoring of data indicates increased attendance rates. <i>Transition programs are implemented for all students into Kindergarten, Year 5 and High School and Transition to School Planning and Implementation Matrix indicates improved school performance.</i></p> <p><i>Increase and improve home/school communication.</i></p> <p><i>School Executive attend Macleay AECG meeting. Students involved in leadership initiatives.</i></p> <p><i>100% of ATSI students have Personalised Learning Plans.</i></p> <p><i>All staff familiar with Aboriginal Action Plan</i> <i>Students are familiar with some words of Dunghutti language and AEOs attend community programs.</i> <i>Building capacity of staff to address Aboriginal students learning and</i></p>	Establish transition plans for students such as primary to secondary that lead to successful movement into future learning. Develop, implement and evaluate transition programs that are culturally inclusive and meet the needs of Aboriginal children and their families. Implement high quality transition programs to support students and their families P-K, 2-3, 6-7, 4-5 (Greenhill).	3/6	1 /6	AP Leaders of Learning	3-4	No cost	NP RAM
	Provide a before school homework centre at school.	6	2	ICT Facilitator	2-4	\$0	N/A
	Progress the leadership of Aboriginal students both within school and the wider community through collaboration with the local AECG to promote student leadership initiatives.	6	5	AP Leaders of Learning	1-4	\$0	N/A
	Continue development of an understanding by all staff of Aboriginal Action Plan 2010-2014, ongoing professional learning on PLPs.	2	2/5	AP Leaders of Learning	1	\$3600	RAM
	Continue community driven programs that assist to revive and maintain Aboriginal languages and cultures.	6	2	AP Leaders of Learning	1-4	TBA	
	Continuation of audiology screening, eye screening and dental clinic through DURRI AMS and Community Health for targeted students.	6	2	CLO / AEO	1	No Cost	NP RAM
	Continuation of implementation of <i>Positive Behaviour for Learning (PBL)</i> program in classroom and playground.		2	AP Programs	1-4	\$2 000	RAM
	Employ SLSO to develop and implement structured programs and processes that develop positive playground strategies for K-6 including Indigenous games.		2	Principal	1-4	\$50 000	RAM
	Continuation of <i>Girls program</i> for Stage 3 female students. s.h.e@kempseywest .		2/ 3	AP Programs	1-4	\$2 000	RAM
	Employ SLSO to support transition into Kindergarten and provide assistance in small group settings within the classroom.		2	Principal	Term 1-4	\$50 000	RAM

<i>wellbeing needs.</i>	<i>Peer Support In The Playground</i> implemented with targeted students and continuation of Student Leadership program.		2 /5	AP Programs	1-4	\$0	N/A
	Purchase of playground equipment to support passive/active games.		2	AP Programs	1-4	\$1 000	Sport Budget
	Continuation of attendance program for targeted students. Development of attendance brochure, parent meetings, rewards, attendance goals.		3	AP Programs	1-4	\$0	N/A
<i>Regular attendance at school by all students.</i>	Employ SAO to monitor student attendance K-6 and target students with low attendance levels by using OASIS data. Continuations of OASIS roll marking and development of revised system of notification for student absences.	3	3	Executive & AP Programs	1-4	\$12 000	NP RAM
<i>Boys and Girls targeted for specialist interest groups.</i>	Continuation of <i>Boys Business</i> Program targeting boys for social skill development and cultural awareness. Emphasis on developing male orientated social events and community events.		2/ 3	AP Programs	1-4	\$50 000	NAB grant
	Continue nutrition and breakfast program and development of class activities with PDHPE KLA.		2 /3	PDHPE Team	1-4	TBA \$1 000	Red Cross KLA budget
	Employ teacher to support classes in the integration of technology in the classroom including tablets K-4 and to support transition programs.					\$48 000	NP RAM
	Purchase a range of modular learning hubs for Stage 3 classrooms.					\$4000	*NP (2013)
	Assist students to engage in a range of activities.					\$3 500	NP RAM
<i>Students are more engaged and motivated.</i>							

School Priority Area 6: School/Community Partnerships

Intended Outcomes:

Increase parent/community participation and engagement in our school.

Target:

- Increase the number of families responding to school life survey from 20% in 2013 to 22% in 2014
- Increase from 60% in 2013 to 62% in 2014 the number of parents participating in parent teacher interviews

INDICATORS	STRATEGIES	REFORM	ABORIGINAL DOMAIN	RESPONSIBILITY	TIME FRAME Term/s	RESOURCE ALLOCATION	FUNDING SOURCE
<p><i>Increase and improve home/school communication</i> <i>Improved relationships with local organisations resulting in shared undertakings and improvement in learning outcomes.</i></p> <p><i>Focus interviews are conducted throughout the year to obtain feedback from parents.</i></p> <p><i>Increased understanding by all staff of Aboriginal culture</i></p> <p><i>Focus groups for community and parents to engage in discussion of school/community.</i></p> <p><i>Increase parent/carer engagement in the learning process</i></p> <p><i>Increase and improve home/school communication.</i></p>	Employ School Learning and Support Officer to support families and students.	3/6	2	Principal	1-4	\$26 000 *Includes \$11 318 Norta Norta	RAM
	Develop partnerships between school clusters and local community groups, Aboriginal community organisations, government bodies and non-government bodies involved in meeting the social well-being and learning needs of Aboriginal students and students with a disability.	3	2	Principal AP Leaders of Learning	1-4	\$0	N/A
	Use the community engagement resources at www.lowsesschools.nsw.edu.au to gain insights into parent and community views on what is working well within the school community and ways that aspects of schooling can be strengthened.	6	2	Principal AP Leaders of Learning	1-4	\$0	N/A
	Provide ongoing professional learning in consultation with local AECGs to engage local Aboriginal community members to build whole school community competencies in Aboriginal cultures at a local level.	6	2	Principal & AP Leaders of Learning	1-4	\$0	N/A
	Engage parents, community members and community organisations to fully participate in the development and implementation of a School Plan that would determine future directions and ensure every child moves forward and can achieve success from school, home and the community.	6	2	Principal, CLO, AEO & AP Leader	1-4	\$0	N/A
	Offer 'parent education' classes on a range of issues to help parents and carers engage more fully with their child's learning at school and at home. These classes would improve home-school communication and could include family reading and writing, family numeracy, and understanding reports and student data.	6	2/4	Principal	2-4	\$0	N/A
	Employ and utilise CLO to inform and support community regarding school processes and wider community and redefine role.	3/6	2	Principal	1-4	\$47 000	NP RAM

	Continue school promotion through Macleay Education Community and special events and continue attendance at community meetings, CLO meetings, AECG meetings and other hospitality costs.		2	Principal	1-4	\$3 000	RAM
	Provide a reading program to encourage the love of reading for babies, toddlers and pre-school children and to engage parents in reading to their children.		4	Librarian	1-4	\$0	N/A
	Meetings with parents in Term 1 and Term 3 and report on progress of students using work samples, PLAN Data, PLP's and formal written reports in terms 2 & 4.		2	Executive	1-4	\$0	N/A
	Include in <i>West Whispers</i> , information on class events and activities.		2	AP of each stage	1-4	\$0	N/A
	Core values and beliefs are consistently implemented in the school and communicated to parents through forums and newsletters.		2	Principal & Staff	1-4	\$0	N/A