

Mt Pritchard East Public School

School Plan 2012-2014

SCHOOL CONTEXT

Mt Pritchard East Public School (MPE) was opened in 1960 and recently celebrated its 50th year of operation. It is situated in the South Western Sydney Region and is part of the Liverpool School Education Group (SEG). Mt Pritchard East collaborates closely with its local high school (Ashcroft High School) and is also a member of the Liverpool Central Learning Community (LC²).

The school currently services 240 students enrolled in 10 classes. There is a 75% NESB student population with the majority of students coming from Arabic, Vietnamese and Samoan backgrounds. There are 31 cultural groups represented throughout the student population. The school has 12 Aboriginal and Torres Strait Islander (ATSI) students.

The school currently receives support through the Priority Schools Funding Program (2009-2012) to enhance literacy and numeracy achievements for all students. Additionally, students have access to Reading Recovery (Year 1), English as a Second Language (ESL) and Learning Support programs. There is a strong emphasis on technology programs for K-6 students where each student is provided with opportunities to further enhance their learning.

Staff are committed to offering students a range of diverse opportunities through sporting endeavours both in school and as representatives of Mt Pritchard East. The school also offers leadership experiences for all students through its SRC and Student Leadership Programs. Mt Pritchard East has established a valued partnership with parents and the wider community with both an active Parents and Citizens (P&C) and School Council.

SCHOOL IDENTIFIED PRIORITY AREA/S	INTENDED OUTCOME/S
<ol style="list-style-type: none"> 1. Literacy and Numeracy 2. Leadership & Management 3. Curriculum and Assessment 4. Aboriginal Education 5. Student Engagement & Attainment 6. Community Engagement 	<ol style="list-style-type: none"> 1.1 Increased levels of literacy and numeracy for every student consistent with national, state and regional directions. 1.2 Diminished gap in literacy and numeracy achievement between aboriginal students and all students. 1.3 Strengthened literacy and numeracy learning through the effective use of the full range of diagnostic assessments. 1.4 Improved outcomes through targeted strategic early intervention for student experiencing difficulty in literacy and numeracy at key transition points. 2.1 Strengthened leadership and management capacity of school staff and executive to drive school improvement. 2.2 Enhanced leadership innovation and increased staff capacity to meet the needs of a significantly culturally diverse and changing school environment. 3.1 Clear alignment between the implementation of curriculum, professional learning and student learning needs. 3.2 Appropriate assessment and reporting practices are embedded in all teaching and learning programs. 4.1 Effective implementation of the Aboriginal Education & Training Policy and the Aboriginal Education Training Strategy is reflected in all priority areas. 4.2 Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education. 5.1 Students experience challenging, flexible, personalised and safe learning environments. 6.1 Enhanced school structures that engage and promote community partnerships in the teaching and learning continuum.

TARGET/S

Target 1: Student literacy achievement to equal or exceed national and state benchmarks. *

Target 2: Student numeracy achievement to equal or exceed national and state benchmarks. *

Target 3: Strengthen teacher capacity to improve student literacy outcomes through implementation of NSW Quality Teaching (QT) model. *

Target 4: Aboriginal students achieving at a level equal to or above that for non-Aboriginal students in NAPLAN literacy and numeracy. *

Target 5: Increased level of engagement and participation of students. *

Target 6: Increased parental capacity to support the learning of students. *

* An expanded breakdown of the targets can be found on Page 3.

PRINCIPAL'S SIGNATURE 

SED ENDORSEMENT 

DATE: 9.12.11

TARGETS 2012 - 2014

Target 1: Student literacy achievement to equal or exceed national and state benchmarks.

To increase the percentage of students at or above the national minimum standard in:

Reading :

Yr3 (79 %) 2011, (90%) in 2012, (95%) in 2013, (100%) in 2014.

Yr5 (72%) 2011, (100%) in 2012, (100%) in 2013, (100%) in 2014.

To increase the percentage of students at proficiency (Top 2 Bands):

Reading :

Yr3 (6%) 2011, (23%) in 2012, (42%) in 2013, (51%) in 2014.

Yr5 (0%) 2011, (22%) in 2012, (35%) in 2013, (44%) in 2014.

Target 2: Student numeracy achievement to equal or exceed national and state benchmarks.

To increase the percentage of students at or above the national minimum standard in:

Numeracy :

Yr3 (85%) 2011, (93%) in 2012, (100%) in 2013, (100%) in 2014.

Yr5 (77%) 2011, (93%) in 2012, (100%) in 2013, (100%) in 2014.

To increase the percentage of students at proficiency (Top 2 Bands):

Numeracy :

Yr3 (3%) 2011, (27%) in 2012, (40%) in 2013, (49%) in 2014.

Yr5 (3%) 2011, 22%) in 2012, (35%) in 2013, (44%) in 2014.

Target 3: Strengthen teacher capacity to improve student literacy outcomes through implementation of NSW QT model.

- 100% of teachers to use SMART2 to identify grade targets, develop customised class learning plans and access online teaching strategies.
- 100% of teachers to negotiate individual professional learning plans, set goals and record professional learning to meet relevant accreditation requirements.
- 100% of teachers to implement reflective collegial teaching practices that focus on effective feedback to students and colleagues.
- 100% of teachers to imbed ICT into literacy practice through RFF/Technology/Library programs.

Target 4: Aboriginal students achieving at a level equal to or above that for non-Aboriginal students in NAPLAN literacy and numeracy.

- Increase the attendance rate of all Aboriginal students to equal or exceed that for non-Aboriginal students. (93% in 2012, 94% in 2013, 95% in 2014).
- 100% of Aboriginal students to be actively involved in the development of Personal Learning Plans (PLPs): attendance, health, social skills, leadership, literacy, numeracy, technology and cultural knowledge.
- Increase the percentage of Aboriginal parents actively involved in the development of PLPs for their children. (From 44% in 2011 to 100% in 2014).

Target 5: Increased level of engagement and participation of students

- To improve school attendance rates to exceed state average.
- Increase student participation rates in extracurricular and co-curricular activities from 12% in 2011 to 25% in 2014.
- Reduce partial absence rates by 50% in 2012, 75% in 2013 and 90% in 2014.

Target 6: Increased parental capacity to support the learning of students.

- Increased percentage of parents participating in school programs. 10% in 2011 to 20% in 2014.
- Increased involvement of community at P&C meetings and activities. 3% in 2011 to 12% in 2014.
- Increased involvement of parents in the Parent helper programs – (eg. MultiLit, Home readers, classroom helpers and Canteen) 9% in 2011 to 18% in 2014.

1. LITERACY AND NUMERACY

OUTCOME/S	TARGET/S	<p>Target 1: Student literacy achievement to equal or exceed national and state benchmarks.</p> <p>To increase the percentage of students at or above the national minimum standard in:</p> <p>Reading :</p> <p>Yr3 (79 %) 2011, (90%) in 2012, (95%) in 2013, (100%) in 2014. Yr5 (72%) 2011, (100%) in 2012, (100%) in 2013, (100%) in 2014.</p> <p>To increase the percentage of students at proficiency (Top 2 Bands):</p> <p>Reading :</p> <p>Yr3 (6%) 2011, (23%) in 2012, (42%) in 2013, (51%) in 2014. Yr5 (0%) 2011, (22%) in 2012, (35%) in 2013, (44%) in 2014.</p>
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STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
		2012	2013	2014			
Purchase 'Focus on Reading' Program.	Explicit and systematic teaching of reading and comprehension strategies						
Two staff members to be trained as Facilitators to deliver FOR program to all staff in Yrs 3-6.	Consistent and effective delivery of balanced literacy session, incorporating the Quality Teaching Framework.	*	*	*	Staff facilitators TBC	4	\$15000 NP Funding
Continuation of PSP focussed support program in K-2; "getting the Foundations right".	Effective quality teaching and learning that meets the needs of individual students and groups of students.	*	*	*	PSP Funded STLA		\$35000 PSP
Early Stage 1 and Stage 1 consolidation of Best Start.	T&L programming, practice and assessment reflect Best Start pedagogical practice.	*			K-2 Staff, Best Start Facilitator		\$1000 Best Start
K-6 implementation of the Teaching English Language Learners (TELL) program.	Effective quality teaching and learning that meets the needs of NESB students. Development of effective Talking and Listening programs.	*	*		TELL Facilitator	4	\$3000 NP Funding
Train new member of staff in Reading Recovery (RR).	Students identified in Yr 1 provided with targeted reading support through the RR program.	*			RR Teacher TBC		NIL
Employ staff member to provide additional RFF to staff for the specific purpose of undertaking professional learning.	Staff participate in professional learning and dialogue to enhance consistency and in programming and assessment of Literacy.	*	*	*	Principal	2	\$90822 NP Funding *

1. LITERACY AND NUMERACY

OUTCOME/S	1.1 1.2 1.3 1.4	TARGET/S	Target 1: Student literacy achievement to equal or exceed national and state benchmarks.					Reform	FUNDING SOURCE/BUDGET
			To increase the percentage of students at or above the national minimum standard in: Reading : Yr3 (79 %) 2011, (90%) in 2012, (95%) in 2013, (100%) in 2014. Yr5 (72%) 2011, (100%) in 2012, (100%) in 2013, (100%) in 2014. To increase the percentage of students at proficiency (Top 2 Bands): Reading : Yr3 (6%) 2011, (23%) in 2012, (42%) in 2013, (51%) in 2014. Yr5 (0%) 2011, (22%) in 2012, (35%) in 2013, (44%) in 2014.						
STRATEGIES	INDICATORS	TIMEFRAME	RESPONSIBILITY						
Employ a speech pathologist (1dpw) to strategically address the learning needs of students with focus on screening, remediation and TPL.	Teachers utilising specific targeted strategies to assist students in their language development	2012 *	2013 *	2014 *	Principal	6	\$14000 NP Funding		
Literacy leaders, in conjunction with Liverpool PS and Marsden Road PS, unpack new draft K-10 English syllabus. Literacy leaders facilitate professional learning in home schools.	Trial of the draft K-10 English Syllabus	*	*	*	Supervising AP KLA Leader	6	\$1400 NP Funding		
Purchase updated PM Benchmarking kits.	Increased staff capacity to assess and identify student reading levels with literacy and factual texts.	*	*	*	3-6 STLA		\$800 Global		
Expand Multilit Program utilising members of the community, to assist struggling readings in Years 3-6.	Greater level of support provided to struggling readers in Years 3-6	*	*	*	3-6 STLA		NIL		
Purchasing additional update Big Book resources to support Literacy learning – K-6.	Increase in shared reading within classroom utilising relevant resources appropriate to stage development. Enhanced literacy learning across all KLA through integrated learning	*	*	*	English KLA Group Supervising AP		\$7000 Global		
Continue upgrade program for replacing guided reading resources.	Increased student access to relevant and engaging texts.	*			English KLA Group Supervising AP		\$5000 Global		

1. LITERACY AND NUMERACY

OUTCOME/S	1.1 1.2 1.3 1.4	TARGET/S	<p>Target 1: Student literacy achievement to equal or exceed national and state benchmarks.</p> <p>To increase the percentage of students at or above the national minimum standard in:</p> <p>Reading :</p> <p>Yr3 (79 %) 2011, (90%) in 2012, (95%) in 2013, (100%) in 2014. Yr5 (72%) 2011, (100%) in 2012, (100%) in 2013, (100%) in 2014.</p> <p>To increase the percentage of students at proficiency (Top 2 Bands):</p> <p>Reading :</p> <p>Yr3 (6%) 2011, (23%) in 2012, (42%) in 2013, (51%) in 2014. Yr5 (0%) 2011, (22%) in 2012, (35%) in 2013, (44%) in 2014.</p>
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STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
		2012	2013	2014			
Continue the roll out and implementation of strategically developed grammar program (Kung-Fu punctuation) in Yrs 3-6.	Consistent approach to the explicit and systematic teaching of basic grammatical conventions.	*	*		STLA (3-6)		NIL
Formalise Teacher / Student Feedback practices in Years 3-6 to support student learning.	Enhanced student understanding of strengths and areas of development within their learning continuum.	*	*	*	STLA (3-6)	1	NIL
Purchase mobile lab for trailed utilisation in stage 2 & 3 classroom, to support literacy teaching and learning.	Enhanced student engagement in writing lessons. Students utilise computer resources to enhance writing skills.	*	*	*	Principal Stage 2&3 staff	4	\$21083 NP Funding **
Professionally develop staff in the use of mobile lab resources to enhance student writing through digital story telling.	Increased staff capacity to effectively utilise ICT to improve student outcomes.	*	*	*	School Computer Coordinator (CC) Stage 2&3 staff	3	\$3000 NP Funding
Ongoing staff professional development on effective utilisation of IWB resources to enhance Literacy Programs.	Increased staff capacity to effective use IWB resources to promote student learning.	*	*	*	All staff		\$3000 TPL Funds
'Reading is Rad' program.	Maintain reading skills of students K-6 over the long summer holidays.		*		STLA (3-6)		\$500 PSP Funding

1. LITERACY AND NUMERACY

OUTCOME/S	1.1 1.2 1.3 1.4	TARGET/S	Target 1: Student numeracy achievement to equal or exceed national and state benchmarks.			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
			To increase the percentage of students at or above the national minimum standard in: Numeracy : Yr3 (85%) 2011, (93%) in 2012, (100%) in 2013, (100%) in 2014. Yr5 (77%) 2011, (93%) in 2012, (100%) in 2013, (100%) in 2014. To increase the percentage of students at proficiency (Top 2 Bands): Numeracy : Yr3 (3%) 2011, (27%) in 2012, (40%) in 2013, (49%) in 2014. Yr5 (3%) 2011, 22% in 2012, (35%) in 2013, (44%) in 2014.					
STRATEGIES	INDICATORS		TIMEFRAME					
Employ Mathematics consultant to support the effective implementation of Numeracy programs.	Consistent and effective delivery of balanced Numeracy sessions, incorporating the Quality Teaching Framework.		2012	2013	2014	Principal Executive All Teachers	1	\$20000 NP Funding
Mathematics consultant to professionally develop staff and facilitate the Taking Off With Numeracy (TOWN) program (Yrs 3-6).	Effective quality teaching and learning that meets the needs of individual students and groups of students.		*	*	*	Stage 2/3 Supervisor Stage 2 & 3 Staff	4	Phase 1 - \$14800 Phase 2 - \$48654 NP Funding
K-2 teachers to participate in the Teaching Early Numeracy (TEN) program.	T&L programming, practice and assessment inline with the TEN and Best Start pedagogical practice.		*	*	*	ES1 &S1 Supervisor ES1 &S1 Staff		\$1000 Tied
Purchase mobile lab for trailed utilisation in stage 2 & 3 classroom, to support numeracy teaching and learning.	Enhanced student engagement and achievement in numeracy lessons. Students utilise computer resources to enhance numeracy skills.		*	*	*	Principal Stage 2&3 staff	4	NP Funding **See Page 6
Professionally develop staff in the use of mobile lab resources to enhance student engagement and achievement in numeracy.	Increased staff capacity to effectively utilise ICT to improve student outcomes.		*	*	*	School CC Stage 2&3 staff	3	\$3000 NP Funding

1. LITERACY AND NUMERACY

OUTCOME/S	1.1 1.2 1.3 1.4	TARGET/S	Target 1: Student numeracy achievement to equal or exceed national and state benchmarks. To increase the percentage of students at or above the national minimum standard in: Numeracy : Yr3 (85%) 2011, (93%) in 2012, (100%) in 2013, (100%) in 2014. Yr5 (77%) 2011, (93%) in 2012, (100%) in 2013, (100%) in 2014. To increase the percentage of students at proficiency (Top 2 Bands): Numeracy : Yr3 (3%) 2011, (27%) in 2012, (40%) in 2013, (49%) in 2014. Yr5 (3%) 2011, 22% in 2012, (35%) in 2013, (44%) in 2014.					
STRATEGIES	INDICATORS		TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
Establish, in partnership with local feeder high school (Ashcroft HS) a GAT Maths extension program for targeted students in Stage 3.	Students with strengths in numeracy are supported in their development. Enhanced community awareness of academic programs offered at local high school. Shared resources between local high school and feeder primary.		2012 *	2013 *	2014 *	Principal Executive Stage 3 Staff High School Liaison		Nil
Ongoing staff professional development on effective utilisation of IWB resources to enhance Mathematic Programs.	Increased staff capacity to effective use IWB resources to promote student learning.		*	*	*	All staff		\$3000 TPL Funds
Continue upgrade program for replacing teaching resources in the Mathematics KLA.	Enhanced teaching effectiveness due to the availability of appropriate and engaging resources.		*	*	*	Maths KLA Group Supervising AP		\$5000 Global
Numeracy leaders, in conjunction with Liverpool PS and Marsden PS, unpack new draft K-10 Mathematics syllabus. Numeracy leaders facilitate professional learning in home schools.	Trial of the draft K-10 Maths Syllabus.		*	*	*	Supervising AP KLA Leader	6	\$2000 NP Funding

2. LEADERSHIP AND MANAGEMENT

OUTCOME/S	2.1 2.2	TARGET/S	Target 3: Strengthen teacher capacity to improve student literacy outcomes through implementation of NSW QT model.			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
			2012	2013	2014			
STRATEGIES	INDICATORS		TIMEFRAME					
Employ staff member to provide additional RFF to staff for the specific purpose of undertaking professional learning.	Staff participate in professional learning and dialogue to enhance consistency and in programming and assessment.		*	*	*	Principal All Staff	1	NP Funding * See Page 4
Develop effective timetabling strategies to promote professional learning and collegial dialogue.	Staff participate in professional learning and dialogue to enhance consistency and in programming and assessment.		*	*	*	Principal Executive All staff	3	\$6000 NP Funding

3. CURRICULUM AND ASSESSMENT

OUTCOME/S	3.1 3.2	TARGET/S	Target 3: Strengthen teacher capacity to improve student literacy outcomes through implementation of NSW QT model.			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
			2012	2013	2014			
			<ul style="list-style-type: none"> 100% of teachers to use SMART2 to identify grade targets, develop customised class learning plans and access online teaching strategies. 100% of teachers to negotiate individual professional learning plans, set goals and record professional learning to meet relevant accreditation requirements. 100% of teachers to implement reflective collegial teaching practices that focus on effective feedback to students and colleagues. 100% of teachers to imbed ICT into literacy practice through RFF/Technology/Library programs. 					
STRATEGIES	INDICATORS	TIMEFRAME	2012	2013	2014			
Employ staff member to provide additional RFF to staff for the specific purpose of undertaking professional learning.	Staff participate in professional learning and dialogue to enhance consistency and in programming and assessment.	*	*	*		Principal All Staff	2	NP Funding * See Page 4
Develop effective timetabling strategies to promote professional learning and collegial dialogue.	Staff participate in professional learning and dialogue to enhance consistency and in programming and assessment.	*	*	*		Principal Executive All staff	3	NIL
Provide professional development opportunities for school executives and teachers to help them use and analyse student data (eg. NAPLAN) to cater to student needs.	*Staff engage in professional learning and dialogue to enhance programming, delivery, assessment and reporting of literacy and numeracy.	*	*	*		All Staff	1	As required.
Completion of SMART2 elearning modules.	*Staff complete self paced modules to enhance their ability to utilise NAPLAN data in the formulation and of literacy and numeracy programs.	*	*	*		All Staff	1	\$3000 NP Funding

4. ABORIGINAL EDUCATION

OUTCOME/S	4.1 4.2	TARGET/S	STRATEGIES			INDICATORS			TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
			2012	2013	2014									
			Target 4: Aboriginal students achieving at a level equal to or above that for non-Aboriginal students in NAPLAN literacy and numeracy.											
			<ul style="list-style-type: none"> Increase the attendance rate of all Aboriginal students to equal or exceed that for non-Aboriginal students. (93% in 2012, 94% in 2013, 95% in 2014). 100% of Aboriginal students to be actively involved in the development of Personal Learning Plans (PLPs): attendance, health, social skills, leadership, literacy, numeracy, technology and cultural knowledge. Increase the percentage of Aboriginal parents actively involved in the development of PLPs for their children. (From 44% in 2011 to 100% in 2014). 											
Indigenous games sports program.		Students are engaged in a healthy sports / fitness program.	*	*	*	Principal All Staff	4	\$2000 Global						
Promote student participation in the TWIGIA project.		Raised student awareness of Aboriginal history and culture.	*	*	*	All staff	6	NIL						
Celebrate NAIDOC week.		Extension opportunities provided for Aboriginal students to showcase their talents.	*	*	*	All staff		NIL						
Acknowledge Reconciliation day and National Sorry Day.		Raised student awareness of Aboriginal history and culture.	*	*	*	All staff		NIL						
Establish indigenous student role models within the school through recognition and awards at regional level.		Raised student awareness of the Aboriginal people.	*	*	*	All staff		NIL						
		Indigenous students recognised for achievements in academic, cultural and sporting fields.	*	*	*	All staff		NIL						
		Enhanced engagement and attendance of indigenous students.												

5. STUDENT ENGAGEMENT AND ATTAINMENT

OUTCOME/S	5.1	TARGET/S	<p>Target 5: Increased level of engagement and participation of students</p> <ul style="list-style-type: none"> To improve school attendance rates to exceed state average. Increase student participation rates in extracurricular and co-curricular activities from 12% in 2011 to 25% in 2014. Reduce partial absence rates by 50% in 2012, 75% in 2013 and 90% in 2014. 					
STRATEGIES		INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
Employ staff member to provide additional Release from Face to Face (RFF) to staff for the specific purpose of undertaking professional learning.		Staff participate in professional learning and dialogue to enhance consistency and in programming and assessment.	2012	2013	2014	Principal All Staff	1	NP Funding * See Page 4
Develop effective timetabling strategies to promote professional learning and collegial dialogue.		Staff participate in professional learning and dialogue to enhance consistency and in programming and assessment.	*	*	*	Principal Executive All staff	2	\$5000 NP Funding
Establish, in partnership with local feeder high school (Ashcroft HS) a Gifted and Talented (GAT) Creative Arts program for targeted students in Stage 3.		Students with strengths in Creative Arts are supported in their development. Enhanced community awareness of creative arts programs offered at local high school. Shared resources between local high school and feeder primary.	*	*	*	Principal Executive Stage 3 Staff High School Liaison		NIL
Purchase mobile lab for trailed utilisation in stage 2 & 3 classroom, to support teaching and learning.		Enhanced engagement, integration of ICT and achievement of students in all KLAS.	*	*	*	Principal Comp. Coordinator	3	NP Funding **See Page 6
Expand dance troupe programs K-6.		Increased access to extra curricular activities to support student learning and foster their talents.	*	*	*	Dance Troupe coordinators		\$1000 Global
Trail the production of a whole school performing arts production.		Increased opportunities for students to develop and showcase their skills in Creative and Performing arts. Enhanced teaching of Creative arts across the school (K-6).	*	*	*	All Staff		\$3000 Global***

SCHOOL IDENTIFIED PRIORITY - **5. STUDENT ENGAGEMENT AND ATTAINMENT**

OUTCOMES	5.1	TARGET/S	<p>Target 5: Increased level of engagement and participation of students</p> <ul style="list-style-type: none"> To improve school attendance rates to exceed state average. Increase student participation rates in extracurricular and co-curricular activities from in 2011 to ... in 2014. Reduce partial absence rates by 50% in 2012, 75% in 2013 and 90% in 2014.
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STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
Continuation of High School Linkages Dance program – Year 6.	Strengthened links between feeder primary and local high school. Enhanced high school transition program.	2012	2013	2014	Stage 3 Teachers High school Liaison		NIL
Trial in 2012, connected classroom lesson with Ashcroft High school.	Strengthened links between feeder primary and local high school. Enhanced high school transition program. Embedded use of technology in KLAs.	*	*	*	Computer Coordinator Stage 3 staff High School Liaison	6	\$1000 NP Funding
Utilise external support staff (Home School Liaison Officer[HSLO], Student Support Officer and Aboriginal Student Support Officer) to assist students identified with poor attendance.	Regular attendance is enhanced. Students with attendance issues are appropriately supported.	*	*	*	All Staff Principal Sue Porter (HSLO)		NIL
Provide enrichment / remediation / extra-curricular activities to ensure a differentiated curriculum exists to engage students and address need.	Students are challenged and engaged in their learning.	*	*	*	All Staff		\$1000 Global

6. COMMUNITY ENGAGEMENT

OUTCOME/S	6.1	TARGET/S	Target 6: Increased parental capacity to support the learning of students			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
			<ul style="list-style-type: none"> Increased percentage of parents participating in school programs. 10% in 2011 to 20% in 2014. Increased involvement of community at P&C meetings and activities. 3% in 2011 to 12% in 2014. Increased involvement of parents in the Parent helper programs – (eg. MultiLit, Home readers, classroom helpers and Canteen) 9% in 2011 to 18% in 2014. 					
STRATEGIES		INDICATORS	TIMEFRAME					
			2012	2013	2014			
Utilise English as a Second Language (ESL) staff to facilitate parent English classes (1 hour per week).		Increased % of Language Background other than English (LBOTE) parents involved in school programs. Greater capacity for LBOTE parents to support learning at home.	*	*	*	ESL STAFF	5	\$3000 NP Funding
Present parent workshops covering Literacy, Numeracy, Positive Parenting etc.		Parents have a greater capacity to assist and support their children’s learning.	*	*	*	Executive PSP Consultant	6	\$1000 NP Funding
Trail the production of a whole school performing arts production.		Engaging the community through the presentation of a whole school production that showcases the talents of the staff and students.	*	*	*	All Staff		Global ***See Page 12
Continue to enhance communication procedures between school and home (eg. Website and Newsletters.)		Effective communication occurs between the school and the wider community School profile is enhanced.	*	*	*	Principal Executive Staff		As required
Conduct forum groups to gauge community perception regarding school programs.		Effective feedback is received from the community to affect improvement.	*	*	*	Situational Analysis team	5	\$1300 NP Funding