School Management Plan

Glenroi Heights Public School

2013 – 2014
## School Priority Areas 2012 – 2014 - 3 Year Horizon

<table>
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<tr>
<th>Leadership</th>
<th>Literacy</th>
<th>Numeracy</th>
<th>Connected Learning</th>
<th>Aboriginal Education and Training</th>
<th>Home/School Partnerships</th>
<th>Transition</th>
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</thead>
</table>

## Public Schools NSW – Strategic Directions 2013 - 2014

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<th>Curriculum &amp; Assessment</th>
<th>Engagement and Attainment</th>
<th>Literacy &amp; Numeracy</th>
<th>Aboriginal Education</th>
<th>Organisational Effectiveness</th>
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## Low Socio-Economic Reforms

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<tbody>
<tr>
<td>Incentives to attract high performing principals and teachers.</td>
<td>Adoption of best-practice performance measurement and staffing arrangements that articulate a clear role for principals.</td>
<td>School operational arrangements that encourage innovation and flexibility.</td>
<td>Provision of innovative and tailored learning opportunities.</td>
<td>Strengthen school accountability.</td>
<td>External partnership with parents, other schools, businesses and communities and the provision of access to extend services.</td>
</tr>
</tbody>
</table>

## School Context

Glenroi Heights Public School is in the rural city of Orange. The school sits in the Glenroi community and is made up of 9 mainstream classes and 7 classes for students with special needs. Approximately 50% of our students identify as Aboriginal. Mobility rate is approximately 30%. Interagency services operate as an integral part of our school community. A School as Community Centre, a CareWest PreSchool and an Aboriginal family worker are all located within the school. In the last six years the Principal has lead a change process within the school and its community based on action research and data analysis. The school is focussed on a whole-school approach with quality processes, collaborative planning, professional learning and positive relationships. The key elements are leadership at all levels, school reorganisation based on explicit planning and data, prior to school transitions, pedagogy and quality teaching, developing a school culture of high expectations and linking the school with the community as the lead agency in meeting needs and developing networks. Our direction and vision is embedded and shared within our learning community to improve outcomes for every student. The school is supported by National Partnership Low SES, SiP and PSP.

## Intended Outcomes (2 year horizon, developed from School Priority Areas 2013 – 2014)

Leadership capacity in all staff and community members to be developed through targeted professional learning opportunities.

Student progress toward achievement of outcomes in Literacy to be enhanced through targeted teacher professional learning opportunities.

Student progress toward achievement of outcomes in Numeracy to be enhanced through targeted teacher professional learning opportunities.

Increased capacity of staff, students and community members in the effective use of ICT to enhance student learning outcomes and school community communications.

Creation of a learning environment of high expectations for all students underpinned by a culture of ‘Strong and Smart’.

Development of an understanding that promotes a commitment and involvement by the community to support the school in the achievement of targeted outcomes.

Effective student transition is achieved through the provision and sharing of relevant information between all stakeholders ensuring that students and the new educational setting are prepared and supported.

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Principal: Meredith Frater  
Date:  
Endorsed by School Education Director: Paul Stirling  
Date:
<table>
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<tr>
<th>School Identified Priority Area/s</th>
<th>Summary of Targets</th>
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| Leadership                                            | - 100% of staff members given the opportunity to develop their leadership capacity in 2013.  
- By Term 1 2013 the senior SRC Leaders will be elected with roles and responsibilities allocated.  
- Expand the capacity of all staff to implement PBL Tier Two interventions and improve understanding of the function of behaviour. |
| Literacy                                              | - Increase the proportion of students achieving growth in the 25<sup>th</sup> to 75<sup>th</sup> percentile in reading from 28.6% in 2012 to 35% in 2013 and 40% in 2014. |
| Numeracy                                              | - Increase the proportion of students achieving growth in the 25<sup>th</sup> to 75<sup>th</sup> percentile in Numeracy from 35% in 2012 to 40% in 2013 and 45% in 2014.                                          |
| Connected Learning                                    | - To embed Connected Classrooms technology into teaching and learning programs so that 100% of classes are accessing and using this technology by 2013.  
- 100% of our students will be explicitly taught how to be responsible cyber safe citizens through our PBL process. |
| Aboriginal Education and Training                    | - To increase from 30% the number of students achieving in the 25<sup>th</sup> to 75<sup>th</sup> percentile band in Literacy in 2012 to 60% in 2013 and 75% in 2014.  
- To increase from 25% the number of students achieving in the 25<sup>th</sup> to 75<sup>th</sup> percentile band in Numeracy in 2012 to 50% in 2013 and 75% in 2014.  
- “Our Place” cultural space to be utilised 70% each week by 2014. |
| Home/School Partnerships                              | - Increase to 50% the number of families accessing school communications online by the end of 2013.  
- Expand community involvement in the Kitchen/Garden from 0% of parents to 10% of parents in 2013 and 15% of parents in 2014. |
| Transition                                            | - Expand student induction program so that all students transitioning to GHPS are assessed and inducted to school PBL expectations within 10 days from enrolment.  
- Improve the transition of students from GHPS to CRTHS with a focus on PBL strategies as measured through school data. |
### School Identified Priority Area 1: Leadership

**Intended Outcome:** Leadership capacity in all staff and community members to be developed through targeted professional learning opportunities.

**Target/s:** 100% of staff members given the opportunity to develop their leadership capacity in 2013.

By Term 1 2013 the senior SRC Leaders will be elected with roles and responsibilities allocated.

Expand the capacity of all staff to implement PBL Tier Two interventions and improve understanding of the function of behaviour.

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<th>Timeframe</th>
<th>Responsibility</th>
<th>2013 Resource Allocation &amp; Funding Source</th>
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</table>
| 1.1    | Join with other schools to release a person at PH2 level to support leadership development programs, provide training in analysis of data and coordinate professional learning networks | Structured in-school leadership programs established and supporting leadership aspirations of staff  
Evidence in class programs that programming has been informed by student learning data  
Staff utilise networks beyond their own school community to support teacher professional learning | 1           | ✓         | ✓              | Principal Partnership Mentor  
NP LSES  
$8,824                                           |
| 1.2    | Revise the Quality Teaching Mentor position with a focus on developing sustainability.  
Collaborative planning, modelling, team teaching and targeted feedback for staff with Assistant Principals, the Instructional Leader K-2 and the Quality Teaching Mentor. | QT and Instructional Leader K-2 role statements 2013 developed  
QT Mentor and Instructional Leader K-2 working with staff  
Improved staff capacity to identify specific learning targets  
Teaching practice enhanced and reflects feedback | 1,2,5       | ✓         | ✓              | Principal Quality Teaching Mentor  
PSP .3  
LSES .1  
$11,258                                      |
| 1.3    | Maintain Stage Mentor position.                                           | Stage mentors working with staff  
Teacher Quality enhanced  
Effective, strong, cohesive teams planning, developing and implementing targeted outcomes for all students resulting in improved student outcomes | 1,2,3       | ✓         | ✓              | Principal Executive  
NP LSES  
1 temp teacher  
$94924                                      |
| 1.4    | Every member of the school community regularly offered leadership opportunities through Professional Learning as negotiated through EARS/TARS  
EARS/TARS process to be based on the Teaching Standards at relevant Professional level: | Staff taking opportunities to demonstrate their leadership qualities  
Teacher learning goals based on the Teaching Standards at relevant Professional level | 1,2         | ✓         | ✓              | Staff Executive  
TPL  
$7000                                           |
| 1.5    | Regional training of School PBL Internal Coach/Coordinator to facilitate implementation with whole staff of all PBL processes  
Regular PBL updates and TPL at Staff Meetings  
One Staff Meeting per Term to be dedicated to PBL Tier 1 and Tier 2 professional Learning. | Strategies in place for all PBL processes | 4           | ✓         | ✓              | PBL Team  
Whole School Staff  
TPL  
$6000                                           |
| 1.6    | Appoint staff member to oversee SRC(1 hour pw .03 FTE)  
SRC students to meet regularly (at least once per fortnight)  
SRC Leaders to be supported by Staff to fulfill their allocated roles and responsibilities  
SRC to be given opportunities to become proactive members of the school  
SRC teacher to regularly give feedback to all staff | An effective SRC with a student voice | 4           | ✓         | ✓              | SRC Teachers  
SRC Leaders  
Global  
$2500                                           |
**School Identified Priority Area 2: Literacy**

**Intended Outcome:** Student progress toward achievement of outcomes in Literacy to be enhanced through targeted teacher professional learning opportunities.

**Target/s:** Increase the proportion of students achieving growth in the 25th to 75th percentile in reading from 28.6% in 2012 to 35% in 2013 and 40% in 2014.

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</table>
| 2.1    | Focussed collaborative programming in Stage teams using appropriate student data to inform development of PLPs (PL&SPs) and teaching learning cycle | Explicit teaching of literacy outcomes K-6 | 3,4,6 | ✓ ✓ | Principal | See 1.3 Executive K-2 Instructional Leader QT Mentor  
PSP staffing .3  
EA4S |
|        | Executive to lead an intensive TPL model including modelling, planning and analysing data | | | | K-2 Instructional Leader to support all K-2 staff | | |
|        | K-2 Instructional Leader to support all K-2 staff | | | | QT mentor to support exec. new teachers and 3-6 staff | | |
|        | Access Stage 4 NAPLAN data for former students | | | | | |
| 2.2    | Staff to access TPL based on priority areas identified through the TARS process. | Staff participating in targeted TPL. | 4 | ✓ ✓ | Principal | PSP $10.200 |
|        | | | | | Executive Teachers | | |
| 2.3    | R2L to operate within the Quality Teaching Framework  
Stage teams to moderate work Literacy samples  
TPL based on syllabus requirements | Every teacher has high expectations for all students | 4 | ✓ ✓ | Principal | Staff/stage meetings |
|        | | | | | Executive Teachers | | |
| 2.4    | Staff supported in the implementation of the GHPS assessment framework K-6 | Full implementation of GHPS assessment framework K-6 | 4,5 | ✓ ✓ | Executive | Staff/stage meetings |
|        | | | | | Teachers | | |
| 2.5    | Continue to train all staff K-6 in the implementation of R2L within the Quality Teaching framework  
Three staff to complete R2L training 2013 | Reading to Learn evident in teaching and learning cycle  
Explicit planning and teaching in place to address student needs identified through data analysis | 4,3 | ✓ ✓ | Principal | PSP $7741.76  
EA4S $660 |
|        | | | | | Executive teachers | | |
| 2.6    | Teachers to be proactive in supporting the PLP process  
Teachers to be released to conduct meetings (12 days allocated per semester)  
Personal invitations to parents for PLPs. Support parents to be actively involved in setting goals | Data being used to develop Personalised Learning Plans  
Regular parent involvement in school activities. | 5,6 | ✓ ✓ | Principal | PSP $9632.64 |
|        | | | | | Speech Therapist | | |
| 2.7    | K-2 support – employment of SLSO  
Speech therapist ($60 an hour 4hrs a week) for targeted students | Improved expressive and receptive language in targeted students | 4,6 | ✓ ✓ | Principal | ESES $6000  
PSP $9254.72 |
|        | | | | | Speech Therapist | | |
| 2.8    | Year 1 Reading Recovery  
1 teachers trained (.378) in Reading Recovery | 60% of students reading at or above Stage level in all Stages | 4 | ✓ ✓ | Reading | |
<p>|        | | | | | Recovery Teacher | | |</p>
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<tr>
<td>2.9</td>
<td>Development and implementation of targeted LAST programs appropriate to stage level K-6. Implementation to be supported by SLSO.</td>
<td>Programs (PL&amp;SPs) developed by LAST and implemented by LAST, Classroom teacher and supported by SLSO</td>
<td>4</td>
<td>✓</td>
<td>✓</td>
<td>ESES $6000 NP LSES 1 temp SLSO $57163</td>
</tr>
<tr>
<td>2.10</td>
<td>TPL in differentiating curriculum focus 2013 Targeted staff meeting TPL for the implementation of the New Curriculum</td>
<td>Staff engaged in collaboratively developing strategies to implement the new English Curriculum.</td>
<td>3,4</td>
<td>✓</td>
<td>✓</td>
<td>Executive Teachers</td>
</tr>
<tr>
<td>2.11</td>
<td>Stage Planning Days 1 per Semester 5 ES1 and S1 Staff 4 S2 and S3 staff 5 Support Class Staff</td>
<td>Stage teams working collaboratively to analyse data and implement appropriate curriculum</td>
<td>3,4</td>
<td>✓</td>
<td>✓</td>
<td>Executive Teachers</td>
</tr>
</tbody>
</table>

School Identified Priority Area 3: Numeracy

**Intended Outcome:** Student progress toward achievement of outcomes in Numeracy to be enhanced through targeted teacher professional learning opportunities.

**Target/s** Increase the proportion of students achieving growth in the 25th to 75th percentile in Numeracy from 35% in 2012 to 40% in 2013 and 45% in 2014.

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<tr>
<td>3.1</td>
<td>Regular TPL in Mathematics K-6(MATHS Matters / YuMi Maths) K-2 Instructional Leader, QT Mentor and Executive to lead an intensive TPL model including modelling, planning and analysing data Access Stage 4 NAPLAN data for former students</td>
<td>Explicit teaching of numeracy outcomes K-6 60% of targeted students performing at or above stage level in numeracy in 2012.</td>
<td>3,4,6</td>
<td>✓</td>
<td>✓</td>
<td>Maths Consultant Principal All teaching Staff</td>
</tr>
<tr>
<td>3.2</td>
<td>Stage teams develop focussed programming using data</td>
<td>Class programs reflect use of data and informs teaching and learning</td>
<td>4</td>
<td>✓</td>
<td>✓</td>
<td>Principal Executive Teachers</td>
</tr>
<tr>
<td>3.3</td>
<td>Teachers supported to program for Mathematics using the BOS syllabus and the QT framework Targeted staff meeting TPL for implementing New Curriculum</td>
<td>Every teacher has high expectations for all students Staff engaged in collaboratively developing strategies to implement the new Mathematics Curriculum.</td>
<td>4</td>
<td>✓</td>
<td>✓</td>
<td>All staff</td>
</tr>
<tr>
<td>3.4</td>
<td>Staff to access TPL based on priority areas identified through the TARS process.</td>
<td>Staff participating in targeted TPL.</td>
<td>4</td>
<td>✓</td>
<td>✓</td>
<td>Principal Executive Teachers</td>
</tr>
<tr>
<td>Number</td>
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</tr>
<tr>
<td>3.5</td>
<td>Teachers trained in programming and implementing Count Me In and Counting On Workshops for SLSOs in Count Me In and Counting On strategies</td>
<td>Use of Count me In and Counting On K-6 focus</td>
<td>2,4</td>
<td>✓ ✓ ✓</td>
<td>Maths Consultant Principal Executive Mentor Instruct Leader Staff/stage meetings</td>
<td></td>
</tr>
<tr>
<td>3.6</td>
<td>Continue to, develop and implement Reading to Learn Maths learning experiences Year 1-6</td>
<td>Reading to Learn Mathematics strategies implemented 1-6</td>
<td>4</td>
<td>✓ ✓ ✓</td>
<td>QT Mentor Stage leaders</td>
<td></td>
</tr>
<tr>
<td>3.7</td>
<td>Staff supported in accessing data to inform the development of PLP’s / PL&amp;SPs and the teaching learning cycle</td>
<td>Data being used to develop Personalised Learning Plans</td>
<td>4</td>
<td>✓ ✓ ✓</td>
<td>Executive Mentor Instruct Leader teachers</td>
<td></td>
</tr>
<tr>
<td>3.8</td>
<td>Teachers to be proactive in supporting the PLP process Personal invitations to parents for PLPs. Support parents to be actively involved in setting goals</td>
<td>Increased number of parents attending PLP meetings</td>
<td>5,6</td>
<td>✓ ✓ ✓</td>
<td>Executive Teachers AEO</td>
<td></td>
</tr>
<tr>
<td>3.9</td>
<td>Explicit enrichment focus in class programs supported by TPL in differentiating curriculum.</td>
<td>Increased proportion of students in the 25ht to 75th percentile in Numeracy 2013</td>
<td>3, 4</td>
<td>✓ ✓ ✓</td>
<td>Executive Teachers See Literacy 2.6</td>
<td></td>
</tr>
<tr>
<td>3.10</td>
<td>Stage Planning Days 1 per Semester 5 ES1 and S1 Staff 4 S2 and S3 staff 5 Support Class Staff</td>
<td>Stage teams working collaboratively to analyse data and implement appropriate curriculum</td>
<td>3,4</td>
<td>✓ ✓</td>
<td>Executive Teachers See Literacy 2.11</td>
<td></td>
</tr>
</tbody>
</table>

**School Identified Priority Area 4: Connected Learning**

**Intended Outcome:** To increase the capacity of staff, students and community members in the effective use of ICT to enhance student learning outcomes and school community communications.

**Target/s:** To embed Connected Classrooms technology into teaching and learning programs so that 100% of classes are accessing and using this technology by 2013. 100% of our students will be explicitly taught how to be responsible cyber safe citizens through our PBL process.

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<tr>
<td>4.1</td>
<td>Join with other schools to create a Connected Learning position at AP/HT level to facilitate professional learning focussed on the effective integration of interactive technology into classroom practice</td>
<td>Classroom programs indicate teaching strategies which make appropriate use of technology Observation of classroom practice indicates effective usage of interactive technology in teaching and learning</td>
<td>1</td>
<td>✓ ✓</td>
<td>Connected Learning Consultant Executive All staff</td>
</tr>
<tr>
<td>Number</td>
<td>Strategies</td>
<td>Indicators</td>
<td>Reform Area</td>
<td>Timeframe</td>
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<tr>
<td>--------</td>
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</tr>
<tr>
<td>4.2</td>
<td>The inclusion of ICT in quality teaching and learning programs supported through TPL. Use of SmartBoard technology for teaching and learning activities in each classroom shared at Stage and Staff meetings.</td>
<td>Information communication technologies evident in teaching and learning programs.</td>
<td>3</td>
<td>✓ ✓</td>
<td>Executive Teachers ICT experts</td>
</tr>
<tr>
<td>4.3</td>
<td>Teachers identify opportunities to use ICT across KLAs. Teachers support students to access and build their capacity in the use of ICT. Stages 1 to 3 participate in Pre2 Connected Networks.</td>
<td>Students engaged in learning through the use of ICT across KLAs.</td>
<td>3, 4</td>
<td>✓ ✓</td>
<td>Executive Teachers ICT experts Pre2 Coordinator</td>
</tr>
<tr>
<td>4.4</td>
<td>Develop and implement a School Wide Program for promoting cyber-safety. Develop PBL Expectations for Cyber Safety. Include the Cyber Safety Expectation lesson in the 2013 PBL teaching Framework. Include Cyber Safety strategies in the Newsletter.</td>
<td>Students are respectful, responsible users of ICT and the Internet. Parents are aware of Cyber Safety strategies to support their children.</td>
<td>4</td>
<td>✓ ✓</td>
<td>Executive Teachers</td>
</tr>
<tr>
<td>4.5</td>
<td>All teachers trained in the use of ICT and Connected Classrooms and their applications for collaborative teaching and learning through Staff and Stage meetings and mentoring.</td>
<td>Staff capacity to use Connected Classroom enhanced and being effectively used to support teaching and learning.</td>
<td>3, 4</td>
<td>✓ ✓</td>
<td>Connected Learning Consultant</td>
</tr>
<tr>
<td>4.6</td>
<td>ICT workshops for parents/caregivers/community members. Provision of after school technology access in collaboration with Housing NSW.</td>
<td>Community Awareness of and skills in using ICT. Increased parent confidence in supporting their children at home.</td>
<td>6</td>
<td>✓ ✓</td>
<td>Executive Housing NSW</td>
</tr>
<tr>
<td>4.7</td>
<td>Use the School Website, Facebook and Twitter to communicate to the school community.</td>
<td>School Community are more aware of school activities resulting in increased community engagement with the school.</td>
<td>6</td>
<td>✓ ✓</td>
<td></td>
</tr>
</tbody>
</table>

### School Identified Priority Area 5: Aboriginal Education and Training

#### Intended Outcome:
To create a learning environment of high expectations for all students underpinned by a culture of ‘Strong and Smart’.

#### Target(s):
- To increase from 30% the number of students achieving in the 25th to 75th percentile band in Literacy in 2012 to 60% in 2013 and 75% in 2014.
- To increase from 25% the number of students achieving in the 25th to 75th percentile band in Numeracy in 2012 to 50% in 2013 and 75% in 2014.
- “Our Place” cultural space to be utilised 70% each week.

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<tr>
<td>5.1</td>
<td>Analyse 2011 Naplan Data to identify the Band in which students achieved and differentiate teacher learning programs to support the achievement of growth in 2013.</td>
<td>Parents/carers of Aboriginal students are engaged in student learning leading to improvement in attendance and application of students</td>
<td>2013</td>
<td>✓ ✓ ✓</td>
<td>SACC Facilitator Aboriginal Worker Principal All staff</td>
</tr>
<tr>
<td>5.2</td>
<td>SACCs and Aboriginal worker to work with Principal, staff and families through home visits and regular communication Provide opportunities for the GHPS community to be involved in school activities Consult with all stakeholders to support education for Aboriginal students</td>
<td>Innovative programs to support Aboriginal students implemented</td>
<td>4,6</td>
<td>✓ ✓ ✓</td>
<td>Teachers AEO  See 2.6</td>
</tr>
<tr>
<td>5.3</td>
<td>Continue Stronger Smarter initiatives lead by our staff Stronger Smarter Facilitators Involvement with the ‘Dare to Lead’ program.</td>
<td>Targeted Aboriginal students are achieving in higher bands in NAPLAN</td>
<td>1,3,4,</td>
<td>✓ ✓ ✓</td>
<td>All teaching staff</td>
</tr>
<tr>
<td>5.4</td>
<td>Regular personal contact with parents/caregivers for positive and negative feedback Personal invitation / reminder for PLPs (transport if needed) PLP meetings held each semester for every student</td>
<td>Increased attendance</td>
<td>6</td>
<td>✓ ✓ ✓</td>
<td>Teachers AEO HSLO</td>
</tr>
<tr>
<td>5.5</td>
<td>Monitor student outcomes through GHPS assessment framework Continue TPL in R2L literacy and numeracy</td>
<td>Improved student engagement</td>
<td>4,6</td>
<td>✓ ✓ ✓</td>
<td>Teachers Executive Principal</td>
</tr>
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</table>

### Number 5.8

**Strategies:**
- Whole staff activities to challenge teacher thinking
- AECG active involvement in school activities
- Other agencies sharing best practice with school staff in working collaboratively with families

**Indicators:**
- Professional dialogue reflecting increased cultural awareness

**Reform Area:**
- 4, 6

**Timeframe:**
- ✓

**Responsibility:**
- Teachers
- Executive Principal
- AECG

**Resource Allocation & Funding Source:**
- 2013
- 2014

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**School Identified Priority Area 6: Home/School Partnerships**

**Intended Outcome:**
To develop an understanding that promotes a commitment and involvement by the community to support the school in the achievement of targeted outcomes.

**Target/s:**
- Increase to 50% the number of families accessing school communications online by the end of 2013.
- Expand community involvement in the Kitchen/Garden from 0% of parents to 10% of parents in 2013 and 15% of parents in 2014.

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### Number 6.1

**Strategies:**
- Schedule ‘Yarning circle’ twice a term through Newsletter and phone invitations

**Indicators:**
- An effective and successful Yarning Circle operating

**Reform Area:**
- 6

**Timeframe:**
- ✓

**Responsibility:**
- AEO
- Stronger Smarter team

**Resource Allocation & Funding Source:**
- 2013
- 2014

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### Number 6.2

**Strategies:**
- Interagency Meetings
- Collaborative interagency approach for children at risk

**Indicators:**
- Information being disseminated between agencies

**Reform Area:**
- 6

**Timeframe:**
- ✓

**Responsibility:**
- Principal
- SACC facilitator
- Aboriginal worker
- Interagencies

**Resource Allocation & Funding Source:**
- 2013
- 2014

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### Number 6.3

**Strategies:**
- Refine communication practices for families
- SACC activities to continue and be expanded
- Personal invitations to all school events for parents
- Principal, SACC facilitator and AEO to visit families, classroom teachers invited
- Positive communication with all families from staff

**Indicators:**
- Families accessing school communication via the School Website, Facebook and Twitter
- GHPS accepted and valued as an integral part of the local community

**Reform Area:**
- 6

**Timeframe:**
- ✓

**Responsibility:**
- All GHPS staff

**Resource Allocation & Funding Source:**
- 2013
- 2014

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### Number 6.4

**Strategies:**
- Invite parents to participate in The GHPS Parents as Tutors program delivering training in literacy, numeracy and technology by Stage Mentor.
- Train parents to work effectively with targeted students in classrooms K-6

**Indicators:**
- Targeted parents are trained to support students in literacy and numeracy and technology K-6

**Reform Area:**
- 6

**Timeframe:**
- ✓

**Responsibility:**
- AP
- QT Mentor

**Resource Allocation & Funding Source:**
- See 1.2
- 1.3
<table>
<thead>
<tr>
<th>Number</th>
<th>Strategies</th>
<th>Indicators</th>
<th>Reform Area</th>
<th>Timeframe</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.5</td>
<td>Invite parents to come along to weekly gardening sessions with ECCO volunteers to support. Personal invitations to parents to join their child’s class for a gardening session</td>
<td>Parents are involved in the Kitchen/Garden program. Parent involvement leading to an increase in student attendance.</td>
<td>6</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**School Identified Priority Area 7: Transition**

**Intended Outcome:** Effective student transition is achieved through the provision and sharing of relevant information between all stakeholders ensuring that students and the new educational setting are prepared and supported.

**Target/s:** Expand student induction program so that all students transitioning to GHPS are assessed and inducted to school PBL expectations within 10 days from enrolment. Improve the transition of students from GHPS to CRTHS with a focus on PBL strategies as measured through school data.

<table>
<thead>
<tr>
<th>Number</th>
<th>Strategies</th>
<th>Indicators</th>
<th>Reform Area</th>
<th>Timeframe</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Playgroups continue to operate CareWest Preschool to operate at GHPS 2010-2015</td>
<td>Students are engaged and families are confident on Kinder entry</td>
<td>3, 4, 6</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7.2</td>
<td>Assess school readiness of students Assess vision, hearing, dental of Preschool students</td>
<td>Needs of students are assessed and known prior to school enrolment</td>
<td>4, 6</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7.3</td>
<td>Implement enrolment procedures for new students: Day 1 - Enrol and contact prior school /stakeholders - Communicate PBL expectations with family - GHPS information pack given to family Day 2 - Allocated to their mentor AP - Introduce parents/carers to teacher and AP Day 3-10 - AP to assess Literacy and Numeracy - AP to induct to PBL Expectations</td>
<td>Information is transferred quickly and effectively for incoming students</td>
<td>3, 4</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Number</td>
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<tr>
<td></td>
<td>-Class teacher refers to LST as needed</td>
<td></td>
<td></td>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td>7.4</td>
<td>Year 6 PLP folders to year 7 advisor and Support Unit CRTHS teacher to visit in term 4 to collaborate with Stage 3 staff to assess transitioning students’ needs. Stage 3 students participate in Pre2 Sport Pre2 network to facilitate alignment of curriculum (S3/4) Participate in all general CRTHS transition activities Invite Stage 4 students and staff to become involved in a reciprocal program between: -GHPS Tasty Garden/Kitchen and CRTHS Ag. Plot Mentoring programs for at risk Stage 3 students with Stage 4 students. Conduct fortnightly Yarning Circles in Term 4 with our Year 6 students around the subject of transition/getting ready for High School.</td>
<td>Improved attendance and retention rates in Years 7 and 8 Improved collaboration between Stage 3 and Stage 4 students and staff. Collaboratively plan PBL across Stage 3 to Stage 4 with CRTHS. Consistency of approach around the language of PBL.</td>
<td>3, 4, 6</td>
<td>✓</td>
<td>Pre2 staff St 3 teachers CRTHS staff including yr 7 advisors</td>
</tr>
</tbody>
</table>